

REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
THE INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**AN INVESTIGATION INTO THE IMPLEMENTATION OF ENGLISH
PREPARATORY PROGRAMS AT TERTIARY LEVEL IN TURKEY**

Betül ARAP

A PhD DISSERTATION

ADANA / 2016

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Supervisor : Assoc. Prof. Dr. Rana Yıldırım
Member of Examining Committee : Prof. Dr. Zuhale Okan
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Member of Examining Committee : Asst. Prof. Dr. Aysel Şahin Kızıl

A PhD DISSERTATION

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To the Directorship of the Institute of Social Sciences; Çukurova University

We certify that this dissertation is satisfactory for the award of the Degree of Doctor of Philosophy.

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ÖZET

TÜRKİYE’DE ÜNİVERSİTE DÜZEYİNDEKİ İNGİLİZCE HAZIRLIK PROGRAMLARININ UYGULANMASINA DAİR BİR İNCELEME

Betül ARAP

Doktora Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Danışman: Doç. Dr. Rana YILDIRIM

Mart 2016, 138 sayfa

Bu çalışma Türkiye’de üniversite düzeyindeki İngilizce hazırlık okullarının etkililiğini öğrencilerin ve okutmanların bakış açılarıyla incelemeyi amaçlamıştır. Öğrencilerin ve okutmanların İngilizce hazırlık programlarını nasıl değerlendirdiklerini ve programın etkililiği konusunda öğrencilerin ve okutmanların bakış açıları arasında fark olup olmadığını ortaya çıkarmak hedeflenmiştir. Bu doğrultuda, Stufflebeam (1971) tarafından tasarlanan CIPP (bağlam-girdi-süreç-ürün) değerlendirme modeli kullanılmıştır. Araştırmanın örneklemini 2013-2014 eğitim-öğretim döneminde dört devlet üniversitesinin İngilizce hazırlık programında öğrenim gören 1117 öğrenci ve ders veren 218 okutman oluşturmaktadır. Bu çalışmada hem nitel hem de nicel veri toplanmıştır. Nitel veriler yarı-yapılandırılmış görüşme yoluyla elde edilmiştir. Nicel veriler ise Karataş (2007) tarafından öğrenciler ve okutmanlar için geliştirilen anket formu kullanılarak toplanmıştır. Öğrencilerle ve okutmanlarla yapılan yarı-yapılandırılmış görüşmeler içerik analizi yöntemiyle incelenirken, nicel verileri analiz etmek için betimsel ve çıkarımsal istatistik kullanılmıştır.

Çalışmanın sonuçları Türkiye’deki dört devlet üniversitesinde hizmet veren İngilizce hazırlık programlarının öğrencilerin ve okutmanların ihtiyaçlarını ve beklentilerini kısmen karşıladığını ortaya koymuştur. Öğrencilerin bakış açılarının okutmanların bakış açılarına kıyasla daha az pozitif olduğu belirlenmiştir. Öğrencilerin ve okutmanların ihtiyaçlarının ve beklentilerinin daha iyi karşılanabilmesi için bazı değişiklikler ve düzenlemeler yapılmalıdır.

Anahtar kelimeler: İngiliz dili eğitimi, program değerlendirme, İngilizce hazırlık programı değerlendirme, CIPP model

ABSTRACT**AN INVESTIGATION INTO THE IMPLEMENTATION OF ENGLISH
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This study aimed to investigate the effectiveness of the English Preparatory Programs at higher education institutions in Turkey through the perceptions of students and instructors. To achieve this, the CIPP (context-input-process, and product) evaluation model designed by Stufflebeam (1971) was used. The study intends to explore how students and instructors evaluate English Preparatory Programs and whether there are significant differences between their perceptions. The data were collected from 1117 students who were attending in the English Preparatory Programs at four state universities in the 2013-2014 academic year and 218 instructors who were tutoring in the programs in the same academic year.

Both qualitative and quantitative data were gathered in the study. The qualitative data were collected through semi-structured interviews. The quantitative data were collected through questionnaires developed for students and instructors by Karataş (2007). While the data based on the semi-structured interviews with students and instructors were analyzed through content analysis, descriptive and inferential statistics were employed to analyze the quantitative data.

The results revealed that English Preparatory Programs at four state universities in Turkey partially meet the needs and expectations of the students and instructors. However, it was noted that the perceptions of the students are less positive compared to those of the instructors. Some revisions and regulations could be made in the program in order to better satisfy the needs and expectations of the students and instructors.

Keywords: ELT, program evaluation, English preparatory program evaluation, CIPP model

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ABBREVIATIONS

CEFR: Common European Framework of Reference for Languages

CIPP: Context, Input, Process and Product

EFL: English as a Foreign Language

ELF: English as a Lingua Franca

ELT: English Language Teaching

ESP: English as Specific Purposes

IEP: Intensive English Program

HEC: Higher Education Council

L2: Second Language

MoNE: Ministry of National Education

PDK: Phi Delta Kappa

PYP: Preparatory Year Program

TOEFL: Test of English as a Foreign Language



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CHAPTER I

INTRODUCTION

1.0. Introduction

1.1. Background to the Study

English has gained a prestigious status among several other languages in the world and has been long accepted as a lingua franca. English as lingua franca (ELF), defined as "any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option" (Seidlhofer, 2011, p. 7), is now the most known use of English in the world. It plays a great role in international communication due to global developments in international business, science, and education and penetrates into the lives of millions of people in various ways. ELF also serves a wide range of purposes and thus goes beyond vis-a-vis communication through mass media including social electronic media in the 21st century with the advancement in technology. People using it as a medium for communication are increasing day by day in the world (Alptekin, 2002). For instance, 75% of the world's mail, 80% of computer data and 85% of all information are stored in English (Thomas, 2006).

In social life, people follow media channels in English such as CNN and BBC or listen to music in English on MTV (Seidlhofer, Breiteneder, & Pitzl, 2006) and communicate directly with each other through social media tools such as Twitter or Facebook in English. Additionally, in worklife, English is a required second language (L2) since it has a high market value. People are asked to have English language proficiency either for job entry or promotion in competitive jobs in metropolitan areas (Doğançay-Aktuna, 1998). With the wide spread use and a broad acceptance of English as the lingua franca due to the professional and social successes of individuals and communities, English language learning has become prominent all over the world (Canagarajah, 2006; Seidlhofer, Breiteneder, & Pitzl, 2006).

As the popularity of English as a lingua franca (ELF) has grown, learning it to fulfill the individual, social and professional needs as a foreign language has been involved in education globally. Hoffmann (2000) mentions that most of the students attending secondary schools learn English as their first foreign language in Europe.

According to a survey done in Europe and Turkey by Eurydice, “English is the most widely taught foreign language in primary education” (Eurydice 2012, p. 62). In addition to primary school curricula, student mobility programmes at higher education levels also triggered the learning of English as a foreign or second language. Brumfit (2004) puts forward that English is accepted as the “main foreign language for education” over recent decades (p. 165). Coleman (2006) also agrees on the global status of English and claims that the increasing number of international students sharpens the focus on English language and teaching.

In countries like Turkey where English is used as a foreign language, the global status of English has resulted in compulsory participation for individuals in English educational programs (Yıldırım & Okan, 2007). Whether provided and controlled by state or through private institutions, participation in these programs throughout their education better positions students to take up their places in a competitive world and offers entrance to elite communities after they graduate. Several programs from the primary level up to tertiary have frequently been a subject of research. One research area has been on the evaluation of foreign language programs from either teachers’ or students’ point of view. In the evaluations, the focus is usually on the learning outcomes and aim of teaching, materials as well as determining effective activities and teaching methods. This research focus on the evaluation of the language program could serve as an indicator of how the global status of the language is promoted through language programs, and how the implementations of the programs serve the individuals and give them access to the benefits associated with language learning. A comprehensive analysis of the dimensions of the programs is of vital necessity to provide feedback on the program implementation, which leads to effective revision and modification of the programs with the goal of providing optimal outcomes.

1.2. Purpose of the Study

Drawing on the discussion above, the main aim of this study is to examine the effectiveness of the English Preparatory Programs taught at the tertiary level in Turkey through the evaluations of students and teachers based on the CIPP (Context-Input-Process-Product) model developed by Stufflebeam (Stufflebeam, 1985). Each dimension of the CIPP model, context-input-process-product, is examined separately with research questions. Specifically, this study intends to investigate the effectiveness

of the English Preparatory Programs as perceived by students and instructors in regards to: learning and teaching environment, materials, lesson activities, assessment and evaluation procedures, and whether the expectations of students and instructors participating in the English Preparatory Programs are met or not. The study also aims to examine the differences between the perceptions of students and instructors in regards to the dimensions of context, input, process, and product evaluation of English Preparatory Programs at the tertiary level.

1.3. Research Questions

1. How do the students and instructors evaluate English Preparatory Programs at the tertiary level regarding the dimension of Context evaluation?
2. Is there a significant difference between the perceptions of students and instructors in regards to the dimension of Context evaluation of English Preparatory Programs at the tertiary level?
3. How do the students and instructors evaluate English Preparatory Programs at the tertiary level regarding the dimension of Input evaluation?
4. Is there a significant difference between the perceptions of students and instructors in regards to the dimension of Input evaluation of English Preparatory Programs at the tertiary level?
5. How do the students and instructors evaluate English Preparatory Programs at the tertiary level regarding the dimension of Process evaluation?
6. Is there a significant difference between the perceptions of students and instructors in regards to the dimension of Process evaluation of English Preparatory Programs at the tertiary level?
7. How do the students and instructors evaluate English Preparatory Programs at the tertiary level regarding the dimension of Product evaluation?
8. Is there a significant difference between the perceptions of students and instructors in regards to the dimension of Product evaluation of English Preparatory Programs at the tertiary level?

1.4. Significance of the Study

This study is assumed to be significant in several aspects. First of all, this study does not report one single case. It provides feedback about the implementation of

English Preparatory Programs at the tertiary level in Turkey. In other words, this particular study presents current attitudes regarding the effectiveness of English Preparatory Programs through the perceptions of instructors and students. Thus, it is expected that the results of this study may be used as a guideline to improve the quality of English language instruction at preparatory programs.

More specifically, this study also helps divine what is and is not implemented at English Preparatory Programs at the tertiary level. It is vital to see what the instructors and students think about the teaching and learning environment, materials, lesson activities and assessment and evaluation procedures. This is significant as the authorities may have a chance to revise protocols or otherwise address these issues in their attempts to offer better education. Additionally, it is hoped that the findings from the present study will shed light on to what extent the expectations of instructors and university students at English Preparatory Programs are being met. As the ongoing discussion continues regarding English language instruction both in higher and primary education, the findings related to the expectations of instructors and students may be taken into consideration not only by Higher Education Institutions but also by the Ministry of Education.

Last but not least, the strength of this study lies in combining qualitative and quantitative data collection tools. 1117 students and 218 instructors from four universities representing different geographical regions in Turkey participated in the questionnaire. Based on the analysis of the semi-structured interviews, triangulation of the collected data is completed by including the voices of both parties in the education process, namely, students and their instructors at English preparatory programs. In this respect, this study will contribute to the body of existing research on preparatory school program evaluation in Turkey. Furthermore, it is expected to provide valuable insights concerning language program evaluation in the Turkish and global context.

1.5. Key Terms

Evaluation: systematic attempt to gather information in order to make judgments or decisions (Lynch, 1996, p. 2).

Formative evaluation: evaluation designed, done, and intended to support the process of improvement, and normally commissioned or done by, and delivered to, someone who can make improvements (Scriven, 1991, p. 20).

Summative evaluation: the rest of evaluation: in terms of intentions, it is evaluation done for, or by, any observers or decision makers (by contrast with developers) who need evaluative conclusions for any reasons besides development (Scriven, 1991, p. 20).

Program evaluation: the process through which program components are presumed to affect outcomes and the conditions under which these processes are believed to operate (Donaldson, 2001, p. 471).

Language program evaluation: evaluation of language teaching programs using information gathered from multiple perspectives (Lynch, 1996, p. 33).

Need assessment: evaluation designed to examine the match between what is desired for the program versus the actual state of the program (Lynch, 1996, p. 33).

English Preparatory Program: It is a one-year compulsory or optional intensive English language course for students who are accepted at the university and whose knowledge of English is not sufficient to follow their courses provided in English at their departments (Official Newspaper-Date: 04/12/2008 n. 27074).

CHAPTER II

LITERATURE REVIEW

2.0. Introduction

This chapter provides background information for the present study by giving an overview of the global status of English, a brief history of teaching English in the Turkish context, evaluation as a concept and the Context-Input-Process-Product evaluation (CIPP) model. Then, existing studies on the English Preparatory Program evaluation done in Turkey and abroad will be presented.

2.1. Teaching English Globally: Overview

Our world has been in a globalization process, which aims to break down borders creating a global society characterized by social relations between “distant localities” and “local happenings” (Giddens, 1990, p. 64). Global communication solves the problem of distance through “a shared channel like the Internet or video conferencing and a shared linguistic code” (Block & Cameron, 2002, p. 1). Globalization has brought with it the necessity of a common language for international integration in the world. With the forces of globalization and developments in technology and growing economic and social and political shifts in the world, English has become an effective means for interactions and communications. Therefore, English is now considered as a leading lingua franca for several areas such as business, science, politics, media and technology and has successfully spread beyond geographical boundaries. It is now “the language of international communication which unites a global community in brotherhood with no geographic or political frontiers” (Hamel, 2003, p. 134) and its number of non-native users has dramatically increased to beyond 1,5 billion users in the early 2000s (Crystal, 2000).

The status of English is connected with three labels: world English since the 1920s, international English since the 1930s, both emerging in the 1980s, and global English since the mid-1990s. McArthur (2004) reviewed these labels and stated that world English refers to both standard English and all English, that is, standard English and varieties in language norms across communities, international English refers to

multinational use of English (particularly in language teaching) and global English refers to various use and associations of English with socio-economic globalizations. Crystal (2003) discussed that the global status of a language can be achieved when a special role is attributed to that language in other countries either by recognizing it as an official language of a country's official fields such as government, the media, courts and educational system (in such case it is called second language and seen as a complementary language to first language) or by making it priority in country's foreign language education. A foreign language can be prioritized in accordance with historical traditions, political developments and demands for commercial, cultural and technical benefits.

As Crystal (2003) mentioned a language does not become global due to its structural features, size of vocabulary or richness of literary works. Rather, it becomes global when there is a close link between language dominance and the economic, cultural, political and technological power of a country. This is obviously seen in the history of English. Historically, the first phase of the international dominance of English occurred through military might and economic power. The global reach of the British colonial empire of the 19th and 20th centuries spread the English language from the America through Africa and Asia, and the Empire's economic power established English as the lingua franca for international business in Europe and much of the rest of the world. After the colonized nations gained independence, English maintained its privileged status among individuals especially elites in the newly independent nations in the global arena. The second phase of the spread of English came with the emergence of the United States into the global political and economic arenas in the early twentieth century. English language started to spread into non-colonized countries especially after World War II becoming lingua franca for business, politics, media, technology, and academia.

With international bodies becoming strong in politics, organizations such as the United Nations, the World Bank, UNESCO and UNICEF, World Health Organizations, and the International Atomic Energy Agency, several multinational communities have emerged, which put a pressure on the use of a lingua franca to facilitate the communications between nations. English has emerged as preeminent among the prestigious languages such as French, Spanish, Chinese, and so forth. Since the 1950s, English has been regarded as a prestigious means for accessing information in the arenas of business, politics, media, technology, and in academia; as such, it has

been considered as a part of institutionalized education in the Middle East, Far East and European countries.

Kachru (1992) provided a concentric model for understanding the spread, acquisition and functions of the language and explained the status of English with three circles: inner, outer and expanding (formerly termed *extending*). In the inner circle, there are native-speaking countries providing the establishment of the language forms for other users. In the outer circle, English is used either as an official or co-official language for non-native speakers or it has a distinguished status mostly due to historical reasons. In this outer circle English is used for education, administration and business. This can be seen in outer circle countries such as in India, the Philippines, Nigeria, Tanzania, Yemen, Malaysia, Kenya, and Pakistan. In the expanding circle, English has no historical root from colonialism as it does in countries of the outer circle. However, in the expanding circle English is held in high esteem for business, technological and scientific developments and is taught as a foreign language in schools. The expanding circle includes Japan, Latin American countries, the Middle East, Europe and Turkey. The role of English in the expanding circle has more limited functions.

In the Turkish context, the characteristics of English use are different in the sense that “English is not an official language, a national *lingua franca* or a second language. It is not a remnant of colonialization or the legacy of missionaries” (Doğançay-Aktuna, 1998, p. 31). However, English performs several functions in different domains in Turkey such as in education, media and professional life; therefore, learning English is mainly for practical reasons such as improving one’s education and getting a good job (Kızıltepe, 2000) or in other words improving “professional contacts, academic studies and commercial pursuit” (Alptekin, 2002, p. 61). Doğançay-Aktuna (1998) underlines the peculiarity of the spread of English in Turkey. She mentions that English has infiltrated Turkey through both planned and unplanned modes of dissemination. That is, historically, it started as state-controlled and approved diffusion in Turkish life and then proceeded as an uncontrolled diffusion of English in Turkish culture, business, media and language. As regards the educational context, which could be regarded as a manifestation of state-controlled spread of English, the acquisition of English is currently studied from the second grade in primary education to higher education at the university level. The following section will summarize the contextual framework of teaching English in Turkey in depth.

2.2. History of Teaching English as a Foreign Language in the Turkish Context

The current state of art in teaching English is to be analyzed considering historical, sociological and political perspectives and developments. The primary contact of Turks with English as a language came with the trade relations between the Ottoman Empire and the British Empire in the first half of the sixteenth century. As the trade partners were reluctant to learn each other's native language, they received translation service from the minorities under the Ottoman authority such as Jews, Greeks and Armenians (Lewis, 1982). As Lewis (1982) noted there were hardly any records of Turks wanting to learn a foreign language for trade and business until the eighteenth century when the movement of Westernization in the Ottoman Empire started. In this period, French was the first Western language to enter the curriculum of the Ottoman educational system for training military students. With the establishment of medical and surgery schools (Tıphane-i Amire ve Cerrahhane-i Mansure) in 1827 French and Italian were the foreign languages provided for medical students.

When another medical school (Mekteb-i Tıbbiye-i Adliye-i Şahane) was opened in 1839, French took its place as a foreign language medium of instruction for the first time at tertiary level. French-medium instruction became even more popular when Imperial Lycee at Galatasaray (Mekteb-i Sultani) was opened in 1868. The prestigious image of French over English in education was accepted in trade and diplomacy; therefore, the need for English in business and diplomacy declined at the very early beginning of the nineteenth century. When the United States took its place in the political arena, it started to build relationships with the Ottoman Empire for trade and missionary reasons. A private Protestant missionary school, Robert College, was founded in Istanbul in 1883 and it started to serve as a university in 1912 where the medium of instruction was solely English. A decade later, English became an optional foreign language to learn in schools. However, learners of English were mostly the children of minorities due to the huge numbers of illiterate Turkish people and the limited numbers of schools.

The curriculum planning in foreign-run schools was independent for implementing their curricula. With the foundation of Turkish Republic in 1923, education was freed from Arabic and Persian heritage in primary and secondary schools and in general a secular educational system was created. The status of foreign schools was revised and the numbers of foreign-run schools were fixed. The ultimate goal of education during this nation building period was to promote literacy among Turkish people since

there was rather low literacy rate (six percent) at that time (Demircan, 1988, p. 91). There was almost no emphasis on foreign language education compared to Turkish, which was now regarded as one of the key elements of national identity.

A year later, in 1924, the first step was taken centralizing the educational system under the state authority through the act of Unification of Education (Tevhid-i Tedrisat Kanunu). The teaching of Arabic and Persian was banned. Learning foreign languages was restricted to learning one of the Western foreign languages such as English, French or German and these were taken as a compulsory course with the aim of cultural enrichment. The regulation of private and minority schools was passed to the Ministry of National Education (MoNE). At this point, English was in general considered as an instrument of cultural enrichment and appreciation; yet, it was not preferred over French or German. The Turkish Language Revolution started in 1928 with two aims: to purify Turkish from Arabic and Persian thus distancing the influence of Islam, and to keep up with the cultural and economic modernization of Turkey fulfilling the needs of the country while rapid developments in technology and science were happening. Arabic script was banned and replaced by the Roman script. This contributed to the spread of English-medium education by making it easier to learn for Turkish learners without a burden of learning an entirely new script.

After the Second World War, English became the dominant foreign language and replaced French in the new Republic. This was because the image of English language was enhanced when Turkey moved away from Europe and got closer to the US, a dominant world economic and military power in the postwar era. English-medium education was introduced to the Turkish system in 1950s. In 1955, the Turkish government established five Maarif Kolejis (Education Colleges) in various cities which offer one year of intensive English Preparatory Program at the end of Grade 5. Science and Math courses were taught in English in these secondary schools. In the following years, the name Maarif Koleji was later changed to Anadolu Lisesi (Anatolian High Schools). As these schools were tuition-free and provided English-medium instruction, they were quite popular.

Doğançay-Aktuna (1998) stresses that the teaching of the English language became pervasive through schools and the priority of English increased in the 1980s due to global developments. The presence of globalization and free enterprise in the 1980s and the dominance of American popular culture in entertainment and advertisement sustained the growth of English and foreign language education became a vital necessity

for a successful career in any field/sector. In 1987, there was a sharp increase in the numbers of English-medium secondary schools. There were 193 English-medium, 15 German-medium and 11 French medium and two Italian-medium schools (Demircan, 1988), which directly demonstrated the popularity of English over other languages and the image of English as “an integral part of national education” (Atay & Ece, 2009, p. 23).

Doğançay-Aktuna (1998) associated post-republican periods (the first period: 1950s-1970s; the second period is after mid-1980s) with planned and unplanned language spread in Turkey. Planned language spread refers to the desired acquisition of language due to its benefits such as quality education and better job opportunities. This usually requires placing that foreign language as a compulsory element of the national curriculum and strengthening its reputation with nation-wide education planning. Unplanned language spread, on the other hand, happens without such planning. The borrowing from the spreading language has an adulterating influence on the authenticity of the national language and culture. Control of the unplanned spread cannot be realized due to the wide range of sources of the language that people can access. As for the Turkish context, the planned spread of English has been encouraged with the leading role of English in modernization and intercultural communication. However, popular social media and the heavy penetration of the internet into people’s lives provided a means for the unplanned spread of English in Turkey especially after the mid-1980s.

Teaching English at the secondary level and primary education share the same historical roots. Until 1980s, there was no serious emphasis on teaching English in vocational training schools. With the establishment of the Anatolian schools, prestigious state schools, the aim was to provide Basic English courses and later to offer intensive English preparatory classes in high school grades. In the Anatolian schools English was used as a medium of instruction for the teaching of science. After the 1997 education reform, in 2002, the MoNE decided to use Turkish for courses such as science and mathematics instead of English. This decision was due to the lack of competent, well-trained teachers to teach these subject matters in English and also to minimize negative impacts for students taking national university entrance exams in these subjects since the exams are given in Turkish (Kırkgöz, 2007; Tarhan, 2003). In 2005, the duration of all-secondary level schools (formerly high schools) was increased from three to four years. The one year English Preparatory Programs were replaced by a standardized national approach. The numbers of hours per week dedicated to teaching English was 10 for the first year and four, for the second, third and fourth year of all secondary schools.

In spite of the fact that the increased numbers of English lessons in the secondary schools (high schools), the new standardized national approach for language learning at public educational institutions was not considered as a great success. Similar criticism has been made of secondary English education: unqualified teachers, crowded classrooms, poorly designed and created teaching materials, insufficient number of classes, differences in implementation of the program according to the schools types such as Anatolian high, General high and Vocational high schools and a lack of effective teaching methodologies (Büyükkantarcıoğlu, 2004; Gömleksiz, 2014). As for the high schools, 3 hours of English for the 9th graders and 2 hours of English for the 10th, 11th and 12th graders have been provided since 2012. It should be noted that the hours of English classes have been reduced from 10 and 4 in the first and the rest of the high school years to 3 and 2 respectively. However, the course load and the content to cover in the syllabi have remained the same. With this compressed schedule improving students' English language knowledge and skills may not be feasible with limited exposure to language data in three or two hours per week.

When it comes to English language education at the higher education level, the history of teaching English at the higher education institutions dates back the early 1930s when Istanbul University opened up foreign language courses with the aim of teaching students to translate from a foreign language to the mother language. During that decade, the foreign language policy was to equip students with at least one of the foreign languages such as English, German, French or Italian (Demircan, 1988, p. 133). A few decades later, the learning of a foreign language referred to learning how to read, write, listen and speak the language in the vocational higher education institutions, while for the standard higher education institutions, foreign languages were meant to allow students to benefit from foreign vocational publications, to be able to comprehend reading passages, translate with the use of dictionary and speak with simple structures (Demircan, 1988, p. 133). In the 1990s, a number of faculties in various universities decided to use English as a medium of instruction for either all or one-third of the subject matters. In 1990, there were 64 faculties who provided one-third of subject matters in English and 46 faculties taught exclusively in English (The Inter-university Committee Report, 1993). The reasons for the choice of English as a medium of instruction at these higher education institutions were to keep up with the scientific developments, to follow up-to-date, international resources and publications, and for graduates to find better jobs more easily in the job market.

In 1981, in the regulations of Higher Education Teacher Schools (article 50), the aim of teaching a foreign language was defined: to enable students to understand spoken text at normal pace, comprehend written texts related to their own fields and to speak the language coherently. The law numbered 2547 and titled as Higher Education Law allied all the higher education institutions with universities, required a foreign language to be a compulsory subject in the syllabus (item no:5.i) and foresaw one year of language preparatory programs and pledged the necessary support for these kinds of language preparatory programs in the following years. In 1983, the Law 2923 on Foreign Language Education and Teaching clarified the role of institutions in organizing and managing foreign language education and teaching. According to this law, the foreign language courses at the primary, secondary and informal education institutions are to be decided on and supervised by the Ministry of National Education. The foreign language courses at the higher education level are to be decided on and supervised by HEC (Official Newspaper-Date: 19/10/1983 n. 18196). On grounds established by the enactment of Law of 2547 and 2923, regulations on foreign language teaching in higher education institutions and the principles to be followed in foreign language teaching were also enacted (Official Newspaper-Date: 04/12/2008 n. 27074).

Based on the regulations, the aim for teaching a foreign language was defined: to teach students the basic language rules of the foreign language they are taking, to improve students' word knowledge, for students to comprehend the spoken and written text in a foreign language and to encourage students to express themselves orally and in written forms in the foreign language. Students enrolled as freshmen in a program at a university have to take a foreign language proficiency test prepared by that university to identify their proficiency levels. They can be exempted from this test under certain conditions: those who went to school for at least three years or completed their secondary education in a country where that foreign language is spoken as a native language, and those who received the accepted score by the university senates in the foreign language tests administered by the university or in internationally recognized exams such as TOEFL (Test of English as a Foreign Language), DALF (Diplôme Approfondi de Langue Française), PND (Prüfung für die Nachweis Deutscher Sprache). Students who fail to meet standards on these exams have to take English courses for a minimum of 60 hours over at least two semesters and pass them successfully. Students who were exempted or passed the compulsory foreign language courses are allowed to take elective foreign language courses later during their study. The HEC regulation also clarifies the details

about the one-year English Preparatory Program. The program is required due to the fact that some of the courses in a departmental program at both graduate and undergraduate levels can be given using a specific foreign language as a medium of instruction or mixed instruction (some courses are in a foreign language and some are in Turkish) with the approval of HEC. At a minimum 30% of an English Preparatory Program's curriculum must be taught in English. The regulation also permits a foreign language to be a medium of instruction for the whole program with the approval of the University Senate and the HEC. The program must be administered in two semesters and the course load cannot be less than 260 hours. This one year program does not count as a credit for the departmental programs, it is separate from the departmental program credit requirement. The students must pass the proficiency exam at the end of second semester. In case of failure, they can repeat the program for one more or two more semesters. They can only start their program after passing the proficiency test.

