REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL STUDIES
ENGLISH LANGUAGE TEACHING DEPARTMENT

AN EVALUATION OF COMPULSORY ENGLISH PREPARATORY PROGRAM THROUGH THE PERSPECTIVES OF STUDENTS AND INSTRUCTORS AT THE SCHOOL OF FOREIGN LANGUAGES AT FIRAT UNIVERSITY

FULYA ESLEK

MASTER OF ARTS

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Fulya ESLEK

Supervisor: Assoc. Prof. Dr. Gülden TÜM

Member of Examining Committee: Prof. Dr. Yonca ÖZKAN

Member of Examining Committee: Assist. Prof. Dr. Seden TUYAN

MASTER OF ARTS

ADANA / 2019

To Çukurova University Institute of Social Sciences,

We certify that this thesis is satisfactory for the award of the degree of Master of Arts in the Department of English Language Teaching.

Supervisor: Assoc. Prof. Dr. Gülden TÜM

Member of Examining Committee: Prof. Dr. Yonca ÖZKAN

Member of Examining Committee: Assist. Prof. Dr. Seden TUYAN

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ÖZET

FIRAT ÜNİVERSİTESİ, YABANCI DİLLER YÜKSEKOKULU ZORUNLU İNGİLİZCE HAZIRLIK PROGRAMININ ÖĞRETİM ELEMANI VE ÖĞRENCİ GÖRÜŞLERİ DOĞRULTUSUNDA DEĞERLENDİRİLMESİ

Fulya ESLEK

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Ana Bilim Dalı

Danışman: Doç. Dr. Gülden TÜM

Haziran 2019, 105 sayfa

Eğitimin her aşamasında değerlendirme önemli bir role sahiptir. Program değerlendirme, her şeyden önce, dil öğretim sürecinin vazgeçilmez bir bileşenidir. Karma araştırma yöntem desenini benimseyen bu program değerlendirme çalışması, hazırlık programının etkililiğini, öğrencilerin ve öğretim görevlilerinin bakış açılarından değerlendirmeyi amaçlar. Çalışmanın temelinde, hazırlık programının, programın materyaller, öğretim süreci ve ölçme-değerlendirme unsurlarının araştırılması yatar. Bu amaca ulaşmak için, Fırat Üniversitesi'nden 138 hazırlık okuyan öğrenci, 102 hazırlıktan mezun olmuş öğrenci ve hazırlık programında görev yapmakta olan 10 öğretim görevlisi bu çalışmaya katılmıştır. Veriler iki adet anket ve öğretim görevlileriyle yapılan yarı yapılandırılmış görüşme yoluyla toplanmıştır. Çalışma nitel ve nicel veri toplama modelini benimsediğinden, verilerin analizi iki aşamalıdır. Dolayısıyla, nicel verilerin analizinde SPSS 22.0 kullanılmıştır. İkinci aşama olan veri toplamada, içerik analizi yöntemi kullanılmıştır. Bulgular, hazırlık programının ana hedeflerine kısmen ulaştığını ve programda önemli değişiklikler yapılması gerektiğini göstermiştir.

Anahtar kelimeler: hazırlık programı, program değerlendirme, müfredat.

ABSTRACT

AN EVALUATION OF COMPULSORY ENGLISH PREPARATORY PROGRAM THROUGH THE PERSPECTIVES OF STUDENTS AND INSTRUCTORS AT THE SCHOOL OF FOREIGN LANGUAGES IN FIRAT UNIVERSITY

Fulya ESLEK

Master of Arts, Department of English Language Teaching

Supervisor: Assoc. Prof. Dr. Gülden TÜM

June 2019, 105 pages

Evaluation has a key role in each phase of education. Program evaluation, first and foremost, is a major component of language teaching process. This program evaluation study, which employed a mixed-method research design seeks to explore the efficiency of the preparatory program from the students' and instructors' perspectives. Its primary purpose is to evaluate the preparatory program and its elements, teaching materials, teaching process and assessment. To achieve the purpose, 138 prep students, 102 prep-graduate students and 10 language instructors from Fırat University took part in this study. The data were gathered through two questionnaires and a semi-structured interview conducted with the language instructors. As the study adopts both qualitative and quantitative data collection designs, the data were analysed in two phases. Hence, SPSS 22.0 was employed to analyse the quantitative data, and as for the analysis of the latter phase qualitative content analysis approach was employed. The findings indicated that the preparatory program was somewhat effective in attaining its main goals, and the program needs major adjustments.

Keywords: preparatory program, program evaluation, curriculum.

ACKNOWLEDGEMENTS

To be able to write this most enjoyable part of the thesis is a glorious feeling. Although it was a tough journey, there are many people who made it easier and supported me to complete it.

First and foremost, I would like to thank my supervisor, Assoc. Prof. Dr. Gülden TÜM, for her ongoing support, advice, kindness and patience throughout the study. She always trusted me and encouraged me whenever I had trouble. She always made me feel her fullweight support. Hearfelt thanks to you!

I would also like to thank the members of the examining committee Prof. Dr. Yonca ÖZKAN and Assist. Prof. Dr. Seden TUYAN for their professional insights and invaluable suggestions that helped improve this thesis. Additionally, I would like to thank to Prof. Dr. Yasemin KIRKGÖZ for her valuable and helpful comments.

I also owe special thanks to Assoc. Prof. Dr. Neşe CABAROĞLU and Assist. Prof. Dr. Yıldız TURGUT my academic teachers whose courses I had the pleasure to attend and learned a lot from them. It was a privilege to meet them.

My thanks also go to my close friend, Ayşe Ebru AYDIN whose whole-hearted support made me feel happier and stronger throughout this journey.

Especially, I would like to express my deepest gratitude to my dear friend Sibel TOSUN who is always with me and shows me the path to follow whenever I feel lost or encounter a problem. Above all, thank you for being kind and such a caring person.

Most of all, I would like to extend my sincere thanks to Emek, Ezgi and Mustafa BÜYÜKTAŞ for their encouragement, moral support and patience. I wish I could show you how much you mean to me; the simple phrase of ‘thank you’ cannot possibly explain it. I owe you so much gratitude.

My grateful thanks go to my lovely family; my mother Aynur ESLEK, my father Hüseyin ESLEK and my sisters Hülya and Gülcan ESLEK. Thank you for your endless support and being a source of strength and understanding to me. Last but not least, my warm thanks go to my soulmate and husband, Ronî. Thank you for your patience, kindness, love and compassion. I could never have completed this thesis without you.

Last but not least, I am thankful to my colleagues and the students who took part in the study.

I dedicate this thesis to my mother Aynur, and to the precious memory of my grandfather…

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LIST OF ABBREVIATIONS

CALL: Computer Assisted Language Learning

CEFR: Common European Framework of Reference

CIPP: Context, Input, Process, Product

CPG: Classroom Performance Grade

ELL: English Language and Literature

ELT: English Language Teaching

ESP: English for Specific Purposes

SFLPP: School of Foreign Languages Preparatory Program

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CHAPTER I

INTRODUCTION

1.1. Introduction

This chapter presents the background of the study, the purpose of the study, and gives definitions of significant terms. It also presents statement of the problem and the research questions. The chapter finishes with the limitations of the study.

1.2. Background of the Study

It is a remarkable fact that millions of people living on the earth use English as a language of communication and it has been taught as a second or foreign language all around the world. Due to its prevalence globally, non-native English speakers outnumbered native English speakers. In the course of time, this worldwide spoken language has signified itself as the language of inquiry and instruction, and it is used by a host of colleges and academies (Flowerdew and Peacock, 2001). Therefore, some paramount elements, teaching curriculum, methodology and evaluation, of English has been noteworthy worldwide. Nunan (1996) points out that despite being many different and conflicting aspects of language learning, data coming from students, and teachers are necessary for curriculum developers and instructors. However, English language teaching has been practiced in many different ways in Turkey, let alone the world. A multitude of universities in Turkey started to provide one-year compulsory and/or voluntary English preparatory class for their students. Although it has been taught as a foreign language for several decades at universities, not only students but also teachers/instructors apparently face major problems in the process of language learning and teaching. Even if a reliable teaching program is adopted, it cannot be asserted that the program is successful, as it is not evaluated in that setting. For that reason, evaluation of the program in its natural setting seems crucial with regards to improving the process of language learning and teaching; furthermore, program evaluation. Therefore, clearly defined goals and objectives in a given curriculum are required to create an effective teaching and learning environment (Daloğlu, 1996). The purpose of a curriculum is not merely to educate students, but also to teach them something valuable, and a systematic approach is necessary to develop a good curriculum (Schwartz, 2006).

Evaluation is a key term in curriculum development and Richards and Rogers (2001) define it as the process of collecting information to decide. Brown (1995) points out that at first blush, this could be a useful explanation, but observations indicate that it is too general and could be used to give the meaning of other constituents of curriculum such as needs analysis and testing, which are systematic ways of gathering information with purposes of determining how effectively a curriculum is designed and implemented. Additionally, he ventilates that an evaluation might include needs analysis and testing information, but this reality does not confirm the definition given above. According to Worthen and Sanders (cited in Brown, 1995, p. 218), evaluation is making decisions on the value of something. They also signify that evaluation comprises of acquiring information to use in making judgments of the merit of a program, product, procedure, or object, or the possible usefulness of alternative approaches developed to fulfill specified targets.

Brown also defines evaluation as the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum and assess its effectiveness within the context of the particular institutions involved (1995). Similarly, Wulf and Schave (1984) point out that if the evaluation of a curriculum and the feedback process are not well planned, the effectiveness of the curriculum is extremely limited. Therefore, a curriculum, which is not well planned and evaluated, are likely to cause many vital problems in teaching process. By means of the current study, the inquiry aims to evaluate the compulsory English Preparatory Program at the School of Foreign Languages at a Turkish state university regarding the perspectives of both students and language instructors.

1.3. Statement of the Problem

There are several evaluation studies on language education programs in numerous countries in the world and so is in Turkey. As it is very crucial to learn the international language, English, the government exceeds its importance in all the institutions. In Turkey, nearly all universities including Fırat University have English preparatory programs in their curriculum. English Preparatory Program at the School of Foreign Languages at Fırat University has been serving since the 2010-2011 Academic Year. It welcomes students coming from different departments. Software and Mechanical Engineering students, and English Language and Literature students have to attend a year

compulsory program if they fail the proficiency exam that they are required to take at the beginning of each academic year. In the previous years, the Preparatory School had an intensive general English Program consisted of 30 hour-instruction per week and adopted a combined approach to language teaching and learning. Four basic language skills, namely reading, writing, listening and speaking, were taught as separate courses. In this program model, there was a course called the main course which aimed to create language awareness and provide the target language grammar rules. There was also a Listening & Speaking Course, a Writing Course and a Computer-Assisted Language Learning (CALL) Course. The students registered for the program started to study English at a beginner level (A1 level according to CEFR) without having a placement test. As the requirement of assessment for their improvement, they were given different tests. For instance, each term, they were subjected to quizzes, achievement, and oral exams, and they were also required to take the proficiency examination at the end of the year. Nevertheless, there was no evaluation for their level during the process of teaching and learning. Even if the students took about 30 hours of main course and skills lessons per week, some instructors at the department complained that a considerable number of students still lacked basic language skills. In consideration of the students' profiles, it was decided to implement a Modular System without conducting any research on it in the 2017-2018 Academic Year in the English Preparatory Program. As aforementioned, evaluation is the keystone of curriculum development, and should be continuous for the effectiveness of the program implemented. According to Richards (2001), curriculum evaluation gathers information about various aspect of a program to realize how the program runs, and how effectively it works or whether it meets learners' needs. Thus, it is reasonable to assume that implementing a new program (Modular System) at the School of Foreign Languages at Fırat University without collecting information about the needs of stakeholders and the strengths and shortcomings in the previous program (one-year compulsory program) could create major problems. Although program evaluation has considerable importance for a successful curriculum, throughout its existence for seven years, there have been no studies conducted on the evaluation of the preparatory program and its elements such as materials, teaching process, assessment, and appropriateness of the curriculum at Fırat University School of Foreign Languages. Hence, the current study is valuable to close this gap. On the importance of program evaluation, Ertürk (1998) states that there is a need to evaluate the programs and their components after being implemented to make changes, additions, improvements, modifications, expansions, and

deletions within the program. Moreover, evaluation is regarded as essential in the process of education and evaluation models vary widely in curriculum evaluation approaches. Tunç (2010) further emphasizes that the main justification for this diversity of grouping are usually parallel with diverse philosophical ideologies of evaluators, their cognitive styles, the methods they prefer and their values.

Additionally, Scriven (1967) coined the terms "formative and summative evaluation". In formative evaluation, it is crucial to gather and share information in order to improve the program. However, summative evaluation is carried out to provide stakeholders with analysis of program's value when a program ends.

The above-mentioned varieties of curriculum evaluation render possible to introduce various models. One of the most known models is Tyler model which is designed to determine the extent to which the curriculum has achieved its stated goals. The purpose of the model is to measure students' progress towards objectives. The other evaluation model is Stake's model which provides evaluators with an opportunity to compare the desired outcome with the outcome. Moreover, Stufflebeam's Context, Input, Process, and Product (CIPP) model considers evaluation as a continuing process. Stufflebeam (1971) views evaluation as the process of delineating, obtaining and providing valuable information for judging decision alternatives. As it is stated, evaluating a program provides the stakeholders and program makers with changes and improvements. However, the Preparatory Program at Fırat University has not been investigated whether this sustained program responds to the needs of the students, instructors, and stakeholders. All these reasons created a specific need on the issue and also required to go over and investigate the curriculum of the preparatory program once again. As the study evaluated the Preparatory Program at Fırat University with respect to the language needs of students, evaluating its all components (Context, Input, Process, and Product) and objectives, Tyler model and CIPP were utilized. It is foreseen that there are some problems in the preparatory program when the experience of the researcher and the complaints of some instructors are taken into consideration. Therefore, the perspectives of prep and prep-graduate students and language instructors taking part in the program at the School of Foreign Languages were regarded to explore whether the program implemented at the School of Foreign Languages meets the needs of students and institutions.

1.4. Purpose of the Study

The study seeks to evaluate the Preparatory Program being implemented at the School of Foreign Languages from prep and prep-graduate students' and language instructors' perspectives. Compulsory English Preparatory Program at Fırat University School of Foreign Languages, which has been serving since the 2010-2011 Academic Year, has never been evaluated thoroughly regarding the process of program evaluation and its dimensions such as materials, teaching process, assessment, and appropriateness of the curriculum. Even though it was decided to implement a Modular System in the 2017-2018 Academic Year in the English Preparatory Program, no research had been conducted of assessing the appropriateness and usefulness of the program. Thus, the subgoal of the current inquiry is to compare two different programs; one-year compulsory program, and 4 eight-week modules (compulsory). In addition, there has been no study conducted whether or not this sustained program responds to the needs of the students, instructors, and stakeholders. By means of drawing a frame of the program and filling in this gap, the current evaluation study will help administrators find the answers to the problems and, if necessary, dramatic changes, additions, improvements, modifications, expansions, and deletions are likely to be made within the program. In this respect, it is hoped that the findings of this study will be supported in twofold: a) to be a guiding light for English language instructors, stakeholders, and curriculum committee in preparatory school programs of universities in Turkey; and b) to inform instructors and administrators about the insights along with the strengths and inadequacies of the program regarding the real needs and goals via the perceptions of both the students and the language instructors in the preparatory program at Fırat University. To sum up, having students' and instructors' opinions about the preparatory program will be useful for providing to teach the foreign language more effectively.

1.5. Research Questions

The current research aims to evaluate the School of Foreign Languages Preparatory Program (SFLPP) from the prep and prep-graduate students' and language instructors' perspectives at Fırat University. With this aim in mind, the present study attempts to answer following questions listed below:

1. What are the EFL prep and prep-graduate students' overall perceptions towards the preparatory language program in the successive academic years?
2. Is there a statistically significant difference between the prep and prep-graduate students' perceptions of language skills taught in the successive academic years?
3. What are the current instructors' overall perceptions towards the preparatory program in terms of materials, teaching process, assessment, and appropriateness of the curriculum?

1.6. Definitions of Terms

Curriculum: It is used to refer to the general statements about language learning, learning purpose and experience, evaluation, and the interactions between teachers and pupils in terms of achieving particular educational aims and objectives (Ornstein and Hunkins, 2017).

Evaluation: It is the systematic attempt to gather information to be able to make judgments or decisions (Lynch, 2003).

Language needs: These are the target linguistic behaviours that the learners are expected to acquire (Brown, 1995).

Prep students: It is used to refer to the students who studied the preparatory program at the School of Foreign Languages at Fırat University in the 2017-2018 Academic Year.

Prep-graduate students: It is used to refer to the students who graduated from the School of Foreign Languages at Fırat University in the 2016-2017 Academic Year and were enrolled in Mechanical Engineering, Software Engineering, and English Language and Literature Department.

Program: It is an ongoing, planned intervention that seeks to achieve some particular outcome(s), in response to some perceived educational, social, or commercial problem (Kiely and Rea-Dickins, 2005, p. 8).

Program Evaluation: It is the identification, clarification, and application of defensible criteria to determine an evaluation object's value (worth or merit) in relation to those criteria (Fitzpatrick, Sanders and Worthen, 2004).

Repeat students: It refers to the students who studied the preparatory program at the School of Foreign Languages in the 2016-2017 Academic Year and failed in the proficiency exam of the institution. They were required to repeat the preparatory program in the 2017-2018 Academic Year.

1.7. Limitations

The population of the study is limited to 240 students, which may be considered not high enough to make strong generalizations or claims. Additionally, the results of semi-structured interviews gathered from the instructors are restricted to the responses of a sample population of 10 English language instructors at Fırat University. Thus, the results may not be generalized to all English prep schools at Turkish universities in Turkey.

In terms of data collection, one of the drawbacks was the number of the language instructors took part in the study. The semi-structured interviews were only carried out with 10 language instructors who have a Bachelor of Arts (BA) or a Master of Arts (MA) in ELT. The data could be gathered from all the English language instructors who work at Fırat University School of Foreign Languages to be able to generalize the results. The second drawback was that the researcher was unable to do an interview with the students. Since the repeat students studied at one-year compulsory program in the 2016-2017 Academic Year and they were also students at the preparatory program when the Modular System was started to implement in the 2017-2018 Academic Year, the researcher planned to conduct an interview with them. However, those students who were reluctant to attend the interview were also considered as limitation.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

This chapter provides definitions and features of evaluation and curriculum. Next, the curriculum evaluation is explained with an emphasis on the evaluation models. Moreover, Stufflebeam's Context, Input, Process, Product (CIPP) Model and Tyler Model are presented in detail. The chapter ends with the information about the preparatory school implemented at the School of Foreign Languages at Fırat University.

2.2. Definition of Evaluation, Curriculum and Curriculum Evaluation

2.2.1. Evaluation

It is an undeniable fact that evaluation takes place in every part of our lives. We evaluate a book or a gadget before we buy it. As a term, it is a judgment about how good, useful, and successful something is. In terms of education, it means to obtain information about performance of students and teachers in learning and teaching environment. Lynch (2003) explains evaluation as a planned and regular attempt to gather information for purposes of making judgments or decisions. It is crucial to note that evaluation seeks to gather information in an organized way so as to indicate the value or merit of a project or program and to inform decision makers (Weir and Roberts, 1994). Richards and Rogers (2001) define evaluation as the process of collecting information to decide. Brown (1995) states that Popham's definition of evaluation as a formal assessment of the value of educational phenomena in systematic evaluation and highlights that while the definition of Richards and Rogers (2001) was too general, Popham's is too limited. Hence, it is certain that a program evaluation should include a part that emphasises formal assessment; but it should also cover a number of other more informal activities (Brown, 1995). According to Worthen and Sanders (as cited in Brown, 1995), evaluation is the determination of the worth of anything and includes gathering information to determine the value of a program, product, procedure, or object, or the possible usefulness of alternative approaches developed to reach certain objectives. In this respect, evaluation is likely to be considered as the systematic gathering and analysis of all pertinent information essential to contribute to the improvement of a curriculum and assess its

efficiency within the context of the particular institutions involved (as cited in Brown, 1995).

On the issue, Stufflebeam and Shinkfield (1985) point out that, depending on the conditions, an evaluation legitimately might be either comparative or noncomparative. To them, evaluation should be comparative before development begins and during development, whereas it should be noncomparative, and cyclically comparative after development and/or sustained use in order to open the way for major advancements. They also add that the intended uses of the evaluation determine whether an evaluation should be comparative.

On the other hand, Cronbach (1991) describes evaluation mainly as collecting and using information to determine an educational program. He explains this program as a number of teaching materials distributed nationally, and the instructional activities of a single school, or a single student's educational experiences. Considering this idea, different sorts of decision are to be made, and several varieties of information are beneficial. Hence, it appears that there are multiple principles of evaluation that can be used for all situations (Cronbach, 1991).

Cronbach (1991) also differentiates among three sorts of decisions that need evaluation: He explains that an evaluation is required when there is a need to change instructional materials or teaching methods. Next, he adds that when students' needs are identified or when they are supported to acquaint their own progress and deficiencies, an evaluation is also necessary. Last but not least, he underlines that an evaluation is requisite when judging how effective the system of the school is.

In addition to the three types of Cronbach, Fitzpatrick, Sanders and Worthen (2011) regard evaluation from an alternative perspective and assert that evaluation utilizes knowledge acquired from inquiries and judgment methods such as establishing the criteria and standards for measuring value and making decisions whether those criteria or standards should be relative or absolute or gathering related information and applying the standards to establish worth, quality, utility, appropriateness, or importance. It provides suggestions intended to optimize the evaluation object in relation to its planned and stated objective(s) or to assist stakeholders in determining if the evaluation object is worthy of adoption, continuance, or growth (Fitzpatrick et al., 2011).

Fitzpatrick et al. (2011) also state that the chief purpose of evaluation is to provide valuable information to those who hold a stake in whatever is being evaluated (stakeholders), often assisting them in making a judgment or decision. Thus, it is surely

a challenging journey. To support Fitzpatrick et al., Brown (1995) considers program evaluation as the continuous process of information collecting, analysis and synthesis, the whole goal of which is to continually revise and improve the each component of a curriculum on the basis of what is known about all of the other elements, not only separately but also collectively. He also emphasizes that such an ongoing process of evaluation renders possible the assessment of the quality of a curriculum.