As required by HEC, both state and private universities offer English language preparatory program to students in their first year of university study. This is due of the fact that students take many of their courses using English as the medium of instruction. Even if their specific course of study is primarily taught in Turkish, university students still have to take 30% of their compulsory courses in English during their undergraduate studies. The main aim of the program is to improve students' structural and lexical knowledge and to develop their language skills to better meet the demands of professional, scientific and technical service sectors. At a minimum, students are expected to acquire the necessary language knowledge and skills to follow their courses in English within their departments. This aim is often realized by providing students grammar and vocabulary study as main course and merging the language skills development into it, or by separating one or two skills (i.e., reading and writing) so as to support the language acquisition through main course. The English program often takes two semesters and students receive between 20 and 30 hours of English instruction per week. The general characteristics of the program are as follows:

- the number of students in each class does not exceed 25 to 30,
- the medium of instruction is either in English or in Turkish depending on the level of students,
- the language exposure varies between two and eight hours per day,

- two or three teachers work in collaboration (i.e., as team members) to teach students in one class,
- supplementary materials and worksheets are prepared by the teachers for language practice and reinforcement,
- students get evaluated through quizzes, mid-terms and finals at a regular basis, and practice in the language laboratories as well as extra-curriculum activities outside the classroom are provided for students (Tunç, 2010).

A series of research studies have been done on English Preparatory Programs in Turkey with different research emphasis such as motivation of students to learn English (Bektaş-Çetinkaya & Oruç, 2010), English language teacher effectiveness from perspective of preparatory students (Arıkan, Taşer, & Saraç-Süzer, 2008), preparatory students' opinions on the contributions of the language activities to their learning English (Ocak, Özçalışan, & Kuru, 2010), learners' attitudes towards English language and English-speaking communities (Üzüm, 2007), now-well trained instructors (Toker, 1999), low level of target language knowledge (Erdem, 1999) and English language preparatory program evaluation (Çetinavcı & Topkaya, 2012; Coşkun, 2013; Mede & Uygun, 2014; Muşlu, 2007; Karataş & Fer, 2009; Örs, 2006; Özkanal & Hakan, 2010; Tunç, 2009; Tunç, 2010). The following section will demonstrate the dynamics related to language program evaluation and the evaluation of the English Preparatory Programs in Turkey in detail in order to illustrate the current state of art in English language preparatory programs at the tertiary level.

2.3. The Concept of Evaluation

Evaluations are the assessments that we make in every part of our lives. In the field of education, it basically refers to a systematic assessment of student's performance using criteria or standards. Program evaluation is defined as "the process of systematically determining the quality of a program and identifying how it can be improved" (Sanders & Sullin, 2006, p. 1). In other words, it refers to judgements based on the relationships between program components such as the procedures, epistemologies, processes and outcomes (Kiely & Rea-Dickins, 2005). The characteristics of program evaluation have been developed through study and practice in many diverse contexts. Kiely and Rea-Dickins' (2005) study presents three features of effective evaluation. The first is the

developmental aspect of evaluation. Program evaluation has evolved, taking a route from a rigid observation on the quantitative aspects of the program to a more nuanced observation, meaning that the evaluation incorporates a multi-perspective approach. The second feature of current program evaluation is that it serves two functions: research and evaluation. Program evaluation helps provide knowledge about the current state of the program and contributes to research by providing information for making decisions related to program development. The third is that evaluations are done but often are not publicized; many of them are kept unpublished due to a perceived need for confidentiality. These features lead to challenges for the analysis of evaluation potential. The challenges relate to finding what works in the program in line with its set aims, the role of program participants in the program, the criteria for making judgements, the role of evidence-based practice and the use of evaluations in education, all deriving from traditional and current perspectives on evaluation.

Historically speaking, formal evaluation dates back early 1950s when Tyler (1949) established a scientific management evaluation framework to judge the success of a program by focusing on the design elements, namely, the aims, processes and outcomes. This framework has two features: the specification of objectives (learning outcomes) and teacher behaviors, and the measurements of these specifications (Kiely & Rea-Dickins, 2005). Somewhat later, Taba (1962) introduced curriculum evaluation theory, aiming to identify possible changes and improvements in any educational program thus, grounding innovations and re-conceptualization in the practice of curriculum evaluations. According to her theory, evaluation involved description of students' behaviors, development of various sources for evaluations, and then using the information received from the assessment in the process of evaluation (Smith, 2013). Along with the possible changes as an end result, Taba (1962) also mentioned the possibility of identifying not only successful results but also unsuccessful results during the evaluation process, saying that

“Evaluation thus serves not only check the hypothesis on which the curriculum is based but also to uncover the broader effects of a program which may serve its central purpose well, but may, at the same time, produce undesirable by-products” (p. 315). A full accounting of a program's effects noting both expected and unexpected outcomes is expected to underpin a comprehensive evaluation. While evaluation models, shaped by the Tyler and Taba in the USA, focused on the specifications and measurement of outcomes with a developmental perspective, in Europe there was more of an emphasis on

learning questions and local school inspections and their impact on the evaluation process. In Europe developing an understanding of learning was the task of academia and specific educational institutions, while identifying the effectiveness of schooling was the task of school inspectors. Managing and improving the schooling was left to the local educational authorities. This division of responsibility caused complexity for the development of the teaching and or training programs. The concept of evaluation as isolated measurement and comparison emerged when there was really a need for empiricism to understand educational processes and the connections between specific evaluation findings and the factors affecting decision making processes. This concern created an evaluation methodology which focused on research-oriented, experimental design with accountability of learning and policy issues for assessing educational effectiveness. There were a series of foreign language teaching-related studies which supported a definitive judgement based on the teaching methods like in Bangalore Communicative Teaching Project. Such experimental evaluations addressed theory and policy-making decisions. In the 1970s, due to the criticism of the experimental approach of evaluation in that it worked with single programs or cases, assessment of program worthiness and development became important. There was a shift at this time from experimental design and decision making between alternatives, to the assessment of program worth and positive development of the existing program. This represented a paradigm shift in the role of program evaluation. The new paradigm refers to “the determination of the worth of a thing. It includes obtaining information for use in judging the worth of a program, product, procedure or object or potential utility of alternative approaches designed to attain specific objectives” (Worthen & Sanders, 1973, p. 19). This shift in objective brought in set of evaluation strategies, one of which is the measurement of static characteristics such as the impact of human and material resources on program worth. There was less focus on dynamic characteristics such as learning in a program. Noting these deficits lead to the development of process-oriented approaches to evaluation focusing on dynamic aspects of the program rather than static characteristics with full accountability of a program’s intrinsic worth as well as the description of the program. Scriven (1991) and Stake (1967) set forth goal-free evaluation and countenance models, respectively. The goal-free evaluation took a look at the program within a social construct rather than strictly as a set of goals to fulfill. Stake (1967) proposed to begin an evaluation with a rationale, then continue with intents and observations and end it with judgements at three levels: antecedents (prior conditions), transactions (interactions between

participants) and outcomes (learning). With this framework, Stake (1967) introduced the importance of interactions within the program. Then in the early 1970s a number of other evaluation models were developed taking the different focus on the issues that Stake (1967) highlighted. The Context, Input, Process, and Product (CIPP) approach was suggested by Stufflebeam, Foley, Gephart, Guba, Hammond, Merriman and Provus (1971). It presented the framework where full implementation of a program could lead to the policy development and decision making processes beyond the actual context evaluated. According to Stufflebeam (2003), Stake had no equivalent for input evaluation, although it can be argued that input and context evaluation could be included in identification and assessment of “antecedent” conditions, the conditions already which existed prior to the evaluation and prior to the entry of evaluator. Moreover, Stake had a place for evaluator’s entry during the implementation stage to observe process implementation. Stufflebeam (1971) envisaged that input analysis could happen either before or during the evaluation and lead to the conduct of a single evaluation or evaluation based on the needs of audiences. To that end Stufflebeam (1971) and his colleagues designed the CIPP model. The following section will present it in detail.

2.3.1. CIPP Model

The CIPP evaluation model came into the field as an alternative to Tylerian definition. Stufflebeam and Shinkfield (1985) stated that he felt the need to broaden the definition of evaluation from the one referring to determining whether the objectives had been accomplished or not. He reckoned that the evaluation was to be redefined “as a process of providing useful information for decision making” (Stufflebeam & Shinkfield, 1985, p. 155). He worked on a model considering process implementation to evaluate implementation and product evaluation to serve recycling decisions. Process evaluation was an innovative idea in the field of education introduced by Stufflebeam’s remarks; however, his approach to product evaluation was akin to Tyler’s evaluation per se. Based on the report on American nation-wide evaluation research set up by Phi Delta Kappa (PDK), Stufflebeam et al. (1971) acknowledged the challenges for evaluating a program such as

- Anxiety over the perception of program evaluation as being ambiguous, subjective, and biased

- Inertial resistance to move on based on problems of evaluation
- Skepticism over the experts who are never in agreement on what constitutes evaluation
- Lack of guidance for evaluation requirements
- Poor advice on conducting scientific research on evaluation
- No-significant-difference syndrome for a particular instructional approach following post-research findings and implications
- Missing elements such as concepts of theory, lack of information required for evaluation, or lack of tools, framework, and of mechanism for managing evaluative information.

The PDK Committee decided on the use of CIPP model for evaluation, defining five problematic areas: definition of evaluation for methodological implementation, implications for decision making, providing for the inclusion of diverse perspectives, setting criteria and instruments for collecting information, making results accessible to audiences at different organizational levels. The research design needed to address particular decision making problems not generalized problems revealed by the research. The committee defined evaluation as follows:

Evaluation is the process of delineating, obtaining, and providing descriptive and judgmental information about the worth and merit of some object's goal, designs, implementation and impacts in order to guide decision-making, serve needs for accountability, and promote understanding of the involved phenomena (Stufflebeam & Shinkfield, 1985, p. 159).

Later on, Stufflebeam (2003) extended the definition as follows:

Evaluation is the process of delineating, obtaining, and providing descriptive and judgmental information about the worth and merit of some object's goal, designs, implementation, and outcomes to guide improvement decisions, provide accountability reports, inform institutionalization/dissemination decision, and improve understanding of the involved phenomena (p. 34).

Both definitions cover the key concepts of the CIPP model. The aims of evaluation are to lead decision making, to provide cues for accountability, informing about decisions and/or disseminating the outcomes, programs or service and to understand the dynamics of the involved phenomena in accordance with the model's intended goal of program improvement. The evaluation is therefore regarded as a three-

step process: delineating, obtaining and providing information which is both descriptive and judgmental. Therefore, evaluators should be trained on technical issues such as collecting, analyzing, interpreting data by the use of quantitative and qualitative research methods. As the definition points out, evaluations should focus on goals, plans/designs, actions and outcomes for context, input, process and product evaluation respectively, this model is regarded as a comprehensive framework for determining the merits and worth of programs, projects, institutions and products.

The evaluation process is continual and an integral part of a program and it aims to provide continuous relevant feedback to the decision makers granting them the information necessary to promote ongoing improvement based on systematic feedback. Stufflebeam and Shinkfield (1985) suggest that for effective evaluations, prior plans need to be made to supervise the implementation of an evaluation irrespective of the evaluation types (that is no matter whether context, input, process and product evaluation). This might refer to the preparation of plans on the conduct of the evaluation such as key participants, questions, objects, timing and location of the study, data collection procedures and method for data analyses, standards and criteria for the assessment of the outcomes. The evaluations can serve administrators, educators, policy makers, students, employees, funding organizations, administrative offices and such since they are created to serve needs of participants in the program and indicate the participants' performance in the two ways: formative (during the service) and summative evaluations (at the end of the service). The evaluations are formative in the sense that the evaluators can collect data and report information for improving the service. They are at the same time summative since the evaluators can also assess the end result in terms of success or failure along with intended and unintended results, which covers the worth and merits of the program with accountability. A checklist for summative evaluation includes such variables: overview of the program, participants' feedback, program profile, plans, goals, priorities, process, influence, side effects, budget, sustainability, transportability, comparison to other programs, implications and suggestions, reports and metaevaluation (Stufflebeam, 2003, p. 37).

There is a certain focus in each circle of the evaluation in the CIPP model. An evaluation focus, the key characteristic of the evaluation, is associated with each type of evaluation (Context, Input, Process and Product Evaluations) and is given in the Figure 1.

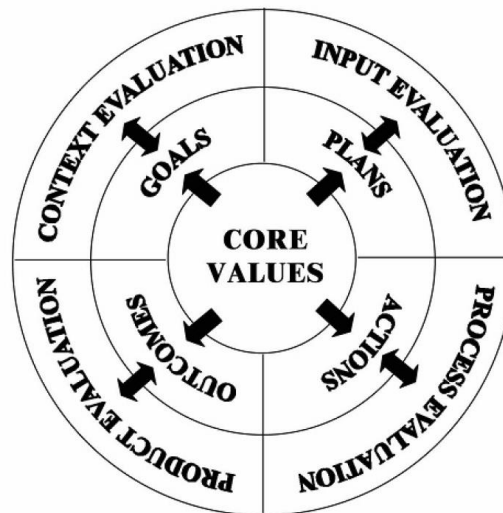


Figure 1: Key components of the CIPP evaluation model and symbiotic relationships with programs

Source: Stufflebeam, 2003, p. 33

The associations between the evaluation focus and types show their symbiotic relationship. Setting goals addresses the questions for the context evaluation, which provides information to validate or focus the goals in turn. Planning creates questions for input evaluation, which brings in assessment of the plans and guidance for improvement of the plans. Actions for improvement generate questions for input evaluation, which in turn leads to judgments of actions and feedback to improve them. Success and failure as well as unanticipated problems highlight questions for product evaluation, which in turn assess the overall effectiveness of the outcomes.

2.3.1.1. Context Evaluation

The aim of this type of evaluation is to identify contextual factors such as definition of participants/target group or person and environment of the program, to assess participants' needs for education or other type of service, to identify problems stemming from the needs and to judge whether the existing objectives are in compliance with the needs of the participants, thus providing a basis for judging the outcomes and setting improvement goals. The method of acquiring information for context evaluation involves some measurement tools such as survey, document review, forums, interviews, workshops, and observations, diagnostic tests to diagnose perceptions of strengths and weaknesses. The context evaluation has a function of deciding upon the environment of service with its strengths, weaknesses, opportunities and priorities, goals and objectives

to meet the needs and resolve participants' problems and planning for changes which takes place before, during and after the project or sessions.

2.3.1.2. Input Evaluation

Input evaluation aims to diagnose program potential and to assess existing and alternative strategies, work plans of the service, and budget plans for the service. It brings about the changes which are initially limited in resource allocations and seeking solutions for problems. The evaluation assists participants to take alternative program strategies into the considerations in terms of participants' needs and environmental factors to make the best use of available resources. Input evaluation informs design improvement initiatives, funding plans, action plans and alternative plans to better cover the original program goals. Its overall intent is to guide administrators and educators about strategies to address the needs of the participants and work on the alternative strategies and plans. Input evaluation has a utility in selecting sources of support, strategies and procedures. It also provides a basis for forming an opinion as regards implementation. There are no fixed steps for the practice of input evaluation. Revising the practice conditions to fulfill the assessed needs could be an initial step, which could be done through literature review, study visits to exemplary programs, consultation with experts and pilot studies. The criteria to assess input are as follows: responsiveness to key needs, potential effectiveness, affordability, compatibility with the existing service, propriety, political viability and administrative feasibility (Stufflebeam, 2003, p. 45). This type of evaluation could be used for the assessment of existing conditions and practice in terms of satisfaction and cost-effectiveness of the innovative proposed service.

2.3.1.3. Process Evaluation

Process evaluation is a continuous assessment of program implementation. It monitors and assesses activities, thus identifying flaws in procedures or implementation. Additionally it provides record for the decisions that were taken prior the program and a basis to form an opinion for assessing procedural events and activities. Process evaluation also aims to provide guidance for plan revisions and assesses the extent to which the participants of the program carry out their responsibilities. Finally, it provides comprehensive accountability for both the implementation and the cost of

implementation of a process. The process evaluator has a crucial position in this type of evaluation. He or she reviews the program and prior evaluations which are made periodically to identify areas to be monitored. These areas could be staff development sessions, tutoring, classroom instruction, assignments, field trips, diagnostic tests and suchlike. The process evaluation checks for the program effectiveness and provides a record of actual process and implementation to be used later when needed. As such it functions as a crucial source of information for the justification of program outcomes.

2.3.1.4. Product Evaluation

Product evaluation is done to measure, interpret and evaluate the achievement of the program both during the program and at its conclusion. It provides insight as to whether the program has fulfilled the needs of the participants it is intended to serve, thus marking the effectiveness and outcomes in terms of negative or positive perspective. This gives an overall view for the worth and merit of the program. To be most effective, the evaluation should consult a various group of people in association with the program, compare the outcomes with the stated objectives from subgroupings of the individuals receiving the service. The outcomes can be listed as successes or failures depending on the quality of the program in terms of fulfilling the needs of the individuals. There are a set of methods for assessing product outcomes. The common one is to collect judgments of the outcomes from parties involved in the program by performing qualitative and quantitative research. The product evaluators begin to assess performance in accordance with the standards. They compare test performance with pretest performance by using performance standards or comparison group's performance mean. In addition to the assessment of performance difference attributed to the program, evaluators also look for the unintended outcomes, both positive and negative through interviews with the participants and case study. They can ask questions to the participants about concrete examples of benefits and program's influences on their work/study. By providing validated test results and comparing program performance, product evaluation provides a comprehensive assessment of the program with pros and cons. Reporting product evaluation manifests itself in different phases: as interim reports during each program cycle to report on the fulfillment of the needs, end-of-the-cycle reports at the end of each cycle to assess and interpret the outcomes in terms of needs, costs, the extent of implementation, follow-up reports to

examine the long-term influence of the program on the participants. The function of product evaluation is to determine the worth and merits of the program and evaluate if the program needs continuing, revising, or terminating. Like other evaluations mentioned above product evaluation provides accountability for the effectiveness of the program with anticipated or unanticipated outcomes.

The CIPP model has been applied in many service fields such as social programs, health, business and the military (Kangkha & Mungsiri, 2012; Smith & Pinyopornpanich, 2013; Zhang, Zeller, Griffith, Metcalf, Williams, Shea, & Misulis, 2011). As for the field of education, it is applicable to each level: primary, secondary and higher education. The following section will review the existing studies on the implementation of the CIPP model in the field of education in terms of foreign language education after briefly mentioning studies related to other fields.

2.4. Local and Global Research on English Language Preparatory Program Evaluation

Regarding English language preparatory program evaluation, there is a growing body of research both at local and global levels. Concerning the local level, one remarkable study was conducted by Karataş (2007), who evaluated the syllabus of the English II instruction program in Modern Languages Department, Yıldız Technical University School of Foreign Languages by applying the CIPP model. Through questionnaires administered to 35 teachers and 415 students and analysis of the data collected, Karataş (2007) found statistically significant differences between the teachers and students' opinions about the syllabus. Significant differences between student and teacher perceptions were found in the context dimension, the suitability of the program's objectives for the students' language improvement, of the textbook for the students' level and the comprehensibility of the content of the textbook. As regards to the input element, the teachers were found to hold negative opinions merely about the benefits of the audio-visual materials in the program to students' language improvement. With respect to the process dimension, the mean of the teachers' opinion have been found to be higher than the students' related to materials providing adequate exercises and revisions for the subjects covered, eliciting the students' participation, availability of language skill activities and time spent on the students' problems in language class. As for the product dimension, some significant differences were found

between teachers and students. The teachers stated that the program had no positive effect on the students' improvement in macro skills such as listening, speaking and grammar. In addition to this, according to the teachers, the syllabus was not adequate to equip the students with necessary English knowledge and skills for various professions.

Another study on CIPP-model evaluation has been conducted by Tunç (2010) to evaluate the effectiveness of the Ankara University Preparatory School program through the perspectives of instructors (n=12) and students (n=406) using CIPP model. The data were gathered through a self-reported student questionnaire and an interview with the instructors. Results of the study indicated that the program at Ankara University Preparatory School is partially satisfactory in fulfilling the goals of the program. Some revisions in the physical facilities, content, teaching materials and assessment tools were found to be necessary to make the program more effective. The relatively high number of students in classes was mentioned as a negative point by the instructors and excessive commutes in terms of time and distance was mentioned as a negative remark both by the students and the instructors. The teaching content was found to be inadequate in terms of integrated language learning. Both the results of the instructor interview and student questionnaire revealed that four language skills were “often” emphasized but the program was less focused on speaking and listening skills. Grammar was very much in focus. Supplementary materials were found to be insufficient by the instructors and one quarter of the students noted that supplementary material for speaking was not sufficient. Although quizzes were regarded as effective for reinforcing learning, students stated that the difficulty level of the exams was not consistent.

Özkanal and Hakan (2010) carried out a study to investigate the effectiveness of the English Preparatory Program based on 129 students' opinions at Eskişehir Osmangazi University Foreign Languages Department through close-ended and open ended questions in the questionnaires. The study concluded that in general, students were satisfied with the benefits of the program in that it provided the required language skills, and provided good level of English education teaching; the instructors were rated as efficient in teaching English. However, students also pointed out that physical facilities for learning language were either adequate or unsatisfactory. In addition, knowledge of Technical English which students would be using in their major was not sufficiently covered.

Tunç (2009) conducted a study based on perceptions of 62 instructors, including three administrators and a teacher trainer, and 216 students to investigate the

effectiveness of the English Language Teaching Program at Atılım University Preparatory School by administering two questionnaires for instructors and teachers, each of which consisted both open and closed ended questions. He found that the program required revision: (1) the goals and objectives should be clearly stated (2) the content of the instruction should include macro language skills; (3) the teaching resources and materials should be in alignment with the goals of the school and the content of the proficiency exam.

Muşlu (2007) investigated 48 writing teachers' views on the writing curriculum at Anadolu University School of Foreign Languages through questionnaires and semi-structured interviews. It was found out that teaching materials were inappropriate for the students' needs due to a low number of activities, difficult sample texts, and that the program should be revised. However, the instructors stated that the approach and the genres in writing classes addressed the students' future needs. They considered that journal writing and portfolio keeping provided a good rapport between teacher and the students and helped the students to better focus on the writing process as the students had to write several drafts and keep them during the term. The teachers' views about in-class participation revealed that in-class participation was necessary to evaluate the students' progress and led students to be more active in the class.

Cengizhan (2006) compared three preparatory programs, namely Gazi University English Preparatory Program (instructor n=16, student n=193), Erciyes University English Preparatory Program (instructor n=32, student n=176), and Osmangazi Preparatory Program (instructor n=33, student n=150), by administering questionnaires to both instructors and students at these programs. In the comparison, similarities and differences were determined between the three prep classes. Based on the similarities and differences, she found out that these three programs lacked material development offices for prep classes. However, the course materials of each of the prep classes were found to be "communicative" and instructors had teaching competence in the sense that they had knowledge of current teaching techniques. The teaching program of the prep classes of Erciyes University was found to be more productive than the prep classes of Gazi University and Osmangazi University as regards to the inclusion of reading as a macro skill and the use of computer assisted language teaching. The assessments of the students were found to be appropriate for measuring the four skills in teaching since the proficiency exams aimed to assess the students' performance in skill learning rather than their structural knowledge.

Güllü (2007) investigated the usefulness and effectiveness of the English program at Kozan Vocational School of Çukurova University from the students' point of view. 595 students participated in the study and were given a questionnaire about methods, aims, content and evaluation of the English course. Ten of the students were also interviewed about the content of the course, the materials used, teachers' classroom practices and general problems they encountered. The results revealed that the students encountered certain difficulties making a connection between the course content and their level of English. They regarded course materials to be unattractive and irrelevant, and additionally the students showed lack of motivation and interest in learning English. It could be said, based on the severe criticisms that students made in the study, that the program did not match students' expectations and needs. Therefore, it needs to be improved and revised to meet students' needs for English language learning.

Mede and Uygun (2014) conducted a study to evaluate whether the language preparatory program was effective in meeting students' language and learning needs through a need analysis questionnaire and semi-structured interviews. 64 preparatory students participated in the study. The findings revealed some key issues about the program such as the aim of the program, the students' performance in four language skills, the difficulties that the students face with the use of language strategies in given tasks and the side effects of the program. The students generally agreed that the program fulfilled the aim of improving students' English knowledge and skills, better preparing them for their field. Another positive point made by the students was that the program developed English skills equally and it enabled them to improve the four skills by putting substantial emphasis on strategy training and by engaging them in various language tasks. However, the high- intermediate students remarked on their difficulties about the program itself. They stated they had some difficulty in summarizing a reading passage. Additionally, whereas the high-intermediate students had problems in generating ideas and providing examples, the low-intermediate students had difficulties in using vocabulary and structures effectively while writing. As for residual effects of the program, the students stated that throughout the program, they learned how to use the language strategies in the given tasks and got to know basic key concepts, which they would need in their major. As a critique to the program, the students suggest that the number of hours of the listening course be increased and that students' note taking strategy be improved.

Toker (1999) also investigated the attitudes of instructors (n= 35) and students (n=120) toward the Preparatory School Curriculum in the University of Gaziantep through questionnaires. The findings showed differences between the attitudes of freshman students and Preparatory School instructors in terms of the needs of the students, the objectives and duration of the program, language skills, teaching methods and materials, language laboratory hours and the English as Specific Purposes (ESP) course. Another model-based evaluation study was done by İnal and Aksoy (2014). They investigated Çankaya University preparatory school curriculum in accordance with Bloom's program evaluation model based on four program components - goals, content, teaching-learning process and evaluation of the program. They found that the aim of the program which is to help students improve both general English language skills and academic English was fulfilled according to the lower and upper intermediate students but not by the beginners. Additionally, both instructors and students considered that there had to be more emphasis on the speaking and listening skills which students would need when progressing to their departments after the completion of the program. In terms of teaching and learning process, students thought that there were an inadequate number of student-centered activities. Instructors emphasized that the physical conditions were poor, therefore, the student-centered activities such as roleplay and group work were difficult to realize in the classes. In regards to evaluation, instructors believed that summative assessment, the assessment that is done at the end of a program, was neither sufficient nor precise enough to discern the accomplishment of students in language learning and alternative assessment tools could better provide accountability of the students' learning.

A recent qualitative study by Ersoy and Yapıcıoğlu (2015) also revealed that the students enrolled in the optional English Preparatory Program thought they improved their knowledge and understanding of English language both for practical and professional use. In this sense, they were satisfied that program met their expectations. Students and instructors had different opinions on the program structure and implementation in terms of the number and the distribution of the courses, weekly course plan and exams. While students thought the weekly number of classes (30 hrs.) was excessive, the speaking focus was inadequate and that the main course focus was General English (60 % of the program content was General English) and that the duration of the classes which was one and half hours was too long, the instructors thought that the number of classes, duration of the classes and the distribution of

courses were sufficient and appropriate. Some of the instructors discussed that the distribution of the skill classes were not balanced to provide equal emphasis on skills and that four hours of speaking and listening class per week was insufficient. In regards to the exams, although students complained of the excessive numbers of quizzes and exams, they acknowledged that exams helped them to learn language points as they frequently practiced and studied for the exams. Some of the students put forward that the exams were generally difficult and sometimes they did not understand the instructions. Unlike students, the instructors stated that the numbers of exams were sufficient. However, they thought that the validity of the exams was a problem and that the exams were inadequate especially in terms of skill assessment. They explained it with the fact that the language program was realized by multiple numbers of instructors. Since they had all their own way of teaching a fixed syllabus, the way they emphasize on a subject and the way they teach it might be different.

Tekin (2015) also conducted research to evaluate English Language Teaching (ELT) and English Language and Literature (ELL) preparatory classes of a state university, 18 Mart University, Çanakkale, with 106 students and two lecturers participating in the study. Students were administered questionnaires and instructors were interviewed. In general, the students' responses revealed quite positive views on the ELT/ELL prep school program with some exceptions. Firstly, students found themselves competent in receptive language skills/areas such as grammar and reading but they claimed to be incompetent in productive skills such as speaking and writing. They stated that they needed more practice on listening and vocabulary exercises. Secondly, according to both students and lecturers, content selection was an issue and using authentic materials should be an essential part of the program. The majority of students were not satisfied with the content of the listening and speaking course. Lastly, the students' perceptions about the teaching methods highlighted that traditional teaching methods such as 'lecturing' and 'question-and-answer' drills are still a common form of delivering the content and unfortunately the program lacked the communicative activities such as role-plays, games and students' presentations.

With a focus on vocational school, Davras and Bulgan (2012) studied on the vocational school students' attitudes towards English preparatory education. They administered questionnaires to 71 regular and evening class students, asking them the importance of English for their profession, which was tourism and hotel management, and their perceptions of the effectiveness of the compulsory preparatory English

program. Davras and Bulgan (2012) found that compared to evening class students, regular students thought it was vital for them to learn English for their profession. Regular students were more aware of the efficiency of the program in terms of the program's meeting future needs of students, the balance between the students' language level and coursebooks, and the reliability of exams than evening class students. Both groups of students considered that the period allocated for such a preparatory program and the teaching content were sufficient and in accordance with the program content and aims. The students also desired more opportunities for language practice to make use of language knowledge. The researchers suggested that the hours allocated for the program be increased, the students be grouped according to their existing language levels through placement exams and that extra curriculum activities for language practice be assigned for students.

In another study on the perceptions of students registered for English preparatory class evening program students, Bağçeci and Cinkara (2009) investigated the attitudes of these students (n=30) towards the English preparatory evening class program at Gaziantep University, Turkey through questionnaires. The findings revealed students' attitudes toward evening classes, instructors and the social and cultural activities for evening class students. The majority of students partially agreed that time for evening classes was influencing their reading and writing skill improvement negatively. Half of them stated that they attended the classes just to pass the compulsory English class, which indicated lack of motivation for learning a language either for personal or professional reasons. They also stated that instructors' performance in teaching a subject dropped in the evening and three different instructors for each class negatively affected their success. They mentioned that since they had to attend the classes in the evening, they could not partake in social and cultural activities. As a problem, they reported that they had difficulties to find transportation to attend the evening classes.

Coştu (2011) did a longitudinal study evaluating the effectiveness of compulsory English Preparatory Program at the Faculty of Divinity at Ondokuz Mayıs University, Turkey. He interviewed 28 students twice at the beginning and once after four years when the students were senior and found that the level of the students' proficiency dropped statistically significantly within four years, which showed that English acquired through the preparatory program was not permanently improved. Students agreed with the fact that their English level was not improved due to the lack of directions for the

importance of English and relevance to it to their field, the insufficient numbers of English classes after the preparatory program, and lastly, heavy focus on grammar and translation instead of skill practice. Four students who did participate in the Erasmus Exchange Program stated that the preparatory education helped them to gain acceptance to the Erasmus Exchange Program. A majority of students stated that knowing a foreign language like English would be beneficial to their academic careers and would supplement the language classes in the schools where they could be assigned as teachers. What is interesting in Coştu's (2011) study is that the majority of students in the study commented that they were regretful to have studied for one-year compulsory preparatory program when they were asked about it for the first and second interviews and considered that time spent during the program was a waste. However, over time, when they were seniors, the feeling of regret was replaced by acceptance and the students stated that they had benefitted from the program when they had to learn something in English and that the English they learned would be beneficial to them in an academic career in the future. Coştu (2011) concluded the study with a negative opinion that the program was a partial failure in terms of meeting the goals fully. He recommended that there should be a-week-orientation program before the preparatory program to show the importance and goals of the program, that there should be equal emphasis on all language skills, and that the program should be comprehensive integrating both knowledge and language skills.

In the same vein, Coşaner and Pakkan (2014) conducted a research study with 256 students who had studied for one-year in a compulsory preparatory program at Gazi University Preparatory School and registered to their fields to evaluate the effectiveness of the program from the students' point of view by determining strengths and weaknesses of the program. The students stated that they improved reading and writing most during the preparatory program. Whereas listening and speaking were the skills most needed at their departments. The results highlighted that the students' needs were centered on listening and speaking skills, as well as, vocabulary. The findings regarding the students' perceptions on the content of the preparatory program showed that the content of the program was found to be inadequate. As for the teaching materials (i.e., coursebooks and supplementary materials) used in the program, the results indicated that the coursebooks were not interesting or motivating to learn a language. The most common problem related to the content of the coursebook were: "insufficient vocabulary", difficulty in "listening to a lecture and taking notes simultaneously", and

"translating texts" (Coşaner & Pakkan, 2014, p. 14). When the contribution of the preparatory program to their English-medium content courses was questioned during the interview, a majority of the students expressed that the preparatory program had contributed to their academic improvement to some extent; however, they added that it could have been much more effective. Students listed positive features of the program, stating that they were highly satisfied with their instructors' friendly and motivating attitudes, frequent mid-term exams and quizzes, which facilitated review of the content regularly and gave them the chance to transfer the information in different context, and alternative assessment tools such as portfolios, project works, and presentations. The negative features of the program were unbalanced level specification at the beginning of the year, focus of the content on the daily use of language instead of the academic English they would need in their fields, inefficient and boring coursebooks. It might be inferred that though the preparatory program has been beneficial for students to some extent; their acquired and perceived language competence are not sufficient to fulfill the academic requirements in their fields.

Gökdemir (2005) conducted evaluation research with 460 students registered for English Preparatory Program in five different universities, four of which were state run and one of which was private, in Turkey. He listed problems that students faced during their English preparatory education. The first one was about lack of language practice. The classes were said to be heavily dominated by grammar teaching. The active participation of the students in learning was not feasible as the instructors were lecturing most of the time. A decent learning environment was not provided for students, and the devices and tools to teach English were not adequate. Moreover, the pace of the program was too fast. The students were critical about their investment of time and effort in learning English and stated that they did not do enough to learn English.

Coşkun (2013) carried out a study with 22 instructors working in the Preparatory School and 381 students registered for the program. Their perception of the effectiveness of the modular general English Preparatory Program was investigated through questionnaire and focus group interviews and the data were analyzed by using a mixed method. The findings displayed that while more than half of the students held the idea that the materials were sufficient in general except for the sections allocated for speaking skills, the instructors thought that the materials were not suitable for students' needs because the materials substantially focused on speaking skills; emphasis on the grammar, reading and writing was not adequate. Moreover, some of the instructors

stated that the materials did not have academic content and thus did not prepare students sufficiently for their English courses in their major. As far as the teaching process was concerned, students stated that lecturing was the most frequent form of delivering the content. The instructors criticized that the modular system (A1, A2, B1 and B2) was not working for failing students as they had to repeat the same module when they failed. The modular system was problematic in terms of an insufficient number of instructors, the limited number of classrooms, the lack of student motivation, and lack of new resources to use with repeating students. Some instructors suggested that a thorough need analysis should be done by involving not only students and instructors at the preparatory school but also instructors teaching their course content in English in various departments. As for teaching hours, some instructors and students argued that 30 hours of weekly teaching and learning time (six hours a day) was too much. In addition to this, instructors addressed the need for regular standardization meetings with the instructors since different teaching methods and approaches might be used by different instructors. When it came to assessment, students were generally satisfied with the assessment of their ability and performance. However, the online-platform to assess the students' performance was not appreciated and the number of exams was considered to be high both by the students and instructors.

In the same line with Coşkun (2013), Öztürk (2014) evaluated the modular EFL curriculum in regards to planning, implementation and assessment processes with 5 instructors and 1530 students through document analysis, such as program directives and language assessment tools, as well as meetings with instructors and a satisfaction survey. When the aims of the program was considered, it was found that instructors regarded the modular system was more beneficial than a traditional preparatory system because of the fact that the modular program took individual needs into account and lead students to move between the modules thus creating integrated language improvement. The modular approach also provides flexible and dynamic education to students. However, the planning process was considered too top-down meaning that it was decided by the authorities and their opinions on the planning of the program were not taken into consideration. As for the structure and elements of the program, the program was structured with 6 subsequent levels based on CEFR and divided into four quarters each of which took 8 weeks to finish. An 8-week module consisted of 192 hours of teaching, 8 hours of assessment and evaluation and 64 hours of computer assisted language learning. The instructors mentioned the problems with the

implementation process with this modular system. The major one was about the mismatch between the students' real language level and the module the students registered for. The placement exam was found responsible since the exam only focused on reading and grammar and ignored other skills and subskills. Another problem was the inappropriate time slot for teaching (either very early in the morning or very late in the evening or long duration of the classes (90 min.)). Finally, there was a problem caused from the diverse language needs of individuals, which instructors had a hard time fulfilling. In general students were positive about the program in the dimension of assessment, teaching, program and materials. However, students stated that teaching materials did not help them improve their speaking skill.

Another modular approach study also taking CEFR into consideration was conducted by Üstünlüoğlu, Zazaoglu, Keskin, Sarayköylü, and Akdoğan (2012) to evaluate the effectiveness of the Preparatory Programme at the School of Foreign Languages at İzmir University of Economics, İzmir, Turkey, a private university. 236 freshman students who had passed the modular system and 48 faculty members from five different departments with a range of experience between two and 20 years participated in the study through a researcher-developed scale, semi-structured interviews and focus groups. The results showed a significant relationship between students' proficiency scores and the perception of their own competencies and a significant difference in the perception of their own English language competencies in terms of levels at the preparatory program. Although the faculty members said the program meets the needs of the students in general, students still encounter some problems in that students still have difficulty in: oral summarizing and paraphrasing of texts in English, differentiating main and supporting ideas in texts, reporting ideas after synthesizing information from various sources, differentiating facts from opinions in texts, partaking in discussions in English and doing oral presentations. The faculty members also stated students had problems in completing some tasks requiring higher order thinking skills. The study implies that students are accustomed to memorization rather than the development of thinking skills. Therefore it suggests that integrating academic skills into the CEFR specifications might work as a strategy to improve students' higher order thinking skills. This could be feasible though the integration of four major language skills and thinking skills taught in English classes. The study also suggests a series of training sessions for instructors and mutual cooperation between faculty members and the Preparatory Program Curriculum Unit in order to increase

awareness of students' learning strategies and academic skills through collaborative development of mutual expectations.

Karakuş (2013) also conducted research about the effectiveness of modular English program; however his study focused only the assessment and evaluation in the modular system through the perception of ten instructors working at a state university in Turkey. He found that the instructors considered modular program beneficial due to fact that it enabled instructors to group students according to their language level and it was a planned, systematic and flexible way of teaching language. As for the assessment and evaluation in the modular system, the instructors remarked that a separate skill-based assessment had to be done for each skill and there should be more assignments for speaking skill improvement and that the speaking and listening assessment system had to be revised and given more emphasis. The assessment including these two skills was limited and difficult. The feedback was useful for students' writing skill improvement. The instructors also stated that portfolio system, as an alternative assessment, was necessary and useful in displaying students' progress in language learning.

Sağlam, Köse, Sönmez and Yetim (2015) presented a study on the perceptions of students' and instructors' regarding goals, content, teaching learning process and evaluation process of Curriculum of English Preparatory School of Uludağ University, Turkey. Using Consumer-oriented and Participant-oriented evaluation approaches, they collected data from 230 students who studying at the English Preparatory School at a various language levels such as beginner, pre-intermediate and intermediate and 40 instructors through questionnaires for both parties. Consumer-oriented Evaluation Approach aims to meet the needs of consumers (students) and evaluates to what extent it is met, whereas in Participant-oriented Evaluation Approach, the involvement of stakeholders into the evaluation process is a necessity to evaluate the program effectively. Students stated that goals of the program were reached at "moderate" level and content could be regarded as moderately sufficient for them to learn English. As for the learning and teaching process of the program and the evaluation process of the program, students considered that learning and teaching process activities were realized at moderate level and the evaluation activities were moderately sufficient. Like students, instructors were positive about the goals were reached moderate level, so was the content of the program. As for the teaching process and evaluation of the program, the realization level of the teaching and learning activities and evaluation was considered as

high by the instructors. The only criticism made by two groups was the excessive numbers of the quizzes in the program.

There have been some other studies on the evaluation of English Preparatory Programs in Turkey which focus on certain specific dimensions of the program as regards to program evaluation such as skill acquisition (i.e., reading, speaking and vocabulary acquisition), grammar teaching, content selection and organization of the program and specific module of the program. Gömleksiz and Özkaya (2012) conducted research on 150 preparatory students studying at School of Foreign Languages at İnönü University, Turkey through questionnaires. The students' opinions toward English speaking skill improvement during the program implementation were investigated. It was found that students registered for the preparatory program had difficulty in oral expression and keeping up with the communication during interaction with another person in English. Students' view on their speaking skill differed significantly in terms of taking English compulsorily and willingly. Students who took part in the preparatory program willingly were better in oral expression skill when compared with the students who took part in the program compulsorily, which was explained by the fact that being volunteer and motivated for foreign language learning facilitated the students' success. For these students, it was obvious that there was less language learning anxiety to impede language learning. Gömleksiz and Özkaya (2012) suggested that when the classroom atmosphere was perceived as comforting then students felt comfortable to express themselves without any anxiety for making mistakes. When the classroom also included inclusive and student-centered activities for speaking, this would increase motivation, thus ensuring success in speaking skill improvement. Tavil (2006) dwelled on the preparatory students' reading needs. She investigated reading needs of 173 students studying at Hacettepe University Preparatory School by administering questionnaires as a data collection tool. The finding revealed that students needed to improve academic reading skills such as summarizing, notetaking, finding the gist of information, making inferences, answering comprehension questions and so forth. Moreover, they needed to work on guessing from the context since they had difficulty in understanding vocabulary and grammar in what they read. Students also needed to practice how to use dictionaries. She concluded that reading should include improving academic reading skills of students during their English preparatory education. Mirici and Demirel's (1999) study could be a guiding one in that the researchers suggested ESP reading program for preparatory classes of students to major in the English-

medium Engineering and Architecture Faculty, introducing a new reading program taking the need to gain both general reading skills and knowledge of terminology pertaining to Math, Physics and Chemistry, all of which were the subjects the student were going to deal with when they were in the first year of their major field. The experiment groups 1 and 2 (n=25 in each group) were selected and given a test with different reading skills on the subjects of Math, Physics, Chemistry as well as other 26 students who were exempted from proficiency exams at the beginning of the program. The result showed that there were no differences between the experimental groups while the students who were exempted had a greater success. Meanwhile another observation survey was done to elicit need analysis of former preparatory class students who were taught ESP through technical English texts but did not make use of any Math, Physics and Chemistry terminology. This observation survey led to consideration for satisfying the needs of students and revision of the reading materials. Experimental Group 1 were exposed to learn particular terminology concerning Math, Physics and Chemistry with different sets of reading activities. As for the Experiment Group 2, another reading material consisting specific subjects related to the parts of a machine, types of electrical devices etc. was used. After 16 weeks, the pretest was administered. The findings indicated that the Experiment Group 1 was more successful than Experimental Group 2 in the ESP Reading test at the end of the program. And Group 1 was as successful as the exempted students. This study suggests that an ESP reading program can be included to the preparatory program in two stages: presenting reading concepts, and developing students' awareness and self-confidence in applying them to scientific texts. Apart from these studies on reading skills in the preparatory program, a study was done by İnan and Yüksel (2012) on the vocabulary taught in the preparatory program and their usability in students' further studies. Such investigation was done to contribute to the material preparation, planning for the teaching period and vocabulary acquisition they would need for their field. The first vocabulary index was created for the preparatory program by collaboration with the instructors and the second vocabulary index was created by comparing English teaching materials at different departments. These lists were compared. It was found that there was big difference in the English words acquired at preparatory program and the English words expected to be acquired when they move to their major. The most congruence and relevance between the vocabularies listed in the indexes under certain themes was for the students who would study engineering. Meanwhile, 62 students studying at the Preparatory Program were

given questionnaires to elicit their opinions about the preparatory program in general. A majority of students found the program inefficient. The most difficult skills were speaking, writing, and listening respectively. The most beneficial courses were grammar, video and reading. The students stated that the program contributed their English when they read the coursebook and articles and when they did assignments and projects. These findings suggest that the program was ineffective in building a connection between two programs, namely preparatory and major, in terms of lexical acquisition. Çetinavcı and Topkaya (2012) assessed the effectiveness of grammar teaching in two different models at the English Preparatory Program, the first one following its own language content and the second one following the language content of the main course. In order to compare the effectiveness of these two grammar teaching models, one administrator, five instructors and 36 students at various language levels (elementary, pre-intermediate and intermediate level) from Uludağ University Foreign Language Preparatory School were interviewed with one-on-one and group interview techniques. In addition to this, six hours of classroom observation was carried out and documents on the exam results and classroom attendance were checked. It was found that the second program course was favored much more strongly by all the stakeholders as regards to its providing desired language skill development with an appropriate pace of teaching, greater success in the exams and more student participation.

Karataş and Türkoğlu (1997) worked on the problems of content selection and planning for a particular aim of the English Preparatory Programs with various numbers of students registered for English Preparatory Program at Ortadoğu Teknik University, Çukurova University and Gaziantep University and instructors by using questionnaires. The results show that there was a discrepancy between the students' and instructors' opinion about the content selection process according to the students' fields. While students considered that content selection was not made with sufficient consideration of the students' fields, the instructors considered that the content selection was partially made with the consideration of the students' fields. The reason could stem from the fact that the content was made based on the coursebooks the students had to follow in the program. Another statistically significant difference was found in students' and instructors opinion about the relevance of the course content with the students' fields. However, there was no difference in students' and instructors' opinions about the consideration about the content selection according to general and specific aims of the program. The study suggests that content selection had to be made thoroughly based on

the students' interest and their future needs in their major studies. In another study by Öner and Mede (2015), the perceptions of A1 level preparatory students (n=47), EFL instructors (n=5), level coordinator (n=1) and program administrator (n=1) in relation to a specific module of the English Preparatory Program (i.e., A1 level) designed for repeat students was determined instead of the whole program. The data were collected through a needs analysis questionnaire to the students only while semi-structured interviews were administered to students, instructors, level coordinators and program administrator of the program. The findings of the study revealed that the program was regarded as effective in general in terms of skill development, grammar and vocabulary for all the stakeholders; however, more practice on speaking skills and use of effective speaking materials were highlighted as crucial points for revision in the program. Moreover, as to activities, all the stakeholders stated that there should be more enjoyable activities such as role plays, games and discussions. Additionally, the instructors remarked about pace of the program and time concerns, saying that time allocated to cover the subjects was restricting element for them to have more time for practice. A study by Gündoğdu (2008) was conducted to give insights for the speaking classes in the preparatory program, which was considered as a critical issue in relation to the program efficiency based on findings of most of the abovementioned studies. 93 beginner-level preparatory students and 5 instructors from Abant İzzet Baysal University, Bolu, Turkey participated in the study. Gündoğdu (2008) suggested that if a specific type of formulaic utterances called Situational-Bound Utterances and a series of supplementary activities be integrated into the syllabus of preparatory program, this would lead to improvement in speaking and students' English speaking skill would become more natural, effective and smooth.

The existing studies on the preparatory program and implications based on the findings of these studies have led some Turkish researchers to propose revisions on current programs and new program designs for preparatory schools (Akyel & Özek, 2010; Daylan, 2001; Mede & Akyel, 2014; Örs, 2006). Daylan (2001) proposed a program design for Basic English Classes in Preparatory Program based on the need analysis of three groups: 70 students, 10 language instructors and four subject-matter instructors from different departments at Abant İzzet Baysal University, Turkey. Students stated that the prior goal for them to learn language was for future success in the career, and to read materials related to the field of study. To communicate with foreigners was another key aim in learning language, which shows the importance of

speaking skills for the students. Moreover, the level of coursebook used in the preparatory program was not appropriate for student's language level. Teachers' teaching methods were not helpful to students learning and they were not provided sufficient language exercises and practice. Both students and language instructors agreed on the equal importance to language skill learning but they highlighted that there had to be more practice on development of reading, writing and speaking to be successful in academic and social life in the future. Based on the need analysis, a model giving importance to a communicative, student-centered and skill developing and strategy training preparatory program was proposed in the study. In a similar line, Örs (2006) also designed a formal syllabus for the School of Foreign Languages by working on the existing problems of the preparatory programs in meeting the students' future needs and analyzing students' view on teaching materials, skills and strategies, and testing and assessment. In similar fashion, Akyel and Özek (2010) conducted a need analysis study to elicit the needs of university students (n=2328) from six different departments and from lecturers (n=125) for the revision of the ELT curriculum of the preparatory-school of an English medium university in Istanbul by using the interviews and questionnaires as data collection tools. The findings showed that "English reading and listening" were listed as the most important skills for students' academic achievement; students also highlighted the importance of "speaking and listening", which was regarded as an "ignored" skill in the preparatory program. Both the instructors and students pointed out that students had difficulties in speaking English during the first two years in their majors. This implies a need to use effective language learning skills and strategies in the English Preparatory Program. Therefore, it was suggested that the program focus on the application of different strategies and skills during the learning process as a priority. The findings of the interviews indicated that the teaching methods and materials should give emphasis on the process rather than product. Additionally, findings showed that teaching and testing in teaching materials were no different. That is, the teaching materials used for speaking, reading, and writing were designed to teach through testing. The study offers three basics in the design of preparatory program: 1) the challenging language skills and strategies should be integrated into lessons 2) professional development activities for the instructors so as to implement strategy training in the program is vital 3) the portfolio system could be introduced for students' participation in the language learning process. However, of these implications, the portfolio system stands out as an alternative and efficient

assessment for preparatory school students. In contrary to the findings by Akyel and Özek (2010), the study by Soruç (2011) on 100 preparatory students and 33 instructors' perceptions regarding portfolio assessment showed that it would not be easily feasible. The findings showed that students regarded the system as difficult, and they found it tiresome to submit the portfolios and take exams in the same period. Students were also doubtful about the objectivity of the assessment. On the other hand, teachers stated they did not have any training on portfolio assessment and it was cumbersome for them to manage the students' files. It can be inferred that although portfolio can be used in the preparatory program, how to organize and assess the portfolios should be planned carefully.

Mede and Akyel (2014) conducted a need-analysis study to design a language preparatory program for ELT students with 46 undergraduate students and five instructors from ELT department. Based on the questionnaire and semi-structured interview data analysis both groups agreed that the reading textbooks, articles in the journal and reference tools (e.g. dictionaries) were found to be highly important for reading skill improvement. As regards to writing skills, students perceived resume writing as very important while the instructors disagreed and for them, referencing, book report writing and workbook exercises were found to be very important. For listening skills, lectures, question-answer, and class presentation were found to be very important by both groups. Likewise, oral presentations and discussions/debates were considered important for developing speaking skills for both groups. The perceptions of students and course instructors about the difficulties in acquiring skill strategies were similar. When the goals of the program were considered, it was found that major goal of the program was to equip students with the skill strategies. To realize this, a skill-based syllabus was proposed as a main element in the design of a language preparatory program.

Apart from these local studies, there are few global studies portraying the effectiveness of the preparatory or intensive English program through evaluation from the stakeholders' point of view. It is important to note at this point is the structure of preparatory programs abroad is not exactly the same as the preparatory programs in the Turkish tertiary context. One of the studies was done on an English Preparatory Program in the Arabic context by Alseweed and Daif-Allah (2012). They investigated the effectiveness of the Intensive Preparatory English Language Module, which aims to prepare students for the English-medium environment at a tertiary institution and to

provide them with basic language skills (i.e. word study, grammar, dictionary skills) for communication. The participants comprised of 1412 preparatory students and 69 EFL nonnative and native instructors and 10 focus group members with EFL expertise at Qassim University, the Al-Qassim Province of Saudi Arabia. The data were collected through four different tools: module evaluation form, pre-post proficiency test scores, focus group discussions and classroom observations. The findings demonstrated that the majority of students had positive perceptions of the effectiveness of the program in enabling transition from a high school educational system to a tertiary English-medium setting. They were also positive about the duration of the program to cover the module content, teaching materials, teaching practice and teachers' competencies in teaching. They stated that they were satisfied with word study, grammar and dictionary skills as essential skill areas. Some of the students expressed that the program needed revision in terms of the module content since the exercises were not easy to understand. As for the teachers' and focus group's opinions, the teachers and focus group found the program efficient in fulfilling its aims, equipping the students with the groundwork for their regular courses at their departments. The instructors were positive about the teaching materials for the essential skills. However, some of them were dissatisfied with the workload, the long continuous teaching hours per week in the program and unlike students, they found the duration of program too short to cover major skills necessary for the students' future needs in their departments. In the study, it was noted that there was a statistically significant difference between the pre and post test scores of the students' performance, which implies the effectiveness of the program.

Another study on the English Preparatory Program was done by Alshumaimeri (2013). He investigated the effect of the 16-week intensive English language program on EFL students' motivation with students from six male and six female classroom sections (n=120) from Preparatory Year Program (PYP) at King Saudi University. The Program took two semesters (twenty hours per week) and aimed to improve the students' English language competence and equip them with the necessary language skills for their academic and professional lives. The program focused on General English during the first semester, and English for Academic purposes in the second semester, which dwelled on reading and academic writing. Students' motivations were measured through questionnaires at different times: at the beginning of the program, in the middle (eight weeks) and at the end (16 weeks). The results revealed significant effect of the intensive English course on EFL students' motivation towards learning

English language and culture knowledge over time. The increase in the motivation of the EFL students across time were likely attributed to: the engaging nature of the intensive English language teaching or the teachers' characteristics and their teaching techniques and their personal ability to motivate learners to learn English. It is implied that it could be also due to interesting and authentic teaching materials.