2.2.2. Curriculum

Curriculum includes learning, learning purpose and experience, evaluation, and the interactions between teachers and students in terms of achieving particular educational aims and objectives. Olivia (2001) reports that the curriculum field is certainly not transparent; as a discipline of research and as a field of practice, curriculum is lacks of lines. Curriculum can be defined in a variety of ways reflecting the educators and/or researchers' approach to it. For instance, Ornstein and Hunkins (2017) report five fundamental definitions of curriculum. First, it is described as a plan or a written document to have strategies for accomplishing desired goals. Second, it is explained broadly as handling the learner's experiences. Next, Ornstein and Hunkins (2017) define it as a domain with its own bases, knowledge domains, inquiry, theory, principles, and specialists. Finally, curriculum can be considered with regard to subject matter or content. Furthermore, Richards (2001) defines curriculum in a school context and emphasises that it is the accumulation of knowledge that children gain in schools.

Doll (2008, as cited in Ornstein & Hunkins, 2017, p. 27) points out that each school has both a planned, formal and an unplanned, informal curriculum. Ornstein and Hunkins (2017) clarify that while the planned, formal curriculum emphasizes the purposes, subject matter, and organization of instruction, the hidden and informal curriculum covers socio-psychological interaction among pupils and teachers, particularly their feelings, attitudes, and behaviours. They also emphasize that the great importance of the hidden curriculum should not be underestimated because it will completely be learned by pupils even if it is not written.

The way people view curriculum determines the way they design it. For instance, those who examine the curriculum from a behavioral perspective design a different curriculum than those who view the curriculum as a system for managing people and establishing the procedure. People who see teaching and learning primarily in

psychological terms prepare a different curriculum according to those who view it socially and politically. Hence, curriculum design is more variable than curriculum development because designing curriculum depends on the values and beliefs of curricularist on education (Ornstein & Hunkins, 2017).

Additionally, Null (2011) asserts that curriculum is at the core of education and it is about what should be taught. Curriculum is about taking a subject, arranging it for classroom use, and following through so that it makes a lasting impact on pupils (Null, 2011). Kelly (2004) also states that there is a need for a definition which will embrace at least four main dimensions of educational planning and practice. They are "the intentions of the planners, the procedures adopted for the implementation of those intentions, the actual experiences of the pupils resulting from the teachers' direct attempts to carry out their or the planners' intentions, and the 'hidden' learning that occurs as a by-product of the organization of the curriculum, and, indeed, of the school" (Kelly, 2004, p.7-8).

2.2.3. Curriculum Evaluation

Curriculum evaluation, the core of the educational process, has a primary purpose in education to obtain information about students' and teachers' performance in learning and teaching environment. Patton (2002) defines curriculum evaluation as systematically gathering of information about the activities, features, and outcomes of programs to evaluate the program and improve program efficiency.

According to Richards (2001), evaluation might focus on several components of a language program such as designing curriculum, the content of syllabus and program, teaching materials, stakeholders, motivating learners, learning environment, the organization, teacher training and staff development.

Stenhouse (1975, as cited in Kiely and Rea-Dickins, 2005, p. 35) highlights that evaluation is also about learning, mainly to benefit the teacher in devising effective strategies for improving the curriculum as it is implemented. He lists five criteria which form this type of evaluation (Kiely and Rea-Dickins, 2005). Stenhouse's experience of curriculum development and evaluation within the Humanities Project creates five criteria which the process of evaluation should reflect. Firstly, evaluation should provide a philosophical critique, expressing the meaning of the curriculum rather than evaluating its value. The data for that sort of critique are obtained from observing classrooms where the curriculum works. The second criteria is that evaluation should explore the potential

of either curriculum or educational practice in relation to its goals and actual context. The other criteria is defining compelling problems such as a need of improvement is understanding and developing strategies to cope with barriers to learning which are permanent or constant. The fourth criteria is that evaluation should address local conditions, that is, improvement is possible when the potential of innovative practices (2 above) works to find a solution to the interesting problems (3 above). Finally, evaluation should clarify the extent to which the curriculum sheds light on the problems of change in education, and to which it develops a theory of innovation in a particular school, or more generally (Stenhouse, 1975, 118–20 cited in Kiely and Rea-Dickins, 2005, p. 35).

Last but not least, Kelly (2004) defines curriculum evaluation as a process that gauges the worth and effectiveness of any certain educational activity. This seems a general definition but it focuses on both teachers' and students' actions that result in students' learning specific contents and skills, and whether or not the curriculum is producing required goals (Ornstein and Hunkins, 2017). It also ensures that inadequacy in curriculum design could be found and improved (Nation and Macalister, 2010). Therefore, curriculum evaluation is essential for programmes and projects in learning and teaching environment.

2.2.3.1. Formative Evaluation

The potential contributions of evaluation to the improvement of quality in education have been described by Scriven (1967) as "summative" and "formative" evaluation (Payne, 1994, p.8). He indicates that the purpose of evaluation is always the same, in other words, it is to judge the worth and value of something (Payne, 1994). Nation and Macalister (2010) signify that the reason for distinction lies in the purpose of evaluation. While summative evaluation is overall achievement in a systematic way, formative evaluation, is concerned with program improvement and revision (Fitzpatrick, Sanders and Worthen, 2004). It refers to the iterative process of tryout and revision of instruction during development before the actual implementation (Weston, Mc Alpine, and Bordonaro, 1995). The aim of formative evaluation is to confirm or ensure that the purposes of the instruction are being attained and to improve the instruction, if necessary, by means of identification and following improvement in problematic parts (Weston, Mc Alpine, and Bordonaro, 1995). Hence, it is clear that formative evaluation supplies detailed information and continual feedback (Stufflebeam and Shinkfield, 1985) to enable

on the spot changes in the program to be made where necessary. Therefore, it concentrates on the ongoing development and improvement of the program (Richards, 2001). Lastly, Stufflebeam and Shinkfield (1985) report that formative evaluation is an essential part of the development process. In curriculum development, it addresses questions about content validity, vocabulary level, and usability, suitability of media, durability of materials, efficiency, and staffing (Stufflebeam & Shinkfield, 1985). In general, formative evaluation is carried out to assist stakeholders to improve whatever they are operating or developing (Stufflebeam & Shinkfield, 1985).

2.2.3.2. Summative Evaluation

Summative evaluation is a summary judgment on certain important aspects of the program's performance. In other words, it is for the recording of the overall achievement of a student in a systematic way (Kelly, 2004). Patton (2002) explains that summative evaluation sums up judgments about a program to make a major decision about its worth, whether it should be continued, and whether the demonstrated model can or should be generalized to and replicated for other participants. Patton (2002) also adds that "a summative decision implies a summing-up judgment or a summit (from the mountaintop) decision, for example, to expand a pilot program to new sites or move it from temporary (pilot test or demonstration) funding to more permanent funding, or it may lead to program or policy termination" (p. 218). On the other hand, Fitzpatrick et al. (2011) state that summative evaluations are concerned with providing data to serve decisions or assist in making judgments about program adoption, continuation, or expansion. They assist with judgments about a program's general value or merit in relation to critical criteria (Fitzpatrick et al., 2011). As expressed by Brown (1995), summative evaluation is generally characterized as occurring at the end of a program to judge the degree to which the program was successful, efficient, and appropriate. Therefore, it takes places after the implementation of a program and tries to find answers to questions such as how effective the course was and if it achieved its purposes (Richards, 2001, p. 292).

Upon consideration of the difference between formative and summative evaluation, while formative evaluation guides program improvement, summative evaluation is done at the end of a program to gather information to determine if the program was successful and the objectives of the program were met. Audiences and uses for formative and summative evaluation are also different. In formative evaluation the audiences include

program stakeholders and staff. On the other hand, the audience in summative evaluation is potential consumer of the program such as a classroom teacher and a curriculum committee. Nevertheless, both are usually of equal importance in curriculum development if they are conducted on a regular basis to get up-to-date information (Brown, 1995).

A very enlightening and concise summary has been created by Worthen and Sanders (1987) and is reproduced in Table 1 (as cited in Payne, 1994, p. 8). Both types of evaluation, formative and summative, are compared in many aspects in the table below.

Table 1

Differences between Summative and Formative Evaluation

Basis for Comparison	**Formative Evaluation**	**Summative Evaluation**
Goal	To improve program	To certify program utility
Audience	Program administrators and staff	Potential consumer or funding agency
Who Should Do It	Internal evaluator	External evaluator
Main Feature	Timely	Convincing
Measures	Often informal	Valid / reliable
Frequency of Data Collection	Frequent	Limited
Sample Size	Often small	Usually large
Questions Asked	What is working? What needs to be improved? How can it be improved?	What results occur? With whom? Under what condition? With what training? At what cost?
Design Constraints	What information is required? When?	What claims do you wish to make?

Note: From Educational Evaluation: Alternative Approaches and Practical Guidelines by Blaine R. Worthen and James R. Sanders. Copyright© 1987 by Longman Publishing Group (cited in Payne, 1994, p. 9).

2.3. Evaluation Models

Evaluation is of critical importance not only in curriculum development, but in education. As Brown (1995) asserts “the heart of the systematic approach to language curriculum design is evaluation: the part of the model that includes, connects, and gives meaning to all other elements” (p. 217).

Evaluation model is used along with the term evaluation approach in the literature.

Stufflebeam and Coryn (2014) explain that “this is so because most of the presented approaches are idealized or model views for conducting program evaluations according to their authors’ beliefs and experiences” (p. 109). Evaluation models vary greatly with regard to curriculum evaluation approaches. Researchers are free to choose the most suitable model for their aims and conditions in search of a model for curriculum evaluation (Erden, 1995). There are a number of approaches and models with different purposes for performing program evaluation.

Of first priority, Brown (1995) classifies four approaches in order to perform program evaluation: product-oriented approaches, static characteristic approaches, process-oriented approaches, and decision-facilitation approaches as given in Figure 1 below.

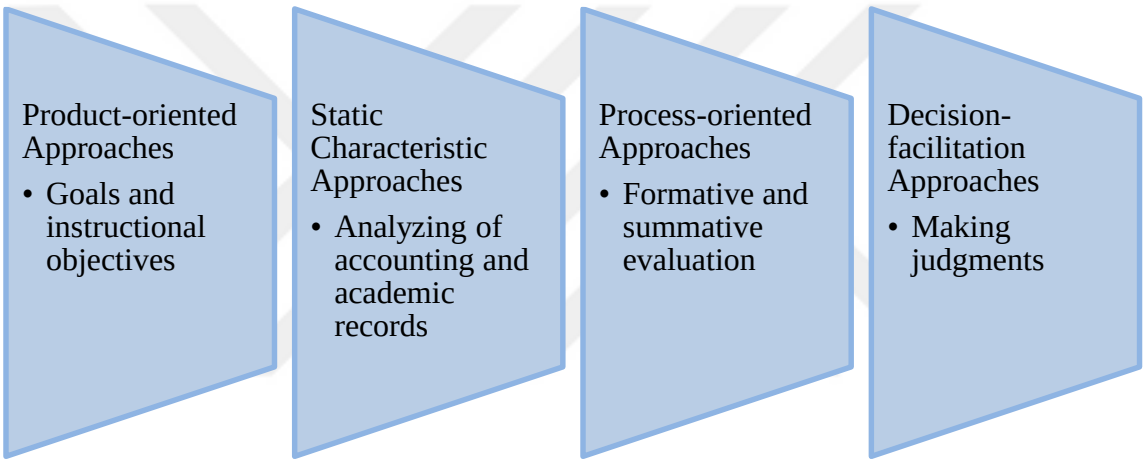


Figure 1 Four approaches in program evaluation by Brown (1995).

The primary focus of product-oriented approaches is on the goals and instructional objectives with the aim of determining whether they have been achieved (Brown, 1995). The leading proponents of this approach were Tyler, Hammond, and Metfessel and Michael (Brown, 1995). Like product-oriented approaches, static characteristic evaluation is also performed to find out how effective the specific program is (Brown, 1995, p. 221). This type of evaluation is conducted by outside specialists who inspect a program by analyzing a variety of accounting and academic records as well as such static characteristics considering the number of library books, the number and types of degrees held by the faculty, and so on (Brown, 1995). Then a report is formulated by experts based on their observations. Brown (1995) emphasizes “Such static-characteristic evaluations are used even today for institutional accreditation” (p. 221). The third approaches are called process-oriented approaches. Scriven and Stake were two significant advocates of

this approach (Brown, 1995). Scriven (1967) model contributed various principles that have promoted a process-oriented approach to program evaluation (Brown, 1995). He was the first to differentiate between formative and summative evaluation which were explained in detail in the previous session. The last kind of program evaluation reported by Brown (1995) is decision-facilitation approaches. In these approaches, evaluators collect information that will assist the administrators rather than make judgments (Brown, 1995). Examples of this approach are the Context (rationale for objectives), Input (utilization of resources for achieving objectives), Process (periodic feedback to decision makers), and Product (measurement and interpretation of attainments during and at the end of a program) (CIPP), the Center for the Study of Evaluation at UCLA (CSE), and Discrepancy models of evaluation (Brown, 1995).

Likewise, there are several approaches in this field, which are also identified by Fitzpatrick et al. (2011) five approaches for program evaluation as shown in Figure 2. The first one is the expertise-oriented approach, which is the oldest sort of formal evaluation and relies mostly on professional expertise to evaluate the quality of an institution, a teaching program, product, or activity (Fitzpatrick et al., 2011). The values of a leadership training program assessed by educational administration are considered an example of this evaluation approach. Moreover, doctoral exams administered by a committee, and proposal review panels are variants of this approach (Fitzpatrick et al., 2011).

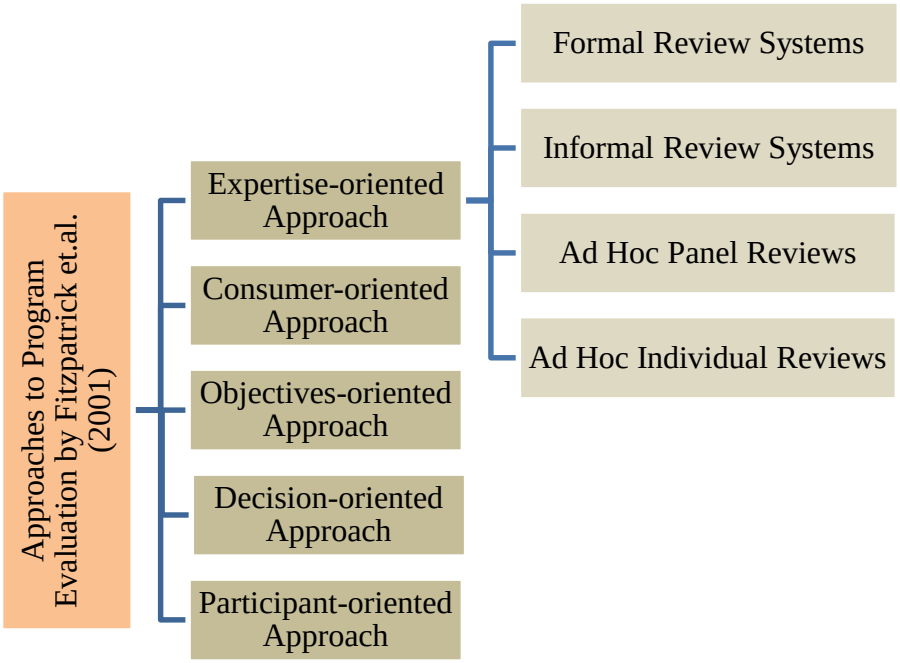


Figure 2 Five approaches in program evaluation by Fitzpatrick et al. (2001)

Fitzpatrick et al. (2011) report that there are four types of expertise-oriented evaluation approach. They are formal review systems, informal review systems, ad hoc panel reviews, and ad hoc individual reviews. The second evaluation approach is the consumer-oriented evaluation approach. Fitzpatrick et al. (2011) explain that in this approach, evaluation is seen as the process of determining something's value and worth, with evaluations being the products of that process. This evaluation approach aims to judge the relative merits and worth of products and services of alternative programs, and thereby, to help taxpayers, practitioners and potential beneficiaries make right and wise choices (Stufflebeam et al., 2002, p. 65). The other frequently used evaluation approach is objectives-oriented evaluation approach. Fitzpatrick et al. (2011) state the characteristic feature of an objectives-oriented evaluation approach is that the goals and objectives are specified, and then the evaluation focuses on the extent to which those goals are attained. Criterion-referenced tests are relevant to this evaluation approach. Ralph Tyler is acknowledged to be the pioneer in the objectives-oriented evaluation approach. The fourth evaluation approach is decision-oriented evaluation approach. The main point in this evaluation approach is that evaluative data in a fundamental part of good decision making and that the evaluator can be most useful by serving administrators, policymakers, program staff, and other who need good evaluative information (Fitzpatrick et al., 2011). Stufflebeam's CIPP (Context, Input, Process, and Product) evaluation model is one of the well-known examples of this approach. The last approach identified by Fitzpatrick et al. (2011) is participant-oriented approach. The philosophical base of this approach is that evaluators should be fair and help those with little power and also help people see things from alternative viewpoints (Stufflebeam et al., 2002). Therefore, the purposes of this evaluation approach are understanding the ways that different groups see the program's problems, downsides and upsides (Stufflebeam et al., 2002). This approach enables the evaluator to engage with the stakeholder as a partner in the problem-solving process (Mede, 2012). Fitzpatrick et al. (2011) highlight that Robert Stake (1967) was the leading evaluation theorist to provide inspiration for this orientation in the field of education. Stake (1967) defined that an educational evaluation is responsive evaluation when it orients exactly to program activities rather than its purposes and meets audience' needs for information. He also added that in responsive evaluation, current alternative value perspectives are referred to in reporting the effectiveness and weaknesses of the program (as cited in Fitzpatrick et al., 2011, p.193).

In this approach, the evaluations have an in-depth look into the stakeholder' primary

interests and look for related information. Stufflebeam et al. (2002) explain that they also examine the program's rationale, background, process, and outcomes.

2.3.1. Stufflebeam's Context, Input, Process, Product (CIPP) Model

Stufflebeam has been a prominent proponent of a decision-oriented evaluation approach structured to assist administrators in making good decisions (Fitzpatrick et al., 2011). His approach to evaluation is identified as the CIPP model. CIPP is an acronym for Context (rationale for objectives), Input (utilization of resources for achieving objectives), Process (periodic feedback to decision makers), and Product (measurement and interpretation of attainments during and at the end of a program). The CIPP model was created to help improve and attain accountability for federally funded U.S public school projects, mainly those assisted in improving teaching and learning in inner-city schools (Stufflebeam & Coryn, 2014). Over the years, the model has been further developed and applied not only in the United States but in many other countries all around the world (Stufflebeam & Coryn, 2014). There are four essential elements should be considered in performing program evaluation listed by Stufflebeam (1974):

1. Evaluation is performed in the service of *decision making;* hence, it should provide information that is useful to decision makers.
2. Evaluation is a *cyclic*, *continuing process*; therefore, it must be implemented through a systematic program.
3. The evaluation process includes the three main steps of *delineating*, *obtaining*, and *providing*. These steps provide the basis for a methodology of evaluation.
4. The delineating and providing steps in the evaluation process are *interface* activities requiring collaboration.

Applied accurately, the model assists an institution's administers in obtaining and using feedback systematically to meet significant needs and to pass accountability exams (Stufflebeam et al., 2002). One of the important views that the model based on is that the primary goal of evaluation is not to prove, but to improve (Stufflebeam et al., 2002).

Figure 1 gives a summary of the basic elements of the CIPP model in three concentric circles and illustrates the central importance of defined values (Stufflebeam & Coryn, 2014). It is clearly seen that value is the root term of evaluation. The inner circle denotes the core values that should be defined and used to undergird a given evaluation. The wheel

surrounding the values is divided into four evaluative foci associated with any program or other endeavor: goals, plans, actions, and outcomes. The outer wheel shows the type of evaluation that serves each of the four evaluative foci: context, input, process, or product evaluation. Each two-directional arrow represents a reciprocal relationship between a particular evaluative focus and a type of evaluation (Stufflebeam & Coryn, 2014).

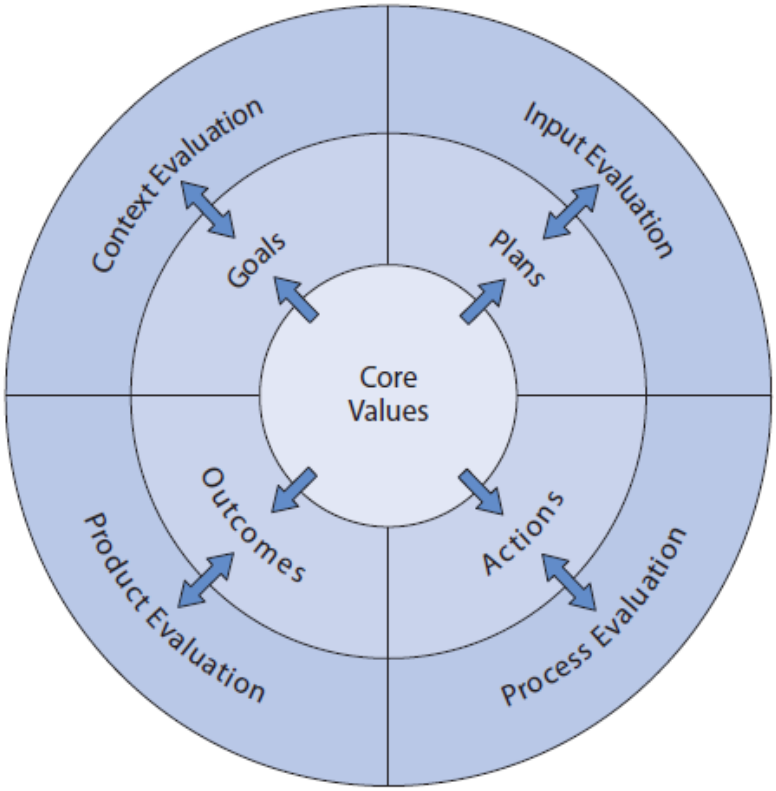


Figure 3 Key components of the CIPP evaluation model and associated relationships with programs (Stufflebeam & Coryn, 2014, p. 318)

As a coherent structure for planning and designing each sort of evaluation, Stufflebeam (2014) recommended that evaluators follow these general steps:

A. Focusing the Evaluation

1. Identify the major level(s) of decision making to be served, for example, local, state, or national; classroom, school, or district,
2. For each level of decision making, project the decision situations to be served and describe each one in terms of its locus, focus, criticality, timing, and composition of alternatives,
3. Define criteria for each decision situation by specifying variables for measurement and standards for use in the judgment of alternatives,
4. Define policies within which the evaluator must operate,

B. Collection of Information

1. Specify the source of the information to be collected,
2. Specify the instruments and methods for collecting the needed information,

3. Specify the sampling procedure to be employed,
4. Specify the conditions and schedule for information collection,

C. Organization of Information

1. Provide a format for the information that is to be collected,
2. Designate a means for performing the analysis,

D. Analysis of Information

1. Select the analytical procedures to be employed,
2. Designate a means for performing the analysis,

E. Reporting of Information

1. Define the audiences for the evaluation reports,
2. Specify the means for providing information to the audiences,
3. Specify the format for evaluation reports and/or reporting sessions,
4. Schedule the reporting of information,

F. Administration of the Evaluation

1. Summarize the evaluation schedule,
2. Define staff and resource requirements and plans for meeting these requirements,
3. Specify the means for meeting the policy requirements for conducting the evaluation,
4. Evaluate the potential of the evaluation design for providing information that is valid, reliable, credible, timely, and pervasive (that will reach all relevant stakeholders),
5. Specify and schedule the means for periodic updating of the evaluation design.
6. Provide a budget for the total evaluation program (cited in Fitzpatrick et al., 2011, p. 174 - 176).

2.3.1.1. Context Evaluation

Context evaluation, as the name implies, covers studying the context for a program that has not been designed yet. Its goal is to describe the relevant context, lay down the desired and actual conditions pertaining to that environment, focus on unmet needs and missed opportunities, and recognize the reason for unmet needs (Ornstein & Hunkins, 2017). As Fitzpatrick et al. (2011) state determining what needs are to be addressed by a program and what programs already exist helps in defining objectives for the program. The purpose of a context evaluation is to examine whether existing goals and priorities are attuned to the needs of whoever is supposed to be served (Stufflebeam & Shinkfield, 1985). Stufflebeam & Coryn (2014) highlight that needs, problems, profits and opportunities are absolutely essential to design programs, projects, and services and should be considered in context evaluations.

A context evaluation has a number of constructive uses and “it may provide a means by which a school district communicates with its public to gain a shared conception of the district's strengths and weaknesses, needs and opportunities, and priority problems” (Stufflebeam & Shinkfield, 1985, p.172). A context evaluation might be used by a

university to convince a funding agency that it directs a proposed program at an urgent need or to convince a state legislature to increase the institution's funding (Stufflebeam & Coryn, 2014). It is clear that a context evaluation could assist individuals and groups to set priorities for improvement efforts. This stage of evaluation is not an activity done just once. It continues to provide information regarding the operations and accomplishments of the total system (Ornstein & Hunkins, 2017). In brief, main objectives of context evaluation are to be listed as follows:

- Set boundaries around and describe the setting for the intended program or other improvement effort,
- Identify intended beneficiaries and assess their needs,
- Identify problems or barriers to meeting the assessed needs,
- Identify relevant, accessible assets and funding opportunities that could be used to address the targeted needs,
- Provide a basis for setting improvement-oriented goals,
- Assess the clarity and appropriateness of improvement-oriented goals,
- Provide a basis for judging outcomes of the subject program (Stufflebeam & Coryn, 2014, p. 320).

2.3.1.2. Input Evaluation

Input evaluation is designed to provide information regarding resource use. Stufflebeam & Shinkfield (1985) point out that an input evaluation helps prescribe a program by which to bring about needed changes. It does this via searching out and examining related approaches. Input evaluators assess the school's ability to be able to carry out evaluation and they consider the strategies suggested for attaining program goals, and they identify the means by which a selected strategy will be implemented (Ornstein & Hunkins, 2017). Furthermore, evaluators assess specific aspects or components of the curriculum plan. Input evaluation could be used to address the questions referred by Ornstein & Hunkins, (2017) as follows:

- Are the purposes stated effectively?
- Are they compatible with the school's objectives?
- Is the content in harmony with goals and objectives of the program?
- Are the instructional strategies proper?
- Do other strategies exist that could assist in accomplishing objectives?

- What is the basis for believing that these contents and instructional strategies will result in succeeding in the objectives?

Essentially, Stufflebeam & Shinkfield (1985) report that an input evaluation should identify and rate relevant approaches (including the one(s) already operating in the main program of interest) and help explicate the one chosen for installation or continuation. It should also search the clients' environment for barriers, and constraints that should be considered in the process of activating the program (Stufflebeam & Shinkfield, 1985). In short, the main goal of an input evaluation is to help the clients consider alternative program strategies in terms of their needs and environmental circumstances and to evolve a plan that will work for them (Stufflebeam & Shinkfield, 1985).

2.3.1.3. Process Evaluation

The third stage of the model, process evaluation addresses implementation decisions that control and manage the program. It occurs during the implementation of a program (Ornstein & Hunkins, 2017). One of the objectives of a process evaluation is to obtain feedback that can help staff and managers about the extent to which they are carrying out planned activities on schedule, as planned and budgeted, and efficiently (Stufflebeam & Coryn, 2014). Ornstein & Hunkins (2017) claim that process evaluation includes three strategies: The first strategy is to identify or predict deficiencies in the procedural design or its implementation stage. The second is to provide information for making decisions; and the last strategy is to keep a record of procedures as they occur. Stufflebeam & Coryn (2014) assert that in process evaluations, evaluators should contrast activities and expenditures with the plan and budget, identify implementation difficulties, and assess how well the staff has addressed them, and it is also important to record and analyze the costs of effort (Stufflebeam & Coryn, 2014). Evaluators should report on observations carried out by participants on the quality of the program's implementation. Process evaluations can also assist external audiences with learning what was done in the program in case they want to conduct a similar one (Stufflebeam & Shinkfield, 1985). Key evaluation questions of this stage are likely to be: the program is being implemented as planned; what changes have been made; what barriers threaten its success; and finally what revisions are needed. When these questions find answers, procedures can be monitored, adapted, and refined (Fitzpatrick et al., 2011).

2.3.1.4. Product Evaluation

A product evaluation aims at measuring, interpreting, and judging the attainments of a program (Stufflebeam & Shinkfield, 1985). Its primary goal is to determine the extent to which recognized needs met and to assess intended and unintended outcomes and positive and negative outcomes of a program (Stufflebeam & Coryn, 2014). The basic use of a product evaluation is to ascertain whether a given program is worth continuing, repeating, or modifying so that it better serves the needs of all members of the target audience and becomes more cost effective (Stufflebeam & Shinkfield, 1985). For example, a product evaluation might furnish data showing that an art program planned for talented art students has allowed students to achieve the program's objectives. The program is then ready to be implemented in other schools within the system (Ornstein & Hunkins, 2017). Therefore, the significant questions in judging program attainments would be what results were obtained; how well needs were reduced; what should be done with the program after it has run its course and whether or not it should be revised, expanded or discontinued as suggested by Fitzpatrick et al., (2011).

Table 2 below indicates a convenient overview of the important meanings of context, input, process, and product evaluation. It defines these four types of studies according to their objectives, methods, and uses (Stufflebeam & Coryn, 2014).

To sum up, each major component of CIPP represents a type of evaluation. In context evaluations, evaluators assess needs, problems, opportunities, and assets as bases for setting and judging purposes and priorities (Stufflebeam & Coryn, 2014). In input evaluations as stated by Stufflebeam & Coryn, (2014), evaluators diagnose and assess alternative approaches and plans for meeting evaluated needs and attaining defined goals. Evaluators of process evaluations, monitor, document, and provide feedback for strengthening implementation of a program (Stufflebeam & Coryn, 2014). In product evaluations, evaluators identify and assess both intended and unintended outcomes positive as well as negative (Stufflebeam & Coryn, 2014). "The model is configured for both formative use in developing and conducting programs and summative use in judging completed programs and meeting accountability requirements" (Stufflebeam & Coryn, 2014, p.335-336).

Table 2

Four Types of Evaluation and Their Objectives, Methods, and Uses

	Evaluation Types			
	Context Evaluation	Input Evaluation	Process Evaluation	Product Evaluation
Objectives	To define the relevant context, identify the target population and assess its needs, identify opportunities for addressing the needs, diagnose problems underlying the needs, and judge whether program goals and priorities are sufficiently and appropriately responsive to the assessed needs	To identify and assess system capabilities and alternative program strategies and then assess the chosen strategy's procedural design, budget, schedule, and staffing and stakeholder involvement plans	To identify or predict defects in the procedural design or its implementation, provide information for preprogrammed implementation decisions, affirm activities that are working well, and record and judge procedural events and activities	To identify intended and unintended outcomes; relate them to goals and assessed needs and to context, input, and process information; and judge accomplishments in terms of such factors as quality, worth, probity, equity, cost, safety, and significance
Methods	System analysis, surveys, document review, secondary data analysis, hearings, interviews, focus groups, diagnostic tests, case studies, site visits, epidemiological studies, and the Delphi technique	Document analysis, interviews, literature review, visits to exemplary programs, advocate teams studies, checklists, pilot tests, and content analysis	Monitoring the program's potential procedural barriers and remaining alert to unanticipated ones, obtaining information for implementation decisions, documenting the actual processes and costs, photographing progress, and regularly interacting with and reporting to staff and other stakeholders	Objective measurement, attitude scales, documentation of participation, interviews, photographic records, cost-effectiveness analysis, effect parameter analysis, goal-free evaluation, experimental design, time-series studies, surveys, content analysis, and significance tests
Uses	For deciding on the setting to be served, the goals associated with meeting needs or using opportunities, the priorities for budgeting time and resources, and the objectives associated with solving problems and planning needed program changes, and for providing a basis for judging outcomes	For selecting sources of support, solution strategies, and procedural designs (that is, for structuring, staffing, scheduling, and budgeting improvement activities), and for providing criteria for judging implementation	For implementing and refining the program design and procedures (that is, for effecting process and quality control), and for providing a log of the actual process and program costs for later use in interpreting outcomes	For deciding to continue, modify, or refocus a program, and for presenting a clear record of effects (intended and unintended, positive and negative), compared with assessed needs, targeted goals, and costs

Adapted from Stufflebeam & Coryn (2014, p. 321).

2.3.2. Tyler Model

Technical-scientific model by Ralph Tyler, one of the best known program development model, is designed to establish the extent to which the objectives of a program are actually being attained (Fitzpatrick et al., 2011). Objectives are seen as a way for teachers to explain what they want students to learn and they are at the core of the model. Additionally, summative assessment tools are mostly used within the model. Tyler believes that teachers could more successfully design their curricula and courses to attain those objectives (Fitzpatrick et al., 2011). This approach might be beneficial for the guidance of student learning. Stufflebeam & Shinkfield (1985) emphasize that this could help improve the weaknesses in the learning process either by individuals or groups. It could also enable a teacher to revise learning objectives in keeping both with the learning capacities and the needs of students, thus making the curriculum usually more realistic (Stufflebeam & Shinkfield, 1985). Furthermore, Tyler consideres that ideas, concepts, values, and skills are blended into the curriculum (Ornstein & Hunkins, 2017) and states these key elements had the power to combine various subjects and learning experiences by bringing forward his approach for evaluation following these steps below:

1. Establish broad goals or objectives,
2. Classify the goals or objectives,
3. Define objectives in behavioral terms,
4. Find situations in which achievement of objectives can be shown,
5. Develop or select measurement techniques,
6. Collect performance data,
7. Compare performance data with behaviorally stated objectives (Fitzpatrick et al., 2011, p.155).

This program development model puts emphasis on consistency in objectives of the curriculum, learning experiences and outcomes. To sum up, the success of a program could be measured in terms of the degree to which those purposes were attained (Brown, 1995).

2.4. Studies on Evaluation

2.4.1. Studies Conducted on Evaluation Abroad

There are several studies carried out on evaluation of language education programs all around the world since learning the international language, English, has been and is currently essential. In this respect, all the considerations towards teaching foreign languages take path to the nature of language, its evaluation by students and teachers in order to make learning permanent and make communication effective and functional in and out of the classrooms. Nunan (1996) states that despite being a myriad different and conflicting opinions on the nature of language and language learning, data coming from students, and teachers are necessary for curriculum developers and instructors. Clearly defined goals and objectives in a given curriculum are required to create an effective teaching and learning environment (Daloğlu, 1996). The aim of a curriculum is not just to educate students, but to teach them something valuable and a systematic approach is necessary to develop a good curriculum (Schwartz, 2006). Similarly, Wulf and Schave (1984) point out that if the evaluation of a curriculum and the feedback process are not well-planned, the effectiveness of the curriculum is extremely limited.

To begin with, there are several studies on this issue, one of which was carried out by Allensworth, Nomi, Lee and Montgomery (2009) in Chicago. They examined the results of universalizing a college preparatory curriculum on students' outcomes by comparing cohorts of students who attended the same Chicago high schools before and after policy implementation. The findings of this study revealed that the policy reduced inequities in ninth grade course work by entering ability, race/ethnicity, and special education status. They reported that although more students completed ninth grade with credits in Algebra and English I, failure rates accelerated, grades slightly decreased, test scores were recorded unimproved, and the students were no more likely to enter college. They summarized that few benefits resulted from universalizing college preparatory course work among freshmen, but dropout rates did not increase.

In a case study and naturalistic inquiry, Emarievbe (2013), investigated the objectives of the English language teacher education programme at the National Certificate in Education (NCE) level in two colleges. Her study also focused on the language component of the curriculum and examined this alongside the implementation of the programme. The findings revealed a discrepancy between policy and practise of the programme. The researcher explained that although the objectives of the programme were

well stated, there was a mismatch between the objectives and approach adopted by Colleges of Education to achieve the stated objectives. It was found that the programme had a number of unintended outcomes apart from the intended objectives.

Last but not least, Taqi and Shuqair (2014) carried out a study to seek the effectiveness of a language programme in a college in Kuwait. The programme was designed to gain teaching skills as well as English language skills of the students. The researchers utilized a pre-test and post-test in order to explore the students' competencies in four major language skills and their achievement of those skills they fulfilled after the achievement of the requirements of the programme. The result of the study yielded that although there was an overall improvement, the degree of improvement was not dramatic and at the desired level.

2.4.2. Studies Conducted on Evaluation in Turkey

There have been a myriad of studies on programme evaluation in the existing literature. Specifically, a good number of research has been conducted on programme evaluation in tertiary education in Turkey. To begin with, Erarslan (2019) carried out research into comparison of two systems, namely, modular system and progressive system implemented at a preparatory programme from the instructors' perspectives. The researcher compared the two systems by collecting data from academics who actively experienced both systems. The result he obtained was that most of the participant academics found modular system more effective and feasible although it had some drawbacks such as excessive number of exams and workload.

A study was undertaken by Tekin (2015) to evaluate the Preparatory Programme at Çanakkale Onsekiz Mart University. The study also aimed to reveal the programme components that were expected to need improvements. The conclusion of this study indicated that the majority of the participants (students) in the study were satisfied with the Preparatory Programme and its components. However, the lecturers who took part in the study underlined that the programme should be revised to gain more communicative skills.

Öner and Mede (2015) also conducted a research to find out the perceptions of students, EFL instructors, level coordinator, and programme administer enrolled in an English Preparatory School in relation to their perceptions of the A1 (beginner level) programme designed for repeat students at a foundation (non-profit, private) university

in Istanbul. It was found out that there were particular components that needed to be revised. As a conclusion, the research indicated that varied speaking tasks and activities should be integrated into the existing programme.

Another study was carried out by Kahraman (2015) to gauge the effectiveness of an English Language Teaching (ELT) Programme of a state university in Turkey in terms of teacher autonomy development. This evaluation study aimed to show the aspects of an ELT programme which needs to be improved and maintained for the development of student teachers' autonomous behaviours. The researcher utilized the framework of European Profile for Language Teacher Education (EPLTE) as a checklist to analyze the programme. The findings indicated that the ECTS of the programme supported the autonomy development for the student teachers from many aspects. The student teachers were motivated to learn about the target culture autonomously, to be able to use information and communication technologies effectively for pedagogical goals, and to adapt students' needs in the classroom.

Likewise, İnal and Aksoy (2014) analysed the curriculum of the Preparatory School in Çankaya University via Bloom's programme evaluation model focused on four essential parts of programme: purpose, input, process, and evaluation. The results of this study indicate that the students had moderately positive attitudes towards the aims of the programme. In other words, it was stated that in general, the students were glad to attend the programme. However, likely to most of the preparatory school programmes, Çankaya University Preparatory School curriculum was claimed to aim at gaining basic English language skills, learning outcomes, and content of the programme was observed unrelated to students' major. The programme was found to be not quite sufficient to meet students' needs in their major departments.

Virlan (2014) also carried out a study to examine the speaking curriculum of the Preparatory School of a state university regarding the instructors' and students' perspectives in line with CIPP (Context, Input, Process and Product) evaluation model developed by Stufflebeam (as cited in Virlan, 2014). The findings reveal that the programme partially fulfills its requirements; however, some improvements and adaptations are required to make it more effective. The researcher highlights that the speaking skill is considered the most significant, but the hardest concurrently. It is also stated that the curriculum of the Preparatory School should implement a communicative approach to improve and develop the students' speaking skills.

Coşkun (2013) conducted a research on evaluating the Preparatory Programme

based on modular system applied at a university in Turkey by investigating its effectiveness in terms of materials, teaching process, and assessment. To be able to find answers, students and language instructors participated in the research. The findings of the study put forward that the modular system should be revised as it has obvious disadvantages. Moreover, the results indicate that the existing modular system should be replaced by a more practicable and feasible system considering particular contextual restrictions such as the number of instructors, classrooms and teaching resources. Moreover, the results show that there are certain aspects of the curriculum that need to be revised in order to develop a more effective programme.

Similarly, Coşaner (2013) conducted a study to gauge the effectiveness of the preparatory programme carried out in Preparatory School at Gazi University regarding the viewpoint of freshman students. In her research she focused on the students' needs and investigated whether or not the programme could meet those needs. The results indicate that the preparatory programme could meet students' needs to some extent; however, their perceived language competence was in lack of satisfying the academic requirements in their departments. In addition, the programme was insufficient to develop students' listening and speaking skills.

Şen (2012) analyzed the optional preparatory English programme at Foreign Languages Department at Dumlupınar University considering viewpoints and attitudes of students and instructors. She underlined that the expectations of students and their aims to attend the programme had similarities. She also shed light on a reality that the programme needed to be improved. In line with Coşaner's (2013) study, the results of this research reveal that more speaking practice should be done to improve the students' speaking skills.

Mede (2012), on the other hand, carried out a study to evaluate a Language Preparatory Programme which was designed by the researcher herself at Yeditepe University. The data were gathered from student teachers and course instructors at the ELT Department to define the pre-needs and post-needs of the student teachers and language instructors. The findings of the study for programme design indicate that the programme is satisfactory to the student teachers in terms of meeting their learning needs. It is also highlighted that programme evaluation provides evidence for identifying programme's strengths and weaknesses. The researcher also emphasizes the importance of collaboration between stakeholders, in other words, between programme developers, language instructors and students.

Last but not least, Tunç's study (2010) attempted to investigate Preparatory School programme at Ankara University through the perspectives of instructors and students. The researcher evaluated the programme via CIPP Model by Stufflebeam (1971). Considering the findings of the study, even if the programme partially served for its purpose and essentials, it still requires some improvements in terms of content, materials and testing to be more effective.

2.5. Preparatory Schools

In today's globalized world, English is the language of science and education; hence, learning and teaching English as a foreign language has great importance for Turkish education. Therefore, there are many universities providing undergraduate degree courses through the medium of English (Kırkgöz, 2005), and preparatory programmes have appeared to teach English to non-native speakers.

Although objectives of preparatory schools may slightly differ from one another, generally, they aim to accomplish the following objectives:

- To teach the students how to read and understand texts in their target foreign language so that they are able to follow their courses offered at departments they are enrolled in;
- To be able to listen and interact in order to follow their lectures;
- To be able to acquire writing skills so that they are likely to be able to write essays and jot down notes during their courses;
- To be able to ask and answer the questions when they interact with their lecturers at their departments.

In universities, there are preparatory schools, schools of foreign languages and preparatory departments offering foreign language education to bring individuals up to an adequate level in terms of foreign languages (Özkanal & Hakan, 2010). These preparatory programmes usually offer one-year education and enable students to have a proficient knowledge of English in order to be able to follow their courses at their departments effectively.

The School of Foreign Languages at Fırat University is one of these programmes aforementioned and aims to develop students' general and academic English skills. Its main objective is to assist learners in achieving a threshold level, namely B1, referred in CEFR in four skills. It provides a one-year compulsory programme to Software and Mechanical Engineering students, and English Language and Literature students. The

medium of instruction is English in Software Engineering and English Language and Literature Department while students in Mechanical Engineering Department receive 30 percent English-medium instruction. In the previous years, the Preparatory School had an intensive general English Programme consisted of 30 hour-instruction per week in two term period, fall term and spring term. This one-year programme adopted an integrated approach to language teaching and learning. Basic language skills, namely reading, writing, listening and speaking, and grammar as a sub-skill were taught as separate courses. In this programme model, there was a course called Main Course whose purpose was to create language awareness and provide grammar rules in their target language. Listening and Speaking Courses, Writing Courses and Self Access (CALL, Computer-Assisted Language Learning) Courses were also given. All of the students enrolled in the programme started to study English at A1 level without performing a placement test. As the requirement of assessment for their improvement, they were evaluated by both formative and summative assessments. Those assessments as presented in Table 3 included three pop quizzes, three achievement tests, two oral examinations, two skills tests and CPG (Classroom Performance Grade) for each semester (Fall and Spring Semester) in one Academic Year. Table 3 below gives information about how these assessments are assigned during an academic year. Students, who had a score of 50 out of hundred in these examinations assigned during the year, were required to take the proficiency exam at the end of the year. Nevertheless, there was no evaluation to test their level during the process of teaching and learning.