A study also by McMullen (2014) showed the positive perception of the preparatory students (n=479) from three universities in the Kingdom of Saudi Arabia in terms of added value and attributes of an effective Preparatory English Program through an online survey. The findings showed that the students were satisfied with their English language program. They believed more speaking and writing practice was needed. A remarkable majority of students indicated that their preparatory year English program administered a good variety of assessment tools, which enabled them to use English outside of the classroom. Most of the students found duration of the program (20 hours per week in two semesters) was long. The majority of students also stated that it was the teacher which was the key to his/her own learning. The study implies that teachers are the main source of success in the program. The study also attributes regular in-service training for teachers to discover students' needs, engagement in a thorough need analysis and a necessary and vital transition from exam-centered to learner-centered behavior for the notable effectiveness the preparatory year programs at Saudi Arabian universities.

Tawalbeh (2014) also conducted research related to PYP; however, his focus was not English language program evaluation but the challenges students encounter in at Taif University, Saudi Arabia from both the instructors' and students' perspectives to explore implications for policy makers and instructors of English at the Preparatory Programs. The students (n=326) and instructors (n=55) participated in the study and two questionnaires were used to determine the extent of students' and instructors' level of agreement on the teaching-learning challenges in PYP. Analyzing the results, the researcher indicated that the two key challenges identified by the instructors and students in PYP were related to the organization and structure of the EFL course and physical learning environment. The teachers stated that challenges included classroom environment which lacked effective teaching aids and were not suitable for the disabled. In addition to this, the seating arrangements were not suitable for pair work and group work. In terms of learning and teaching process, instructors stated that students weren't provided a variety of choices for their learning and that their learning to learn skills as

well as analytical skills were not as improved as expected. Additionally, students identified some challenges which were categorized under teaching and learning English and assessment. The study highlighted the importance of a suitable physical learning environment to maximize students' opportunities of learning English and the effectiveness of PYP.

Based on a longitudinal study, Kusumoto (2013) reported on the utilization-focused evaluation of a two-week pre-enrollment English program provided by the Center of Language Education for 114 freshmen in a Japanese university. She evaluated the English Skills-up course, which was a replacement for the English conversation program and a course designed to provide practice for basic English skills. She investigated to what extent this language program prepared students for the regular English course at their department and found that for the first year of the program, the aim was not met. Students were placed in three language level groups segregating low, intermediate and advanced students. Students' perception of the placement and transition to regular program from Skills-Up was varied. Students in the low level and intermediate level were positive about the benefit and transition, while students at the advance level were not. They stated they were confused about the language benefit of it however it provided them social benefits such as making friends. In the second year, there were only two levels and the organization of content was changed into a mixed program (skill lessons and content lesson) instead of one following other (first content lesson and then skill lesson). Overall, students in both groups were more positive about the mixed structure of the program and benefits of program. However, some students in the upper group stated that the level of English only lessons were difficult. The teacher also stated that the second year of the program yielded much beneficial results in terms of language learning outcomes. Kusumoto (2013) suggested having the speaking component in the program in different language levels in order to improve all students speaking. In another study on the English program evaluation from Japan, Russell (2009) evaluated the Japanese students' expectations and satisfaction level with a two-week Intensive English Language Program during summer vacation. Students (n=109) received 60 hours of English from native speakers of English after an initial level placement based the TOEFL institutional test scores of grammar and listening sections. Students were placed into two modules: intermediate and elementary. The data were gathered through questionnaires, as well as document analysis such as students' diaries and online assignments; interviews; and video recordings of teaching and students' presentations as final class assignments. Findings

showed that half of the students felt they had improved their speaking skills, which fulfilled the students' main expectation in the program and a quarter of students stated they improved listening skills by the end of the course. The majority of students stated that they had a high level of satisfaction with the program due to the effect of the native-speaker teachers' talk on their speaking and listening skills, communicative activities such as roleplays, group and class discussions, which led students to have positive feelings towards learning English by the end of the course.

Long (2013) conducted a qualitative study on Chinese students' learning experiences and opinions about an Intensive English Program at a U.S. public university with ten students. Through face-to-face interviews consisting of open ended, multiple and probing questions and data analysis, it was revealed that the majority of the participants were satisfied with the program because they observed their great progress with listening and speaking and their self-confidence to communicate with native speakers increased after taking Intensive English classes; however, the level of their satisfaction depended on how long they had been in the program. The study suggests that there may be much focus on vocabulary study, assessments should be in accordance with the materials and tasks in the textbooks and finally, that language instruction be integrated with academic course content in the Intensive English Program.

HjSarudin, Siddiq and Noor (2013) highlighted the importance of needs assessment for determining the effectiveness of program in terms of objectives, outcomes, strengths, and weaknesses of the program. They conducted research to investigate the students' needs in the Intensive English Language Program at the International Islamic University of Malaysia. The questionnaires were administered to 30 students and eight teachers. The findings of the study showed that both students and instructors rated their English language ability as average except the reading skill which was rated as slightly higher both by students and instructors. Unlike students, instructors rated students' listening as above average. Both groups stated that English language sub-skills (note taking, discussion, predicting what comes next, understanding speakers' intensions, understanding oral questions, interacting with others, giving talks, partaking in a role play, expressing opinions, sequencing ideas in accordance with coherence and cohesion, paragraph building, writing reports, and so forth) taught in the program were found either useful or more useful to students. The findings of the study suggest that the

syllabus of the intensive English program should highlight language skills and sub-skills, which were compatible with the needs of students for their academic work.

Gradman and Hanania (1991) carried out a study on the intensive English language program at Indiana University to examine the effects of students' language learning background on their performance on TOEFL; and students' perceptions of their current language learning needs with 101 students. Results indicate that extensive reading and a high teacher proficiency in English as two crucial background factors that have a significant positive effect on students' TOEFL performance, and that communicative oral use of English (in and outside of class) affects TOEFL performance positively. It was highlighted that proficient and qualified teachers are key to success. The study indicates that the structures and conditions of an intensive language program should be integrated into evaluation of the program for the better performance in the target language.

Hur and Suh (2010) conducted a study to develop and discuss course improvement strategies based on the evaluation outcomes of a one-month intensive summer program for English language learning with 102 people (81 children and 21 adults) in the southeastern United States. A partnership program between local schools and a university was created to improve the language proficiency of international students (newly arrived Korean residents) through a needs analysis conducted with parents (n=29) and teachers (n=16). As the need analysis showed, the improvement of subject areas such as writing, grammar, and reading were a key emphasis of the program. To examine the effectiveness of the program, data were collected through the measurements of students' English language skills and self-perceptions before and after the classes. The data collection tools were summative tools, namely, Basic Achievement Skills Inventory (for students in reading and writing classes), BEST Literacy (for students in the adult class), and teacher-designed pre and posttests for students in the test preparation classes such as English for Speakers of Other Languages (ESOL) and Scholastic Aptitude Test (SAT) as well as formative evaluation tools such as interviews, mid-term surveys and classroom observations. The posttests revealed that the overall means in all areas increased except for the total reading scores. The results of the data analysis showed that there was an improvement for all students after completing the program in terms of English language proficiency, and that students were satisfied with class activities, assignments, and tests. Additionally, students, parents, and teachers found the program satisfactory and helpful, which was expected from extra support for academic enhancement and social skills

during the summer period. The study recommends the incorporation of standardized tests for the academic achievement assessment of English language learners, the creation of enjoyable, stress-free and natural learning environments to improve language practice, and the development of curriculum content with the connection between the summer program and the regular school program to ensure the long-term, substantial benefits.



CHAPTER III

METHOD OF THE STUDY

3.0. Introduction

This chapter provides information about design of the study, research population and sample selection, data collection instruments, data collection procedure and data analysis.

3.1. Research Design

The aim of this study is to examine the effectiveness of English Preparatory Programs taught at the tertiary level in Turkey through the perceptions of students and teachers based on CIPP (Context-Input-Process-Product) model developed by Stufflebeam (Stufflebeam, 1985). Moreover, the perceptions were obtained with regards to: learning and teaching environment, materials, lesson activities, assessment and evaluation procedures, and whether the expectations of students and instructors participating in the English Preparatory Programs are met or not. An attempt was also made to explore the differences between the perceptions of students and instructors as regards the dimensions of context, input, process, and product evaluation of English Preparatory Programs at tertiary level.

This study adopts a mixed method design combining both quantitative and qualitative data collection tools. Several researchers have discussed the importance of mixed method research designs for gaining a better and more complete understanding of a particular issue while testing theoretical models. Greene, Caracelli and Graham (1989) suggest that mixed methods studies can fulfill several purposes, including triangulation (seeking if truth is converged by two methods), complementarity (examining different aspects of phenomenon), initiation (discovering paradoxes and contradiction), development (using qualitative and quantitative methods in sequence) and expansion (adding another dimension to a project or research focus). The present mixed-method approach is conceptualized from a “pragmatic theoretical paradigm” (Tashakkori & Teddlie, 1998). The pragmatic theoretical paradigm emerged as the third way in paradigm debates (scientific versus naturalistic paradigm). Tashakkori and Teddlie (1998) consider the post-positivist position that accepts the theoretical nature of hypothesis, the value assigned to a branch of inquiry and reality as having a constructivist nature which leads to

the emergence of pragmatic theoretical paradigm. This perspective naturally encourages the adoption of one or more methods drawn from either the quantitative or qualitative approach or both rather than a purely quantitative or qualitative research approach for research that requires depth and breadth of scope in answer to complex social phenomena. Lodico, Spaulding and Voegtler (2010) maintain that a qualitative method focuses on the viewpoints and feelings of the participants in the study in order to have a more in-depth understanding of the situation. In the same vein, Fraenkel and Norman (2008) acknowledge that qualitative research involves “multiple realities” while quantitative research deals with facts and focuses on “single reality” (p. 15).

Hence, to best answer the research questions in this study and to explain the status of English Preparatory Programs at a tertiary level in Turkey and the evaluations of university students and instructors about the current status of English Preparatory Programs, a mixed method research is designed and employed utilizing both quantitative and qualitative methods for data collection. The quantitative data collection tool in the study is a questionnaire with 46 items based on CIPP model designed by Karataş (2007). Demographic information of the participants and their perceptions regarding English Preparatory Programs at tertiary level based on context, input, process and product dimensions of the CIPP model were obtained through student and instructor questionnaires. As for qualitative research tool, the researcher conducted semi-structured interviews with the volunteer participants to collect in-depth data concerning the evaluations of students and instructors about the learning and teaching environment, materials, lesson activities, and assessment and evaluation procedures.

3.2. Participants

The students who have passed nation-wide Student Selection and Placement Examination and enrolled to either voluntary or compulsory classes (according to their departmental requirement) at English Preparatory Programs in Çukurova University, 9 Eylül University, Gaziantep University and Hacettepe University are participants in the study. After being registered at English Preparatory Programs, they take an English Proficiency exam and they are placed in beginner, elementary, pre-intermediate, intermediate, or upper-intermediate classes according to their exam scores. 1117 students from elementary, pre-intermediate and intermediate classes who volunteered participated in the questionnaire in total and 40 of these students were interviewed by the researcher.

The instructors participating in the study are those who have been teaching at English Preparatory Programs for several years at the same universities mentioned above. They deliver grammar, reading, listening, writing and speaking courses at all levels from beginner to upper-intermediate and are also involved in tasks such as testing and evaluation and curriculum development and planning. Instructors in testing and evaluation units are responsible for preparing quizzes or exams, collecting, keeping and grading them. A Curriculum Development and Planning Unit is responsible for planning syllabuses and preparing extracurricular activities. Through the sampling process, 218 instructors from Çukurova University, 9 Eylül University, Gaziantep University and Hacettepe University who volunteered participated in the research. In addition, the researcher conducted an interview with 40 of the instructors who had work experience of more than five years.

3.2.1. Selection of the Participants

The actual population of this study is all the state universities in Turkey which have been providing a preparatory year of intensive English for at least ten years. Table 1 gives information about the number of the state universities founded in Turkey.

Table 1

Regional Distribution of Turkish State Universities

Regions	Founded before 1982	Founded between 1982-94	Founded in 2006	Founded in 2007	Founded in 2008	Founded in 2010	Founded in 2011	Founded in 2013	Total
Marmara	4	10	1	2	1	3	0	0	18
Aegean	1	8	1	0	0	1	0	0	10
Black Sea	2	3	7	3	3	0	0	0	18
Mediterranean	1	5	1	1	0	0	1	0	8
Central Anatolia	7	4	3	3	0	3	0	1	17
Eastern Anatolia	3	2	1	4	3	1	0	0	13
Southeastern Anatolia	1	2	1	4	2	0	0	0	10
Total	19	34	15	17	9	8	0	0	94

As it is shown in Table 1, the size of the population is very large and reaching all the state universities in Turkey is not an easy task. When the foundation dates of universities are examined, it is seen that many universities were established after 1955 (Arap, 2007). Moreover, the beginning of the English Preparatory Programs at tertiary level also corresponds to this period. Hence, a cluster sampling method was used in conducting this study. If the size of population is very large and composed of clusters with similar characteristics, it is not always feasible or necessary to make use of sampling techniques such as simple random sampling, systematic random sampling or stratified sampling (Ural & Kılıç, 2006). There are significant reasons why a cluster sampling method is preferred under certain research conditions. Cluster sampling method is more advantageous when it is difficult, expensive or impossible to make lists in the frame of population. If the population is scattered in different geographical regions and the units of the population come together under clusters, then a cluster sampling method may be preferred (Özdemir, 2010). As there was a large population of both instructors and students in the sample of universities, it was important to achieve a sample size that would accurately represent the target population. To that end, stage sampling was also employed in this study. Cohen, Manion and Marrison (2007) define stage sampling as “an extension of cluster sampling” and add that “it involves selecting the sample in stages by taking samples from samples” (p. 112). Similarly, İslamoğlu (2011) puts forward that first step in stage sampling is dividing the population into clusters and then selecting the desired number of clusters randomly from the divided clusters. After that participants are determined randomly in these clusters. Drawing on this, cluster sampling and stage sampling strategies were implemented in this study.

Table 2

Population and Sample Statistics for Universities and Participants

		Instructors				Students			
		Population		Sample		Population		Sample	
Time Span	Universities	N	%	N	%	N	%	n	%
1955-1967	Hacettepe	60	18,6	50	23,0	1000	10,6	219	19,6
1968-1980	Gaziantep	63	19,5	63	28,8	1700	17,9	317	28,4
1981-1993	Çukurova	50	15,5	30	13,8	1800	18,9	359	32,1
1994-2006	9 Eylül	150	46,4	75	34,4	5000	52,6	222	19,9
	Total	323	100	218	100	9500	100	1117	100

As can be seen in Table 2, the time span starting from 1955 until 2013 is divided into four clusters and a university was selected from each cluster. The universities that do not fit the pre-specified criteria; namely the universities that have been offering English Preparatory Programs for less than ten years were omitted from the clusters. One university from each cluster was selected as being one that would best define the population. After selecting the universities, the researcher contacted the Student Affairs Office of each of the selected universities via telephone to get the number of students and instructors in their respective English Preparatory Programs. Accordingly, the number of students and instructors in the mentioned universities are presented in Table 2.

According to the formula designed for quantitative data (Ural & Kılıç, 2006), it is concluded that the population of 323 instructors will be represented by minimum 178 instructors and the population of 9500 students will be represented by minimum 320 students with regard to 95% confidence interval and 0,05 level of significance. It is obvious that the increase in the number of individuals involved in the sample will improve population representativeness. And so, provisions were made to include more individuals than the above the determined number. The population of students and instructors in universities accepted as clusters, the number of samples drawn from the population and the percentages of the total number of samples are illustrated in Table 2.

In accordance with the sample size requirements for instructors and students, the total number of the participants for administering the questionnaires was 218 instructors and 1117 students. Furthermore, 40 instructors and 40 students who were convenient and willing to supply information (10 students in their first year and 10 instructors who had been teaching at English Preparatory Program for more than five years from each university) were selected from the total number of 218 instructors and 1117 students to participate in interviews.

3.2.2. Demographic Characteristics of Participants

This section presents the demographic characteristics of the instructors and students participated in the study.

The demographic information about the instructors has been given in Table 3. The majority of the instructors were female and the number of alumni with a Bachelor Degree was the highest (n=118), followed by alumni with a MA degree (n=79) and

alumni with Ph.D degree (n=21). When age was considered, the most of the participants were over 40. In parallel to this, the largest group of instructors had more than 15 years of experience (%43,6 of all the participating instructors), followed by instructors with teaching experiences ranging between 11 and 15 years (%21,1). Moreover, the majority of the instructors (n=160) studied Teaching English in college.

Table 3

Demographic Characteristics of Instructors

Demographic characteristics		N	%
Gender	Female	165	75,7
	Male	53	24,3
Universities	Çukurova University	30	13,8
	Dokuz Eylül University	75	34,4
	Gaziantep University	63	28,9
	Hacettepe University	50	22,9
Degree of education	BA	118	54,1
	MA	79	36,2
	Ph.D	21	9,6
Age	20-25	7	3,2
	26-30	47	21,6
	31-35	43	19,7
	36-40	31	14,2
	Over 40	90	41,3
Degree specialty	Teaching English	160	73,3
	English Language and Literature	40	18,3
	Translation and Interpretation	14	6,4
	Translation	4	2,0
Years of teaching experience	0-5	42	19,3
	6-10	35	16,1
	11-15	46	21,1
	Over 15	95	43,6

The demographic information about the students has been given in Table 4. As seen from the table, the percentage of female students was higher than male students. Nearly half of the students were students at the College of Engineering and most of the participating students in this study were between the ages of 18 and 21.

Table 4
Demographic Characteristics of Students

Demographic characteristics		N	%
Gender	Male	544	48,7
	Female	573	51,3
Universities represented	Çukurova University	359	32,1
	Dokuz Eylül University	222	19,9
	Gaziantep University	317	28,4
	Hacettepe University	219	19,6
Colleges	College of Arts and Science	45	4,0
	College of Science	24	2,1
	College of Arts and Humanities	22	2,0
	College of Education	29	2,6
	College of Architecture	27	2,4
	College of Engineering	557	49,9
	College of Medicine	83	7,4
	College of Economics and Administrative Sciences	207	18,5
	Others	123	11,0
Age	18-21	1021	91,4
	22-25	76	6,8
	Over 26	20	1,8

In summary, two sampling strategies were implemented to select the universities and identify the participants of the study. When selecting the universities, a cluster sampling strategy was used and each university was selected from a cluster on the basis of its foundation year. The above-mentioned universities were contacted via telephone by the researcher and information regarding the number of instructors and students were received. In the meantime, official documents were prepared to inform the Schools of Foreign Languages where the questionnaires were to be administered and interviews conducted. Next, by using stage sampling, the number of participants that would define the population was determined.

3.3. Data Collection Tools and Procedure

In relation to the research questions of the study, multiple methods were used while collecting data. Fraenkel and Norman (2008) put forward that “When it comes to the purpose of the research, quantitative researchers seek to establish relationships between variables and look for and sometimes explain the causes of such relationships. Qualitative researchers, on the other hand, are more concerned with understanding situations and events from the viewpoint of the participants. Accordingly, the participants often tend to be involved in the research process itself” (p. 15). Along the same line, Creswell (2012) maintains that qualitative data are beneficial in exploring a problem from the perspectives of the participants of the study and quantitative data fit to those studies where research problems need to be described through trends in respondents and how concurrence differs among respondents. In the light of this discussion, the main data collection tools employed in this study are semi-structured interview and questionnaire.

Before the researcher administered the interviews and questionnaires, the Schools of Foreign Languages in the selected universities were contacted officially by Çukurova University. As soon as permission was granted, the number of English Preparatory program instructors and students were received from the Student Affairs Office. Then the sample of the participants were taken (n=1117 students and n=218 instructors) and the hard copies of the questionnaire were prepared according to the number of participants. The questionnaires together with an official note (containing information about the duration and the content of the questionnaires) were delivered to the contact person in the School of Foreign Languages via shipping. Once questionnaires were administered to a total of 1117 students and 218 instructors in the universities, a meeting time was arranged for conducting the interviews. The researcher visited each university in four different cities and conducted face to face interviews with 40 instructors and 40 students (10 students in their first year from elementary, pre-intermediate and intermediate classes and 10 instructors who had been teaching at English Preparatory Program for more than five years from each university). 35 instructors were female while five instructors were male. As for students, 28 of them were female and 12 of them were male. The participants were provided with a consent form to sign before engaging in the interview (see Appendix 1). This form includes the

information about the purpose of the study and acknowledges the confidentiality of the participant and assurances that participant can withdraw at any time.

3.3.1. Interview

Oppenheim (1992) asserts that “interview is not a conversation” but a tool for obtaining information with regard to the research (p. 66). There are different types of interviews suggested by various scholars (Bogdan & Biklen 1992; Oppenheim 1992; Le Compte & Preissle, 1993). As interviewing is one of the most common data collection methods in qualitative research, Drever (1995) emphasizes that semi-structured interviews can yield “high-quality data” such as “factual information about people’s circumstances, statements of their preferences and opinions” (pp. 1-2). In such an interview prepared questions function as a guide; however, the researcher has the opportunity to ask additional questions whenever it is appropriate, which yields a rich source of data.

The aim in using a semi-structured interview was to gather in-depth data regarding the evaluations of students and instructors about English Preparatory Programs at tertiary level based on the Context, Input, Process and Product evaluation model, the contribution of the program to them, positive and negative effects of the program, student and teacher roles, learning and teaching environment, materials, classroom activities, assessment and evaluation procedures and expectations.

Before the interviews were conducted, the questions were pilot tested on three experienced instructors who have been teaching at English Preparatory Program at tertiary level more than ten years and three students who were in their first years at English Preparatory Program. The aim in pilot testing was to get opinions about the questions, determine the length of interview and glean whether the questions were understandable in the same way for all respondents. Before administrating the interview, the questions were edited in the light of the pilot test. The interview contained a mix of 2 close-ended and 6 open-ended questions (see Appendix 2). There was no time limit for the interview; but the average duration of the interview was around twenty minutes. Interviews were conducted individually in Turkish by the researcher and the data were recorded through an audio-recorder for data analysis purposes. Then, the data was translated into English by the researcher and edited by a native speaker.

3.3.2. Questionnaire

Brown (2001) defines questionnaires as "Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (as cited in Dörnyei 2002, p. 6). Questionnaires provide a chance for the researcher to collect a great deal of information in a very short period of time (Drever & Munn, 1995). The questionnaire based on CIPP evaluation model is borrowed from Karataş (2007) to gather data for the second, fourth, sixth and eighth research questions in this study (see Appendix 3). He administered the questionnaire to 35 instructors and 415 students from various faculties in spring term of 2005-2006 academic year. The reliability coefficient of the whole questionnaire in this study was found to be 0.95 which indicated high reliability. The questionnaire is composed of two parts. The first part of students' questionnaire covers demographic information and faculties where students were accepted with regard to nation-wide university entrance exam. Likewise, the first part of the instructors' questionnaire contains demographic information, level of education, departments where instructors earned a degree and years of occupational experience. The second part of both the student and teacher questionnaires is composed of four parts exploring context, input, process and product dimensions of the CIPP evaluation model. Each response option is given a number for the purpose of scoring as follows: (1) Strongly disagree, (2) Disagree, (3) Partly agree, (4) Agree, (5) Strongly agree (see Appendix 3). Respondents to the questionnaire were asked to mark one of the responses ranging from "strongly disagree" to "strongly agree".

Context evaluation dimension: Concerning this dimension, there are ten statements as regards to the suitability of the program for developing language skills, balancing language skills, meeting the demands for English with respect to goals, the suitability of these goals given the students' prior knowledge, allocating sufficient time for the program and the consistency between the time allotted to the program and the difficulty level of content, appropriateness of the coursebook for the level of students, arousing students' interest in coursebooks, the consistency between the content of the coursebook and the goals of the program and the comprehensibility of the content in coursebook.

Input evaluation dimension: This dimension covers six statements concerning to what extent the visual, audio and supplementary materials provided by the instructors

pave the way for learning, arouse students' interest and have positive effects on learning (Karataş, 2007).

Process evaluation dimension: As for Process evaluation dimension, it is directly related to the program implementation and eight statements in this dimension are designed to obtain information about exercises and revisions, post-course reinforcement, participation of the students throughout the lesson, the number of exams, classroom interaction patterns, and classroom activities integrating language skills, time allocated for solving student problems with English.

Product evaluation dimension: The last dimension, Product evaluation, aims to describe what the program has achieved in the end. Twenty-two statements in this dimension are about individual demands, individual characteristics, individual interests, motivation in learning English, project assignments, English vocabulary knowledge of students, the habit of studying English and in groups, practice, development in reading, writing, listening, speaking skills and grammar, acquired language knowledge and skills and effects of the program.

3.4. Data Analysis

As aforementioned, a mixed method approach was used to gather and analyze data throughout the study. Quantitative data were analyzed using an independent t-test. More specifically, an independent t-test of samples was used to compare the means of the student responses and instructor responses to the questionnaires. The independent t-test requires that the dependent variable is approximately normally distributed within each group. This test applied to data is called t-test when equal variances are assumed. However, when equal variances are not assumed, it is called independent sample Welch's test. These parameters were used while conducting quantitative analysis. More specifically, the items were compared under the dimensions (Context, Input, Process, and Product). Null hypothesis have been tested and p-values indicating either equal variance assumed or not assumed have been shown in the tables. Moreover, the interpretations of the findings have been included in the findings section of the study.

Qualitative data were analysed through content analysis. Content analysis was defined by Miles and Huberman (1994) as the process of data reduction, data display, and conclusion drawing and verification. To obtain in-depth information about the evaluation of program, the data collected through interviews were transcribed and then

organised in terms of main dimensions of the model. In doing so, themes and patterns based on the evaluation model were observed and the statements obtained through interviews were coded regarding these themes. The emergent themes and categories were discussed with two peer debriefers who concurred with the interpretation of the data. Having identified categories, the frequency of information was provided along with this qualitative data. In this process, transcribed data were reviewed many times to assure an accurate grasp of the emergent themes with regards to each of the model's phases. Besides the presentation of the quantified data, the evaluation results were presented with several direct quotations from the interviews.

3.5. Validity and Reliability

The internal consistency regarding the items in the questionnaire (Karataş, 2007) and the reliability of the questionnaire have been evaluated. Factor analysis has been performed in order to determine the representativeness of the items in the questionnaire and the dimensions in question. Internal consistency reliability measures assess the consistency of the result of a test, ensuring that items measuring the different constructs deliver consistent scores. Items measuring same construct independently from each other are in strong relation with each other. Possible combinations of the items are checked and the correlations between scores are examined. Cronbach coefficient alpha, based on a set of items' mean inter-item correlation, is a widely used measure of internal consistency reliability (Field, 2009). It estimates the reliability of the scale by determining the internal consistency of the test or the average correlation of items within the test (Cronbach, 1951).

Cronbach alpha coefficient (α) ranges are valued between 0 and 1. The closer the overall alpha coefficient is towards 1 in value, the more likely that the items contribute to a reliable scale. In other words, if the items in a test are correlated to each other, the value of alpha is increased and moves toward 1. To increase alpha, more related items may be included in testing. Although the value of reliability coefficients may differ across disciplines, Nunnally and Bernstein (1994) suggests 0.70 as an acceptable reliability coefficient; however, higher values of alpha are preferred.

In this study, internal consistency reliability was evaluated to check item-total correlation regarding the dimensions in both student and instructor questionnaires. Exploratory factor analysis was performed in order to determine the internal reliability

of the administered questionnaires. One of the methods employed to measure the consistency of the items and their variance is Kaiser-Mayer-Olkin (KMO) statistics. In addition to KMO, the Bartlett test statistics was also applied to test data appropriateness for factor analysis.