Table 3

Distribution of Exams in One-year Programme

Exam	Percentage
CPG	5%
2 Skills Tests	8%
3 Pop Quizzes	9%
2 Oral Exams	10%
3 Achievement Tests	18%
Proficiency Exam	50%
Total	100%

Having regard to the students' profiles, it was decided to implement a Modular System in the 2017-2018 Academic Year in the English Preparatory Programme without

assessing the appropriateness, usefulness or shortcomings and weaknesses of the previous programme. One of the most distinctive characteristic of the system is that it allows students to progress at their own learning pace, and get immediate feedback on their progress. Based on the system, there are four 8-week modules in an academic year. Students are given an English Proficiency Test at the beginning of each academic year and they are required to get a score of 60 or above out of 100 from it. While students who pass the English Proficiency Test become entitled to start their undergraduate studies, those who fail are required to attend preparatory courses at the School of Foreign Languages. However, students are not given a placement test; hence, those who fail are placed at the elementary level (A2). At the School of Foreign Languages, there are three levels based on CEFR; A2 (Elementary), B1 (Pre-Intermediate) and B1+ (Intermediate). Additionally, the courses in each module for engineering students are slightly different from ELL students. The courses of each group (Engineering students and ELL students) in each module are presented in Table 4 below.

Table 4

Courses in Each Module

Departments	***Module I***	***Module II***	***Module III***	***Module IV***
Engineering Students	Main Course CALL	Main Course CALL	Main Course CALL	Listening and Speaking Academic Writing CALL
ELL Students	Main Course CALL	Main Course CALL	Listening and Speaking Academic Writing CALL	Listening and Speaking Academic Writing CALL

Students attending each module must have at least a score of 60 out of 100 so that they could move up to the next level. A student who fails a module cannot proceed and has to repeat the same 8-week module. In this modular system, students are assessed during the 8-week-module through a midterm exam, a final exam, three pop quizzes, a writing portfolio, and an oral examination. The grades also include online assessment (CALL) and Classroom Performance Grade (CPG). Those whose absenteeism is under the limit of 20 per cent of the overall class hours and have a Module Score of 60 out of the exams and quizzes move up to the next module. The Module Score shall be calculated by taking 30% of final, 20% of midterm, 15% of quizzes (5% of each quiz), 10% of portfolio, 10% of oral exam, 10% of CALL and 5% of Classroom Performance Grade

(CPG). The calculation of the Average Module Score is tabulated in Table 5 below. Furthermore, all the four Average Module Scores shall be weighted equally. The overall band score shall be calculated by taking the Average Module Score of four modules as presented in Table 5 below.

Table 5

Calculation of Average Module Score

Assessment Tools	***Percentages***
CALL	10 %
CPG	10 %
Oral Exam	10 %
Portfolio	10 %
3 Pop Quizzes	15 %
1 Midterm	20 %
1 Final	30 %
Total	100

Students who have completed the A2 level in the English Preparatory Programme successfully and who have not exceeded the absenteeism limit shall sit the proficiency exam at the end of the academic year. In order for the students to complete the preparation class successfully, their Overall Performance Grade must be at least 60 or above out of 100. Overall Performance Grade is calculated by taking the 50 per cent of overall band score and 50 per cent of the Proficiency Exam Score. Students with an overall performance score of 59.50 or higher shall be considered to have completed the preparatory programme.

2.7. Summary of the Literature Review

In consideration of this literature and above mentioned research studies, it is clearly seen that curriculum evaluation is absolutely vital in teaching and learning process. As the number of universities with a preparatory school rose rapidly, many problems faced in preparatory schools occurred. Therefore, the need for a curriculum evaluation has become one of the most essential processes so as to determine the worth of a programme; to find out its downsides and upsides; to carry out improvements; to advise on revision, and alteration. That is exactly the mainspring of conducting this particular study.

Although an increasing number of studies have been conducted on preparatory

programme evaluation (Erarslan, 2019; Tekin, 2015; Öner and Mede, 2015; Kahraman, 2015; Coşkun, 2013; Bayram, 2011; Özkanal, 2009), a limited number of them have investigated the perception of both instructors and prep and prep-graduate students. In this respect, the current study would be noteworthy to highlight and fill the gap in the field of English Language Teaching.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Introduction

This chapter presents the overall design of the study, the rationale for all data collection and the analysis procedure. Additionally, participants, setting, instruments, procedure for data collection and the process of data analysis are explained in detail.

3.2. Research Design

The present study employed a mixed-method research design to evaluate the effectiveness of the preparatory programme implemented at the School of Foreign Languages at Fırat University. Creswell (2014) defines the core assumption of mixed methods research design as "a combination of qualitative and quantitative approaches which provides a more complete understanding of a research problem than either approach alone" (p. 4). On the issue, Fraenkel and Wallen (2006) express that "since mixed methods studies include both qualitative and quantitative data, they provide a more complete picture of a situation than would either type of data itself" (p. 443). Similarly, Teddlie and Tashakkori (2009) state that mixed methodologists work primarily within the pragmatist paradigm and they are concerned with both narrative and numeric data and their analyses. Patton (2002) also draws a comparison between both methods and explains,

> "Qualitative methods facilitate study of issues in depth and detail. Approaching fieldwork without being constrained by predetermined categories of analysis contributes to the depth, openness, and detail of qualitative inquiry. Quantitative methods, on the other hand, require the use of standardized measures so that the varying perspectives and experiences of people can be fit into a limited number of predetermined response categories to which numbers are assigned" (p.14).

As it is defined, a mixed-method research design is not solely mixing both qualitative and quantitative data. It also originates from two alternative approaches, methodologies, epistemologies and philosophies. Furthermore, there have been a myriad of disputes over research paradigms and research types: qualitative research and quantitative research. The former is directly related to positivist paradigm which puts emphasis on empirical measurement and objectivity. As stated by Johnson and Onwuegbuzie (2004), researchers

of positivist paradigm are called to "eliminate their biases, remain emotionally detached and uninvolved with the objects of study and test or empirically justify their stated hypotheses" (p.14). Conversely, the latter is associated with constructivist paradigm which focuses on comprehending various meanings and constructing social phenomenon. Additionally, Johnson and Onwuegbuzie (2004) assert that researchers of this paradigm deem that the subjective knower is the only source of reality. Ultimately, the emergence of mixed methods design indicates that neither research type is superior to the other. On the contrary, two methodologies are complementary.

On the issue, Creswell (2014) highlights and lists four worldviews or beliefs researchers bring to inquiry: post-positivism, constructivism, transformative, and pragmatism. The pragmatic worldview is related to mixed methods research design, which heavily focuses on using various strategies and real-life practices. The current study also has pragmatic philosophy due to the fact that several data collection methods and variable sources were used without considering the use of whether certain qualitative or quantitative methods. The primary aim is to achieve the research purposes by gathering a variety of data. Table 6 reveals an overall plan and summarises the research design of the study.

Table 6

Research Design

Research Questions	**Sampling Strategy**	**Participants**	**Data Collection Tools**	**Time and Duration**
1. What are the EFL prep and prep-graduate students' overall perceptions towards the preparatory language program in the successive academic years?	Convenience Sampling	138 Prep Students	Questionnaire I	December 12th, 2017 15 minutes
	Criterion Sampling	102 Prep-graduate Students	Questionnaire II	December 13th and 14th, 2017 15 minutes
2. Is there a statistically significant difference between the prep and prep-graduate students' perceptions of language skills taught in the successive academic years?	Convenience Sampling	138 Prep Students	Questionnaire I	December 12th, 2017 15 minutes
	Criterion Sampling	102 Prep-graduate Students	Questionnaire II	December 13th and 14th, 2017 15 minutes

Table 6 (continued)

Research Questions	Sampling Strategy	Participants	Data Collection Tools	Time and Duration
3. What are the current instructors' overall perceptions towards the preparatory program in terms of materials, teaching process, assessment, and appropriateness of the curriculum?	Convenience Sampling	10 Instructors	Semi-structured Interview	May 14th – 15th -16th – 21st, 2018 100 minutes

3.3. Participants

Two groups of students (N = 240) and 10 instructors participated in the study. The study was conducted at the School of Foreign Languages at Fırat University, Elazığ, Turkey in the 2017-2018 Academic Year. A purposive sampling method was employed to select the participants. For the selection of the first group, which consisted of 138 participants currently studying at the Preparatory Programme, convenience sampling strategy was employed because it is a very common sampling strategy that allows doing what is fast and convenient (Patton, 2002). Moreover, 138 pre-intermediate level students who attended preparatory school classes in the 2017-2018 Academic Year also took part in the research on a voluntary basis. The participants were from the departments of Mechanical Engineering, Software Engineering, and English Language and Literature. The age range of the participants was between 18 and 20. In addition, second group of participants was selected according to criterion sampling strategy, which is the most common technique to select cases that meet some predetermined criterion of significance (Patton, 2002). It also enables to understand cases that are information rich (Patton, 2002, p. 238). The criteria were that they were the students who attended preparatory school classes (102 students) in the 2016-2017 Academic Year at the School of Foreign Languages at Fırat University.

For the semi-structured interview, 10 English language instructors at the School of Foreign Languages at Fırat University were involved in the study. Before the interviews were conducted, the instructors were given consent forms (See Appendix A). They all graduated from ELT programmes and had at least four years of English teaching experience. Two instructors had a Bachelor degree (BA), and eight instructors had a Master's degree (MA).

Table 7 gives an account of student participants in terms of departments. Moreover, Table 8 presents detailed information about the instructors who took part in the semi-structured interview.

Table 7

Distribution of Participants by Departments Enrolled

Department	2016-2017 Academic Year	2017-2018 Academic Year
Mechanical Engineering	76	85
English Language and Literature	21	37
Software Engineering	5	16
Total	102	138

Table 8

English Language Instructors Participated in the Study

Gender	Number	Teaching Experience	Educational Status
Female	6	4-13 years	(1) Bachelor degree (BA) (5) Master degree (MA)
Male	4	4-8 years	(1) Bachelor degree (BA) (3) Master degree (MA)
Total	10	4-13 years	2 Bachelor degree (BA) 8 Master degree (MA)

3.4. Setting

The study was conducted at the School of Foreign Languages at Fırat University in the 2017-2018 Academic Year. It provides a one-year mandatory programme to Software and Mechanical Engineering students, and English Language and Literature students. The purpose of the School of Foreign Languages is to develop general English skills of Software and Mechanical Engineering students, and general and academic English skills of English Language and Literature students as they will receive their instruction in English once they are enrolled in their departments. To be a freshman, the indicated score obtained from the proficiency test they take at the beginning of the year is 60 out of 100 points. The ones who get below 60 are divided into randomly formed classes and are obliged to have 24-26 class hours per week all through the academic year. Previously, the Preparatory School ran a two-semester intensive programme consisted of 30 hour-

instruction per week placing emphasis on reading, writing, listening and speaking. In this programme model, there was a course called “Main Course” whose purpose was to create language awareness and provide grammar rules in their target language. There was also a Listening and Speaking Course, a Writing Course and a CALL (Computer-Assisted Language Learning) Course.

In consideration of the students’ profiles, a modular course structure based on the progression of students to a higher level was adopted and put into practice in the 2017-2018 Academic Year in the English Preparatory Programme. In this structure, there are four 8-week modules in an academic year. Students are given an English Proficiency Test at the beginning of each academic year and they are required to get 60 or above out of 100. While students who have at least a score of 60 from the English Proficiency Test become entitled to be a freshman, those who fail are required to attend preparatory courses at the School of Foreign Languages. Students are not given a placement test or level identification exam before they start their preparatory education; thus, those who fail are placed at the elementary level (A2). At the School of Foreign Languages, instruction takes place in three proficiency levels, namely A2, B1 and B1+ based on CEFR. Students who complete a level successfully shall move up to the next level. A student who fails the module cannot proceed and has to repeat the same module. If any student is unsuccessful twice at the same module, s/he shall repeat it for the third time. Moreover, students are given nine in-module assessments. They are assessed during the 8-week-module through a midterm exam, a final exam, three pop quizzes, a writing portfolio, and an oral examination. The grades also include online assessment (CALL) and Classroom Performance Grade (CPG) given to students by instructors. Those whose absenteeism does not exceed 20 percent of the total course hours of their level and have a score of 60 out of the exams and quizzes can move up to the next module. Students who complete the A2 level in the English Preparatory Programme successfully and who have not exceeded the absenteeism limit can take the proficiency exam at the end of the academic year. In order for the students to complete the preparation class successfully, their Overall Performance Score must be at least 60 or above out of 100.

3.5. Data Collection Method

The primary purpose of this study was to obtain comprehensive and comprehensible data by combining both qualitative and quantitative research methods. Mixed methods

research design serves the purpose. Fraenkel, Wallen and Hyun (2012) draw attention to the importance of using more than one method by stating, "its advantage is that by using multiple methods, researchers are better able to gather and analyse considerably more and different kinds of data than they would be able to use just one approach" (p. 11). An interview schedule was used in order to get in-depth data about the instructors' perceptions on the current programme implemented at the preparatory school. Interviews allow researchers to enter into other person's perspective and obtain data about feelings and thoughts of participants (Patton, 2002). Patton (2002) also states that we interview to learn what is in and on someone else's mind. On the other hand, quantitative research methods seek to confirm hypotheses about phenomena, use highly structured methods such as questionnaire, surveys, quantifies variation, predict casual relationships, describe characteristics of a population, and their data format is numerical (Burns & Grove 2005).

To conclude, quantitative data were gathered through questionnaires and qualitative data were collected through semi-structured interviews, which will be explained in detail in the next section.

3.6. Data Collection Tools

Data were obtained through two instruments: questionnaires and semi-structured interviews in three sets of participants. One was made up of the participants who studied at preparatory school in the 2016-2017 Academic Year, one was composed of the participants who studied in 2017-2018 Academic Year at the Preparatory Programme, and another set of participants was the English language instructors who have been working for at least three years at the programme and had at least four years of English teaching experience.

3.6.1. Questionnaires

Bryman (2012) states that questionnaires completed by respondents themselves are one of the main tools for gathering data. Furthermore, Oppenheim (1997) attaches significance to questionnaires by stating "The questionnaire has a job to do: its function is measurement." (p. 100). As for gathering information via quantitative data, two questionnaires, Questionnaire I & Questionnaire II, (See Appendix B and Appendix C) were used to collect data from the participants. Both questionnaires, which were originally in Turkish, were adopted from Özkanal (2009) and slightly modified by

rewording some of the items. They were developed by Özkanal (2009) to investigate how the students evaluate the Preparatory Programme of Eskişehir Osmangazi University Foreign Languages Department. Similarly, Questionnaire I was used to obtain data from the participants who study at the preparatory school in the 2017-2018 Academic Year from the departments of Mechanical Engineering, Software Engineering, and English Language and Literature at Fırat University. It was a "Likert Type Scale" with four alternative statements from *strongly agree to strongly disagree* (strongly agree 4, agree 3, disagree 2, and strongly disagree 1). Questionnaire I comprised of five parts: The first part of the questionnaire aimed to gather information about gender, department enrolled, type of high school graduated, student's English language level when they were enrolled in the preparatory programme, student's thoughts on the importance of four skills (reading, writing, speaking, listening), and students' perceived competencies in four skills (reading, writing, speaking, listening). The purpose of the second part of the questionnaire was to investigate students' perceptions of four skills. This part consisted of 20 items with four alternative responses which ranged from *strongly agree* to *strongly disagree*. The third part included 17 items about students' perceptions of content. The next part, which had 10 items was designed to obtain information on learning and teaching process. The purpose of the last part of the questionnaire was to find out students' perceptions of evaluation tools and assessment criteria of the Preparatory Programme. Questionnaire II was also designed by Özkanal (2009) to obtain data from the faculty students who studied at preparatory classes the previous year (2016-2017 Academic Year). It included three sections: The aim of the first section was to collect data on gender, department enrolled, type of high school graduated, student's English language level when they enrolled the Preparatory Programme, student's thoughts on the importance of four skills (reading, writing, speaking, listening), and students' perceived competencies in four skills (reading, writing, speaking, listening). The second part of the questionnaire was about students' perceptions of four skills. This part included 20 items in total with four alternative responses which ranged from *strongly agree to strongly disagree* (strongly agree 4, agree 3, disagree 2 and strongly disagree 1). The third section included four open-ended questions, which permit interviewees to take whatever direction and use whatever words they want to express (Patton, 2002).

3.6.2. Semi-structured Interviews

Qualitative data were gathered through interviews (See Appendix D). The semi-structured interviews were conducted with instructor participants in order to shed light on the research questions of this study. Using semi-structured interview as a research tool is a very popular way of data collection. There are many reasons to use these interviews for collecting data and using it as a research instrument. Gray (2004) has given the following reasons:

- There is a need to attain highly personalized data.
- There are opportunities required for probing.
- A good return rate is important.
- Respondents are not fluent in the native language of the country, or where they have difficulties with written language (p. 214).

Conducting a semi-structured interview provides flexibility and also allows for the discovery or elaboration of information that is significant to participants but may not have previously been thought of as pertinent by researchers (Gill et al., 2008). The interview conducted with the instructors consisted of eight open-ended questions related to the programme. The questions developed by the researcher were about the four components of the curriculum; objectives, methods and techniques, materials and assessment.

3.7. Data Collection Procedure

Before conducting the questionnaires, permission was taken from Fırat University Presidency (See Appendix E). Then a pilot study was carried out a week before the main study. The reason behind conducting the pilot study was to see if the questionnaire was in appropriate length, the items and wording were clear enough without leaving any questions in mind. After the pilot study was implemented, a few changes were made in wording. The piloting of Questionnaire I was conducted with 50 students enrolled in the Preparatory Programme in the 2017-2018 Academic Year. Those participants were different from the ones that were employed in the full study. It took approximately 15 minutes to answer the questions. Statistical Package for Social Sciences (SPSS) edition 22.0 was used to analyse the responses. The value for Cronbach's Alpha was .82, the mean was 178.40 and the Std. Dev. was found to be 21.20. Besides, Questionnaire II was piloted with 30 faculty students in the same setting. The responses were analysed by SPSS. *Cronbach's Alpha* was .94, which indicate that items had internal consistency.

As the pilot study was carried out a week before the main study, the first phase of the

data collection was obtaining quantitative data through questionnaires. Questionnaire I was applied to 138 students at the School of Foreign Languages at Fırat University on 12th December 2017. The questionnaire was administered in Turkish so that students could express their opinions without causing any ambiguity in a limited time. It took 13 minutes for the students to answer the questions. After the data from Questionnaire I were collected, Questionnaire II was administered to 102 faculty students on 13th - 14th December 2017. Time allocated to answer the questions was approximately 15 minutes. Questionnaire II was also administered in Turkish with the same reason for Questionnaire I.

The second phase was conducting semi-structured interviews with instructors working at Preparatory Programme at the School of Foreign Languages at Fırat University. Before the semi-structured interview with the instructors, all the instructors were asked if they would like to take part in the study. 10 instructors were volunteer to participate. The pilot interview was carried out with one volunteer instructor prior to the interview. She had six years of English teaching experience and MA degree in ELT. She did not take part in the main data collection. The interview took place at her office and lasted for 11 minutes. Moreover, the interview was audio recorded. Some questions were improved and rewritten to make them more clearly for the interviewees. Then the interview was applied to 10 instructors. The researcher visited them in their offices and the interview was audio recorded within a certain amount of time ranging from 6 minutes to 16 minutes. The following table, Table 9, presents the date and the duration of the interviews for each participant:

Table 9

The Dates and Durations of the Interviews with the Instructors

Participants	Dates of the Interviews	Durations of the Interviews
Instructor I	May 14th, 2018	14 minutes
Instructor II	May 15th, 2018	7 minutes
Instructor III	May 15th, 2018	9 minutes
Instructor IV	May 15th, 2018	12 minutes
Instructor V	May 16th, 2018	6 minutes
Instructor VI	May 16th, 2018	16 minutes
Instructor VII	May 16th, 2018	9 minutes
Instructor VIII	May 21st, 2018	8 minutes
Instructor XI	May 21st, 2018	8 minutes
Instructor X	May 21st, 2018	11 minutes

3.8. Data Analysis Procedure

As the study adopts both qualitative and quantitative data collection designs, the data analysis stage was in two phases. The first phase of the data analysis was to analyse the quantitative data by employing Statistical Package for the Social Sciences (SPSS) 22.0 programme. The participants' responses in the questionnaires were examined for inappropriateness and any missing data. There were no observed missing data and that is why the data collected from a total of 240 students were included in the analysis. In order to answer the first research question, which explores the EFL prep and prep-graduate students' overall perceptions towards the preparatory language program in the successive academic years and the research question, which inquires whether there was a statistically significant difference between the prep and prep-graduate students' perceptions of language skills, the mean scores of the items in the questionnaires were calculated and independent samples t-test and chi-square test were computed. Chi-square test for goodness of fit, which is "also referred to as the one-sample chi-square, is used to compare the proportion of cases from a sample with hypothesised values or those obtained previously from a comparison population" (Pallant, 2010, p. 215).

As for the latter phase, in order to answer the last research question, the qualitative data obtained through semi-structured interviews and open-ended questions from Questionnaire II were transcribed verbatim. To ensure reliability of transcriptions, a colleague who is a PhD student in ELT cross-checked the whole transcriptions. The interviews were analysed descriptively, and the raw data categorised for each question after recurrent readings. Next, the interviews were analysed through content analysis approach as prescribed by Strauss and Corbin (1998). As Patton (2002) asserts "…content analysis is used to refer to any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings." (p. 453). Then perceptions of instructors were explored by identifying key themes recurring in their responses. Finally, codes were created and were constructed considering the words, phrases or sentences that the participants have repeatedly stated. Some codes were new or interesting to research, or were already in the literature.

CHAPTER IV

RESULTS AND FINDINGS

4.1. Introduction

The findings of the study are reported in this chapter. The study aimed at evaluating the School of Foreign Languages Preparatory Programme through the perspectives of students and instructors at Fırat University, Elazığ - Turkey.

The results and findings are revealed through the analysis of both qualitative and quantitative data. The qualitative data were analysed through content analysis and the quantitative data were analysed by employing SPSS 22.0. All the results and findings were displayed around the research questions and in the sequence according to the four components of the curriculum; objectives, content, learning and teaching process, and assessment.

4.2. The Findings of the Questionnaires

Based on the results obtained from Questionnaire I and Questionnaire II, the overall perceptions of the students towards the Preparatory Programme are reported in the following sections.

4.2.1. Prep Students' Perceptions towards the Preparatory Programme

4.2.1.1. Prep Students' Characteristics

138 preparatory school students took part in the study through Questionnaire I. 43 (31.16 %) were female and 95 (68.84 %) were male. Gender distribution with the frequencies and percentages is presented in Table 10.

Table 10

Prep Student Participants' Gender Characteristics

Gender	***f***	***%***
Female	43	31.16
Male	95	68.84
Total	138	100

As illustrated in Table 11, Questionnaire I included information about participants' educational background. The percentage of participants who graduated from Anatolian High School was the highest (60.15%). In addition, there were two students (1.45%) who graduated from Anatolian Teacher Training High School. One student graduated from Multi-Programmed High School. There was also a student (.72%) who graduated from Science High School. Lastly, there was one student who graduated from the Open High School.

Table 11

Distribution of Prep Students by the Type of High Schools Graduated

Type of High School	***f***	***%***
Anatolian High School	83	60.15
Private High School	19	13.77
Vocational and Technical Anatolian High School	14	10.15
High School	13	9.42
Anatolian Religious High School	4	2.90
Anatolian Teacher Training High School	2	1.45
Science High School	1	.72
Multi-Programmed High School	1	.72
The Open High School	1	.72
Total	138	100

Table 12 indicates the participants' language level when they are enrolled in the Preparatory Programme. The percentage of students whose language levels were elementary was the highest (55.8%). Moreover, 37.7% of the participants (N= 52) indicated that they were at the beginner level at the beginning of the Preparatory Programme. On the other hand, only a small (N= 9) number of prep students were at the pre-intermediate level when they began to study at the Preparatory Programme.

Table 12

Distribution of Prep Students' Language Level at the Beginning of the Programme

Language Level	***Frequency***	***Valid Percent***
Beginner	52	37.7
Elementary	77	55.8
Pre-intermediate	9	6.5
Total	138	100.0

4.2.1.2. Prep Students' Perceptions of Accomplishing Objectives of the Programme

The overall aim of the Preparatory Programme which is implemented at the School of Foreign Languages at Fırat University is to enable students to understand what they read and/or hear and to gain written and oral communication skills in English. The participants' perceptions of accomplishing these objectives were presented in Table 13. The frequencies, percentage distributions, mean scores and standard deviation of the items were displayed, and the highest (Item 1 *M* = 3.34) and the lowest (Item 17 *M* = 2.33) mean scores were written in bold. Considering that 1 is minimum and 4 is the maximum mean score and 2.5 is the middle point, only one of the mean score (Item 17) was less than 2.5, and the overall mean was 2.98, which means that the Preparatory Programme moderately achieved its objectives. On the other hand, based on the values in Table 13, the mean score for Item 17, which is related to being able to prepare an English written report of the presentations made in English, is the lowest (*M* = 2.33, *SD* = .63). Moreover, the mean scores for Item 15 (*M* = 2.80, *SD* = .75), Item 16 (*M* = 2.89, *SD* = .*66*), and Item 18 (*M* = 2.55, *SD* = .64) were less than overall mean. Those items were related to writing skill. Hence, it could be concluded the Preparatory Programme was insufficient to satisfy students' needs in writing.

Table 13

Prep Students' Perceptions on Objectives

ITEMS	**Strongly Disagree**		**Disagree**		**Agree**		**Strongly Agree**		**Total**			
	f	***%***	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***	***M***	***SD***
1. I am able to ask questions to the lecturer in English related about course.	-	-	8	5.8	75	54.3	55	39.9	138	100	***3.34**	.59
2. I am able to answer the questions asked by the lecturer in English.	1	.7	12	8.7	99	71.7	26	18.8	138	100	3.09	.55
3. I am able to participate in the activities in English done in the class (group work, pair work, etc.).	2	1.4	15	10.9	69	50.0	52	37.7	138	100	3.24	.70

Table 13 (continued)

4. I am able to use English easily in the classroom.	4	2.9	33	23.9	74	53.6	27	19.6	138	100	2.90	.74
5. I am able to read a text in English and understand the main idea of it.	2	1.4	21	15.2	82	59.4	33	23.9	138	100	3.06	.67
6. I am able to answer the questions related to a text in English.	1	.7	17	12.3	90	65.2	30	21.7	138	100	3.08	.60
7. I am able to read a text in English and summarize it.	3	2.2	41	29.7	82	59.4	12	8.7	138	100	2.74	.64
8. I am able to read a text in English and express it with my own words.	4	2.9	35	25.4	88	63.8	11	8.0	138	100	2.77	.63
9. I am able to read a text in English and comprehend it.	2	1.4	9	6.5	93	67.4	34	24.6	138	100	3.15	.59
10. I am able to understand when the lecturer speaks English during the course.	2	1.4	11	8.0	81	58.7	44	31.9	138	100	3.21	.64
11. I am able to understand the English listening-related materials used in the course (films, CD, etc.).	3	2.2	26	18.8	87	63.0	22	15.9	138	100	2.93	.66
12. I am able to understand English presentations made in the class.	1	.7	26	18.8	82	59.4	29	21.0	138	100	3.00	.66
13. I am able to comprehend oral instructions given in English by the lecturer.	1	.7	11	8.0	86	62.3	40	29.0	138	100	3.16	.60
14. I am able to understand English discussions in the classroom.	2	1.4	14	10.1	80	58.0	42	30.4	138	100	3.17	.66
15. I am able to take notes in English during the course.	6	4.3	37	26.8	74	53.6	21	15.2	138	100	2.80	.75

Table 13 (continued)

16. I am able to write a paragraph, essay, etc. on any subject in English.	4	2.9	26	18.8	89	64.5	19	13.8	138	100	2.89	.66
17. I am able to prepare an English written report of the presentations made in English.	9	6.5	77	55.8	49	35.5	3	2.2	138	100	***2.33**	.63
18. I am able to write an English summary of a text read in English.	6	4.3	55	39.9	72	52.2	5	3.6	138	100	2.55	.64
19. I am able to write a letter, and post an email, etc. in English (formal and informal).	2	1.4	17	12.3	93	67.4	26	18.8	138	100	3.05	.61
20. I am able to fill a form in English.	3	2.2	17	12.3	78	56.5	40	29.0	138	100	3.12	.70
											Overall Mean 2.98	

Table 14 presents the results of the chi-square test, which compares the expected and observed values (p = .001, df = 3).

Table 14

Chi-square Test of Prep Students' Perceptions on Objectives

ITEMS	***df***	***p***
1. I am able to ask questions to the lecturer in English related about course.	2	.001
2. I am able to answer the questions asked by the lecturer in English.	3	.001
3. I am able to participate in the activities in English done in the class (group work, pair work, etc.).	3	.001
4. I am able to use English easily in the classroom.	3	.001
5. I am able to read a text in English and understand the main idea of it.	3	.001
6. I am able to answer the questions related to a text in English.	3	.001
7. I am able to read a text in English and summarize it.	3	.001
8. I am able to read a text in English and express it with my own words.	3	.001
9. I am able to read a text in English and comprehend it.	3	.001
10. I am able to understand when the lecturer speaks English during the course.	3	.001

Table 14 (continued)

ITEMS	*df*	*p*
11. I am able to understand the English listening-related materials used in the course (films, CD, etc.).	2	.001
12. I am able to understand English presentations made in the class.	3	.001
13. I am able to comprehend oral instructions given in English by the lecturer.	3	.001
14. I am able to understand English discussions in the classroom.	3	.001
15. I am able to take notes in English during the course.	3	.001
16. I am able to write a paragraph, essay, etc. on any subject in English.	3	.001
17. I am able to prepare an English written report of the presentations made in English.	3	.001
18. I am able to write an English summary of a text read in English.	3	.001
19. I am able to write a letter, and post an email, etc. in English (formal and informal).	3	.001
20. I am able to fill a form in English.	3	.001

* p<.05

4.2.1.3. Prep Students' Perceptions on the Content of the Programme

The data about the content dimension of the programme were obtained through Questionnaire I. Table 15 displays the frequencies, percentage distributions, mean scores and standard deviation of the items related to the content. The highest (Item 7 *M* = 2.93) and the lowest (Item 2 *M* = 1.93) mean scores were written in bold. As shown in Table 15, a great majority (*N* = 122) of the participant (88.4%) agreed that the content of the course (Item 2 *M* = 1.93) did not provide field-specific information. On the other hand, three-fifth (*N* = 84) of the students reported that the content was poorly motivating, and almost half (*N* = 67) of the participnts (48.5%) expressed that the content of the course was lacking in inspiring them to do research and make observations. More than half of the students (52.2%) stated that the content of the course was neither interesting nor fun. While 42 percent of the participants stated that the content was insufficient for explaining the subject, 58 percent of them reported that it was sufficient. As glaringly obvious in Table 15, according to 58 percent of the participants, the content of the course put emphasis on speaking. However, a significant proportion of participants (79.7%) said that the content of the programme was useful.

Lastly, the overall mean score of the items was 2.63, and it is higher than the middle point of the scale (2.5) as presented in Table 15 below. Thus, it can be inferred that the content of the programme was moderately appropriate.

Table 15

Prep Students' Perceptions on Content

CONTENT	Strongly Disagree		Disagree		Agree		Strongly Agree		Total			
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*M*	*SD*
1. The content of the course is consistent with its objectives.	14	10.1	33	23.9	63	45.7	28	20.3	138	100	2.76	.89
2. The content of the course provides field-specific information.	26	18.8	96	69.6	15	10.9	1	.7	138	100	***1.93**	.57
3. The content of the course is up-to-date.	8	5.8	26	18.8	77	55.8	27	55.8	138	100	2.89	.78
4. The content of the course is interesting.	20	14.5	52	37.7	51	37.0	15	10.9	138	100	2.44	.87
5. The content of the course is motivating.	28	20.3	56	40.6	44	31.9	10	7.2	138	100	2.26	.87
6. The content of the course is fun.	19	13.8	53	38.4	54	39.1	12	8.7	138	100	2.43	.84
7. The content of the course is useful.	7	5.1	21	15.2	85	61.6	25	18.1	138	100	***2.93**	.73
8. The content of the course places emphasis on grammar.	7	5.1	38	27.5	63	45.7	30	21.7	138	100	2.84	.82
9. The content of the course places emphasis on speaking.	13	9.4	45	32.6	62	45.0	18	13.0	138	100	2.62	.83
10. The content of the course places emphasis on listening.	6	4.3	36	26.1	72	52.2	24	17.4	138	100	2.83	.76
11. The content of the course places emphasis on word acquisition.	8	5.8	45	32.6	60	43.5	25	18.1	138	100	2.74	.82
12. The content of the course places emphasis on reading and comprehension.	6	4.3	33	23.9	73	53.0	26	18.8	138	100	2.86	.77
13. The content of the course places emphasis on writing.	10	7.2	43	31.2	65	47.1	20	14.5	138	100	2.69	.81
14. The content of the course is sufficient to explain the subject.	10	7.2	48	34.8	69	50.0	11	8.0	138	100	2.59	.74

Table 15 (continued)

15. The subjects in the content of the course support each other.	7	5.1	32	23.2	75	54.3	24	17.4	138	100	2.84	.77
16. The content of the course encourages to do research and make observations.	18	13.0	49	35.5	62	44.9	9	6.5	138	100	2.45	.80
17. The content of the course is easy to understand.	10	7.2	40	29.0	71	51.4	17	12.3	138	100	2.69	.78
											Overall Mean	
											2.63	

Table 16 indicates the results of the chi-square test, which compares the expected and observed values. In this case, the discrepancy is big and statistically significant (*df* = 3, *p* = .001).

Table 16

Chi-square Test of Prep Students' Perceptions on Content

CONTENT	***df***	***p***
1. The content of the course is consistent with its objectives.	3	.001
2. The content of the course provides field-specific information.	3	.001
3. The content of the course is up-to-date.	3	.001
4. The content of the course is interesting.	3	.001
5. The content of the course is motivating.	3	.001
6. The content of the course is fun.	3	.001
7. The content of the course is useful.	3	.001
8. The content of the course places emphasis on grammar.	3	.001
9. The content of the course places emphasis on speaking.	3	.001
10. The content of the course places emphasis on listening.	3	.001
11. The content of the course places emphasis on word acquisition.	3	.001
12. The content of the course places emphasis on reading and comprehension.	3	.001
13. The content of the course places emphasis on writing.	3	.001
14. The content of the course is sufficient to explain the subject.	3	.001
15. The subjects in the content of the course support each other.	3	.001
16. The content of the course encourages to do research and make observations.	3	.001
17. The content of the course is easy to understand.	3	.001

* p<.05

4.2.1.4. Prep Students' Perceptions on the Learning and Teaching Process

There were 10 items related to learning and teaching process of the Preparatory Programme. The frequencies, percentage distributions, mean scores and standard deviation of these items were computed using descriptive statistics of SPSS 22.0. The results are presented in Table 17 below. The highest and the lowest mean scores were written in bold.

Table 17

Prep Students' Perceptions on the Learning and Teaching Process

LEARNING AND TEACHING PROCESS	**Strongly Disagree**		**Disagree**		**Agree**		**Strongly Agree**		**Total**			
	f	***%***	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***	***M***	***SD***
1. Instructors are prepared for the course.	3	2.2	9	6.5	64	46.4	62	44.9	138	100	***3.34**	.70
2. Instructors are sufficient in terms of subject area knowledge.	5	3.6	9	6.5	69	50.0	55	39.9	138	100	3.26	.74
3. The instructors motivate the students adequately.	18	13.0	38	27.5	49	35.5	33	23.9	138	100	2.70	.98
4. Appropriate instructional tools and materials are used sufficiently (board, TV, CD player, projector, pictures, etc.).	7	5.1	19	13.8	55	39.9	57	41.3	138	100	3.17	.85
5. Students are actively involved in the class.	18	13.0	47	34.1	56	40.6	17	12.3	138	100	2.52	.87
6. English is spoken all through the course.	10	7.2	52	37.7	48	34.8	28	20.3	138	100	2.68	.88
7. Students are motivated adequately to speak English in classes.	14	10.1	43	31.2	53	38.4	28	20.3	138	100	2.69	.91
8. Students are motivated adequately to write in English in classes.	11	8.0	40	29.0	61	44.2	26	18.8	38	100	2.74	.86
9. Students are motivated adequately to make presentations in English in classes.	36	26.1	49	35.5	37	26.8	16	11.6	138	100	***2.24**	.97

Table 17 (continued)

10. Various methods and techniques are used in the class depending on the subject-matter.	12	8.7	37	26.8	65	47.1	24	17.4	138	100	2.73	.85
											Overall Mean	
											2.81	

The item analysis in this part of the study indicated that 138 participants achieved a mean score, which ranged from 3.34 (*SD* = .70) to 2.24 (*SD* = .97). As can be seen in Table 17, a vast majority (*N* = 126) of the participants (91.3%) stated that the instructors were prepared for the courses (Item 1 *M* = 3.34). Furthermore, more than two-third (*N* = 124, 89.9%) of the participants also reported that instructors were sufficient in terms of subject area knowledge. However, two-fifth (*N* = 56, 40.5%) of the participants thought that the instructors did not motivate them adequately. As for Item 9, which had the lowest mean score (*M* = 2.24, *SD* = .97), about three-fifth (61.6%) of the students agreed that they were not motivated adequately to make presentations in the class, and yet nearly half (*N* = 65, 47.1%) of the participants stated that they were not actively involved in the class. In addition, the overall mean score of the learning and teaching process part was 2.81, which was slightly higher than the middle point of the scale (2.5). Thus, it can be concluded that the programme was appropriate in terms of learning and teaching process, but it was not highly satisfactory as expected. On the other hand, Table 18 below indicates the results of the chi-square test. As is clear, there is a significant difference between expected and observed values (p>.001).

Table 18

Chi-square Test of Prep Students' Perceptions on the Learning and Teaching Process

LEARNING AND TEACHING PROCESS	***df***	***p***
1. Instructors are prepared for the course.	3	.001
2. Instructors are sufficient in terms of subject area knowledge.	3	.001
3. The instructors motivate the students adequately.	3	.001
4. Appropriate instructional tools and materials are used sufficiently (board, TV, CD player, projector, pictures, etc.).	3	.001
5. Students are actively involved in the class.	3	.001

Table 18 (continued)

6. English is spoken all through the course.	3	.001
7. Students are motivated adequately to speak English in classes.	3	.001
8. Students are motivated adequately to write in English in classes.	3	.001
9. Students are motivated adequately to make presentations in English in classes.	3	.001
10. Various methods and techniques are used in the class depending on the subject-matter.	3	.001

* p<.05

4.2.1.5. Prep Students' Perceptions on Assessment

The data of the prep students' perceptions on assessment, which is one of the most crucial dimensions of curriculum are tabulated in Table 19. The highest and the lowest mean scores were written in bold. As clearly seen in Table 19, more than two-third (*N* = 92, 66.7%) of the participants disagreed on the fact that while calculating grade point average (GPA), it is appropriate to include 50% of the average score during the year and 50% of the end-of-year score (Item 9 *M* = 2.0, *SD* = 1.05). The percentage of the participants, who strongly agreed that the number of quizzes was sufficient (Item 2 *M* = 3.12, *SD* = .93), was 41.3%. Similarly, 35.5 percent of the participants strongly agreed that the number of midterms was adequate. Some participants (48.5%) thought that the exam duration given in both midterms and finals were not enough. On the other hand, more than two-third (63.8%) of the participants reported that it was not appropriate to obtain at least 60% of yearly general grade while calculating the GPA.

According to the mean scores of the all items shown in Table 19, mean scores of 5 items (Item 8 *M* = 2.47; Item 9 *M* = 2.0; Item 10 *M* = 2.17; Item 12 *M* = 2.23 and Item 13 *M* = 2.10) out of 13 were lower than the middle point of the scale (2.5), and mean scores of two items (Item 3 *M* = 2.58, *SD* = 1.02, and Item 6 *M* = 2.53, *SD*=1.01) were ever so slightly higher than 2.5. Thus, it reveals that the assessment of the programme was not appropriate enough. Ultimately, the results of chi-square test are tabulated and presented in Table 20 below.

Table 19

Prep Students' Perceptions on Assessment

ASSESSMENT	Strongly Disagree		Disagree		Agree		Strongly Agree		Total			
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*M*	*SD*
1. Quizzes measure related skills.	16	11.6	34	24.6	54	39.1	34	24.6	138	100	2.77	.95
2. The number of quizzes is sufficient.	12	8.7	16	11.6	53	38.4	57	41.3	138	100	***3.12**	.93
3. The exam duration given in quizzes is sufficient.	28	20.3	29	21.0	54	39.1	27	19.6	138	100	2.58	1.02
4. Midterms measure related skills (reading, writing, speaking, and listening).	13	9.4	28	20.3	67	48.6	30	21.7	138	100	2.83	.88
5. The number of midterms is sufficient.	10	7.2	14	10.1	65	47.1	49	35.5	138	100	3.11	.86
6. The exam duration given in midterms is sufficient.	30	21.7	27	19.6	59	42.8	22	15.9	138	100	2.53	1.01
7. Finals evaluate related skills (reading, writing, speaking, and listening).	17	12.3	17	12.3	66	47.8	38	27.5	138	100	2.91	.94
8. The exam duration given in finals is sufficient.	37	26.8	24	17.4	52	37.7	25	18.1	138	100	2.47	1.08
9. While calculating annual weighted average, it is appropriate to include 50% of the average score during the year and 50% of the end-of-year exam score.	61	44.2	31	22.5	31	22.5	15	10.9	138	100	***2.0**	1.05
10. 5% contribution of in-class performance to the average module score is appropriate.	58	42.0	27	19.6	25	18.1	28	20.3	138	100	2.17	1.18
11. 10% contribution of the portfolio to the average module score is appropriate.	24	17.4	14	10.1	48	34.8	52	37.7	138	100	2.93	1.85

Table 19 (continued)

12. The requirement of 50% success in the end-of-year examination is appropriate to be considered successful in the preparatory programme.	54	39.1	24	17.4	34	24.6	26	18.8	138	100	2.23	1.16
13. It is appropriate to obtain at least 60% of the yearly general grade.	60	43.5	28	20.3	27	19.6	23	16.7	138	100	2.10	1.14
											Overall Mean	
											2.60	

Table 20

Chi-square Test of Prep Students' Perceptions on Assessment

ASSESSMENT	***df***	***p***
1. Quizzes measure related skills.	3	.001
2. The number of quizzes is sufficient.	3	.001
3. The exam duration given in quizzes is sufficient.	3	.002
4. Midterms measure related skills (reading, writing, speaking, and listening).	3	.001
5. The number of midterms is sufficient.	3	.001
6. The exam duration given in midterms is sufficient.	3	.001
7. Finals evaluate related skills (reading, writing, speaking, and listening).	3	.001
8. The exam duration given in finals is sufficient.	3	.001
9. While calculating annual weighted average, it is appropriate to include 50% of the average score during the year and 50% of the end-of-year exam score.	3	.002
10. 5% contribution of in-class performance to the average module score is appropriate.	3	.001
11. 10% contribution of the portfolio to the average module score is appropriate.	3	.001
12. The requirement of 50% success in the end-of-year examination is appropriate to be considered successful in the preparatory programme.	3	.001
13. It is appropriate to obtain at least 60% of the yearly general grade.	3	.001

* $p<.05$

4.2.2. Prep-graduate Students' Perceptions towards the Preparatory Programme

4.2.2.1. Prep-graduate Students' Characteristics

As aforementioned in the methodology, three groups of students participated in the study. The second group consisted of 102 prep-graduate students who studied at the

School of Foreign Languages at Fırat University in the 2016-2017 Academic Year. 35 of them were female (34.3%), and 67 were male (65.7%). The frequencies and percentages of the students are presented in Table 21.