3.5.1. Validity & Reliability Procedures for Questionnaires

3.5.1.1. Validity of Instructor Questionnaire

Table 5 indicates the KMO and Bartlett test values relevant to questionnaires administered to instructors.

According to Field (2009), KMO test value must be at least 0,5 to indicate that a data structure is suitable. Factor analysis of the current study yielded a KMO coefficient value of 0,939 and Bartlett test value of $p=0,000$ as indicated in the Table 5.

Table 5

KMO and Bartlett's Test For Instructor Questionnaire

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin	Measure of Sampling	,939
Adequacy.		
Bartlett's Test	of Approx. Chi-Square	10536,728
Sphericity	Df	1035
	Sig.	,000

Table 6 shows to what dimension the item in the questionnaire belong and to what extent the dimensions explain the total variance.

Table 6

Factor Analysis Test Values for Instructor Questionnaire

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
Context	23,865	51,880	51,880	23,865	51,880	51,880	11,346	24,664	24,664
Input	2,491	5,416	57,296	2,491	5,416	57,296	6,309	13,715	38,379
Process	1,889	4,106	61,402	1,889	4,106	61,402	6,288	13,670	52,049
Product	1,649	3,585	64,987	1,649	3,585	64,987	5,951	12,938	64,987

As seen in the Table 6, the items are grouped under four dimensions. The first factor explains 24,664 % of the variance, the second factor 13,715 %, the third factor 13,670 % and the fourth factor, 12,938 %. Four factors altogether explain 64,987 % of total variance.

In Table 7, Factor Load Values indicates which item is covered under which factor. The matrix dimension created for CIPP was confirmed with matrix analysis.

Table 7

Factor Load Values For Instructor Questionnaire

Factor Load Values									
	Component					Component			
	Context	Input	Process	Product		Context	Input	Process	Product
C1	,337	,701*	,176	,321	P24	,361	,305	,170	,606*
C2	,271	,641*	,113	,358	P25	,687*	,355	,216	,317
C3	,389	,655*	,195	,325	PR26	,717*	,298	,273	,283
C4	,348	,657*	,192	,222	PR27	,687*	,280	,254	,254
C5	,352	,723*	,233	,202	PR28	,651*	,374	,143	,388
C6	,228	,661*	,218	,057	PR29	,587*	,135	,378	,390
C7	,162	,600*	,447	,279	PR30	,572*	,121	,324	,433
C8	,250	,558*	,497	,198	PR31	,623*	,317	,344	,248
C9	,293	,571*	,448	,278	PR32	,496*	,128	,424	,362
C10	,154	,450*	,449	,250	PR33	,427*	,257	,386	,329
I11	,372	,236	,752*	,120	PR34	,632*	,345	,247	,240
I12	,437	,261	,710*	,051	PR35	,666*	,197	,327	,261
I13	,296	,323	,742*	,093	PR36	,646*	,221	,276	,344
I14	,163	,234	,754*	,278	PR37	,699*	,381	,263	,012
I15	,285	,151	,603*	,360	PR38	,626*	,391	,224	,052
I16	,147	,117	,644*	,482	PR39	,694*	,135	,112	,307
P17	,170	,352	,283	,627*	PR40	,514*	,025	-,101	,527
P18	,111	,312	,224	,706*	PR41	,587*	,304	,381	-,060
S19	,295	,227	,349	,672*	PR42	,754*	,256	,321	,224
P20	,548	,260	,228	,533*	PR43	,805*	,308	,198	,126
P21	,212	,143	,276	,338*	PR44	,650*	,227	,195	,234
P22	,408	,164	,230	,546*	PR45	,639*	,136	,058	,365
P23	,370	,232	,144	,625*	PR46	,637*	,192	,227	,297

As seen in the Table 7, items indicated with the different codes in the first row still represent the same dimensions.

3.5.1.2. Validity of Student Questionnaire

Table 8 illustrates the KMQ and Barlett test values relevant to questionnaires administered to students.

Table 8

KMO and Bartlett's Test For Student Questionnaire

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,964
Bartlett's Test of Sphericity	Approx. Chi-Square	29902,408
	df	1035
	Sig.	,000

That the KMO coefficient value was 0,964 and Bartlett test value was $p=0,000$ as indicated in the Table 8, suggests that the data were appropriate to perform factor analysis.

Table 9 shows to which dimension the item in the questionnaire belongs and to what extent the dimensions explain the total variance.

Table 9

Factor Analysis Test Values For Student Questionnaire

Component	Initial Eigenvalues			Extraction Sums of Squared			Rotation Sums of Squared		
				Loadings			Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
Context	17,675	38,424	38,424	17,675	38,424	38,424	9,745	21,185	21,185
Input	2,436	5,295	43,719	2,436	5,295	43,719	5,452	11,852	33,037
Process	1,692	3,679	47,398	1,692	3,679	47,398	4,166	9,058	42,094
Product	1,573	3,419	50,816	1,573	3,419	50,816	4,012	8,722	50,816

As seen in the Table 9, the items are grouped under four dimensions. The first factor explains 21,185 % of the variance, the second factor 11,852 %, the third factor 9,058 % and the fourth factor 8,722 %. Four factors altogether explain 50,816 % of total variance.

In Table 10, Factor Load Values indicates which item takes place under which factor.

Table 10
Factor Load Values For Student Questionnaire

Factor Load Values									
	Component					Component			
	Context	Input	Process	Product		Context	Input	Process	Product
C1	,479	,516*	,077	,134	P24	,420	,308	,539*	,080
C2	,429	,494*	,180	,050	PR25	,555*	,385	,347	,125
C3	,476	,533*	,145	,125	PR26	,535*	,380	,319	,143
C4	,240	,617*	,172	,191	PR27	,582*	,321	,334	,133
C5	,219	,476*	,266	,160	PR28	,570*	,415	,334	,098
C6	,106	,493*	,290	,016	PR29	,496*	,289	,268	,204
C7	,127	,662*	,191	,191	PR30	,604*	,158	,109	,112
C8	,169	,598*	,026	,254	PR31	,535*	,223	,159	,341
C9	,202	,665*	,102	,230	PR32	,439*	,098	,361	,301
C10	,104	,647*	,180	,272	PR33	,438*	,188	,125	,333
I11	,246	,393	,152	,526*	PR34	,547*	,046	,160	,422
I12	,293	,396	,105	,510*	PR35	,536*	,022	,318	,246
I13	,311	,364	,134	,578*	PR36	,647*	,139	,265	,207
I14	,130	,231	,223	,752*	PR37	,672*	,202	,144	,197
I15	,192	,150	,155	,705*	PR38	,615*	,238	,143	,200
I16	,214	,228	,228	,718*	PR39	,599*	,164	,159	,102
P17	,193	,203	,673*	,178	PR40	,694*	,109	,146	-,028
P18	,123	,063	,703*	,144	PR41	,522*	,236	,147	,315
S19	,201	,129	,661*	,225	PR42	,694*	,278	,136	,243
P20	,341	,218	,482*	,215	PR43	,742*	,266	,110	,205
P21	,069	,276	,373*	,139	PR44	,672*	,077	,146	,159
P22	,251	,178	,571*	,058	PR45	,693*	,158	,131	,116
P23	,431	,287	,445*	,043	PR46	,679*	,134	,142	,107

As seen in the Table 10, items indicated with different codes in the first row still represent the same dimensions. The matrix dimensions created for CIPP were confirmed with matrix analysis.

3.5.2. Reliability

3.5.2.1. Reliability of Instructor Questionnaire

In Table 11, the reliability and item-total correlation values for each dimension are given.

Table 11

The Reliability and Item-Total Correlation Values For Each Dimension In Instructor Questionnaire

Dimension	Cronbach's Alpha	R
Context	0,934	0,601-0,796
Input	0,920	0,726-0,812
Process	0,905	0,468-0,800
Product	0,968	0,539-0,865

As previously noted, an alpha score of 0.7 indicates acceptable reliability and higher value is an indicator of greater reliability of the questionnaire. Seen from the Table 7, the Cronbach's alpha for each dimension is quite high, that is they are over 0.9 and very close to 1 in value. Additionally, item-total correlation values ranges between 0,601 and 0,796 for context dimension, between 0,726 and 0,812 for input dimension, between 0,468 and 0,800 for process dimension and between 0,539 and 0,865 for product dimension. These values are positive and indicate a high level of internal consistency for the dimensions in the questionnaire.

3.5.2.2. Reliability of Student Questionnaire

In Table 12, the reliability and item-total correlation values for each dimension were given.

Table 12

The Reliability and Item-Total Correlation Values For Each Dimension In Student Questionnaire

Dimension	Cronbach's Alpha	R
Context	0,867	0,451-0,640
Input	0,870	0,604-0,711
Process	0,824	0,456-0,629
Product	0,947	0,538-0,777

As can be seen from Table 12 above, the reliability check indicated by an alpha value for each dimension is quite high, ranging from 0,824 to 0,947. Item-total correlation value indicated by r in the table also varies in an acceptable range. These values are positive and indicate a high level of internal consistency for the dimensions in the questionnaire.

3.5.3. Trustworthiness for Interviews

In the literature, validity and reliability issues of qualitative analysis have been discussed differently from the quantitative genre under the concept of trustworthiness. Lincoln and Guba (1985) proposed that the concept of trustworthiness covers the internal and external validity, reliability and objectivity issues. They continue to assert that any qualitative research should demonstrate four criteria: (1) credibility, (2) transferability, (3) dependability, and (4) conformability to establish trustworthiness. In this research, specific methods were used to meet these criteria. These methods are prolonged engagement, persistent observation, providing detailed descriptions, triangulation, and peer debriefing respectively.

As the researcher collected data, she was able to spend sufficient time in the environment of the participants of the study (prolonged engagement), in doing so she had the chance to make observations about the research topic (persistent observation). Data for the study were obtained from multiple sources (triangulation) and the emergent themes and categories were checked by two peer debriefers (peer debriefing). Given the design and execution of the study, it can be assumed that the study achieves credibility as the criterion for credibility has been met.

The population and the sample methods of the study were described in detail in order to enable other researchers to conduct similar studies with the same population (providing detailed description). Given that a detailed description is provided about the sample, the transferability criterion is assumed to be achieved. Additionally dependability and confirmability criteria are assumed to be fulfilled by the use of triangulation and peer debriefing as part of the overall design.

CHAPTER IV

FINDINGS

4.0. Introduction

This section presents both quantitative and qualitative results respectively as regards the dimensions of the CIPP model.

4.1. Context

As mentioned earlier, the context dimension focuses on the goals and objectives of English Preparatory Program and the coursebook used by instructors and students in the class. The first question addressed is whether there is a statistically significant difference between the perceptions of students and instructors as regards to the dimension of context. Secondly, the evaluations of the students and instructors regarding the materials and goals and objectives of English Preparatory Program are provided. Regarding the total score of the context dimension, it was found that the means of instructors' context total score was 35,80 and the mean of students' context total score 32,53, and this difference between means was statistically significant ($t = -6,022$ $p = .000$).

Table 13

Independent Sample T test Statistics For Context Dimension

	instructor		student		m.d.	t	p
	$\bar{x}$	s.d.	$\bar{x}$	s.d.			
Total Context	35,80	7,821	32,53	7,238	-3,27	-6,022	,000

As for items, Table 14 illustrates results regarding the items of the questionnaire in context dimension.

Table 14

Independent Sample T test Statistics For The Items In Context Dimension

CONTEXT	S / I	Totally Disagree	Disagree	Partially Agree	Agree	Totally Agree	M	s.d.	t	p
The program is appropriate for the improvement of student language skills.	S	81 7,3%	124 11,1%	451 40,4%	357 32,0%	104 9,3%	3,25	1,016	-5,012	,000*
	I	8 3,7%	12 5,5%	74 33,8%	84 38,4%	40 18,3%	3,62	0,968		
The program is well-balanced with regards to the four language skills (reading, writing, speaking and	S	129 11,5%	240 21,5%	410 36,7%	266 23,8%	72 6,4%	2,92	1,081	-5,215	,000*
	I	12 5,5%	34 15,5%	76 34,7%	60 27,4%	36 16,4%	3,34	1,096		
The aims of the program meet the needs of students learning English as a foreign language.	S	70 6,3%	182 16,3%	465 41,6%	306 27,4%	94 8,4%	3,15	1,001	-3,668	,000*
	I	11 5,0%	20 9,1%	85 38,8%	69 31,5%	33 15,1%	3,43	1,019		
The aims of the programs are appropriate given the pre-existing English language knowledge of the students.	S	63 5,6%	120 10,7%	369 33,0%	428 38,3%	137 12,3%	3,41	1,020	-3,182	,002*
	I	6 2,7%	12 5,5%	71 32,4%	98 44,7%	31 14,2%	3,62	0,893		
The difficulty levels of the subjects are appropriate given the time allocated for covering the subjects of the program.	S	112 10%	209 18,7%	345 30,9%	337 30,2%	114 10,2%	3,12	1,134	-4,563	,000*
	I	7 3,2%	28 12,8%	67 30,6%	91 41,6%	25 11,4%	3,45	0,965		
The total time allotted to the program is sufficient.	S	115 10,3%	157 14,1%	279 25,0%	367 32,9%	199 17,8%	3,34	1,217	-,579	,080
	I	9 4,1%	44 20,1%	57 26,0%	69 31,5%	39 17,8%	3,39	1,119		
The coursebook used in the program is suitable to students' language levels.	S	58 5,2%	97 8,7%	293 26,2%	474 42,4%	195 17,5%	3,58	1,039	-3,773	,000*
	I	7 3,2%	12 5,5%	39 17,8%	108 49,3%	52 23,7%	3,85	0,954		
The coursebook gets the students' attention.	S	140 12,5%	200 17,9%	361 32,3%	315 28,2%	101 9,0%	3,03	1,151	-7,296	,000*
	I	10 4,6%	15 6,8%	63 28,8%	100 45,7%	30 13,7%	3,57	0,968		
The content of the course book is consistent with the aims of the program.	S	82 7,3%	154 13,8%	399 35,7%	377 33,8%	105 9,4%	3,24	1,043	-4,644	,000*
	I	9 4,1%	17 7,8%	62 28,3%	95 43,4%	35 16,0%	3,6	0,985		
The content of the course book is clearly presented.	S	57 5,1%	106 9,5%	343 30,7%	455 40,7%	156 14,0%	3,49	1,013	-6,553	,000*
	I	6 2,7%	7 3,2%	35 16,0%	119 54,3%	51 23,3%	3,62	0,968		

*p< ,00 Student: S, Instructor: I

There was a statistically significant difference between the students' perceptions and the instructors' perceptions in response to all the statements in the context dimension except one "The total time allocated for the program is sufficient". Moreover, there was greater agreement among the instructors' perceptions compared to the students' perceptions, in each question in which a statistical significance was found between the two group's responses.

When the statement "The program is appropriate for the improvement of student language skills" was compared, the means of the instructors' agreement to this statement ($\bar{x}=3,62$) was higher than of students' agreement ($\bar{x}=3,25$). This difference was statistically significant ($t=-5,012$, $p=.000$).

The means of agreement to the statement about the balance of program as regards to language skills was 3,34 for instructors and 2,92 for the students ($t= -5,215$, $p=.000$). Moreover, this statement among all the statements in the context dimension had the lowest agreement value both for the instructors' and students'.

The means of instructors' agreement to the statement "The aims of the program meet the needs of students regarding English as a foreign language" ($\bar{x}=3,43$) was higher than that of students' agreement ($\bar{x}=3,15$) and this difference was statistically significant ($t=-3,668$, $p=.000$).

The means of agreement to the statement about appropriateness of the aims of the programs with the pre-existing English language knowledge of the students was 3,62 for instructors and 3,41 for the students and this difference was statistically significant ($t= -3,182$, $p=.002$).

When the means of agreement regarding the difficulty level of the subjects and the time slot covering the subjects were compared, the means of instructors' agreement ($\bar{x}=3,45$) was found to be higher than of students' agreement ($\bar{x}=3,12$) and this was statistically significant ($t=-4,563$, $p=.000$).

The means of instructors' agreement to the statement "The coursebook used in the program is suitable to students' language levels" was 3,85 and the means of students' agreement was 3,58. This finding indicated there was a statistically significant difference in the means of instructors' and students' perceptions ($t=-3,773$, $p=.000$).

The means of instructors' agreement to the statement "The coursebook gets the students' attention" ($\bar{x}=3,57$) was higher than of students' agreement ($\bar{x}=3,03$) and this was found to be statistically significant ($t=-7,296$, $p=.000$).

The means of agreement in the statement about the consistency of the content of the coursebook with the aims of the program was found to be 3,60 for the instructors and 3,24 for the students. This finding indicated that there was a statistically significant difference between the means of instructors' and students' perception.

Finally, the means of instructors' perceptions about the clarity of the content of the coursebook ($\bar{x}=3,93$) was higher than the means the of students' perceptions ($\bar{x}=3,49$). This difference was statistically significant ($t=-6,553$, $p=.000$).

As for qualitative results, students and instructors provided information on two themes in regards to the context component 1) coursebook 2) goals and objectives. In the following section, the perceptions of the students and instructors are presented within the framework of above-mentioned major themes.

Based on these responses, the following categories emerged: 1) role of the coursebook 2) content of the coursebook.

Considering the role of coursebook to be significant in the learning process was the most frequently mentioned topic among students ($n=28$) who were interviewed by the researcher ($n=40$). While a lesser number ($n=5$) of the students remained neutral to using coursebook as a primary source, the others mentioned the importance of the coursebook as a learning tool. When asked to comment on the learning tools, many students ($n=23$) stated that they like using coursebook. For example one of the students (S6) expressed that "...We always use the coursebook in the class. It is a core learning material for us. I feel that I'm building my proficiency in English as I progress through the coursebook." Another reason proffered by different student (S2) for the benefits of using coursebooks was:

As far as foreign language learning is concerned, I cannot imagine myself learning English without a coursebook. I believe that it functions as a bridge between the instructors and us...The coursebook affects me positively. I feel motivated when I learn new vocabulary, understand the listening section, and can raise my hand to say a few sentences about a new topic.

Another student (S14) made a similar comment stating that "The coursebook helps my learning by presenting real life context in the target language. ...It creates opportunities to use English in the classroom." The majority of students ($n=19$) mentioned that the system of using a coursebook enables them to catch up in the program when they feel that they are behind. The second concept to emerge in the

context dimension under the theme of coursebook was the appropriateness of the content. Regarding the content, one of the students (S8) reported that “the content of the coursebook is reflected in the syllabus and it covers the topics that will be covered in the quizzes and tests.” Therefore, the coursebook plays a pivotal role for students in studying for the examination. Although many students (18) admit that the coursebook plays a pivotal role for them in studying for the examination they also stated the course book doesn’t mean anything to them without instructor guidance.

As for instructors, most of them (n=23) emphasized the role of using course books in terms of teaching and learning. One of the instructors (I3) indicated that

We have students at elementary, pre-intermediate and intermediate levels. It is essential for them to choose appropriate coursebooks to satisfy their needs...It sustains the motivation of students by presenting the use of language in a real-life context and providing topic reviews in subsequent units so that students can catch up on missed lessons.

Another instructor (I12) stated that “A great number of students attend the preparatory program each year and we need a primary resource to use in these crowded classes. As the coursebook is based on a system, it facilitates teaching and learning throughout the program’s duration.” As with the students, instructors (n=25) also expressed their opinions regarding the content of the coursebook. For example one of the instructors (I1) remarked that

...the coursebook creates the backbone of the syllabus so it guides us as to the order in which we should introduce the topics...Additionally it presents linguistic and cultural content... The topics in the coursebook allow the students to be exposed to uses of English in everyday interaction...

Another instructor (I27) emphasized that “...how we integrate the content of the coursebook into teaching and learning is of great importance. If the students are not engaged by the content, they get bored and do not want to attend the class...”

To sum up, the coursebook is considered as an essential language material by students and instructors as it provides systematic exposure to daily use of the target language and guidelines for preparing a syllabus. Additionally the coursebook is a valuable resource for students as they review topics while studying for the quizzes or tests.

Both students (n=27) and instructors (n=32) expressed their perceptions with respect to the goals and objectives of the preparatory program. So the second theme to emerge in the context dimension was identified as goals and objectives. Two major concepts that emerged around the theme of goals and objectives were the benefits of the preparatory program and the language proficiency level of the students. Regarding the benefits of the preparatory program, one of the students (S11) mentioned that "...I believe the English Preparatory Program is a great opportunity for us because we learn English throughout the course duration. The courses will be delivered in English in my department this year so English proficiency is really important for me..."

Likewise, another student (S2) added that "The aim of the English Preparatory Program is to encourage us to learn English during the academic year. As it is a year-long program, we can improve our English in a relatively short period of time." Another concept mentioned is the language proficiency level of the students. While a small number of students (n=7) thought that they were not placed according to their levels, a little more than half of the students (n=12) agreed that they did attend the correct levels at preparatory program. For instance, one of the students (S15) put forward that she has achieved the goals and objectives of the program because she is progressing at her own learning speed. A different student (S4) stated that

...English was one of my favorite lessons at high school...when I first saw my name on the elementary class list, I felt annoyed... I thought I had done better on the proficiency exam. After a while, during the courses, I noticed that I was wrong. I hadn't known as much as I had assumed. By the end of the year, I can say that I was admitted to the correct level.

Similarly, instructors (n=32) also gave their perceptions on the benefits of the program and language proficiency level of the students. One of the instructors (I30) points out that

The purpose of English Preparatory Program is to build background knowledge and enhance the motivation of the students to become active language learners. Although the duration of the program is limited, I personally believe that we achieve our goal...At the end of the program students are able to express themselves in English or at least have enough knowledge to extract the meaning of the words that they do not know from the academic texts in their departments.

In the same vein, most of the instructors (n=27) admit that the English program is beneficial and necessary in terms of meeting the interests and needs of the students. Nonetheless, they claim that it is difficult to fully meet the goals and objectives of preparatory program either in beginner or elementary classes. With regard to the second concept, language proficiency level of the students, one of the instructors (I11) stated that "...elementary classes are crowded...when you take into consideration the lack of background knowledge among these students; it is difficult for them to reach the expected language proficiency level." Another instructor (I2) supported her view by stating that

Sometimes it is difficult to motivate students in elementary classes. They always ask whether or not they will be able to learn English well by the end of the academic year. To be honest, only a small number of these students in elementary classes achieve a high level of proficiency in the language due to several reasons such as lack of background knowledge, lack of motivation or overload of grammar in short period of time.

In short, students and instructors agree that the preparatory program triggers students to become language learners and creates an opportunity for them to learn English at least at a certain level in a one-year-period.

To sum up, generally instructors rated items higher than students in response to the given statements in the questionnaire. Apart from one statement which was about the total time of the program, there was a statistically significant difference between the perceptions of students and instructors in the context dimension of the CIPP model. Regarding the qualitative data, the categories highlighted in this dimension and statements in the questionnaire intersect. The evaluations of the students and instructors in relation to the role of the coursebook and content of the coursebook reveal that they consider the coursebook as an essential tool for teaching and that using a coursebook enhances the learning process. As for the benefits of the English Preparatory Program and the language level achieved by the students, most of the students and instructors state that English Preparatory Program is a great opportunity for learning English to a certain level especially when students are placed in correct levels.

4.2. Input

The input dimension examines the audio-visual materials and worksheets used in the English Preparatory program. Correspondingly, the questions asked are intended to glean whether there is a statistically significant difference between the perceptions of students and instructors as regards to the dimension of input. The evaluation of the audio-visual materials and worksheets made by students and instructors is put forth in this section. Regarding the total score of the input dimension, it was found that the means of instructors' input total score was 22,97 and the mean of students' input total score 19,76, and this difference between means was statistically significant ($t=-8,952$ $p=.000$).

Table 15

Independent Sample T test Statistics For Input Dimension

	instructor		student		m.d.	t	p
	$\bar{x}$	s.d.	$\bar{x}$	s.d.			
Total Input	22,97	4,69	19,76	4,868	-3,20	-8,952	,000*

* $p < ,05$

As for items, Table 16 displays results regarding the items of the questionnaire in the input dimension.

Table 16

Independent Sample T test Statistics For The Items In Input Dimension

INPUT	Student: S	Instructor: I	Totally Disagree	Disagree	Partially Agree	Agree	Totally Agree	M	S.d.	t	p
The audio visual materials used in the program facilitate students' learning.	S		91	160	384	355	127	3,24	1,089		
			8,1%	14,3%	34,4%	31,8%	11,4%			-	,000*
	I		2	11	46	98	61	3,94	0,88	10,321	
The audio visual materials used in the program get students' attention.	S		114	224	448	247	84	2,97	1,063		
			10,2%	20,1%	40,1%	22,1%	7,5%			-9,176	,000*
	I		2	26	66	69	55	3,68	1,01		
The audio visual materials used in the program have a positive impact on students' language skills.	S		64	145	421	369	118	3,30	1,012		
			5,7%	13,0%	37,7%	33,0%	10,6%			-	,000*
	I		0	15	44	91	68	3,97	0,89	10,011	
The worksheets distributed in the program facilitate students learning.	S		41	84	304	470	218	3,66	,993		
			3,7%	7,5%	27,2%	42,1%	19,5%			-5,130	,000*
	I		6	8	31	104	69	4,02	0,926		
The worksheets distributed in the program get students' attention.	S		90	192	402	326	107	3,15	1,071		
			8,1%	17,2%	36,0%	29,2%	9,6%			-4,894	,000*
	I		6	19	81	77	35	3,53	0,956		
The worksheets distributed in the program have a positive impact on students' language skills.	S		59	113	366	421	158	3,45	1,025		
			5,3%	10,1%	32,8%	37,7%	14,1%			-5,619	,000*
	I		5	10	46	113	44	3,83	0,882		
			2,3%	4,6%	21,0%	51,6%	20,1%				

*p< ,05

A statistical significance was found between the students and instructors in the responses to all of the items in the input dimension. Additionally, the means of instructors' perceptions were higher than those of the students' perceptions.

The means of the instructors' perception about the statement "The audio visual materials used in the program facilitates students' learning" was 3,94 and the means of students' perception about the same statement was 3,24. The difference was found to be statistically significant ($t=-10,321$, $p=.000$).

The means of instructors' agreement about the statement "The audio visual materials used in the program get students' attention" was higher ($\bar{x}=3,68$) than the

means of students' perception about the same statement ($\bar{x}=2,97$). The difference was found to be statistically significant ($t=-9,176$, $p=.000$).

The means of instructors' agreement about the statement "The audio visual materials used in the program have a positive impact on students' language skills." was higher ($\bar{x}=3,97$) than the means of students' perception about the same statement ($\bar{x}=3,30$). The difference between the means was found to be statistically significant ($t=-10,011$, $p=.000$).

The means of instructors' agreement about the statement "The worksheets distributed in the program facilitate students learning" was higher ($\bar{x}=4,02$) than the means of students' perception about the same statement was ($\bar{x}=3,66$), ($t=-5,130$, $p=.000$). Moreover, this statement among all the statements in input dimension had the highest value both for the instructors' and students' agreement.

The means of instructors' perception about the statement "The worksheet distributed in the program got the students' attention" was 3,53 and the means of students' perception about the same statement was 3,15, ($t=-4,894$, $p=.000$).