Table 21

Prep-graduate Student Participants' Gender Characteristics

Gender	***f***	***%***
Female	35	34.3
Male	67	65.7
Total	102	100

Participants were required to provide information about their high schools through Questionnaire II. As seen in Table 22, the percentage of participants who graduated from Anatolian High School was the highest (59.80%). There was only one participant who graduated from Trade Vocational High School (.98%). Furthermore, there were only 5 participants graduated from Vocational and Technical Anatolian High School (4.90%).

Table 22

Distribution of Prep-graduate Students by the Type of High Schools Graduated

Type of High School	***f***	***%***
Anatolian High School	61	59.80
High School	21	20.59
Private High School	8	7.84
Vocational and Technical Anatolian High School	5	4.90
Anatolian Religious High School	4	3.93
Trade Vocational High School	1	.98
Multi-Programmed High School	1	.98
The Open High School	1	.98
Total	102	100

Distribution of prep-graduate students' language level when they started studying at the School of Foreign Languages were displayed in Table 23. As it shows in the table, most of the participants (51.0%) were at the beginner level when they were enrolled the Preparatory Programme. The percentage of participants whose language levels were pre-intermediate was the lowest (8.8%). Additionally, 41 participants out of 102 were at elementary level.

Table 23

Distribution of Prep-graduate Students' Language Level at the Beginning of the Programme

Language Level	***Frequency***	***Percent***	***Valid Percent***	***Cumulative Percent***
Beginner	52	51.0	51.0	51.0
Elementary	41	40.2	40.2	91.2
Pre-intermediate	9	8.8	8.8	100.0
Total	102	100.0	100.0	

4.2.2.2. Prep-graduate Students' Perceptions of Accomplishing Objectives of the Programme

The main goal of the Preparatory Programme is to equip students with necessary language skills in order to overcome language-based challenges throughout their academic studies and to gain written and oral communication skills in English. Prep-graduate students' perceptions of accomplishing these objectives were displayed in Table 24 below. The frequencies, percentage distributions, mean scores and standard deviation of the 20 items were displayed in Table 24. The highest and the lowest mean scores were written in bold. Considering that 2.5 is the middle point, the overall mean was 3.10, which indicates that the Preparatory Programme mostly achieved its objectives. As for the Item 17, which examines whether the Preparatory Programme enables students to prepare an English written report of the presentations made in English, more than half (53.9%) of the participants agreed that they were able to prepare an English written report of the presentations made in English. Regarding the overall means scores (2.95) of the items measured writing skills, (Item 15 M = 3.02, SD = .82; Item 16 M = 2.86, SD = .78; Item 17 M = 2.63, SD = .83; Item 18 M = 2.81, SD = .82; Item 19 M = 3.07, SD = .72, and Item 20 M = 3.28, SD = .67) the Preparatory Programme was considered sufficient to help students gain these skills. Yet, only one participant out of 102 strongly disagreed on the item *"being able to ask questions to the lecturer in English related to the course."* It reveals that the participant could not ask questions in English related to the course to the lecturer. Additionally, the results of chi-square test are presented in Table 25 below.

Table 24

Prep-graduate Students' Perceptions on Objectives

ITEMS	Strongly Disagree		Disagree		Agree		Strongly Agree		Total			
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*M*	*SD*
1. I am able to ask questions to the lecturer in English related to the course.	1	1.0	9	8.8	45	44.1	47	46.1	102	100	***3.35**	.68
2. I am able to answer the questions asked by the lecturer in English.	-	-	13	12.7	55	53.9	34	33.3	102	100	3.21	.65
3. I am able to participate in the activities in English done in the class (group work, pair work, etc.).	1	1.0	10	9.8	48	47.1	43	42.2	102	100	3.30	.69
4. I am able to use English easily in the classroom.	1	1.0	36	35.3	39	38.2	26	25.5	102	100	2.88	.80
5. I am able to comprehend the main idea of a text by reading it in English.	3	2.9	10	9.8	59	57.8	30	29.4	102	100	3.14	.70
6. I am able to answer the questions related to a text in English.	-	-	7	6.9	59	57.8	36	35.3	102	100	3.28	.59
7. I am able to read a text in English and summarize it.	5	4.9	19	18.6	50	49.0	28	27.5	102	100	2.99	.81
8. I am able to read a text in English and express it with my own words.	2	2.0	15	14.7	58	56.9	27	26.5	102	100	3.08	.70
9. I am able to read a text in English and comprehend it.	-	-	6	5.9	59	57.8	37	36.3	102	100	3.30	.58
10. I am able to understand the instructor's English speech during the course.	-	-	13	12.7	47	46.1	42	41.2	102	100	3.28	.68
11. I am able to understand the English listening-related materials used in the course (films, CD, etc.).	3	2.9	17	16.7	58	56.9	24	23.5	102	100	3.01	.72
12. I am able to understand English presentations made in the class.	3	2.9	16	15.7	49	48.0	34	33.3	102	100	3.12	.77
13. I am able to comprehend oral instructions given in English by the lecturer.	-	-	17	16.7	55	53.9	30	29.4	102	100	3.13	.67

Table 24 (continued)

14. I am able to understand English discussions in the classroom.	-	-	15	14.7	53	52.0	34	33.3	102	100	3.19	.67
15. I am able to take notes in English during the course.	3	2.9	24	23.5	43	42.2	32	31.4	102	100	3.02	.82
16. I am able to write an English paragraph, essay, etc. on any subject.	4	3.9	27	26.5	50	49.0	21	20.6	102	100	2.86	.78
17. I am able to prepare an English written report of the presentations made in English.	7	6.9	40	39.2	39	38.2	16	15.7	102	100	***2.63**	.83
18. I am able to write an English summary of a text read in English.	5	4.9	30	29.4	46	45.1	21	20.6	102	100	2.81	.82
19. I am able to write a letter and post an email, etc. in English (formal and informal).	2	2.0	17	16.7	55	53.9	28	27.5	102	100	3.07	.72
20. I am able to fill in an English form.	1	1.0	9	8.8	52	51.0	40	39.2	102	100	3.28	.67
										Overall Mean	3.10	

Table 25

Chi-square Test of Prep-graduate Students' Perceptions on Objectives

ITEMS	***df***	***p***
1. I am able to ask questions to the lecturer in English related about course.	3	.001
2. I am able to answer the questions asked by the lecturer in English.	2	.001
3. I am able to participate in the activities in English done in the class (group work, pair work, etc.).	3	.001
4. I am able to use English easily in the classroom.	3	.001
5. I am able to read a text in English and understand the main idea of it.	3	.001
6. I am able to answer the questions related to a text in English.	2	.001
7. I am able to read a text in English and summarize it.	3	.001
8. I am able to read a text in English and express it with my own words.	3	.001
9. I am able to read a text in English and comprehend it.	2	.001

Table 25 (continued)

10. I am able to understand when the lecturer speaks English during the course.	2	.001
11. I am able to understand the English listening-related materials used in the course (films, CD, etc.).	2	.001
12. I am able to understand English presentations made in the class.	3	.001
13. I am able to comprehend oral instructions given in English by the lecturer.	2	.001
14. I am able to understand English discussions in the classroom.	2	.001
15. I am able to take notes in English during the course.	3	.001
16. I am able to write a paragraph, essay, etc. on any subject in English.	3	.001
17. I am able to prepare an English written report of the presentations made in English.	3	.001
18. I am able to write an English summary of a text read in English.	3	.001
19. I am able to write a letter, and post an email, etc. in English (formal and informal).	3	.001
20. I am able to fill a form in English.	3	.001

* $p<.05$

4.2.2.3. Prep-graduate Students' Overall Perceptions towards the Programme

In this part of the study, the results of the data obtained from four open-ended questions in Questionnaire II are presented. Seven participants out of 102 did not reply to the questions. On the other hand, two out of 95 students merely answered the first question, and one student barely gave an answer to the last question. Two out of 95 students just answered two questions (2^{nd} and 3^{rd} question). Lastly, 11 out of 95 students replied to three questions. Therefore, their questionnaires are excluded from the study. The number of participants who gave full answers was accepted as 93. Results are reported in Table 26.

In order to be able to interpret all the data better, following the descriptive coding method for the data analysis, the codes regarding the students' general perceptions towards the Preparatory Programme at the School of Foreign Languages at Fırat University revealed in the answers of the 93 students were specified. The interrelated codes which reveal the general perceptions of the prep-graduate students can be seen in Table 26 with their frequencies.

Table 26

The Codes Regarding of Prep-graduate Students' Overall Perceptions

Code	***Frequency***
insufficient ESP courses	26
useful for general English	19
highly efficient	18
does not meet the needs of students	14
should not be compulsory	9
experienced instructors at the SFLPP	4
better to be compulsory	3
Total	93

As is indicated in Table 26, the most frequently mentioned factor (f = 26) is that the preparatory programme was not sufficient enough to meet students' needs in their departments. For instance, *Participant 39* expressed his ideas as below:

> *The education we received at the Preparatory Programme mostly focused on daily life. It was an excellent education for going abroad; however, it was insufficient for the studies in our department (Participant 39, Male).*

Similarly, second most mentioned factor (f = 19) is that the Preparatory Programme was useful for general English. To illustrate, *Participant 95* mentioned that the programme was able to teach daily language, yet it was inadequate in terms of ESP courses.

In another example, *Participant 93* deem that the programme was useful for her, however, she did not have the knowledge she needed in her department:

> *It was a nice year for me, however I did not learn anything in English related to engineering. I mean the technical terms used in engineering (Participant 93, Female).*

Moreover, a few participants (N = 3) stated the necessity of learning English, and added that they were glad to attend the compulsory Preparatory Programme in order to learn English.

4.2.2.4. Prep-graduate Students' Knowledge of English for Following the Courses in their Departments

The second and the third questions in the questionnaire inquired to what extent the participants' knowledge of English they received in the Preparatory Programme is useful

for following their courses at their department. 90 out of 93 students replied the question, and the findings were tabulated in Table 27.

Table 27

The Students' Knowledge of English for Following the Courses in their Departments

Code	***Frequency***
insufficient for departments	45
sufficient but ESP courses should be provided	27
sufficient	10
partially sufficient	8
Total	90

As seen in Table 27 above, half of the students (*N*= 45) deemed that the Preparatory Programme was insufficient for following the courses in their departments. Moreover, most of the students (*N*= 27) reported that the programme was sufficient; however, ESP courses should be given. The following excerpt reveals one of the students' perception:

> *It was useful to study at the Preparatory Programme. However, there was a dramatic difference between the language we received at the programme and we studied in our department (Participant 66, Female, Engineering Department).*

Moreover, *Participant 4*, expressed her thoughts on the topic as follows:

> *When I started studying at my department, I experienced considerable difficulties, because technical terms were not taught us (Participant 4, Female, Software Engineering Department).*

The other participant from English Language and Literature Department uttered these words to share her opinions about the programme:

> *The Preparatory Programme was not heavily focused on the department. I think it completely focused on grammar. The content of the courses did not provide field-specific information (Participant 7, Female).*

Unlike *Participant 7*, one of the participants *(Participant 69, Male)* reported that he could follow his courses in English. He also thought that his level of English was adequate to attend Erasmus programmes.

All in all, the codes in Table 27 and the sample quotations from the students' answers to the open-ended questions show that the Preparatory Programme is lack of teaching technical terms and does not meet the needs of students at their departments.

The third open-ended question was about to what extent students think that the

Preparatory Programme provided language skills for their departments. 91 out of 93 participants expressed their thoughts. The interrelated codes and their frequencies are presented in Table 28 below.

Table 28

Prep-graduate Students' Perceptions of English Provided by the Programme

Code	***Frequency***
does not offer adequate and relevant information	27
only insufficient for ESP courses	24
teach effectively except for listening and speaking skills	15
teach grammar, lack knowledge of academic English	14
offer adequate and relevant information	11
Total	91

As is indicated in Table 28 above, 27 out of 91 students reported that the Preparatory Programme did not offer adequate and relevant information for their departments. 24 out of 91 students deemed that the programme was useful to teach basic knowledge of English; however, it was insufficient for teaching English as a specific purpose course. The following excerpt reveals the participant's perception:

> *Obviously, daily language was taught us at the Preparatory Programme. The technical terms in English should have been taught us (Participant 3, Male, Software Engineering Department).*

Participant 83 also uttered these words below to answer the third open-ended question:

> *Unfortunately, we learned the daily language and general English. However, we need to know the technical terms in English. They should have been taught us (Participant 83, Male, Mechanical Engineering Department).*

Another participant affirmed that she learned English thanks to the programme, but the programme was not sufficient for her department (*Participant 21, Female, English Language and Literature Department).* On the contrary, one of the participants reported that the Preparatory Programme was very useful for him. He stated that *"I'm good at using English thanks to my experienced instructors at the School of Foreign Languages"* (Participant 34, Male, Mechanical Engineering Department).

Last but not least, *Participant 44 (Male, Mechanical Engineering Department)* stated that he learned the daily language while he was a student at the Preparatory Programme. *"I have difficulty in understanding the lecturers in my department"* he reported.

Consequently, findings of the second and third open-ended questions asserted that the Preparatory Programme was hardly sufficient to meet prep-graduate students' language needs at their departments.

4.2.2.5. Prep-graduate Students' Suggestions on Improving Language Teaching and Learning

Regarding the suggestions improving language teaching English more effectively at the School of Foreign Languages, the participants provided valuable comments as well. The interrelated codes which reveal the suggestions of the prep-graduate students for teaching English more efficaciously can be seen with their frequencies in Table 29.

Table 29

Prep-graduate Students' Suggestions on Language Teaching and Learning

Code	***Frequency***
ESP courses should be provided	28
the hours of Listening and Speaking classes should be increased	25
the programme should not be compulsory	10
four skill-based tasks should be integrated into the program	6
skill-based courses should be integrated into the program	4
movie courses should be offered	3
the module system is needed	3
separate grammar course	2
phonology instruction	2
fewer exams	2
more speaking practice in the target language	1
more teacher talk in L2	1
native speaker instructors of English are needed	1
Total	88

A closer look at Table 29 reveals that most of the participants suggested ESP courses at the Preparatory Programme. *Participant 87* deemed:

> *Technical terms related to students' department should be taught. Moreover, there should be ESP courses (Male, Mechanical Engineering Department).*

In another example, Participant 22 reported that there should be ESP courses in the spring term and technical terms should be taught to students. On the other hand, one

participant suggested that there should be native speaker instructors of English to improve students' speaking skills. In his suggestions, Participant 30 emphasized that teaching should be student-centered and greater emphasis must be put on speaking. Similarly, Participant 28 affirmed that teaching must be interactive and fun. "Teaching a foreign language should be student-centered" he remarked.

Additionally, a considerable amount of the participants recommended that preparatory programmes should be voluntary so that they would be highly motivated.

In short, the codes in Table 29 and in the sample excerpts above revealed that participants offered suggestions about content, material, and the methodology of the programme. Some recommended skill-based teaching whereas others suggested ESP courses.

4.2.3. Comparison of the Prep and Prep-graduate Students' Perceptions of Language Skills Taught in the 2016-2017 and 2017-2018 Academic Year

The data obtained through both questionnaires (Questionnaire I and Questionnaire II) were analyzed to compare the mean scores of two groups. The mean scores of two groups were computed using an independent samples t-test of the SPSS programme. The findings are presented in Table 30 below.

Table 30

Comparison of Perceptions of Language Skills

	n	***m***	***SD***	***t***	***df***	***p***
Prep students	138	2.98	.39	-1.933	180.988	.055
Prep-graduate students	102	3.10	.51			

* p<.05

As can be seen in Table 30, the results of the t-test indicate that there was no significant difference in scores for prep (*M* = 2.98, *SD* = .39) and prep-graduate *(M* = 3.10, *SD* = .51; t (180.988) = -1.933, p>.055 two-tailed) students' perceptions of language skills taught in the 2016-2017 and the 2017-2018 Academic Year. The magnitude of the differences in the means (mean difference = -.11626, 95% CI: -.23495 to .00243) was very small (*eta squared* = .002). The results suggest that both prep and pre-graduate students' perceptions were not significantly different from each other in terms of language

skills taught at the Preparatory Programme.

4.3. The Results of the Semi-structured Interviews

The semi-structured interviews carried out with 10 English language instructors at Fırat University School of Foreign Languages aimed to gather detailed information about the implementation process of the Preparatory Programme. Based on the answers of the instructors to the eight questions in the interview, interrelated codes and four themes were specified as *the effectiveness of the curriculum, materials, learning and teaching process* and *assessment.* Considering the general perceptions of the instructors towards the Preparatory Programme, the answer of the fourth research question was explained by focusing on the themes and the interrelated codes, and the explanations were supported with the excerpts from the instructors' responses to the interview questions.

4.3.1. The Instructors' Overall Perceptions on the Effectiveness of the Programme

The theme "effectiveness of the programme" is related to participant instructors' overall views of the Preparatory Programme. Namely, they explained the objectives of the programme, and whether the programme achieved these objectives or not. The interrelated codes can be seen with their frequencies in the data in the following table:

Table 31

The Instructors' Overall Perceptions on the Effectiveness of the Programme

Code	***Frequency***
the programme aims to teach English and develop students' four language skills	10
the programme is badly designed curriculum	9
oral and writing exams could not be evaluated objectively	7
the programme partially achieves its objectives	6
instructors have a heavy workload	6
there are many students with low motivation	6
the programme should not be compulsory	6
there is a stressful atmosphere for students	4
the programme partially achieves its objectives	4
an excessive number of exams	4
poor-quality exams	3

As is clear in Table 31, all the instructors agreed on the objectives of the Preparatory

Programme and stated that the main objective of the Preparatory Programme was to help the students gain the four basic language skills. However; four out of ten instructors expressed that the programme was partially successful in achieving these objectives. One of the participant instructors explained its reason as follows:

> *Our ultimate goal is to teach B1 English level and develop the students' four language skills at this level. This is a realistic goal. However, we try to teach the language above this language level. As a consequence, we fail in reaching the objectives (Interviewee 6, Female).*

Looking at Table 31 above, the results indicate that an overwhelming majority of (*N* = 9) the instructors thought the curriculum of the preparatory school was badly designed. To exemplify, one of the instructors explained that there was a serious problem with planning the curriculum as follows:

> *Our biggest problem is to take a book and design the syllabi according to that book and try to teach the book verbatim. Thus, our planning is not effective (Interviewee 10, Female).*

The other participants below, similarly, deemed:

> *While each module is designed, all the students, who enrolled the Preparatory Programme start to study at the elementary level, yet there are also some students at the beginner level (Interviewee 6, Female).*

> *The School of Foreign Languages is lack of long-range curriculum planning. It just saves the day (Interviewee 4, Male).*

As is clear from the extracts taken from the interviews, it could be said that the curriculum of the Preparatory Programme needs to be revised. Additionally, more than half (*N*= 6) of the instructors reported that the Preparatory Programme should not be obligatory. They claimed that the compulsory preparatory programme causes unmotivated students; conversely, the rest (*N*= 4) of the instructors reported that when the programme is obligatory, it has a positive impact on students. For instance, *Interviewee* 1 and *Interviewee* 6 expressed their ideas as below:

> *As the programme is compulsory, students feel themselves under pressure, and this affects students' motivation (Interviewee 1, Female).*

> *If the programme was not compulsory, none of the students would attend the courses. The compulsory programme forces students to study (Interviewee 6, Female).*

On the other hand, seven out of ten instructors thought that oral and writing exams could not be evaluated objectively. *Interviewee* 8 who has been teaching English for 8 years

shared his thoughts in the following extract:

> *Unfortunately, our writing assessment is not objective even if we try to be objective. One of my students wrote a paragraph and two instructors edited and marked it at a different time. He found that there was a gap between two grades (Interviewee 8, Male).*

Below is another example for the evaluation of the oral exams of *Interviewee 5* from his point of view:

> *Assessment and evaluation is a serious problem at our school. Even if some students' performance is not adequate, they might have high marks. There is no objectivity (Interviewee 5, Male).*

As can be seen in Table 31 above, 40 percent of instructors reported that there were a large number of exams (5 Pop Quizzes, 1 Midterm, 1 Final, 1 Oral Exam) in each module. They stated that students feel anxious and they just focus on completing the exams instead of learning the language. *Interviewee 6* supported this claim in the following words:

> *There are plenty of exams. We complain of the workload, yet we hold numerous exams. This causes stress for students and they just emphasize the grades.*

To illustrate, *Interviewee* 10 shared her ideas about the excessive number of exams in the following words:

> *There are too many exams that students have. The number of Pop Quiz should be reduced, and I think there should be two Pop Quizzes (Interviewee 10, Female).*

Regarding the subject of eliciting effectiveness of the Preparatory Programme, the interviewees provided valuable comments as well. On the issue, *Interviewee 3* stated: "*We just focus on the coursebooks and we rush into finishing the book."* As a consequence, *"We don't let students practice speaking and their speaking abilities cannot develop."* she added. Correspondingly, *Interviewee 2* uttered these words on the issue: "*Teaching English means teaching coursebooks at the preparatory school. We poorly design our syllabi. This is a serious problem."*

To sum up, most of the interviewees made controversial remarks about the effectiveness of the Preparatory Programme in terms of its implementation. As it could be understood from the sample quotations of the interviewees and the codes which revealed the theme of *the effectiveness of the curriculum*, the instructors expressed concerns about effectiveness of the programme.

4.3.2. The Instructors' Perceptions on Materials

The second theme was related to the instructors' views of the teaching materials utilized in the classroom. Besides, the interviewees were asked whether the coursebooks met the objectives of the programme. The codes related to the theme *materials* are presented in Table 32 and Table 33.