The means of instructors' agreement about the statement "The worksheet distributed in the program have a positive impact on students' language skills" was higher ($\bar{x}=3,83$) than the means of students' perception about the same statement was ($\bar{x}=3,45$), ($t=-5,619$, $p=.000$).

When it comes to qualitative results, students ($n=20$) and instructors ($n=24$) provided information on two themes in the input dimension which are audio-visual materials and worksheets. The usefulness of audio visual materials is identified as a major concept under the theme of input. The availability of internet connection and LCD projectors in almost all of the university classrooms increases the opportunities for students to be exposed to the target language in real-life situations.

Students ($n=20$) have mentioned that the integration of audio visual materials into the learning atmosphere is necessary for more effective language instruction. Regarding the usefulness of audio visual materials, almost all students ($n=17$) think that these materials arouse their interest during the lesson. One of the students (S7) stated that "My generation is energetic. What I mean is that we may get bored easily sitting in the class, listening to the teacher or turning the pages of the books. Sometimes audio-visual materials are more stimulating..."

Another student (S11) expressed that "...listening to native people through audio-visual materials is really effective..." A different student (S34) noted that

Most of us don't have the opportunity to go to England or the United States so how we learn English is important for us. By means of audio-visual materials we are exposed to real dialogues between native English speaking people.

When asked to comment on audio-visual materials, one of the students (S3) remarked that

We sometimes find listening sections difficult. They speak fast and we can't catch...This discourages us...As for films, I prefer the ones with subtitles...I want to be sure that I understand right...Otherwise watching only the sights and understanding nothing don't attract my attention...

Another student (S25) stated that "...we prefer films or TV series. This year we have watched a few episodes of a TV series. We had fun and enriched our vocabulary..."

With respect to the usefulness of audio-visual materials, instructors (n=24) and students shared similar opinions. Almost all instructors (n=20) expressed that audio-visual materials foster language learning. For example, one of the instructors (I33) reported that

Although there are various audio-visual materials that can be used in the class, instructors mostly prefer CDS or DVDs because of the limited class hours... I also make my students watch English documentaries. English is not like Math; that is to say, you cannot write the mathematical formula on the board and go on. Students must interact with the culture of the language they are learning... Visual materials are especially good resources for experiencing the language...

A different instructor (I20) mentioned that

I have been teaching for 20 years. When I started teaching, I was using a blackboard and chalk. But today we have various audio-visual materials that we can use in the classroom with the integration of technology into our lives. For instance, I created a Facebook group for my students. If I find something useful for them, I take a photo of the sheet or whatever it is and upload it onto Facebook...At the beginning of the next lesson; I set up the projector, log into

Facebook and project the photo on the board. As we start discussing the projected material, the motivation of my students increases. Also it seems that my students prefer watching films with English subtitles which they find instructive and relaxing.

To put it briefly, students and instructors highlight the contribution of audio-visual materials in terms of engaging students and increasing their motivation. They accept that using these learning tools in class helps learners in their language learning.

The second theme to emerge in the input dimension was worksheets. Students (n=16) and instructors (n=21) mentioned their opinions with respect to the positive contribution of worksheets. One of the students (S8) stated that “Our instructors usually assign worksheets as homework. After we complete it, we check the answers in class. This allows us to have the chance to make grammar revision through worksheets.” Another student (S17) indicated:

We attend classes and learn new subjects. Sometimes it is hard for us to completely comprehend what is taught during classes. We need repetition to master the subject. In that sense worksheets are useful to diagnose where we have difficulties...

A great number of students (n=14) share the same opinion that they learn something from worksheets even if they copy one another's work. As for instructors, most of them (n=18) opined that worksheets enhance students' learning of new subjects and aid in reviewing previously covered topics. One instructor (I33) said, “Based on my experience of being an English instructor for almost ten years, I may claim that worksheets are effective tools for students in building knowledge because they receive feedback in response to their answers.” A similar expression was made by a different instructor (I5): “It is a well-known fact that there is a positive relationship between achievement and the amounts of time students study...Worksheets are a useful learning activity which provides necessary repetition.” Correspondingly, another instructor (I18) remarked, “Making up worksheets is a lot of work because you must tailor it to the needs of the students. But there is a practical purpose behind using them. Worksheets are a valuable tool of reinforcing grammar rules...”

So with respect to worksheets, both students and instructors emphasized the importance of using worksheets in their statements. Both groups highlight that worksheets give the students opportunities for broadening knowledge or making revision for their tests (quizzes and mid-terms).

The positive response rate of the instructors was higher than that of the students in all of the items in the input dimension. In other words, there was a statistically significant difference between the perceptions of students and instructors. As for the categories which emerged in this dimension, they are in line with the statements in the questionnaire. Both students and instructors put forth their evaluations about the audio-visual materials and worksheets used in the program and both groups mentioned the effect of these materials on students' learning.

4.3. Process

The process dimension highlights the teaching and learning environment, lesson activities, language skills, assessment and evaluation procedures. This dimension seeks to explore whether there is a statistically significant difference between the perceptions of students and instructors regarding the dimension of process. The evaluations of both students and instructors relevant to process dimension is also presented. Regarding the total score of the process dimension, it was found that the means of instructors' process total score was 29,20 and the mean of students' input process score 25,58 and this difference between means was statistically significant ($t=-8,292$ $p=.000$).

Table 17

Independent Sample T test Statistics For Process Dimension

	instructor		student		m.d.	t	p
	$\bar{x}$	s.d.	$\bar{x}$	s.d.			
Total Process	29,20	6,018	25,58	5,866	-3,61	-8,292	,000

As for items, Table 18 illustrates results regarding the items of the questionnaire in process dimension.

Table 18

Independent Sample T test Statistics For The Items In Process Dimension

PROCESS	Student: S	Instructor: I	Totally Disagree	Disagree	Partially Agree	Agree	Totally Agree	t	s.d.	t	p
The new subject introduced in the program	S		79	185	402	344	107	3,19	1,051		
was practiced with sufficient exercises.	I		3	24	65	90	36	3,61	0,936		
When needed, subjects were adapted during the program.	S		69	138	365	400	145	3,37	1,054		
	I		4	16	53	95	50	3,78	0,943		
The learning-facilitative assignments are concurrent with the subjects covered in class.	S		75	167	384	348	143	3,28	1,078		
	I		5	19	57	88	49	3,72	0,984		
The program enables students to participate in the classes actively.	S		104	229	429	271	84	3,00	1,059		
	I		6	34	76	74	28	3,39	0,988		
The numbers of exams during the implementation of the program are sufficient.	S		98	89	202	379	349	3,71	1,232		
	I		7	12	28	91	80	4,03	1,004		
There are activities to be done in peer group work during the program.	S		86	162	301	409	159	3,35	1,125		
	I		4	18	51	95	50	3,78	0,955		
There are activities enabling students to use all the language skills in the program.	S		166	290	372	237	52	2,75	1,091		
	I		6	30	60	87	35	3,53	1,008		
Sufficient time is spent on the resolving the problems of students in learning English in the program.	S		114	256	411	265	71	2,93	1,061		
	I		7	29	80	79	23	3,38	0,953		

*p< 0,05

A statistical significance was found between students and instructors in all the items in the process dimension. Additionally, the means of instructors' perception were higher than those of the students' perception.

When the statement "The new subject introduced in the program was practiced with sufficient exercises" was compared, the mean of the instructors' agreement to this statement ($\bar{x}=3,61$) was higher than of students' agreement ($\bar{x}=3,19$), ($t=-5,401$, $p=.000$).

It was found that the means of instructors' perception about the statement "When needed, revising the subjects is done during the implementation of the program" was 3,78 and the mean of students' perception about the same statement was 3,37, ($t=-5,810$, $p=.000$).

The mean of instructors' agreement about the statement "The learning-facilitative assignments are given as regards to the subjects covered in the program." was higher ($\bar{x}=3,72$) than the mean of students' perception about the same statement ($\bar{x}=3,28$), ($t=-5,896$, $p=.000$).

The mean of the instructors' agreement with the statement about the active participation of the students in the classes ($\bar{x}=3,39$) was found to be higher than that of the students' agreement to the same statement ($\bar{x}=3,00$), ($t=-4,943$, $p=.000$).

The mean of the instructors' agreement with the statement "The numbers of exams during the implementation of the program are sufficient" ($\bar{x}=3,39$) was found to be higher than that of the students' agreement to the same statement ($\bar{x}=3,71$), ($t=-3,642$, $p=.000$). Of all the items in the process dimension, this item was found to have the highest value of students' agreement.

The mean of the instructors' agreement to the statement about the classroom interaction patterns such as peer work and group work ($\bar{x}=3,78$) was found to be higher than of the students' agreement with the same statement ($\bar{x}=3,35$), ($t=-5,806$, $p=.000$).

The mean of the instructors' perception about the statement "There are activities enabling students use all the language skills in the program." was 3,53 and the means of students' perception about the same statement was 2,75, ($t=-9,762$, $p=.000$). Of all the items in the process dimension, this item was found to have the lowest students' agreement value.

The mean of instructors' perception about the statement "Sufficient time is spent on the resolving the problems of students in learning English in the program" was 3,38

and the mean of students' perception about the same statement was 2,93, ($t=-5,758$, $p=.000$).

Regarding the qualitative results, the first theme to emerge in the process dimension was language skills. Students ($n=23$) and instructors ($n=20$) stated their opinions regarding 1) an overemphasis on grammar 2) the inadequacy of time allocated for speaking and listening skills.

For the first category, an overemphasis on grammar, one of the students (S3) reported that "If grammar is being taught, everyone listens to the instructor carefully. We are aware of the fact that we cannot make sentences in English without learning the rules. However, we are fed up with the bombardment of grammar instruction." Some other students ($n=9$) also expressed that although they were often exposed to grammar rules, they had difficulty in producing sentences. A different student (S21) gave an example about this situation: "*...whenever the instructor asks a question and waits for a reply, I hesitate and suffer in silence to express myself in English. Therefore, I prefer replying in Turkish.*"

With respect to speaking and listening skills, most of the students ($n=19$) complained about insufficient speaking and listening activities. One of the students (S37) remarked that

Language skills activities make learning English pleasant. It is important for us to learn how to use English in a real life context. For example when the teacher asks us to choose a partner and write a dialogue about planning a holiday, we have the chance to write and speak; in other words, act, learn and enjoy at the same time. ... On the other hand, listening exercises still annoy me... I believe opportunities for speaking and listening should be increased in class.

Another student (S18) mentioned that "... we do not have time left for extra speaking and listening activities." A similar comment was made by different student (S9):

...Most of us cannot exhibit improvement in speaking along with listening skills. More speaking and listening exercises should be carried out in class. ...Our instructors say that it is not always possible because of the rigid syllabus and time constraints.

Like most of the students, slightly more than half of the instructors ($n=8$) mentioned that grammar is considered extremely important in the preparatory program. One of the instructors (I20) stated that

...Grammar is the skeleton of a language. If you do not know the structures how could you form the words correctly and get involved in communication? ... Although we try to balance teaching grammar and language skills, we cannot achieve this balance due to our tight schedule.

Another expression by a different instructor (I7): "...It takes time for students to internalize new grammar structures. We need to reinforce them through exercises, which means time dedicated to grammar..."

As for the second category, the inadequacy of time allocated for speaking and listening skills, a great number of instructors (n=17) state that students improve these skills to a certain extent; but still they point out that much more time should be allocated to speaking and listening activities. In the same vein, one of the instructors (I35) stated that

...Four main skills are incorporated in the courses. Reading, for instance, covers many different topics such as literature, art, economy and health...Students are able to learn new vocabulary and practice grammar structures in reading passages...Writing activities gradually move from simple to more complex. Students begin writing a few sentences about themselves and by the end of the academic year they are asked to write an essay... Regarding speaking skills activities, students engage in pair work or group work speaking...In my opinion, it is essential to nurture especially the speaking and listening skills of the students...

In short, students and instructors who participated in the interview focused on two concepts in the theme of language skills. These are an overemphasis on grammar and the inadequacy of time allocated for speaking and listening skills. The demand for the establishment of a balance between grammar and skills activities is clearly expressed by both students and instructors.

The second theme to emerge in the process dimension was assessment. Students (n=26) and instructors (n=23) expressed their opinions with respect to assessment in terms of two categories. These are 1) the frequency of assessment and 2) the consistency between materials taught and assessment done.

Primarily, students (n=26) emphasized the effects of quiz and mid-term frequency in their statements. Almost all students (n=23) stressed that frequent quizzes force them to study and review. A student (S10) stated that "As we receive weekly quizzes, they have a positive influence on our study habits..." A different student (S7)

highlighted that "...Frequent quizzes give us the opportunity to review the topics that we don't understand..." Another student (S24) expressed that

We are responsible for a small amount of content and material in quiz. If we spend time for preparing it, we obtain high marks and our motivation increases...When the midterm exam week approaches, it becomes easier for us to review the large amount of content and material covered in class...

The second category to appear under the theme of assessment was the consistency between materials taught and the assessment done. All students (n=20) agreed that assessment at their preparatory programs reflect the contents and materials covered in the class. One of the students (S12) remarked that "...there are different sections either in quizzes or midterms. But they generally cover the material we do in the class..." Another student (S28) mentioned that

...especially before mid-term exams we ask our instructors to review the newly taught topics. However, we don't generally have time left for this but we do review exercises in class or our instructors give us assignments... If as a student you review enough, you'll get high marks because questions are similar to ones we have done in class...

Regarding the first category, the frequency of assessment, a small number of instructors (n=5) put forward that frequent assessment may hinder learning in students who have exam anxiety. But most of the instructors (n=18) remarked that frequent quizzes better prepare students for mid-terms and improve their learning. An instructor (I4) expressed that "...when students have frequent assessment, they have to study regularly...this helps them to review the newly covered topic..." A different instructor (I31) mentioned another significant effect of the frequency of assessment noting that "...Sometimes we do not announce quizzes on purpose. Knowing that quiz performance affects their total score, students don't want to miss any quizzes. Thus, students' classroom attendance increases when they know there is the possibility of an unannounced quiz..." Additionally another instructor (I23) added that "...The more frequently students are exposed to assessment, the more their classroom performance improves because they feel that they are obliged to study..."

As for the second category of assessment, the consistency between materials taught and assessment done, instructors (n=19) mention that assessments describe

students' language proficiency level; therefore, it is important to bridge the link between the content and materials covered in class and the questions posed to the students. An instructor (I37) stated that "Assessment should be for learning. Quizzes or midterms are directly linked to the topics taught in class." Similarly, a different instructor (I12) noted that "...we assign homework to students that will help them in preparing for exams. Likewise, while preparing review materials, we try to construct questions as parallel as possible to those on the quizzes and midterms." Another instructor (I7) expressed that

...Student evaluation is important especially in terms of diagnosis...It shows whether students show improvement or not. So the questions asked in quizzes or midterm exams are of great importance because the responses provided by students indicate the situation of a particular student or student population...

Briefly, the frequency of quizzes provides the students with an opportunity to study regularly, review the topics, and prepare for midterm exams. Concerning the questions used in assessment, most of the students and instructors indicate that they are in accordance with the topics covered in class.

To conclude, there was a statistically significant difference between perceptions of the students and instructors in all of the items in the process dimension. As for the categories which emerged in this dimension, they corresponded precisely to the items in the questionnaire. Students and instructors mentioned their ideas about the allocation of time for developing language skills, the frequency of assessment and the consistency between materials taught and assessment done. Therefore, the evaluations of the students and instructors provided in-depth understanding of the results of the questionnaire.

4.4. Product

The product dimension brings to light to what extent the expectations of the students about the English Preparatory Program are met or not. In accordance with this, these questions probe whether there is a statistically significant difference between the perceptions of students and instructors regarding the dimension of product. The evaluations of the students and instructors pertaining to product dimension are provided. Regarding the total score of the process dimension, it was found that the means of

instructors' product total score was 72,34 and the mean of students' input product score 65,64, and this difference between means was statistically significant ($t=-5,527$ $p=.000$).

Table 19

Independent Sample T-test Statistics For Product Dimension

	instructor		student		m.d.	t	p
	$\bar{x}$	s.d.	$\bar{x}$	s.d.			
Total Product	72,34	15,632	65,64	16,524	-6,70	-5,527	,000

As for items, Table 20 exhibits results regarding the items of the questionnaire in the process dimension.

Table 20

Independent Sample T test Statistics For The Items In Product Dimension

PRODUCT	Student: S	Instructor: I	Totally Disagree	Disagree	Partially agree	Agree	Totally Agree	M	s.d	t	p
The program has met the needs of the students.	S		103	243	477	241	53	2,91	0,992		
	I		9,2%	21,8%	42,7%	21,6%	4,7%			-3,373	,001*
	S		7	35	104	62	10	3,15	0,859		
	I		3,2%	16,0%	47,5%	28,3%	4,6%				
The program engages the students' interest.	S		109	271	464	228	45	2,85	0,988		
	I		9,8%	24,3%	41,5%	20,4%	4,0%			-4,259	,000*
	S		6	35	107	60	10	3,15	0,842		
	I		2,7%	16,0%	48,9%	27,4%	4,6%				
The program has met students' individual needs.	S		109	279	437	242	50	2,86	1,009		
	I		9,8%	25,0%	39,1%	21,7%	4,5%			-3,624	,000*
	S		10	33	109	57	9	3,1	0,869		
	I		4,6%	15,1%	49,8%	26,0%	4,1%				
The program has met the students' existing needs as regards to learning English.	S		95	205	468	292	57	3,01	0,995		
	I		8,5%	18,4%	41,9%	26,1%	5,1%			-3,660	,000*
	S		8	26	97	72	15	3,28	0,894		
	I		3,7%	11,9%	44,3%	32,9%	6,8%				
The program created a core competency for students in pursuing future English studies.	S		71	145	370	389	142	3,35	1,059		
	I		6,4%	13,0%	33,1%	34,8%	12,7%			-3,061	,002*
	S		7	20	65	91	35	3,58	0,972		
	I		3,2%	9,1%	29,7%	41,6%	16,0%				
The program has contributed to the students' knowledge in terms of subject-related activities.	S		195	221	350	266	85	2,84	1,190		
	I		17,5%	19,8%	31,3%	23,8%	7,6%			-7,025	,000*
	S		8	30	81	68	31	3,39	1,011		
	I		3,7%	13,7%	37,0%	31,1%	14,2%				
The program has motivated students in learning English.	S		135	161	353	318	150	3,17	1,193		
	I		12,1%	14,4%	31,6%	28,5%	13,4%			-2,658	,008*
	S		8	26	85	77	22	3,36	0,946		
	I		3,7%	11,9%	38,8%	35,2%	10,0%				
The projects given to students in the program have positively affected students' language skills.	S		144	176	421	277	99	3,01	1,130		
	I		12,9%	15,8%	37,7%	24,8%	8,9%			-5,260	,000*
	S		6	28	77	78	29	3,44	0,969		
	I		2,7%	12,8%	35,2%	35,6%	13,2%				
The program has enhanced students' vocabulary.	S		44	65	277	424	307	3,79	1,033		
	I		3,9%	5,8%	24,8%	38,0%	27,5%			-3,824	,000*
	S		2	5	34	122	55	4,02	0,765		
	I		9%	2,3%	15,5%	55,7%	25,1%				
The program has improved students habits in regards to studying English.	S		117	221	409	269	101	3,01	1,105		
	I		10,5%	19,8%	36,6%	24,1%	9,0%			-5,103	,000*
	S		6	25	87	84	16	3,36	0,881		
	I		2,7%	11,4%	39,7%	38,4%	7,3%				
The program has encouraged students to acquire the habit of studying in groups.	S		177	294	387	208	51	2,70	1,084		
	I		15,8%	26,3%	34,6%	18,6%	4,6%			-8,922	,000*
	S		8	28	84	80	18	3,33	0,931		
	I		3,7%	12,8%	38,4%	36,5%	8,2%				

Table 20
Continued

PRODUCT	Student: S Instructor: I	Totally Disagree	Disagree	Partially agree	Agree	Totally Agree		s.d	t	p
The program has given students the opportunities to use what they have learned.	S	138 12,4% 8	210 18,8% 28	387 34,6% 91	298 26,7% 74	84 7,5% 17	2,98	1,118	-4,408	,000*
	I	3,7% 110	12,8% 220	41,6% 395	33,8% 277	7,8% 115	3,29	0,919		
At the end of the program, students display a satisfactory improvement in reading English.	S	9,8% 3	19,7% 26	35,4% 77	24,8% 77	10,3% 35	3,06	1,117	-5,787	,000*
	I	1,4% 90	11,9% 174	35,2% 374	35,2% 315	16,0% 164	3,53	0,946		
At the end of the program, the students display a satisfactory improvement in writing English.	S	8,1% 6	15,6% 36	33,5% 83	28,2% 52	14,7% 41	3,26	1,132	-1,637	,102
	I	2,7% 134	16,4% 265	37,9% 390	23,7% 244	18,7% 84	3,39	1,056		
At the end of the program, the students display a satisfactory improvement in listening skills.	S	12,0% 12	23,7% 35	34,9% 110	21,8% 57	7,5% 4	2,89	1,107	-2,050	,041*
	I	5,5% 221	16,0% 286	50,2% 346	26,0% 203	1,8% 61	3,03	0,847		
At the end of the program, students display a satisfactory improvement in speaking skills.	S	19,8% 38	25,6% 70	31,0% 78	18,2% 30	5,5% 2	2,64	1,148	-2,070	,000*
	I	17,4% 67	32,0% 144	35,6% 389	13,7% 357	9% 160	2,49	0,966		
At the end of the program, students display a satisfactory improvement in English grammar.	S	6,0% 4	12,9% 8	34,8% 62	32,0% 89	14,3% 55	3,36	1,065	-6,955	,000*
	I	1,8% 72	3,7% 198	28,3% 461	40,6% 290	25,1% 96	3,84	0,909		
At the end of the program, the language knowledge the students have acquired is satisfactory.	S	6,4 % 4	17,7% 31	41,3% 81	26,0% 77	8,6% 25	3,13	1,012	-3,762	,000*
	I	1,8% 84	14,2% 215	37,0% 467	35,2% 284	11,4% 67	3,4	0,932		
At the end of the program, the language skills the students have acquired is satisfactory.	S	7,5% 6	19,2% 31	41,8% 103	25,4% 58	6,0% 20	3,03	0,994	-3,044	,002*
	I	2,7% 280	14,2% 287	47,0% 325	26,5% 181	9,1% 44	3,25	0,909		
The program is complimentary to students' departmental course of study.	S	25,1% 16	25,7% 43	29,1% 93	16,2% 52	3,9% 14	2,48	1,146	-7,147	,000*
	I	7,3% 240	19,6% 296	42,5% 344	23,7% 180	6,4% 57	3,02	0,995		
The program has enabled students acquire sufficient English language knowledge to meet their needs for studying their departmental subjects.	S	21,5% 14	26,5% 49	30,8% 101	16,1% 49	5,1% 5	2,57	1,142	-5,029	,000*
	I	6,4% 199	22,4% 258	46,1% 364	22,4% 219	2,3% 77	2,92	0,892		
The program has enabled students acquire English language knowledge applicable to various job markets.	S	17,8% 10	23,1% 43	32,6% 104	19,6% 56	6,9% 5	2,75	1,163	-3,951	,000*
	I	4,6% 10	19,6% 43	47,5% 104	25,6% 56	2,3% 5	3,01	0,856		

There was a statistically significant difference between the students' perceptions and instructors' perceptions in all the statements in the product dimension except one "At the end of the program, the improvement the students have had in writing skills is satisfying." Moreover, the means of students' agreement in the statement "At the end of

the program, the improvement the students have had in speaking skills is satisfying.” was higher than of instructors’ agreement to same statement. Except for this, all the other statements in which statistical significance difference was found between instructors’ and students’ perceptions, the means of the instructors’ perceptions was higher than that of the students’ perceptions.

It was found that the means of instructors’ perception about the statement “The program has met the needs of the students” was 3,15 and the means of students’ perception about the same statement was 2,91, ($t=-3,373$, $p=.001$).

The means of instructors’ agreement in the statement about program fitting students’ interests ($\bar{x}=3,15$) was found to be higher than of the students’ agreement in the same statement ($\bar{x}=2,85$), ($t=-4,259$, $p=.000$).

When the statement “The program has met students’ individual needs” was compared, the mean of the instructors’ agreement to this statement ($\bar{x}=3,10$) was higher than that of students’ agreement ($\bar{x}=2,86$), ($t=-3.624$, $p=.000$).

The mean of instructors’ agreement in the statement about program meeting students’ existing needs as regard learning English ($\bar{x}=3,28$) was found to be higher than of the students’ agreement with the same statement ($\bar{x}=3,01$), ($t=-3.660$, $p=.000$).

The mean of instructors’ perception about the statement “The program created a core competency for the future needs of students as regards to English” ($\bar{x}=3,58$) was higher than of students’ perceptions on the same statement ($\bar{x}=3,35$), ($t=-3,061$, $p=.002$).

The program has contributed to the students’ knowledge in terms of subject-related activities. The mean of instructor perceptions about this contribution was higher ($\bar{x}=3,39$), than that of students’ perceptions ($\bar{x}=2,84$), ($t=-7.025$, $p=.000$).

The mean of instructors’ perception about the statement “The program has motivated students in learning English” ($\bar{x}=3,36$) was higher than that of students’ perceptions on the same statement ($\bar{x}=3,17$), ($t=-2.658$, $p=.008$).

The mean of instructors’ perception about the statement “The projects given to students in the program have affected students’ language skills positively” was 3,44 and the means of students’ perception about the same statement was 3,01, ($t=-5.260$, $p=.000$). The mean of instructors’ agreement to this statement was higher than of students’ agreement.

When the statement “The program has accelerated students’ word knowledge” was compared, the mean of the instructors’ agreement to this statement ($\bar{x}=4,02$) was

higher than of students' agreement ($\bar{x}=3,79$), ($t=-3.824$, $p=.000$). Moreover, of all the statements, this statement was found to have the highest value of instructors' agreement.

The mean of the instructors' perception about the statement "The program has enabled students gain the habits of studying English" was 3,36 and the means of students' perception about the same statement was 3,01. The means of instructors' agreement to this statement was higher than of students' agreement, ($t=-5.103$, $p=.000$).

When the statement "The program has encouraged students gain the habit of studying in groups" was compared, the mean of the instructors' agreement to this statement ($\bar{x}=3,33$) was higher than of students' agreement ($\bar{x}=2,70$), ($t=-8.922$, $p=.000$).

The mean of the instructors' perception about the statement "The program has given the opportunities to students in using what they have learnt." ($\bar{x}=3,29$) was higher than of students' perception on the same statement ($\bar{x}=2,98$), ($t=-4.408$, $p=.000$).

The mean of the instructors' perception about the statement as regards the students' satisfying improvement in reading skills at the end of the program was 3,53 and the means of students' perception about the same statement was 3,06, ($t=-5.787$, $p=.000$).

There was no statistically significant difference found in the means of the instructors' and students' perceptions as regards the satisfying improvement of students' writing skills at the end of the program, ($t=-1.637$, $p=.102$).

The mean of the instructors' perception about the statement "At the end of the program, the improvement the students have had in listening skills is satisfying." was 3,03 and the means of students' opinion about the same statement was 2,89. The mean of instructors' agreement to this statement was higher than of students' agreement, ($t=-2.050$, $p=.041$).