Table 32

The Instructors' Perceptions on Teaching Materials

Code	***Frequency***
no extra materials	6
games, videos and songs	2
word cards	1
worksheet	1

As seen in Table 32, 60 percent of the instructors do not use any materials except for coursebooks and dictionaries. *Interviewee 2* explained the reason why she could not use extra materials in her classes as follow:

> *We are working to a very tight schedule and the syllabus is not appropriate to use additional materials. Whenever I prepare some materials and use them in the class, I fall behind the schedule. Thus, I can't use extra materials (Interviewee 2, Female).*

Interviewee 6 also agreed on a busy schedule and she declared that she could not use additional materials in order to finish the coursebook. On the other hand, for *Interviewee 4*, the reason for not using additional teaching materials was workload. He also added that there was no internet connection in the classrooms.

Last but not least, only four interviewees (*Interviewee 1, Interviewee 3, Interviewee 9 and Interviewee 10)* reported that they used some teaching materials such as games, videos and word cards in their classes.

The codes related to the effectiveness of the coursebooks were obtained from the interviewees' statements and were presented in Table 33 below.

Table 33

The Instructors' Perceptions on the Effectiveness of the Coursebooks

Code	***Frequency***
above students' level	4
appropriate for students' language level	4
inappropriate for students	2
should develop our own teaching material	1

As can be seen in Table 33 above, almost half (*N = 4*) of the instructors stated that the coursebook "Headway" used in the Main Course was above the students' level. They also added that the reading texts in this book were quite difficult for students. Four out of ten interviewees said that the coursebook "English File" was appropriate for reaching the objectives of the programme. While two-fifth of instructors deemed that the coursebooks used at the Preparatory Programme were inappropriate for English as a Foreign Language learners in terms of outcomes, one out of ten instructors declared that it would be better to prepare their own course materials in order to meet students' needs for their majors.

All in all, as is clear from the extracts taken from the interviews, a busy schedule based on curriculum and decisions made by the administration for coursebooks prevent the preparatory school instructors from using materials that support students learning.

4.3.3. The Instructors' Perceptions on Learning and Teaching Process

The theme *learning and teaching process* is related to the approaches and methods that instructors use during the language teaching process. The interviewees were asked which approaches and methods they use in their classrooms. The interrelated codes are shown in Table 34 below.

Table 34

Approaches and Methods Used in the Class

Code	***Frequency***
communicative approach	2
depends on the students' level	8

Most of (*N* = 8) the instructors reported that their selection of a method is directly related to the level of the students. They support this claim in the following way:

I try to be communicative, especially with ELL classes. As the students from the

> *Engineering Department are not highly motivated, there is a teacher-centered approach, because the students' low motivation affects me (Interviewee 1, Female).*
>
> *It depends on the students' level. I use either a task-based or communicative approach. If they are repeat classes, the learning is more deductive and grammar-based rather than communicative (Interviewee 10, Female).*
>
> *Apart from the methods and techniques imposed by the book, I prefer a more communicative approach with ELL classes (Interviewee 9, Female).*

Last but not least, *Interviewee 6* affirmed that she chose the approaches and methods considering the students' language level. *"If students' language level is lower, or if there are breakdowns in communication, I prefer grammar-translation method."* she remarked.

4.3.4. The Instructors' Perceptions on Assessment

As assessment is an essential component of the curriculum, the instructors also talked about their perceptions towards the quizzes, midterms, and finals as assessment tools. Table 35 indicates the relevant codes found in the participants' statements revealing the theme *assessment*:

Table 35

The Instructors' Perceptions on Assessment

Code	***Frequency***
oral and writing exams lack any objectivity	8
high-quality exams	5
an excessive number of exams	4
poor content validity	2

Looking at Table 35 above, results indicate that half of (*N = 5*) the interviewees mentioned about high quality exams. For instance, *Interviewee 7* expressed his ideas on the issue: *"Our exams are of good quality, and they are appropriate for students' level (Interviewee 7, Male)."* Additionally, *Interviewee 10* and *Interviewee 7* remarked similarly on the issue and uttered these words:

> *Our exams are of good quality. Each level has its own exam commission and they prepare the exams (Interviewee 10, Female).*

While half of (*N = 5*) the instructors reported that the exams were of good quality, a

great majority of (*N = 8*) the interviewees reported that oral and writing exams could not be evaluated objectively. They all remarked that evaluation of oral and writing exams was critical; however, they had problems while they graded them. *Interviewee 9* expressed her ideas as follows:

> *We all need to undergo intensive assessment and evaluation -notably writing assessment- training. While grading students' writings, we do not use a scoring guide, I mean rubric. Thus, we grade them and it is based on an overall judgement of the students' writings (Interviewee 9, Female).*

One (*Interviewee 5, Male*) out of ten instructors addressed the low assessment reliability issue and he said that the instructors give higher grades to students than they actually deserve. "*The instructors fail to assess student progress.*" he remarked.

Regarding the subject eliciting the evaluation of assessment, interviewees made noteworthy comments as well. On the issue, *Interviewee 6* and *Interviewee 9* stated that the exams are neglected in terms of content validity. They supported that claim as follows:

> *The exams are effective, yet we have a general misconception. That is, while we try to prepare productive exams, we tend to overlook the students' level. To be honest, communicative activities are skipped in the class and then these are asked in the exams. Hence, content validity might becomes low (Interviewee 6, Female).*

> *The exam lacks content validity because we tend to ask questions from some certain units, and we overlook the rest of the units (Interviewee 9, Female).*

To sum up, all the interviewees raised a number of important points to assessment and assessment tools. As it could be understood from the sample excerpts taken from the interviews and the codes which revealed the theme of the *assessment*, majority of the instructors indicated deficiency in the assessment of the exams objectively. Nevertheless, half of the instructors gave positive remarks on the quality of the exams.

4.3.5. The Instructors' Suggestions on Improvement of the Programme

For the last question regarding the instructors' suggestions on improvement of the Preparatory Programme, as clearly underlined in Table 36, all instructors reported that the programme needed a few adjustments. Three out of ten instructors recommended that a skill-based programme would be better to teach the target language. *"The weekly schedule should be rearranged, and the course hours should be reduced"* they added. One (*Interviewee 7, Male*) of them uttered these words: *"I feel that we cannot entirely focus on each skill when the programme is integrated. A skill-based programme will be*

better to teach each language skill effectively." On the other hand, both *Interviewee 2* and *Interviewee 9* declared that curriculum planning should be revised and it should be flexible. They stated that the tight curriculum prevents them using extra materials and doing speaking activities in the classroom. Similarly, *Interviewee 6* suggested that there should be three ten-week modules in an academic year in the Preparatory Programme instead of 4 eight-week modules. She explained that 4 eight-week modules in an academic year cause a busy schedule for students, and workload for instructors. More specifically, she asserted that there are short-term goals in the modular system, and everything is concluded in a short time, but this demotivates the students. "*When they fail in a quiz which is held at the end of the second week of the module, they give up. Thus, there should be 3 ten-week modules in which syllabi can be more flexible*." she remarked.

On the issue of teaching materials, three out of ten interviewees stated that authentic materials should be used in the teaching process. They reported that using authentic materials make language learning more realistic for students. *Interviewee 5* claimed that it would be better to prepare their own materials. He supported his ideas in uttering these words: "*We should develop our own materials instead of following a coursebook. We can adapt authentic materials in our teaching process. I believe that this will be much better."*

Table 36

The Instructors' Suggestions on Improvement of the Programme

Code	***Frequency***
less reliance on coursebooks	7
fewer exams	4
a skill-based programme	3
adaptation of authentic materials	3
flexible syllabus	2
less course hours	2
employment of more instructors	1
3 ten-week modules	1

As is apparent in Table 36 above, a vast majority (*N = 7*) of interviewees highlighted that they should not rely heavily on coursebooks. They stated that the coursebooks should be selected considering the students' level and language needs. On the issue, *Interviewee 10* uttered the following words: *"We just teach the book. Our curriculum design is problematic. When we design our syllabi, we should plan them in regard to each part of*

the book rather than the units. For example, if a part in the book is not appropriate for the students' level, we should eliminate or skip it. Unfortunately, we do not do that." Furthermore, four out of ten instructors indicated that there were an excessive numbers of exams and it should be decreased. They all suggested that the number of quizzes should be two rather than five. To reduce the heavy workload, one (*Interviewee 3, Female*) of the interviewees stated that the number of instructors should be increased.

Ultimately, all of the interviewees put forward valuable suggestions on overcoming weaknesses of the Preparatory Programme implemented at the School of Foreign Languages at Fırat University.

CHAPTER V

DISCUSSION

5.1. Introduction

In this chapter, the findings of the current study, which aims to evaluate the Preparatory Programme implemented at the School of Foreign Languages at Fırat University through the perspectives of prep and prep-graduate students and instructors are discussed thoroughly. The effectiveness of the programme and students' and instructors' perceptions towards the Preparatory Programme are also discussed with reference to the research questions and relevant literature.

5.2. Discussion of Research Question 1

What are the EFL prep and prep-graduate students' overall perceptions towards the preparatory language program in the successive academic years?

The data derived from two questionnaires, Questionnaire I and Questionnaire II, (See Appendix B and Appendix C) in order to explore both prep and prep-graduate students' overall perceptions towards the programme. Questionnaire I was used to collect data from the participants who studied at the Preparatory Programme (prep students) in the 2017-2018 Academic Year while Questionnaire II was administered to gather information about the participants' (prep-graduate students') perceptions. In addition, the frequencies, percentage distributions, mean scores and standard deviation of the items in both questionnaires were calculated.

In terms of prep students' perception of accomplishing objectives of the Preparatory Programme, participants have moderately positive perceptions. The results of overall mean score was crucial (*Overall Mean = 2.98* out of 4). As the objectives of the School of Foreign Languages are to enable students to gain and develop communicative competences, it could be stated that the Preparatory Programme somewhat accomplishes its objectives. The findings are also parallel to the findings of Özkanal (2009). As for the prep-graduate students, the data were gathered through Questionnaire II to find out the participants' ideas on achieving objectives of the programme. Surprisingly, the findings indicate that prep-graduate students' perceptions on accomplishing objectives of the programme are slightly higher than prep students' perceptions (*Overall Mean = 3.10* out

of 4). It was expected to be lower since the one-year Preparatory Programme was superseded by Modular System. The reason of this difference could be due to the implementation of the Modular System. Although the system is technically skill-based and flexible in terms of learning and teaching environment, its implementation at the School of Foreign Languages was not appropriate to the nature of the system. The modular system requires that the language teaching and learning process should be divided into levels according to the Common European Framework of Reference (CEFR) and this allows students to learn the language at their own pace. Moreover, each module must be complementary in terms of providing basic knowledge and skills of the target language. However, the Preparatory Programme neglects productive skills (speaking and writing) and puts a little emphasis on those skills in the first two module. Thus, the programme is ineffective in developing students' four major language skills. The findings derived from open-ended questions also support the view in terms of maximizing speaking opportunities and involving the students actively in the construction of knowledge. As stated in detail in the previous chapter, more than one third of prep-graduate students suggested that the hours of Listening and Speaking courses should be increased and language learning and teaching should be based on four major language skills. The results also suggest that the Preparatory Programme does not meet the needs of the students because there are not any ESP courses in its curriculum. On the issue, Day and Krzanowski (2011) state that ESP (English for Specific Purposes) requires teaching and learning the particular skills and language that learners need for a specific purpose. Additionally, Richards and Rodgers (2001) explain that ESP aims to serve the language needs of learners who need to acquire content and real-world skills (p. 207). Hence, ESP courses should be offered to those students who enroll in preparatory programmes. The findings related to prep-graduate students' perceptions of accomplishing objectives of the Preparatory Programme are not consistent with Mede and Uygun (2014) who found that the Preparatory Programme was helpful for students to cope with their undergraduate courses.

Prep students' perceptions on the content of the programme are somewhat higher than the middle point. (*Overall Mean = 2.63* out of 4). The mean score for Item 6, which examines whether the content of the course is fun is remarkably low (*M = 2.43*). Additionally, more than half (52.2%) of the participants stated that the content of the course was not interesting. These findings reveal that boring and uninteresting content might reduce students' motivation. The low mean score (*M = 2.26*) for Item 5 supports

this claim. Furthermore, nearly half (48.5%) of the students reported that the content of the course does not encourage them to do research and make observations. The major reason for low mean scores for those items (*Item 4 (M = 2.44), Item 5 (M = 2.26), Item 6 (M = 2.43)* and *Item 16 (2.45)*) could be that teaching the target language at the School of Foreign Languages heavily relies on coursebooks. Besides, a high proportion (88.4%) of prep students asserted that the content of the course does not provide field-specific knowledge (*M = 1.93, SD = .57*). The open-ended questions, which were asked to prep-graduate students also yielded the same results. Those students accentuated that the Preparatory Programme was successful in teaching general English, yet it was insufficient for providing field-specific knowledge. They also added that the Preparatory Programme should offer ESP courses. In a parallel study, Toker (1999) found out similar findings. She stated that most of the students who finished the intensive course in the Preparatory School at Gaziantep University agreed that ESP courses should be taught from the beginning of the first term in the Preparatory School. The reason why the School of Foreign Languages at Fırat University did not provide field-specific knowledge could be because the overall aim of the Preparatory Programme is to improve students' four major language skills and help students gain proficiency to be able to follow courses at their departments. Moreover, the Preparatory Programme has an intense curriculum, thus it could be difficult to adapt ESP courses to the curriculum. The result of the overall mean score of the prep-students' perceptions on the content was in line with the result of Özkanal's study (2009), purpose of which was to evaluate the appropriateness of the Preparatory Programme at Eskişehir Osmangazi University.

In terms of prep students' perceptions on the learning and teaching process, the overall mean is 2.81. Considering that 1 is minimum and 4 is the maximum mean score and 2.5 is the middle point, the result shows that the Preparatory Programme is not very appropriate in terms of learning and teaching process. However, the item "*Students are motivated adequately to make presentations in English in classes."* has the lowest mean (*M = 2.24*). This is because of the fact that students are not assigned to prepare presentations frequently. One of the reasons could be that, prep students had Listening & Speaking course in the third and last module. In the first two module, they only had Main Course and the syllabus of the course was really tight to let students prepare presentations. The other reason might be that as the instructors who took part in the semi-structured interview stated, English Language Teaching at the School of Foreign Languages was to teach the book verbatım. Even if the coursebooks provide communicative activities as

resources for teachers, the instructors cannot use those sources because of tight schedule and inappropriateness of syllabi to use additional materials. It could be said that coursebooks shape the curriculum and the syllabi are not flexible to adapt extra tasks like making presentations. Accordingly, some prep-graduate students deemed that the Preparatory Programme taught them the language, English, effectively except for listening and speaking skills. They asserted that, the programme should show high regard for the Listening and Speaking courses and enable students to prepare and deliver presentations. Likewise, in her study on the evaluation of English Preparatory Programme of Uludağ University, Köse (2012) found out that prep-graduate students could not make presentations using the target language. She expressed that Preparatory Programme at Uludağ University was found to be insufficient in gaining communication skills in the target language by the students. The findings of the present study also confirm the findings of Coşkun's study (2013), which was on the evaluation of the modular intensive general English language teaching programme. In his study, he investigated the prep students' and English language instructors' perceptions of components of the programme. The findings of the study showed that speaking perceived to be the least frequently emphasized skill in the programme. In the present study, both prep and prep-graduate students stated that there should be skill-based courses in the programme.

As to the prep and prep-graduate students' perceptions on assessment, it can be stated that the Preparatory Programme is not successful enough in assessment and evaluation. As the Preparatory Programme changed from a one-year compulsory programme to 4 eight-week-module without conducting any studies, this could be because of designing and planning the curriculum. Another reason might be the number of exams students have in each module. As aforementioned in the methodology, students who study at the Preparatory Programme are assessed during the 8-week-module through a midterm exam, a final exam, three pop quizzes, a writing portfolio, and an oral examination. The excessive number of exams might cause stress for students. On the other hand, Tekin (2015) who conducted research on evaluation of the English Language Teaching (ELT) and English Language and Literature (ELL) Preparatory Programme at a state university indicated that most of (89.6%) the students found the number of examinations they take each module was sufficient.

5.4. Discussion of Research Question 2

Is there a statistically significant difference between the prep and prep-graduate students' perceptions of language skills taught in the successive academic years?

The aim of the second research question was to discover whether there was a statistically significant difference between the prep and prep-graduate students' perceptions of language skills taught in the 2016-2017 and the 2017-2018 Academic Year. The data were analyzed to compare the mean scores of two groups. The results indicated that there was no significant difference in scores of prep and prep-graduate students' perceptions of language skills taught in the 2016-2017 and the 2017-2018 academic year. It could be stated that both prep and prep-graduate students' perceptions were not notably different from each other in terms of language skills taught at the Preparatory Programme. It was assumed that the overall mean score of prep students' perceptions on language skills taught in the Preparatory Programme were higher and there was a significant difference between two groups of students. However, the findings of the independent samples t test reveal that there was no significant difference in their perceptions of language skills they studied at the School of Foreign Languages. The reason could be due to the fact that the way the Modular System was implemented was inappropriate to the requirements of the system. The modular system requires that the language teaching and learning process should be divided into levels according to the CEFR and this allows students to learn the language at their own pace. Moreover, each module must provide basic knowledge and skills of the target language. However, the Preparatory Programme puts a little emphasis on practising the productive skills (speaking and writing) and pays scant attention to those skills in the first two module. Additionally, it does not offer any courses in vocabulary teaching as a sub-skill which is of paramount importance to all skills. Thus, the programme is ineffective in gaining students four essential language skills and sub-skills.

5.5. Discussion of Research Question 3

What are the current instructors' overall perceptions towards the preparatory program in terms of materials, teaching process, assessment, and appropriateness of the curriculum?

The semi-structured interviews were conducted with 10 language instructors at Fırat University School of Foreign Languages in order to find out their overall perceptions

towards the Preparatory Programme.

First of all, the instructors who participated in the present research reported that the Preparatory Programme implemented at Fırat University School of Foreign Languages aims to teach general English and develop students' major language skills, reading, writing, listening and speaking. However, almost half of (*N = 4*) the instructors stated that the programme fails in achieving these objectives. As nine out of 10 instructors noted, one of the major reasons of this drawback is badly designed curriculum. The School of Foreign Languages did not undertake any research in evaluation of the components of the programme, even before the decision of implementing the Modular System. As Nation and Macalister (2010) state, there is a wide range of factors to be considered when planning a curriculum. These include the strengths and weaknesses of the programme, its objectives, students' needs and resources. It was something expected that the programme would not be successful in the desired way since no evaluation was carried out in the Preparatory Programme. Considering the students' needs and revising the objectives and outcomes of the programme could create a well-designed curriculum. On the other hand, the findings of the present study are in line with Köse's study (2012) whose purpose was to find out whether the Preparatory Programme of Uludağ University met the needs of students' departments. Furthermore, in her research, Tunç (2010) listed the same reason "*Lack of motivation in the students"* as the cause of the failure to accomplish the objectives of the Preparatory Programme at Ankara University. Apart from badly designed curriculum, a high proportion (*N = 7* out of 10) of the language instructors expressed that oral and writing exams are lack of any objectivity. This could be due to the fact that, the stakeholders do not clearly state aims and objectives of these productive skills. The other reason might be that some instructors tend to give higher grades to students than the students actually deserve. The noteworthy reason behind it could be explained by motivation. Those instructors might want to motivate students by good grades. On the other hand, more than half (*N = 6*) of the instructors complained about students' low motivation. Those instructors explained the reason for low motivation as compulsory Preparatory Programme. It seems that mandatory programme causes considerable stress and this might affect students' motivation. Those who are under stress might have difficulty in concentrating on courses. As aforementioned, the mean scores for item 4 (*The content of course is interesting, M = 2.44*), item 5 (*The content of the course is motivating, M = 2.26*) and item 6 (*The content of course is fun, M = 2.43*) were the lowest. It could be concluded that the uninteresting and demotivating content of the

courses reduces students' motivation. As six out of ten instructors reported that they do not use extra materials during the teaching process, this might be another reason for students' low motivation. In a class with well-motivated students, learning the language becomes more entertaining not only for students, but also for teachers. Furthermore, using supplementary materials such as postcards, stories, videos, and so on facilitates interaction not only between the teacher and student, but also between students themselves (Dodd et al., 2015). Using additional materials with communicative techniques could also catch students' attention and be helpful to involve them in learning and teaching process actively. Personal involvement and active participation could also foster learning in the classrooms. However, those instructors clarified why they could not use extra materials. They pointed out that heavy workload and crowded curriculum prevented them from using extra materials in their classes. Even if most of the instructors care about using additional materials as they indicated, the limited time to teach the units in the coursebooks makes it impossible to use supplementary materials.

In terms of the instructors' perceptions on approaches and methods, most ($N = 8$) of the instructors deemed that their choice of approaches and methods was related to the students' level. They indicated that they tried to be communicative if the students' language level was higher. It could be concluded that instructors are likely to prefer more deductive and grammar based teaching if the students' language level is beginner or elementary.

As for one of the most essential components of the curriculum, assessment, the instructors made important points. According to content analysis of the data obtained from semi-structured interviews, while half ($N = 5$) of the instructors stated that the exams were of high quality, majority ($N = 8$) of them reported that oral and writing exams were not evaluated objectively. It could be due to the fact that rubrics are not used while grading students' writings. Although an oral presentation rubric is used during the oral exams, instructors still fail in ensuring objectivity. The reason might be that some instructors think that grading students' performance higher than they actually deserve will motive them to learn the language.

To sum up, although the instructors perceive the Preparatory Programme as effective in term of providing students to learn at their own pace, they consider that the implementation of the Modular System is ineffective and it is necessary to carry out some significant improvements to the system. As aforementioned, gathering information from the stakeholders of the program and identifying the needs of learners is a major step before

designing a curriculum. Hence, it is recommended the Preparatory Program at Fırat University should conduct a need analysis and make necessary changes to improve the Modular System.

CHAPTER VI

CONCLUSION

6.1. Introduction

This closing chapter presents the overall summary of the study drawn from the findings. It starts with the summary of study and presents the conclusion. Based on those findings, pedagogical implications of the study are explained. The chapter concludes with general suggestions over the implementation of Preparatory Programme and provides recommendations for further research.