The mean of the instructors' perception about the statement "At the end of the program, the improvement the students have had in speaking skills is satisfactory." was 2,49 and it was lower than of students' perception about the same statement ($\bar{x}=2,64$), ($t=2.070$, $p=.039$). Of all the statements including the other dimensions in addition to the product dimension, this was the only statement that had a lower value of instructors' agreement than of students' agreement.

When the statement "At the end of the program, the improvement the students have had in grammar is satisfactory" the mean of the instructors' agreement to this statement ($\bar{x}=3,84$) was higher than of students' agreement ($\bar{x}=3,36$), ($t=-6.955$, $p=.000$).

The mean of the instructors' perception about the statement "At the end of the program, the language knowledge the students have acquired is satisfying" was higher ($\bar{x}=3,40$) than of students' perception of the same statement ($\bar{x}=3,13$), ($t= -3.762$, $p=.000$).

The mean of the instructors' perception about the statement "At the end of the program, the language skills the students have acquired is satisfying" was higher ($\bar{x}=3,25$) than of students' perception about the same statement ($\bar{x}=3,03$), ($t= -3.044$, $p=.002$).

When the statement "The program is complimentary to students' departmental subjects." the mean of the instructors' agreement to this statement ($\bar{x}=3,02$) was higher than of students' agreement ($\bar{x}=2,48$), ($t= -7.147$, $p=.000$). Additionally, this statement had the lowest value of students' agreement in the product dimension.

The mean of the instructors' perception about the statement "The program has enabled students acquire sufficient English language knowledge to study their departmental subjects" was 2,92 and the mean of students' perception about the same statement was 2,57. The mean of the instructors' agreement to the statement was higher than of students' agreement, ($t= -5.029$, $p=.000$).

While the mean of the instructors' perception about the statement "The program has enabled students acquire English language knowledge for various job markets." was 3,01, the mean of the students' perception about the same statement was found to be 2,75. The mean of the instructors' agreement to the statement was higher than of students' agreement, ($t= -3.951$, $p=.000$).

As for qualitative results, students ($n=23$) and instructors ($n=21$) gave their opinions on two repeated themes in the product dimension which are satisfaction and performance reflection respectively.

The category which emerged under the theme of satisfaction was the satisfaction with the level of language improvement. Most of the students ($n=18$) stated that they are partly satisfied with their learning in the preparatory program. When asked to comment on their language improvement, one of the students (S30) remarked that

...I think that my English improved from the first term to second term.... In the beginning I had difficulties in understanding the meaning of words when I read something or listened to the teacher. I found that I didn't understand most of the things written or spoken. Through exercises in class and outside of class and utilizing supplementary materials, I can now understand what I read more or less, maybe not every word but more than I could in the first term...

Another student (S5) expressed his satisfaction with these sentences:

...with the English Preparatory Program, my level of English improved...What I mean is that now I can comprehend the text I read or listen to and I can summarize what I comprehend. My note-taking improved through listening classes and I can more easily look up the words from dictionary. At the beginning, I was bored when checking the meaning of words or practicing the use of new words in sentences... Now I can summarize a reading passage or convey what I mean in English...I am satisfied with my English. I feel more self-confident in using my English... That's good...

As for the instructors, slightly more than half of the instructors (n=13) mentioned that they are satisfied with the students' progress. One of the instructors (I16) expressed that

In my observation, students are mostly happy about their own performance in language skills (especially reading and writing, they are still stuck in improving speaking skills)...They are more involved in reading and listening and writing when you compare the end of semester performance to their shyness/ unwillingness to take a part in language practice at the beginning of the semester... When you think of the students who come with a very limited use of language, their improvement is quite promising...

Another instructor (I9) indicated that "...Students could take whatever is taught and they reach the expected level..."

In short, not only students but also instructors mention that students can easily observe their gradual language improvement in the preparatory program. And that most of the students are able to develop self-confidence in their ability to learn English.

The complementary nature of the program is the second product category related to the theme of performance reflection. Regarding this category, the majority of students (n=19) stated that they are contented with preparatory program. Noting that next year they will have their courses in English and that their experiences learning English in the preparatory program will help them to be successful as they pursue further studies. For example, one of the students (S35) said that

...I have studied English Preparatory Program for a year. I believe I will make use of what I have learned next year in my classes... If I improve my English through my university education that could help me find a good position as today English is very important for getting a job...

A different student (S22) put forward that

... of course I expect that a one year English program will help me to be successful in my classes. I will have courses in English. I intend to understand the subject in English and pass the course with a high grade. I really want to improve my English for the coming years. I want to work for an international company and my learning English might be a plus to get a good position later on...

A little less than half of the students (n=10) mentioned that the program met their personal needs and interests. To give as an example one of the students (S16) mentioned that

...whenever we go on holiday, I try to make friends with foreign visitors...I am interested in foreign culture...I like learning about their customs and traditions. At the same time I want to introduce Turkish culture to foreigners...This is one of the main reasons which motivated me to learn English. At the end of the preparatory program, I feel that I can communicate better in English with foreigners...

Concerning the second category, the complementary nature of the program, a great number of instructors (n=15) stated that what students have gained throughout this program will be useful for them both in their academic and personal life.

One of the instructors (I14) stated her opinion in these

...acquiring skills such as reading and writing is of great importance for students in whose departments English is compulsory. However, we deal with the students who do not even know how to write essays in Turkish in the beginning of the program. ... But by the end of the second semester we grade students who can write essays in English...

On the other hand most of the instructors (n=16) admitted that time allocated to listening and speaking activities in class is not enough because of the busy schedule; therefore, one of the most important needs of the students, to be able to communicate in English, could only be partially met. Briefly, instructors and students indicate that they

find a year-long English program useful as to a certain extent it meets the needs and expectations of the students related to their personal, academic and future career goals.

Except for one statement, there was a statistically significant difference between the students' and instructors' perceptions in all of the statements in the product dimension. The respondent rating of the students is higher than that of the instructors in one of the statements relating to speaking skills. In relation to the categories which emerged in this dimension, students and instructors stated their opinions about whether students are satisfied with their language improvement and the complementary nature of the program.



CHAPTER V

DISCUSSION

5.0. Introduction

The present chapter discusses the results in the lights of the evaluation dimensions such as context, input, process and product envisaged in the research questions. There is also a specific reference to the research questions guiding the research.

5.1. Context

The first and second research questions are related to this stage, 1) “How do the students and instructors evaluate English Preparatory Programs at the tertiary level regarding the dimension of Context evaluation?”; 2) “Is there a significant difference between the perceptions of students and instructors in regards to the dimension of Context evaluation of English Preparatory Programs at the tertiary level?”

This section presents and discusses the instructors’ and students’ perceptions regarding the context dimension. It also delves into some themes which fall under this dimension; namely, the relevancy of the coursebook in terms of content, students’ language level, interests and need for English language instruction and the attainment of English Preparatory Programs’ goals and objectives through the eyes of instructors and students.

According to the findings of the study, instructors are more positive compared to students concerning the content of the coursebook. This finding is consistent with the findings of Litz (2005), Kırkgöz (2009), Riasati and Zare (2010), Cengizhan (2010), Rezaee, Kouhpaenejad and Mohammadi (2012) and Soleimani and Ghaderi (2013) who pointed out that content of the coursebook is relevant to students’ needs. They account for the instructors more positive view towards coursebook as perhaps being due to the fact that the coursebook generally functions as a syllabus and become inevitable part of the teaching-learning process. Similarly the study done by Tok (2010) showed that although the negative characteristics of a coursebook outweighed its positive impacts, instructors were generally happy with the content of the coursebook. In light of these studies and the findings of the current study one may infer that selecting the

best fitting coursebook for language students is of great importance. The coursebook guides the teacher and student for the course of program so its content must be satisfactory to not only teachers but also students.

In regards to the suitability of the coursebook for students' language level, instructors perceived it more positively than students did. Nevertheless, the studies carried out by Karataş (1994), Çakıt (2006) and Yanık (2007) revealed that course books in language programs are often not found to be suitable for the level of students by teachers. Additionally, Günal and Demir (2012) revealed that a coursebook which is above the level of the students does not appeal to their needs and interests. The difference between instructors' and students' perceptions on the suitability of the course book for students' language level in findings may result from evaluating the course books used for English language learners from different perspectives. That is, teachers might think that the coursebook chosen might work well all throughout the program in theory as often times teachers are guided and directed by the coursebooks. However, there is no doubt that students have various needs and aims in learning English; therefore, it is not possible to address the language needs of all students with one course book.

As to the actual assessment of the coursebook, instructors are observed to have more positive appraisals than students. This result is consistent with the findings of Litz (2005), and Mohammadi and Abdi (2014) who pointed out that teachers and students found the coursebook interesting and motivating. Teachers in their study were found to be satisfied with the layout and design of the book and agreed that variety of topics are adequate (Diniah, 2013; Riasati & Zare, 2010). The face validity of coursebooks is a source of instructor approval. Instructors often resist materials that don't have face validity (Tomlinson, 2013). Teachers are generally aware of what a coursebook looks like based on certain features and norms, and value the books as vetted resource and aid to their teaching. Students might not be so aware of face validity as their teachers. That is, they might not be paying as much attention to accuracy of content or format (i.e. visuals) in the books as do their teachers.

In discussing the suitability (achievement) of the goals of English curriculum at primary and secondary education in terms of the needs of the students, it can be considered that the goals of the curriculum are achieved at a moderate level and that students are positive about the attainment of the goals (Mersinligil, 2002; Tok, 2002; Yanık, 2007; Yıldız, 1996). It seems that students at younger ages do not have high

expectations from learning English and the learning environment of English courses satisfy them.

As for this study related to the English Preparatory Program at tertiary level, it is revealed that instructors have more positive opinions about the attainment of the goals of the program compared to the students and that the programs goals are only partially achieved. Likewise, the studies done by Alseweed and Daif-Allah (2012), Işık (2013), Soruç (2012) and Tunç (2009) showed that the program is sufficient to meet the actual needs of the students. If the aims of the program are set regarding the needs of the students, the program proves effective in meeting the demands of the students. Such point of view is supported by Karataş (1994), Yurtseven, Altun and Aydın (2015), who stressed that goals should be established clearly in line with the actual needs of the students. Informing them of the goals of the program before being exposed to intensive language instruction may enable students to better anticipate what they should expect to be able to do by the end of the program. When a discrepancy exists between the goals of the program and students' needs, the aims of the existing program do not satisfy the actual needs of the students (Altıışıldört, Işık, & Yamaç, 2010; Cengizhan, 2010; Kırkgöz, 2009; Tavi, 2006; Tunç, 2010; Yıldız, 2004). Moreover, when the goals of the language program correspond better to the needs of students with medium or high language proficiency (either pre-intermediate or intermediate levels) (İnal & Aksoy, 2014) those students might hold more positive opinions with respect to the attainment of the goals due to their readiness level. Students who have previous exposure to English may be more self-confident and more ready to learn. On the other hand, beginner-level students could feel discouraged about not being able to learn English at what they consider an adequate level. Therefore, it would be useful to revise some goals for the sake of beginner-level students.

Regarding the students' English language proficiency level in the study, the students have less positive perceptions of their progress when compared their instructor's satisfaction with their progress. This may be due to the fact that students may not be content with their initial placement in the preparatory program. Every preparatory program sets their own placement exam in order to assess their student's pre-existing knowledge of English grammar, usage and general language skills. The levels of the students are determined based on the placement exam results. However, it is not always possible to make perfect accurate placement as the aim is to gather students together in the same group with similar results. Thus, students in the same

class may complain that they either get bored with slow-paced classes or have difficulty in filling in their knowledge gaps to keep pace with the class. In short, the language proficiency level of the students with different previous English backgrounds, taking the needs of the students into account, adopting communicative language teaching and selecting the up-to-date coursebook including language skills equally and daily life situations are among important factors in reaching program's goals (Demirtaş & Sert, 2010; Üstünlüoğlu et al., 2012).

5.2. Input

The third and fourth research questions are related to this stage, 3) "How do the students and instructors evaluate English Preparatory Programs at the tertiary level regarding the dimension of Input evaluation?"; 4) "Is there a significant difference between the perceptions of students and instructors in regards to the dimension of Input evaluation of English Preparatory Programs at the tertiary level?"

The input dimension concerns two aspects of the study; audio-visual and supplementary materials used at English Preparatory Programs. The results of the audio visual materials and then the supplementary materials are discussed in accordance with the research questions considering the relevant literature perceptions of the instructors and students.

The results of the study revealed that the participants seem to agree on the advantages of audio-visual materials for teaching-learning process. However, instructors hold more favorable perceptions compared to the students. This validates the results that were previously found by Karataş (1994), Nam (2005) and Günel and Demir (2012). It may not be always easy to increase the motivation of students to learn a foreign language without employing a variety of teaching materials tailored for students' learning needs and styles; hence, audio-visual materials are viewed as instruments that boost learning by teachers and students. As classes are composed of mixed ability students, using visual or auditory resources are an inevitable part of language instruction from primary through tertiary level and it is what is expected from the teachers (Aslanargun & Süngü, 2006; Arıkan, Taşer, & Süzer, 2008). Nonetheless, there is a possibility that the available audio-visual materials provided to teachers may not be satisfactory (Karataş, 2007; Tunç, 2010; Yanık, 2007). In that case, it would be necessary for teachers to seek for alternative materials because improving students'

language skills, creating an engaging classroom environment (Tunç, 2009; Yıldız, 2004) and addressing visual or auditory students' needs is a key concern of language classes (Brown, 1994).

Concerning the supplementary materials developed throughout the academic terms, instructors are slightly more positive than students in their evaluations. This finding matches with the findings of Karataş (2007) who found that instructors more positively maintain their perceptions with respect to the effectiveness of worksheets and other materials. Instructors might think that worksheets fulfill the needs of students for extra materials well since these materials can give the students chance to study outside the classroom and get more language practice. As a result, students may be satisfied with the materials used in language classes (Ocak, Özçalışan, & Kuru, 2010; Tunç, 2010; Yanık, 2007). Nonetheless, it must be considered that if supplementary teaching materials are not provided in accordance with students' needs, they may not facilitate learning at the desired level. For instance, students might complain about worksheets which heavily focus on one dimension of language learning such as grammar (Tunç, 2009).

5.3. Process

The fifth and sixth research questions are related to this stage, 5) "How do the students and instructors evaluate English Preparatory Programs at the tertiary level regarding the dimension of Process evaluation?"; 6) "Is there a significant difference between the perceptions of students and instructors in regards to the dimension of Process evaluation of English Preparatory Programs at the tertiary level?"

The perceptions of the students and instructors with respect to language skills, teaching and learning environment, lesson activities and assessment, and the evaluation procedure will be discussed in the process dimension. The significant difference between the perceptions of the instructors and students highlights the importance of language skills acquired or developed in the English Preparatory Program. Regarding language skills developed in classes, instructors' perceptions of progress are apparently more positive compared to the students' perceptions. Given that most students are exposed to English beginning in primary school years generally in crowded classrooms (Kızıldağ, 2009) in which most rarely practice listening and speaking skills (Tılfarlıoğlu & Öztürk, 2007), their expectations of themselves about learning English increases

when they become tertiary level students (Alptekin & Tatar, 2011). Students expect to be fluent speakers of English when they graduate from the university and begin to look for prestigious jobs. Hence, students prefer a communicative language teaching style. To what appropriate extent essential classroom time should be allocated to these language skills is a matter of discussion.

Instructional and supplementary materials differ among tertiary level English Preparatory Programs. However, they share common problems in meeting student expectations. Instructors complain about an overloaded curriculum and not being able to allocate sufficient time especially to essential speaking and listening skills as observed in this study. The syllabus' emphasis is on grammar (Çetinavcı & Topkaya, 2012; Demirtaş & Sert, 2010). A great number of concurring studies including this one revealed that speaking and listening are the least developed language skills in English language education in Turkey (Akyel & Özek, 2010; Aslanargun & Süngü, 2006; Büyükduman, 2005; Gömleksiz, 2014; Günel & Demir, 2012; Güneş 2009; İnal & Aksoy, 2014; Kırkgöz, 2009; Sert, Saraç, & Dağdeviren, 2013; Seçkin 2011; Tavil, 2006; Tiryaki, 2009; Tunç, 2010; Özkanal, 2009; Yanık, 2007). Students at the tertiary level may be fed up with the grammar centric English lessons and in need of a shift to interactive and communicative lessons in the target language. Various obstructive factors highlighted in the above-mentioned studies, such as large and crowded classes, an overloaded syllabus and the often limited availability of supplementary materials, make it rather difficult to spend enough time on the improvement of speaking and listening skills. Despite the barriers, students are required to be exposed to various language tasks and related strategies should be taught to students (Nunan, 2003; Murcia, 2001) in order to help them cope with anxiety related to speaking and listening skills (Kurita, 2012; Hamouda, 2013; Öztürk & Gürbüz, 2014; Richards & Renandya, 2002). Unprepared students in an interactive and communicative learning environment may be hesitant to make sentences fearing to make pronunciation or grammar mistakes in front of their peers, or worse, have no idea about the topic of discussion presented by the teacher. This situation can affect the motivation of the instructor and atmosphere of the lesson. Therefore, instructors may prefer dedicating most of their time to grammar-teaching in teacher-centered classes.

Concerning the teaching and learning environment at English Preparatory Program, the perceptions of the instructors are significantly different from those of the students. Notwithstanding differences in perspective, both groups indicate that face-to-

face lecture is the most common type of instructional method used and that course books, and other supplementary audio-visual materials and worksheets are all used in the teaching and learning process. Multiple studies indicate that this lecture centric teaching strategy is widely accepted at English Preparatory Programs at tertiary level in Turkey (Cengizhan, 2006; Coşkun, 2013; Karataş, 1994; Karataş, 2007; Özkanal, 2009; Tavil, 2006; Tunç, 2009; Tunç, 2010; Soruç, 2012). Pertaining to the active participation of students in lessons, the instructors' perceptions are a little more positive than the students' perceptions. Likewise, in the studies done by Demirtaş and Sert (2010) and Kocaman and Balcıoğlu (2013) and Zohrabi (2011) students expressed that more pair-work and group work should be encouraged. The type of classroom interaction pattern is selected by the instructor in accordance with the topic taught (Ur, 1996). Although teachers may think that they spend enough time on collaborative activities, the time allocated to such activities may not be found sufficient by the students.

As for the reinforcement of new subject matter with adequate exercises in the classroom, instructors perceptions appear to be more positive compared to those of the students. This finding is in tune with the studies conducted by (Karataş, 2007; Mersinligil, 2002; Seçkin, 2011). Owing to the heavily loaded syllabus, instructors may have limited time to dedicate to exercises and this limitation may in turn prevent adequate reinforcement of the new subject for some students. If the individual student does not have the chance to reinforce the new subject, learning may be hindered (Brown, 1994). Allowing sufficient time to students for learning is important to promote their motivation for the subject (Brown, 2001).

With respect to the assignments given to the students, instructors are more satisfied compared to the students. Assignments are a means for students to practice the subjects that have been taught in class and to monitor their progress (North & Pillay, 2002; Stirling, 2000). Hence, they are provided to the students for the sake of revision. In this study, the discrepancy between the perceptions of students and instructors as to the sufficiency of assignments may stem from several reasons: Given tasks may be found to lack variety and balance in grammar and skills exercises in assignments by students as experienced in the study of Gömleksiz (2014) and Karataş (1994), Paudel (2012) or the students may feel that feedback was insufficient due to lack of time.

In relation the assessment and evaluation procedure, instructors are a bit more pleased compared to the students. This finding may not be unexpected as quizzes and

exams are prepared by instructors. However, both instructors and students agreed that quizzes and exams reflect the content of the lesson. This corroborates the results of the studies by Erdem (1999), İnal and Aksoy (2014), Karataş (1994), Tunç (2009), Tunç (2010).

5.4. Product

The seventh and eighth research questions are related to this stage, 7) “How do the students and instructors evaluate English Preparatory Programs at the tertiary level regarding the dimension of Product evaluation?”; 8) “Is there a significant difference between the perceptions of students and instructors in regards to the dimension of Product evaluation of English Preparatory Programs at the tertiary level?”

The findings based on the perceptions of the students and instructors reveal that there are certain factors influencing the success and efficiency of English Preparatory Programs in Turkey. These factors will be discussed in the product dimension as they have impact on one another. Regarding the fulfillment of students’ needs, the perceptions of the instructors are slightly different from those of the students. There is congruence in the studies conducted by Diab (2006), Liu (2007), Primo, Sandler, Goldfrad, Ferenz and Perpignan (2010), students are positive towards learning English. However, their satisfaction with a given program is low compared to that of the instructors. As students are from different departments, their individual needs and interests may vary. Therefore, the program might not totally satisfy their needs. Unlike this study, Mede and Uygun (2014) and Demirtas and Sert (2010) found that the program matches with needs of the students. The discrepancy may result from the fact that the researchers conducted the study at a single university with relatively few participants.

As for meeting the language needs of the students, instructors are more content than students. Instructors might think that the basic skills (reading, writing, listening and speaking) taught at the program are sufficient for the students to pursue their studies in the departments. However, the expectations of the students might be higher including reading academic papers, taking notes or writing research papers. According to the studies carried out by Gerede (2005), İnal and Aksoy (2014), Karataş and Fer (2009), Kırkgöz (2009), Mirici and Saka (2004), Örs (2006), Özkanal and Hakan (2010), Sert, Saraç and Dağdeviren (2013), though students were substantially satisfied with the

program, their academic English needs are not met at the desired level. This finding is consistent with the findings of the current study. This may stem from the fact that the duration of the preparatory program is limited to a year and the emphasis is on delivering general English as the language knowledge of the students may not be up to comprehending academic English. One of the reasons might be that academic English includes not only language but also content areas; and thus is particularly demanding. Another reason might be that instructors are not competent enough to deliver content-based instruction (Coşkun, 2013). Other reasons for dissatisfaction might be that students from different departments are placed in common classes; thus, it may be almost impossible to address each student's individual needs and interests.

Pertaining to the motivation of the students in learning English, the perceptions of instructors and students reveal that it is at the moderate level. This validates the results that were previously found by Öztürk and Gürbüz (2013). Attention needs to be drawn to the source of students' motivation. Studies conducted by Kızıltepe (2000) and Öztürk and Gürbüz (2013) with undergraduate students in Turkey reveal that students' motivation in learning English is mostly instrumental. Students want to become fluent in English due to several reasons such as finding an opportunity to study abroad (British Council, 2015), following their courses in their departments with ease (Kırkgöz, 2005), making a better career (Bektaş-Çetinkaya & Oruç, 2010), applying for a well-paid job (Köseoğlu, 2013). However, the motivation of the students fluctuates while learning English at preparatory classes. This fluctuation could derive from several factors. Firstly, the students' prior level of English and learning atmosphere (Yurtseven, Altun, & Aydın, 2015), then their desire to feel confident with speaking English, next class size (Daif-Allah & Alsamani, 2014), after that grades received in quizzes and midterms, lastly students' different needs and expectations (Genç & Kaya, 2010) and students' awareness of their own success or failure (Ur, 1996) may influence their motivation either from positive to negative or vice versa.

When instances of satisfactory improvement in English language proficiency of the students are examined, the perceptions of instructors and students showed consistency with one another. Although an optimistic outlook was maintained in terms of acquiring four basic skills (reading, writing, speaking and listening), enrichment of English vocabulary and proper grammar usage, the findings are not at the desired level. In this sense, solutions may lay in identifying the language needs of the students (Akyel & Özek, 2010; Karimnia & Kay, 2015; Mede, 2012; Nakaprasit, 2010; Ostler, 1980;

Soruç, 2012; Sünel, 1991) so that various learning strategies may be developed in order to increase the success of the students.

Concerning the preparation for language demands of the workplaces, students' and instructors' perceptions do not exhibit true contentment. Students need to master oral and written communication skills in English in order to work in a high status job. A year of intensive English education may not be enough to improve these skills especially for beginners. Such an opinion was also maintained by İnal and Aksoy (2014). Unlike this study, Işık (2013) found that the English program meets the job-related demands of the students. This may be in association with the fact that the study was conducted with students who have achieved high scores from international language exams. The major expectations of the students are the development of the four basic skills (Doğançay-Aktuna & Kızıltepe, 2005), enriching vocabulary (Coşaner, 2013), and receiving academic English (Ünal, 2014) which they can use both at their departments and in their professional life. These expectations of the students language needs are met to some extent.

CHAPTER VI

CONCLUSION

6.0. Introduction

This concluding chapter aims to draw main conclusions based on the current study. First, it presents the findings briefly. Next, the pedagogical implications of the findings are discussed. Finally, the chapter ends with limitations of the study and suggestions for future research.

6.1. Summary of the Present Study

The current study presents the perceptions of students and instructors in relation to the effectiveness of English Preparatory Programs at the tertiary level in Turkey. Stufflebeam's CIPP evaluation model was used to provide insight into the implementation of English Preparatory Programs. After determining the sample of the universities and selecting the participants from four different state universities at which English Preparatory Programs have been running for a minimum of ten years, data were collected through a questionnaire designed by Karataş (2007) and administered to 1117 preparatory students and 218 instructors. Additionally, a semi-structured interview was conducted by the researcher with 40 students and instructors who volunteered to participate in the study. Based on the statistical and content analysis of the data, the perceptions of the students and instructors were revealed.

Statistically significant differences between instructor and student perceptions were found in the context dimension, meeting the needs of the students with respect to the aims of the program, the appropriateness of the aims of the programs with the pre-existing English language knowledge of the students, the appropriateness of the difficulty levels of the subjects given the time allocated for covering the subjects of the program, the suitability of the coursebook to students' language levels and the comprehensibility of the content of the coursebook. Concerning the goals and objectives of English Preparatory Programs, instructors and students find the programs only partially beneficial because of the difference between the aims of the program and students' needs. The main goal of the program is to deliver students General English; however, the expectations of the students go beyond General English. In light of the findings of the study it can be said that the

goals of the English preparatory programs are achieved to a certain extent when needs of the students are considered. In accordance with the findings, the present study also suggests that the needs and levels of the students should be taken into consideration while selecting the coursebook because it is the main instructional material used in teaching-learning process. It would be more useful and interesting for students if the coursebook were to cover up-to-date topics and focus on all language skills equally.

As regards to the input dimension, instructors were found to hold more positive opinions about the benefits of audio-visual materials and worksheets to students' language improvement. Pertaining to the audio-visual resources used in the program, they are important in terms of generating motivation and improving the language skills of the students. As for supplementary materials, instructors spend extra time and energy to prepare extra- curricular activities in order to engage their students with English after class, make them repeat the subject, identify their mistakes and correct them. However, attention needs to be drawn to the fact that students may feel more satisfied when these materials cover not only grammar but also language skills exercises.

With respect to the process dimension, the mean of the instructors' perceptions were found to be higher than the students' related to learning and teaching environment, lesson activities, language skills, assessment and evaluation procedures in language class. The findings revealed that both pair work and group work are also used as classroom activities to encourage cooperation, trigger motivation, and create an energetic and interactive atmosphere. Nevertheless, students do not express complete satisfaction because they demand more allocation of time to such activities. Students also expressed frustration with one type of assignment; namely grammar; and they are in need of completing various tasks and receiving feedback. Instructional method was also surveyed in the study and students obviously tend to prefer face-to-face lecturing. Concerning the emphasis laid on language skills, students and instructors reported that more time needs to be devoted to four basic language skills (especially speaking and listening) as it would give students an opportunity for practice under the guidance of the instructors. Shifting the focus in syllabus from grammar to receptive and productive skills would be an important step. With respect to the assessment and evaluation procedures, students and instructors expressed that the number of quizzes and exams are sufficient and effective for reinforcing learning. Moreover, they stated that quiz and exam questions reflect the nature of what has been taught in the lessons.

As for the product dimension, statistically significant differences were found between students and instructors. The students and the instructors stated that the program does not have complete satisfactory effect on the students' improvement in grammar and macro skills such as listening, speaking and reading. Moreover, both groups do not find the program adequate enough to equip the students with necessary knowledge and skills for departmental courses and various professions. As regards to the fulfillment of students' needs, the program does not completely satisfy their needs. Potential reasons can be explained by the differences in their departments, individual needs and interests. With respect to meeting the language needs of the students, the participants admit that classes are not balanced to provide equal emphasis on each skill and the focus on especially speaking and listening skills is insufficient. Furthermore, academic English needs of the students are not met at the desired level. Regarding the motivation of students in learning English, both students and instructors acknowledge that it is at the moderate level. The demands of the students such as mastering English language for their further studies in their departments and finding various job opportunities may show that the motivation of students in learning English is mostly instrumental. In addition to this, the participants of the study are not fully satisfied with the preparation for language demands of the workplaces. Moreover, some revisions in goals and objectives, syllabus, materials and lesson activities could be necessary to make the English preparatory program more effective and realize the expectations of the students and instructors.

As a final point, in light of the findings of the present study, it can be said that the input dimension of the CIPP evaluation model better fulfills the requirements of the students and instructors in terms of using audio-visual and supplementary materials and providing worksheets. Concerning the context dimension, the goals and objectives of the program do not seem to reach the desired levels as they are not clearly stated and shared with the students. The issues raised about the course book should be dealt with considering the demands of the students. More focus needs to be drawn to the process dimension due to the fact that it involves the implementation of English Preparatory Program. The process dimension incorporates and defines the learning and teaching environment, lesson activities, language skills, and assessment and evaluation procedures in language class. Unless the essential improvements are carried out in the aforementioned points, it will not be possible to respond to the demands of the students.

6.2. Implications

The present study has some implications for the implementation of the English Preparatory Programs. To start with, since a need for an emphasis on academic English was perceived by the students, the placement of academic English in the curriculum could positively affect students' perception of the potential for improvement of language learning in their future study. Also, such a change in the program would help the students as they make transition to studies in their departments or when applying for jobs in their fields. The findings of the study also showed that the motivation of the students for learning English is at a moderate level. When the improvement in English language proficiency of the students is inspected, it can be noted that satisfaction of the students and instructors are not at the expected level. This gap could be narrowed by conducting a need analysis before the program implementation, which could raise consciousness about the expectations of stakeholders, along with the current state of planning and the structure of language program. In order to reach the desired level in the implementation of English Preparatory Programs, a few other factors warrant consideration: making curricular changes, shifting from grammar-based to a communicative teaching-learning atmosphere, and providing in-service training opportunities for instructors to avoid or reduce the risk of burn out.

The findings of the study revealed that alterations in the syllabus are necessary. For instance, the content of the syllabus could be decreased so that time can be allocated for speaking and listening skills. In other words, the focus should not be only on teaching grammar but on the development of four main language skills (reading, writing, speaking and listening) in an integrated way. Furthermore, more communicative activities such as pair-work, group work, role-plays, presentations and activities and discussions that promote oral practice should be involved. However, students' needs and interests should be considered to motivate them while selecting the topics of these activities.

As for the needs and interests of instructors, in-service training should be given to improve instructors' content and pedagogical knowledge and inform them about the new and current trends in English language instruction. Last but not the least needs of the students and instructors are changeable; therefore, needs assessments should not be ignored in English preparatory programs.

6.3. Limitations of the Study and Suggestions for Future Research

This study has several limitations. First, it is limited to the implementation of the English Preparatory Program at the tertiary level in Turkey during the 2012-2013 academic year. As a matter of fact, it is limited to the instructors and students who took part in the study. Second, this study is limited to state universities who have been offering English Preparatory Program for more than ten years. Due to the time, cost and official issues, it was impossible to include all state universities, instructors and students all over Turkey. Therefore, by using cluster random sampling and stage sampling strategies, the sample of universities was determined and a sample of instructors and students were selected who would represent the target population. After the universities were chosen, they were contacted officially by Çukurova University to administer interviews and questionnaires. Nevertheless, permission was not granted by some universities on the ground that the study aims to gather detailed information about the implementation of English Preparatory programs. Thus, some universities had to be omitted from the sample. It may be preferable to include English Preparatory Programs of all Turkish state universities. Thirdly, instructors who have been teaching more than five years and students in their first year at English Preparatory Program participated in the study. As some of the instructors felt pressure because of their administrators, they might have been unwilling to express their genuine ideas. Finally, this study covers only state universities. Thus, the findings of it may not be generalized to private universities in Turkey.

Provided that these limitations are avoided, the study can be replicated at all state and private universities which have been running over ten years. Results can be compared to see if having the physical environments equipped with the modern teaching sources, which is highly likely so in private universities, make difference in students' perceptions of the effectiveness of the English Preparatory Programs. Moreover, studies can be conducted to examine if there are any significant differences between the students' and instructors' perceptions of effectiveness of CEF-modular English Preparatory Programs and more traditional, level-based preparatory programs.

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APPENDICES

APPENDIX 1. GÖNÜLLÜ KATILIM FORMU

Okt. Betül ARAP tarafından yürütülen bu çalışmanın amacı Türkiye’de üniversite düzeyindeki İngilizce hazırlık programlarının uygulamalarını incelemektir. Çalışmaya katılım tamamıyla gönüllülük temelinde olmalıdır. Cevaplarınız tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir; elde edilecek bilgiler bilimsel yayımlarda kullanılacaktır.

Görüşme sorularını cevaplarken sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda görüşme sorularını soran kişiye, görüşmeyi tamamlamadığınızı söylemek yeterli olacaktır. Görüşme sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad

Tarih

İmza

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APPENDIX 2. İNGİLİZCE HAZIRLIK PROGRAMI ÖĞRETİM ELEMANI GÖRÜŞME SORULARI

1. Hazırlık program ile ilgili genel görüşleriniz nelerdir?
2. Hazırlık program katkısı:
 - a. Hazırlık programının olumlu yönleri nelerdir?
 - b. Hazırlık programının eksik yönleri nelerdir?
 - c. Hazırlık programına eklenebilecek noktalar nelerdir?
3. Hazırlık programında öğretim elemanın rolü nedir?
 - a. Hazırlık programının sizden beklentileri nelerdir?
4. Hazırlık programında öğretme ortamınız nedir? (Birden fazla seçeneği işaretleyebilirsiniz.)
 - ☐ multi-media ortamı
 - ☐ yüz yüze eğitim
 - ☐ uzaktan eğitim
 - ☐ diğer
5. Hazırlık programında öğretme aracınız nedir? (Birden fazla seçeneği işaretleyebilirsiniz.)
 - ☐ ders kitabı
 - ☐ görsel-işitsel materyaller
 - ☐ yardımcı kaynak
 - ☐ çalışma yaprağı
 - ☐ diğer

6. Ders etkinlikleri ile ilgili görüşleriniz nelerdir?
 - a. Ders etkinliklerinin olumlu yönleri nelerdir?
 - b. Ders etkinliklerinin eksik yönleri nelerdir?
 - c. Ders etkinliklerinin geliştirilebilecek yönleri nelerdir?
7. Hazırlık programında yapılan sınavlar hakkında görüşleriniz nelerdir?
8. Hazırlık programı beklentilerinizi karşıladı mı? (Cevabınız **EVET** ise lütfen nedenini açıklayınız. Cevabınız **HAYIR** ise lütfen nedenini açıklayınız.)

APPENDIX 3. İNGİLİZCE HAZIRLIK PROGRAMI ÖĞRENCİ GÖRÜŞME SORULARI

9. Hazırlık program ile ilgili genel görüşleriniz nelerdir?

10. Hazırlık program katkısı:

a. Hazırlık programının olumlu yönleri nelerdir?

b. Hazırlık programının eksik yönleri nelerdir?

c. Hazırlık programına eklenebilecek noktalar nelerdir?

11. Hazırlık programında öğrencinin rolü nedir?

a. Hazırlık programının sizden beklentileri nelerdir?

12. Hazırlık programında öğrenme ortamınız nedir? (Birden fazla seçeneği işaretleyebilirsiniz.)

☐ multi-media ortamı

☐ yüz yüze eğitim

☐ uzaktan eğitim

☐ diğer

13. Hazırlık programında öğrenme aracınız nedir? (Birden fazla seçeneği işaretleyebilirsiniz.)

☐ ders kitabı

☐ görsel-işitsel materyaller

☐ yardımcı kaynak

☐ çalışma yaprağı

☐ diğer

14. Ders etkinlikleri ile ilgili görüşleriniz nelerdir?

- a. Ders etkinliklerinin olumlu yönleri nelerdir?
- b. Ders etkinliklerinin eksik yönleri nelerdir?
- c. Ders etkinliklerinin geliştirilebilecek yönleri nelerdir?

15. Hazırlık programında yapılan sınavlar hakkında görüşleriniz nelerdir?

16. Hazırlık programı beklentilerinizi karşıladı mı? (Cevabınız **EVET** ise lütfen nedenini açıklayınız. Cevabınız **HAYIR** ise lütfen nedenini açıklayınız.)

APPENDIX 4. İNGİLİZCE HAZIRLIK PROGRAMI ÖĞRETMEN ANKETİ

Değerli Öğretmenler,

1. Bu anketle, Türkiye’de örneklem çerçevesinde belirlenen üniversitelerin İngilizce hazırlık programlarının bağlam, girdi, süreç ve ürün boyutları bakımından değerlendirilmesi amaçlanmaktadır.
2. Ankete vereceğiniz cevaplar, İngilizce hazırlık programlarının geliştirilmesi amacıyla kullanılacaktır. Anketten sağlıklı sonuçlar elde edilmesi vereceğiniz samimi cevaplara bağlıdır.
3. Anket kişisel bilgiler ve programla ilgili görüşler olmak üzere iki bölümden oluşmaktadır.
4. Anketteki “program” ile sadece İngilizce hazırlık programı kastedilmektedir.
5. Anketin birinci bölümündeki sorularda ilgili seçeneklerden durumunuza uygun olanı (X) işareti ile belirtiniz. Anketin ikinci bölümünde, sol tarafta programla ilgili bazı ifadeler, sağ tarafta ise beş adet seçenek bulunmaktadır. İngilizce hazırlık programına ilişkin gözlem ve tecrübelerinizi “Kesinlikle Katılmıyorum”’dan “Tamamen Katılıyorum”’a uzanan beşli değerlendirme ölçeği üzerinde, size en uygun olanı (X) şeklinde işaretleyerek değerlendiriniz.

Katkılarınız için teşekkür eder, başarılar dilerim.

BÖLÜM I

Kişisel Bilgiler

A- Cinsiyetiniz

1. () Kadın
2. () Erkek

D- Eğitim Düzeyiniz

1. () Lisans
2. () Yüksek Lisans
3. () Doktora

B- Lütfen Yaşınızı Belirtiniz

.....yaşındayım.

E- Mezun Olduğunuz

Program Adı

1. () İngilizce Öğretmenliği
2. () İngiliz Dili ve Edebiyatı
3. () Mütercim ve Tercümanlık
4. () Çeviri

C- Mesleki

Deneyim

1. () 0-5 yıl
2. () 6-10 yıl
3. () 11-15 yıl
4. () 15 yıl üstü

BAĞLAM DEĞERLENDİRME		Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Tamamen Katılıyorum
1	Program öğrencilerin dil becerilerinin gelişimi için uygundur.	1	2	3	4	5
2	Programda okuma, yazma, dinleme ve konuşma gibi dil becerileri iyi dengelenmiştir.	1	2	3	4	5
3	Programın hedefleri öğrencilerin İngilizce ile ilgili ihtiyaçlarını karşılamaktadır.	1	2	3	4	5
4	Programın hedefleri öğrencilerin İngilizce ön bilgisine	1	2	3	4	5
5	Programdaki konuların güçlük dereceleri ile süreleri	1	2	3	4	5
6	Programın toplam süresi yeterlidir.	1	2	3	4	5
7	Programda kullanılan ders kitabı öğrencilerin seviyesine uygundur.	1	2	3	4	5
8	Ders kitabı öğrencilerin ilgisini çekecek niteliktedir.	1	2	3	4	5
9	Ders kitabının içeriği programın hedefleri ile tutarlıdır.	1	2	3	4	5
10	Ders kitabında yer alan içerik anlaşılardır.	1	2	3	4	5
GİRDİ DEĞERLENDİRME		Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Tamamen Katılıyorum
11	Programda kullanılan görsel ve işitsel materyaller öğrencilerin öğrenmesini kolaylaştırmaktadır.	1	2	3	4	5
12	Programda kullanılan görsel ve işitsel materyaller öğrencilerin ilgisini çekecek niteliktedir.	1	2	3	4	5
13	Programda kullanılan görsel ve işitsel materyallerin öğrencilerin dil becerileri üzerinde olumlu etkisi	1	2	3	4	5
14	Programda dağıtılan çalışma yaprakları öğrencilerin öğrenmesini kolaylaştırmaktadır.	1	2	3	4	5
15	Programda dağıtılan çalışma yaprakları öğrencilerin ilgisini çekecek niteliktedir.	1	2	3	4	5
16	Programda dağıtılan çalışma yapraklarının öğrencilerin dil becerileri üzerinde olumlu	1	2	3	4	5

SÜREÇ DEĞERLENDİRME		Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Tamamen Katılıyorum
17	Programda öğrenilen her yeni konu ile ilgili yeterli alıştırmalar yapılır.	1	2	3	4	5
18	Program süresince gerektiğinde konu tekrarları yapılır.	1	2	3	4	5
19	Programda işlenen konularla ilgili pekiştirici nitelikte ödevler verilir.	1	2	3	4	5
20	Program öğrencilerin aktif olarak derse katılmasını	1	2	3	4	5
21	Program süresince uygulanan sınav sayısı yeterlidir.	1	2	3	4	5
22	Programdaki ikili ya da grup çalışmaları yapılabilecek etkinlikler mevcuttur.	1	2	3	4	5
23	Programda öğrencilerin bütün dil becerilerini kullanabileceği etkinlikler mevcuttur.	1	2	3	4	5
24	Programda öğrencilerin İngilizce ile ilgili problemlerinin çözümüne yeterli zaman	1	2	3	4	5
ÜRÜN DEĞERLENDİRME		Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Tamamen Katılıyorum
25	Program öğrencilerin bireysel ihtiyaçlarına cevap	1	2	3	4	5
26	Program öğrencilerin bireysel ilgilerine cevap vermiştir.	1	2	3	4	5
27	Program öğrencilerin bireysel özelliklerine cevap	1	2	3	4	5
28	Program öğrencilerin İngilizce ile ilgili mevcut ihtiyaçlarına cevap vermiştir.	1	2	3	4	5
29	Program öğrencilerin İngilizce ile ilgili gelecekteki ihtiyaçlarına temel oluşturmuştur.	1	2	3	4	5
30	Program bölümleriyle ilgili çalışmalarda öğrencilere katkı	1	2	3	4	5
31	Program öğrencileri İngilizce öğrenmeye teşvik	1	2	3	4	5
32	Programda verilen proje ödevleri öğrencilerin dil becerilerini olumlu yönde etkilemiştir.	1	2	3	4	5

33	Program öğrencilerin İngilizce kelime bilgisini arttırmıştır.	1	2	3	4	5
34	Program öğrencilere İngilizce çalışma alışkanlığı kazandırmıştır.	1	2	3	4	5
35	Program öğrencilere grupla çalışma alışkanlığı kazandırmıştır.	1	2	3	4	5
36	Program öğrencilere öğrendiklerini kullanma fırsatı vermiştir.	1	2	3	4	5
37	Programın sonunda İngilizce okuma becerisine yönelik öğrencilerin gösterdiği gelişim tatmin edicidir.	1	2	3	4	5
38	Programın sonunda İngilizce yazma becerisine yönelik öğrencilerin gösterdiği gelişim tatmin edicidir.	1	2	3	4	5
39	Programın sonunda İngilizce dinleme becerisine yönelik öğrencilerin gösterdiği gelişim tatmin edicidir.	1	2	3	4	5
40	Programın sonunda İngilizce konuşma becerisine yönelik öğrencilerin gösterdiği gelişim tatmin edicidir.	1	2	3	4	5
41	Programın sonunda İngilizce dilbilgisine yönelik öğrencilerin gösterdiği gelişim tatmin edicidir.	1	2	3	4	5
42	Programın sonunda dil konusunda öğrencilerin kazandığı bilgiler tatmin edicidir	1	2	3	4	5
43	Programın sonunda dil konusunda öğrencilerin kazandığı beceriler tatmin edicidir.	1	2	3	4	5
44	Program öğrencilerin bölüm derslerini tamamlayıcı niteliktedir.	1	2	3	4	5
45	Program öğrencilerin kendi bölümleri için ihtiyaç duydukları yeterli İngilizce bilgisini kazandırmıştır.	1	2	3	4	5
46	Program çeşitli iş alanları için gerekli İngilizce bilgisini öğrencilere kazandırmıştır.	1	2	3	4	5

APPENDIX 5. İNGİLİZCE HAZIRLIK PROGRAMI ÖĞRENCİ DEĞERLENDİRME ANKETİ

Değerli Öğrenciler,

1. Bu anketle, Türkiye’de örneklem çerçevesinde belirlenen üniversitelerin İngilizce hazırlık programlarının bağlam, girdi, süreç ve ürün boyutları bakımından değerlendirilmesi amaçlanmaktadır.
2. Ankete vereceğiniz cevaplar, İngilizce hazırlık programlarının geliştirilmesi amacıyla kullanılacaktır. Anketten sağlıklı sonuçlar elde edilmesi vereceğiniz samimi cevaplara bağlıdır.
3. Anket kişisel bilgiler ve programla ilgili görüşler olmak üzere iki bölümden oluşmaktadır.
4. Anketteki “program” ile sadece İngilizce hazırlık programı kastedilmektedir.
5. Anketin birinci bölümündeki sorularda ilgili seçeneklerden durumunuza uygun olanı (X) işareti ile belirtiniz. Anketin ikinci bölümünde, sol tarafta programla ilgili bazı ifadeler, sağ tarafta ise beş adet seçenek bulunmaktadır. İngilizce hazırlık programına ilişkin gözlem ve tecrübelerinizi “Kesinlikle Katılmıyorum”dan “Tamamen Katılıyorum”a uzanan beşli değerlendirme ölçeği üzerinde, size en uygun olanı (X) şeklinde işaretleyerek değerlendiriniz.

Katkılarınız için teşekkür eder, başarılar dilerim.

BÖLÜM I Kişisel Bilgiler

A- Cinsiyet

1. () Kadın
2. () Erkek

B- Lütfen yaşınızı belirtiniz.

..... yaşımdayım.

C- Fakülte

1. () Fen-Edebiyat Fakültesi
2. () Fen Fakültesi
3. () Edebiyat Fakültesi
4. () Eğitim Fakültesi
5. () Mimarlık Fakültesi
6. () Mühendislik Fakültesi
7. () Tıp Fakültesi
8. () Eczacılık Fakültesi
9. () İktisadi ve İdari Bilimler Fakültesi
10. () Diğer _____ (Lütfen fakültenizi belirtiniz.)

BAĞLAM DEĞERLENDİRME		Kesinlikle Katılmıyorum	Kısmen Katılmıyorum	Kısmen Katılıyorum	Tamamen Katılıyorum	
1	Program dil becerilerimin gelişimi için uygundur.	1	2	3	4	5
2	Programda okuma, yazma, dinleme ve konuşma gibi dil becerileri iyi dengelenmiştir.	1	2	3	4	5
3	Programın hedefleri İngilizce ile ilgili ihtiyaçlarımı karşılamaktadır.	1	2	3	4	5
4	Programın hedefleri İngilizce ön bilgime uygundur.	1	2	3	4	5
5	Programdaki konuların güçlük dereceleri ile süreleri uyumludur.	1	2	3	4	5
6	Programın toplam süresi yeterlidir.	1	2	3	4	5
7	Programda kullanılan ders kitabı seviyeme uygundur.	1	2	3	4	5
8	Ders kitabı ilgimi çekecek niteliktedir.	1	2	3	4	5
9	Ders kitabının içeriği programın hedefleri ile tutarlıdır.	1	2	3	4	5
10	Ders kitabında yer alan içerik anlaşılırdır.	1	2	3	4	5
GİRDİ DEĞERLENDİRME		Kesinlikle Katılmıyorum	Kısmen Katılmıyorum	Kısmen Katılıyorum	Tamamen Katılıyorum	
11	Programda kullanılan görsel ve işitsel materyaller öğrenmemi kolaylaştırmaktadır.	1	2	3	4	5
12	Programda kullanılan görsel ve işitsel materyaller ilgimi çekecek niteliktedir.	1	2	3	4	5
13	Programda kullanılan görsel ve işitsel materyallerin dil becerilerim üzerinde olumlu etkisi vardır.	1	2	3	4	5
14	Programda dağıtılan çalışma yaprakları öğrenmemi kolaylaştırmaktadır.	1	2	3	4	5
15	Programda dağıtılan çalışma yaprakları ilgimi çekecek niteliktedir.	1	2	3	4	5
16	Programda dağıtılan çalışma yapraklarının dil becerilerim üzerinde olumlu etkisi vardır.	1	2	3	4	5

SÜREÇ DEĞERLENDİRME		Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılmıyorum	Katılmıyorum	Tamamen Katılmıyorum
17	Programda öğrenilen her yeni konu ile ilgili yeterli alıştırmaya yapılır.	1	2	3	4	5
18	Program süresince gerektiğinde konu tekrarları yapılır.	1	2	3	4	5
19	Programda işlediğimiz konularla ilgili pekiştirici nitelikte ödevler verilir.	1	2	3	4	5
20	Program aktif olarak derse katılmamı sağlar.	1	2	3	4	5
21	Program süresince uygulanan sınav sayısı yeterlidir.	1	2	3	4	5
22	Programdaki ikili ya da grup çalışmaları yapılabileceğimiz etkinlikler mevcuttur.	1	2	3	4	5
23	Programda bütün dil becerilerimi kullanabileceğim etkinlikler mevcuttur.	1	2	3	4	5
24	Programda İngilizce ile ilgili problemlerimin çözümüne yeterli zaman harcanır.	1	2	3	4	5
ÜRÜN DEĞERLENDİRME		Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılmıyorum	Katılmıyorum	Tamamen Katılmıyorum
25	Program bireysel ihtiyaçlarıma cevap vermiştir	1	2	3	4	5
26	Program bireysel ilgilerime cevap vermiştir	1	2	3	4	5
27	Program bireysel özelliklerime cevap vermiştir.	1	2	3	4	5
28	Program İngilizce ile ilgili mevcut ihtiyaçlarıma cevap vermiştir.	1	2	3	4	5
29	Program İngilizce ile ilgili gelecekteki ihtiyaçlarıma temel oluşturmuştur.	1	2	3	4	5
30	Program bölümümle ilgili çalışmalarda bana katkı sağlamıştır.	1	2	3	4	5
31	Program beni İngilizce öğrenmeye teşvik etmiştir.	1	2	3	4	5
32	Programda verilen proje ödevleri dil becerilerimi olumlu yönde etkilemiştir.	1	2	3	4	5

33	Program İngilizce kelime bilgimi arttırmıştır.	1	2	3	4	5
34	Program bana İngilizce çalışma alışkanlığı kazandırmıştır.	1	2	3	4	5
35	Program bana grupla çalışma alışkanlığı kazandırmıştır.	1	2	3	4	5
36	Program bana öğrendiklerimi kullanma fırsatı vermiştir.	1	2	3	4	5
37	Programın sonunda İngilizce okuma becerisine yönelik gösterdiğim gelişim tatmin edicidir.	1	2	3	4	5
38	Programın sonunda İngilizce yazma becerisine yönelik gösterdiğim gelişim tatmin edicidir.	1	2	3	4	5
39	Programın sonunda İngilizce dinleme becerisine yönelik gösterdiğim gelişim tatmin edicidir.	1	2	3	4	5
40	Programın sonunda İngilizce konuşma becerisine yönelik gösterdiğim gelişim tatmin edicidir.	1	2	3	4	5
41	Programın sonunda İngilizce dilbilgisine yönelik gösterdiğim gelişim tatmin edicidir.	1	2	3	4	5
42	Programın sonunda dil konusunda kazandığım bilgiler tatmin edicidir.	1	2	3	4	5
43	Programın sonunda dil konusunda kazandığım beceriler tatmin edicidir.	1	2	3	4	5
44	Program bölüm derslerimi tamamlayıcı niteliktedir.	1	2	3	4	5
45	Program bölümüm için ihtiyaç duyduğum yeterli İngilizce bilgisini kazandırmıştır.	1	2	3	4	5
46	Program çeşitli iş alanları için gerekli İngilizce bilgisini kazandırmıştır.	1	2	3	4	5

CURRICULUM VITAE

BETÜL ARAP

EDUCATION

- | | |
|-------------|--|
| 2009 – 2016 | Ph.D., Çukurova University, Department of Foreign Language Education, Istanbul, Turkey. |
| 2005 – 2008 | M. A., Mersin University, Department of Foreign Language Education, Mersin, Turkey. |
| 1996 – 2000 | B.A., Hacettepe University, Department of English Language and Literature, Ankara, Turkey. |

TEACHING EXPERIENCE

- | | |
|------------------------|--|
| 2003 Dec. – Present | English Language Instructor, Mersin University, Mersin, Turkey |
| 2000 Sept. – 2003 Dec. | English Language Teacher, Güner Akın Lisesi, Istanbul, Turkey |

LIST OF PUBLICATIONS

- Arap, B., & Çakmak, F. (in press). English teacher's self evaluation of ICT skills, use and pedagogical content knowledge in e-INSET NET programme. *Erzincan Üniversitesi Eğitim Fakültesi Dergisi*, 17(2), xx.
- Çakmak, F., & Arap, B. (2013). Teachers' perception of the appropriateness of teacher self-disclosure: A case study from Turkey. *Journal of Teacher Education and Educators*, 2(2), 275-288.

THESES

- Arap, B. (2016). *An investigation into the implementation of English Preparatory Programs at higher education institutions in Turkey* (Unpublished doctoral dissertation), Çukurova University, Adana, Turkey.
- Arap, B. (2008). *The use of electronic portfolio for pre-service student-teachers in language teacher education* (Unpublished master's thesis), Mersin University, Mersin, Turkey.

INTERNATIONAL PROJECT

October 2007- November 2009 - LdV Transfer of Innovation Project: Electronic in-service training (e-INSET) for novice English teachers [as a researcher] [Reference # LLP-LdV-TOI-2007-TR-024]

RESEARCH AND TEACHING INTERESTS

Language teacher education, language program evaluation, second language teaching methods, teaching English to young learners