6.2. Summary of the Current Study

As explained in Chapter I, the main purpose of the present case study was to evaluate the compulsory Preparatory Programme through the perspectives of prep and prep-graduate students and language instructors at Fırat University School of Foreign Languages. Hence, the study conducted to answer these questions:

1. What are the EFL prep and prep-graduate students' overall perceptions towards the preparatory language program in the successive academic years?
2. Is there a statistically significant difference between the prep and prep-graduate students' perceptions of language skills taught in the successive academic years?
3. What are the current instructors' overall perceptions towards the preparatory program in terms of materials, teaching process, assessment, and appropriateness of the curriculum?

The various components of programme, namely, content, learning and teaching process and assessment, were analyzed in depth with the help of quantitative and qualitative data obtained from participants and participant instructors. Last but not least, the study also aimed to compare two different programmes; one-year compulsory programme and modular system.

6.3. Conclusion

Based on the findings of the present study, it was found that both prep and prep-graduate students realize the importance of four major language skills. Nonetheless, the implementation of the programme, Modular System, is observed to fail in developing the

four major language skills (listening, reading, speaking and writing) essential in language learning and teaching. The analyzed data confirm the view that the programme does not focus on the four crucial language skills, that is why the students reported the necessity of increasing the hours of skill courses. The results further indicate that the curriculum of the programme is also likely to neglect minor language skills such as grammar and vocabulary. As for the comparison of prep and prep-graduate students, they mostly agreed on the effectiveness of the preparatory in terms of teaching general English. However, the findings of the research reveal that the programme is lacking in meeting students' needs in their departments, and the content of the courses fails to provide field-specific knowledge. On the other hand, the overall mean score of prep-graduate students' perceptions on language skills taught in the Preparatory Programme is higher than prep students. By comparison with the Modular System implemented at the School of Foreign Languages at Fırat University, it can be concluded that the one-year compulsory programme was effective in achieving the objectives of the programme. With regard to prep students' motivation, the findings reveal that most of the students experience low motivation to study English. As stated in the previous chapter, there might be many reasons for students' low motivation such as unattractive content, coursebooks-based language teaching. Concerning the students' perceptions on learning and teaching process, the findings indicate that the students want to be more active during the language learning process and they need more practice in order to be able to learn the target language. Additionally, it was found that there were excessive number of exams in a short time, thus the students strove to pass the exams rather than learn the language.

In terms of instructors' perspectives, the findings drawn from the qualitative data showed serious deficiencies in the Preparatory Programme. First of all, there was a mismatch between the objectives and the implementation of the programme. While the importance of four language skills was emphasized as the programme's primary aim, the curriculum neglected those skills and put a little emphasis on them. Badly design curriculum was one of the serious problems instructors encountered during the teaching process. The instructors relied heavily on the coursebooks due to the crowded syllabi, and this prevented them from using additional materials. Heavy syllabi also caused increased workload and this resulted in poor motivated instructors. Ultimately, both the students and the language instructors lacked motivation.

To conclude, the modular system applied in the Preparatory Programme also seems to be ineffective in attaining its primary goals. Therefore, the programme should be

revised, improved, renewed or redesigned as a bridge to students' English-medium departments considering their needs (Kırkgöz, 2007). Some necessary adjustments such as designing and planning the curriculum should be made so as to develop a more effective Preparatory Programme.

6.4. Pedagogical Implications of the Study

Evaluation has an absolutely crucial role in every phase of education. Curriculum evaluation, first and foremost, is a central part of language teaching programme to determine the merit of a programme; to explore its strengths and weaknesses; and to bring improvements.

The findings of the current study provides valuable insights for inquiries in programme evaluation. Theoretical framework of the study contributes to the more effective language teaching and programme designing. The findings of the current study also presents the discontentment of the students and instructors at the quality of the programme. Hence, a well-designed curriculum including all dimensions of four major language skills is required. Furthermore, the objectives of the programme should be revised and the administrators and programme developers should set clear objectives and inform not only the language instructors, but also the students studying at the Preparatory Programme. Moreover, the Preparatory Programme should offer ESP lessons based on students' English-medium departments during the academic year. Additionally, integration of lecturers from different majors to give mini lessons for students could be useful to raise students' awareness in their major.

Regarding the overloaded curriculum, the weekly tight schedule could be arranged in order to provide opportunity for the language instructors to use different types of supplementary materials without being too depended on the voluminous course books. This could also be useful to increase both language instructors' and students'motivation. As William and and Burden (1997) state motivation plays a key role in language learning, the administration should plan the programme to provide stronger motivation.

The current study also revealed that the students considered the speaking skill as the most significant parts of the language learning. Thus, more appropriate approaches and methods such as a communicative approach could be implemented to develop the students' speaking and listening skills.

Consequently, the findings of this case study have released once again that designing,

planning or evaluating a programme includes a number of fundamental components to be taken into account. In this sense, using needs analysis at any stage of the curriculum development process assumes to be of vital importance.

6.5. Recommendations for Further Research

The purpose of this study was to find out the effectiveness of the Preparatory Programme implemented at the School of Foreign Languages at Fırat University. The data were gathered through two questionnaires and a semi-structured interview with the instructors. As a further study, besides questionnaires, it is recommended to conduct a semi-structured interview with students. Moreover, classroom observation could be carried out in order to have better idea about teaching environment.

In terms of data collection, the semi-structured interviews were only conducted with 10 language instructors who have a Bachelor of Arts (BA) or a Master of Arts (MA) in ELT. The data could be gathered from all the English language instructors to be able to generalize the results.

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APPENDICES

APPENDIX A: *Consent Form*

Bu görüşmeye gönüllü olarak katıldım.

Tarih:

Görüşme Süresi:

Adı-soyadı:

İmza:

KİŞİSEL BİLGİLER

1. Cinsiyet: Kadın ( ) Erkek ( )

2. Mezun olduğunuz üniversite ve fakülte:

3. Fırat Üniversitesi'nde çalışma süreniz:

( ) 0-5 yıl ( ) 6-10 yıl ( ) 11-15 yıl ( ) 16-20 yıl ( ) 21 yıldan fazla

OKUTMAN YARI-YAPILANDIRILMIŞ GÖRÜŞME SORULARI

1. Sizce hazırlık programının amaçları nelerdir? Bu amaçlara yeterince ulaşılıyor mu?

2. Programın zorunlu olmasının programın niteliği üzerindeki etkileri nelerdir?

3. Programın aksayan yönleri olduğunu düşünüyor musunuz? Varsa nelerdir?

4. Derslerinizde hangi yöntem ve teknikleri kullanmaktasınız?

5. Derslerinizde kullandığınız araç-gereç ve materyaller nelerdir?

6. Hazırlık programında uygulanan/ kullanılan sınav ve quiz gibi değerlendirme araçlarının uygunluğu konusundaki görüşleriniz nelerdir?

7. Hazırlık programında kullanılan ders kitaplarının programın amaçlarını karşıladığını düşünüyor musunuz? Bu kitaplar öğrencilerin seviyelerine uygun mudur?

8. Sizce programın geliştirilmesi gereken yönleri var mı? Varsa, önerileriniz nelerdir?

APPENDIX B: *Student Questionnaire I*

Değerli Öğrenci,
Bu anket, öğrencisi olduğunuz Fırat Üniversitesi Yabancı Diller Yüksekokulu tarafından uygulanan Zorunlu İngilizce Hazırlık Programını incelemek amacıyla hazırlanmıştır. Ankette, sizin İngilizce Hazırlık Programının amaçlarının gerçekleşme düzeyine, içeriğin niteliğine, öğrenme-öğretme süreçlerinin etkililiğine ve değerlendirme araç ve ölçütlerinin uygunluğuna ilişkin görüşlerinizi belirlemeye yönelik sorular yer almaktadır. Bu sorulara vereceğiniz cevaplar programın niteliğini belirlemek, programı iyileştirmek açısından oldukça önemlidir. Bu nedenle, ankette yer alan maddeleri eksiksiz ve içtenlikle yanıtlamanız gerekmektedir.
Vereceğiniz yanıtlar yalnızca bu çalışma için değerlendirilecek ve gizli kalacaktır.
Katkılarınızdan dolayı yürekten teşekkür eder, çalışmalarınızda başarılar dilerim.

Fulya ESLEK
İngilizce Okutmanı
Fırat Üniversitesi YDYO

KİŞİSEL BİLGİLER

Bu bölümde kişisel bilgiler yer almaktadır. Lütfen uygun bulduğunuz seçeneği işaretleyiniz.

1. Cinsiyetiniz:

( ) Kadın ( ) Erkek

2. Şu anda üniversitede kayıtlı olduğunuz fakülte ve bölüm:

( ) İnsani ve Sosyal Bilimler Fakültesi - Batı Dilleri ve Edebiyatları Bölümü

( ) Mühendislik Fakültesi - Makine Mühendisliği Bölümü

( ) Teknoloji Fakültesi - Yazılım Mühendisliği Uluslararası Ortak Lisans Programı Bölümü

3. Bitirdiğiniz lisenin tam adı:

……..

4. Hazırlık programına girişteki dil seviyeniz:

( ) Beginner

( ) Elementary

( ) Pre-Intermediate

5. Aşağıdaki yabancı dil (İngilizce) becerilerini ne ölçüde önemli bulduğunuzu, ilgili becerinin yanına (X) işareti koyarak yanıtlayınız.

Beceriler	**Çok Önemli**	**Önemli**	**Biraz Önemli**	**Önemsiz**
Dinleme				
Konuşma				
Okuma				
Yazma				

6. Aşağıdaki yabancı dil (İngilizce) becerilerine ne derece sahipsiniz? Uygun olan seçeneğe (X) işareti koyunuz.

Beceriler	**Çok İyi**	**İyi**	**Orta**	**Az**
Dinleme				
Konuşma				
Okuma				
Yazma				

BECERİLER	**GENEL İNGİLİZCE**			
Bu bölümde İngilizce Hazırlık Programının amaçlarının gerçekleşme düzeyine ilişkin ifadeler yer almaktadır. Hazırlık programındaki Main Course dersine göre aşağıda verilen becerilere sahip olma düzeyinizi uygun olan seçeneğe (X) işareti koyarak belirtiniz.	**Kesinlikle katılıyorum**	**Katılıyorum**	**Katılmıyorum**	**Kesinlikle katılmıyorum**
1. Öğretim elemanına ders ile ilgili İngilizce soru sorabilirim.				
2. Öğretim elemanının dersle ilgili İngilizce sorduğu soruyu yanıtlayabilirim.				
3. Derste yapılan İngilizce etkinliklere katılabilirim (grup ve eşli çalışma v.b).				
4. Ders ortamında İngilizce'yi rahatlıkla kullanabilirim.				
5. İngilizce bir metni okuyarak ana fikrini anlayabilirim.				
6. İngilizce bir metinle ilgili soruları yanıtlayabilirim.				
7. İngilizce bir metni okuyup özetleyebilirim.				
8. İngilizce bir metni okuyup kendi sözcüklerimle ifade edebilirim.				
9. İngilizce bir metni okuyup anlayabilirim.				
10. Derste öğretim elemanın İngilizce konuşmalarını anlayabilirim.				
11. Derste kullanılan dinleme ile ilgili İngilizce materyalleri anlayabilirim (Film, CD v.b).				
12. Derste yapılan İngilizce sunuları anlayabilirim.				
13. Öğretim elemanının verdiği İngilizce sözlü yönergeleri anlayabilirim.				
14. Sınıfta yapılan İngilizce tartışmaları anlayabilirim.				
15. Dersi dinlerken İngilizce not tutabilirim.				
16. Herhangi bir konuda İngilizce paragraf, kompozisyon yazabilirim.				
17. İngilizce yapılan sunuları İngilizce yazılı rapor haline getirebilirim.				
18. İngilizce okunan bir metni İngilizce yazarak özetleyebilirim.				
19. İngilizce mektup, e-posta v.b yazabilirim (formal ve informal).				
20. İngilizce bir formu doldurabilirim.				

İÇERİK	**GENEL İNGİLİZCE**			
Bu bölümde İngilizce Hazırlık Programında gördüğünüz derslerin içeriğine ilişkin ifadeler yer almaktadır. Lütfen size uygun olan seçeneğe (X) işareti koyunuz.	**Kesinlikle katılıyorum**	**Katılıyorum**	**Katılmıyorum**	**Kesinlikle katılmıyorum**
1. Dersin içeriği amaçları ile tutarlıdır.				
2. Dersin içeriği alana özgü bilgiler sunmaktadır.				
3. Dersin içeriği günceldir.				
4. Dersin içeriği ilgi çekicidir.				
5. Dersin içeriği güdüleyicidir.				
6. Dersin içeriği eğlencelidir.				
7. Dersin içeriği yararlıdır.				
8. Dersin içeriği dilbilgisine ağırlık vermektedir.				
9. Dersin içeriği konuşmaya ağırlık vermektedir.				
10. Dersin içeriği dinlemeye ağırlık vermektedir.				
11. Dersin içeriği sözcük edinimine ağırlık vermektedir.				
12. Dersin içeriği okuma-anlamaya ağırlık vermektedir.				
13. Dersin içeriği yazmaya ağırlık vermektedir.				
14. Dersin içeriği konuyu açıklamak için yeterlidir.				
15. Dersin içeriğinde yer alan konular birbirini destekler niteliktedir.				
16. Dersin içeriği öğrenmeye, araştırmaya, gözlem yapmaya teşvik etmektedir.				
17. Dersin içeriği kolay anlaşılır niteliktedir.				

ÖĞRENME-ÖĞRETME SÜREÇLERİ	**GENEL İNGİLİZCE**			
Bu bölümde İngilizce Hazırlık Programında gördüğünüz derslerin öğrenme-öğretme süreci boyutuna ilişkin ifadeler yer almaktadır. Lütfen size uygun olan seçeneğe (X) işareti koyunuz.	**Kesinlikle katılıyorum**	**Katılıyorum**	**Katılmıyorum**	**Kesinlikle katılmıyorum**
1. Öğretim elemanları derse hazırlıklı gelmektedir.				
2. Öğretim elemanları konu alanı bilgisi bakımından yeterlidir.				
3. Öğretim elemanları öğrencileri yeterince güdülemektedir.				
4. Derslerde uygun öğretim araç-gereçleri yeterince kullanılmaktadır (tahta, teyp, TV, CD çalar, projeksiyon makinesi, resim v.b).				
5. Öğrenciler derse etkin olarak katılmaktadır.				
6. Derste sürekli İngilizce konuşulmaktadır.				
7. Öğrenciler derslerde İngilizce konuşmaya yeterince güdülenmektedir.				
8. Öğrenciler derslerde İngilizce yazmaya yeterince güdülenmektedir.				
9. Öğrenciler derslerde İngilizce sunu yapmaya yeterince güdülenmektedir.				
10. Derslerde, dersin-konunun özelliğine göre çeşitli yöntem ve teknikler kullanılmaktadır.				

DEĞERLENDİRME	**GENEL İNGİLİZCE**			
Bu bölümde İngilizce Hazırlık Programının değerlendirme boyutuna ilişkin ifadeler yer almaktadır. Lütfen size uygun olan seçeneğe (X) işareti koyunuz.	**Kesinlikle katılıyorum**	**Katılıyorum**	**Katılmıyorum**	**Kesinlikle katılmıyorum**
1. Kısa sınavlar (quizler) ilgili becerileri ölçmektedir.				
2. Kısa sınavların (quizlerin) sayısı yeterlidir.				
3. Kısa sınavlarda (quizlerde) verilen sınav süresi yeterlidir.				
4. Ara sınavlar ilgili becerileri (okuma, yazma, konuşma, dinleme) ölçmektedir.				
5. Ara sınavların sayısı yeterlidir.				
6. Ara sınavlarda verilen sınav süresi yeterlidir.				
7. Kur sonu sınavı (final) ilgili becerileri (okuma, yazma, konuşma, dinleme) ölçmektedir.				
8. Kur sonu sınavında (finalde) verilen sınav süresi yeterlidir.				
9. Yıl içi not ortalaması ağırlığının %50, yıl sonu sınavı not ortalaması ağırlığının %50 olması uygundur.				
10. Sınıfiçi performansın kur içi notuna % 5 oranında katkısı uygundur.				
11. Portfolyonun (Portfolio) kur içi notuna % 10 oranında katkısı uygundur.				

12. Hazırlık programını başarmış olmak için yıl sonu sınavından % 50'lik başarı gerekliliği uygundur.				
13. Yıl içi genel başarı notunun en az % 60 olması uygundur.				

APPENDIX C: *Student Questionnaire II*

Değerli Öğrenci,

Bu anket, geçen yıl öğrencisi olduğunuz Fırat Üniversitesi Yabancı Diller Yüksekokulu tarafından uygulanan Zorunlu İngilizce Hazırlık Programını incelemek amacıyla hazırlanmıştır. Ankette, Zorunlu İngilizce Hazırlık Programının istenilen nitelikleri kazandırıp kazandırmadığına ilişkin görüşlerinize yönelik sorular yer almaktadır. Bu sorulara vereceğiniz cevaplar programın niteliğini belirlemek, programı iyileştirmek açısından oldukça önemlidir. Bu nedenle, ankette yer alan maddeleri eksiksiz ve içtenlikle yanıtlamanız gerekmektedir.

Vereceğiniz yanıtlar yalnızca bu çalışma için değerlendirilecek ve gizli kalacaktır.

Katkılarınızdan dolayı yürekten teşekkür eder, çalışmalarınızda başarılar dilerim.

Fulya ESLEK
İngilizce Okutmanı
Fırat Üniversitesi YDYO

KİŞİSEL BİLGİLER

Bu bölümde kişisel bilgiler yer almaktadır. Lütfen uygun bulduğunuz seçeneği işaretleyiniz.

1. Cinsiyetiniz:

( ) Kadın ( ) Erkek

2. Şu anda üniversitede kayıtlı olduğunuz fakülte ve bölüm:

( ) İnsani ve Sosyal Bilimler Fakültesi - Batı Dilleri ve Edebiyatları Bölümü

( ) Mühendislik Fakültesi - Makine Mühendisliği Bölümü

( ) Teknoloji Fakültesi - Yazılım Mühendisliği Uluslararası Ortak Lisans Programı Bölümü

3. Bitirdiğiniz lisenin tam adı:

…….

4. Hazırlık programına girişteki dil seviyeniz:

( ) Beginner

( ) Elementary

( ) Pre-Intermediate

5. Aşağıdaki yabancı dil (İngilizce) becerilerini ne ölçüde önemli bulduğunuzu, ilgili becerinin yanına (X) işareti koyarak yanıtlayınız.

Beceriler	**Çok Önemli**	**Önemli**	**Biraz Önemli**	**Önemsiz**
Dinleme				
Konuşma				
Okuma				
Yazma				

6. Aşağıdaki yabancı dil (İngilizce) becerilerine ne derece sahipsiniz? Uygun olan seçeneğe (X) işareti koyunuz.

Beceriler	**Çok İyi**	**İyi**	**Orta**	**Az**
Dinleme				

Konuşma				
Okuma				
Yazma				

YABANCI DİLLER YÜKSEKOKULU ZORUNLU İNGİLİZCE HAZIRLIK PROGRAMININ AMAÇLARININ GERÇEKLEŞME DÜZEYİ

BECERİLER				
Bu bölümde İngilizce Hazırlık Programının amaçlarının gerçekleşme düzeyine ilişkin ifadeler yer almaktadır. Aşağıda verilen becerilere sahip olma düzeyinizi uygun olan seçeneğe (X) işareti koyarak belirtiniz.	**Kesinlikle katılıyorum**	**Katılıyorum**	**Katılmıyorum**	**Kesinlikle katılmıyorum**
1. Öğretim elemanına ders ile ilgili İngilizce soru sorabilirim.				
2. Öğretim elemanının dersle ilgili İngilizce sorduğu soruyu yanıtlayabilirim.				
3. Derste yapılan İngilizce etkinliklere katılabilirim (grup ve eşli çalışma v.b).				
4. Ders ortamında İngilizce'yi rahatlıkla kullanabilirim.				
5. İngilizce bir metni okuyup ana fikrini anlayabilirim.				
6. İngilizce bir metinle ilgili soruları yanıtlayabilirim.				
7. İngilizce bir metni okuyup özetleyebilirim.				
8. İngilizce bir metni okuyup kendi sözcüklerimle ifade edebilirim.				
9. İngilizce bir metni okuyup anlayabilirim.				
10. Derste öğretim elemanın İngilizce konuşmalarını anlayabilirim.				
11. Derste kullanılan dinleme ile ilgili İngilizce materyalleri anlayabilirim (Film, CD v.b).				
12. Derste İngilizce yapılan sunuları anlayabilirim.				
13. Öğretim elemanının verdiği İngilizce sözlü yönergeleri anlayabilirim.				
14. Sınıfta yapılan İngilizce tartışmaları anlayabilirim.				
15. Dersi dinlerken İngilizce not tutabilirim.				
16. Herhangi bir konuda İngilizce paragraf, kompozisyon yazabilirim.				
17. İngilizce yapılan sunuları İngilizce yazılı rapor haline getirebilirim.				
18. İngilizce okunan bir metni İngilizce yazarak özetleyebilirim.				
19. İngilizce mektup, e-posta v.b yazabilirim (formal ve informal).				
20. İngilizce bir formu doldurabilirim.				

YABANCI DİLLER YÜKSEKOKULU ZORUNLU İNGİLİZCE HAZIRLIK PROGRAMINA İLİŞKİN GÖRÜŞLER

Bu bölümde, sizin Yabancı Diller Yüksekokulu Zorunlu İngilizce Hazırlık Programına ilişkin görüşlerinizi belirlemeyi amaçlayan sorulara yer verilmiştir.

1. Fırat Üniversitesi Yabancı Diller Yüksekokulu Zorunlu İngilizce Hazırlık Programı hakkındaki görüşleriniz nelerdir?

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2. Fırat Üniversitesi Yabancı Diller Yüksekokulu Zorunlu İngilizce Hazırlık Programında edindiğiniz İngilizce bilgisi fakültede İngilizce olarak aldığınız dersleri izlemeniz için ne ölçüde yeterlidir? Bu konudaki görüşleriniz nelerdir?

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3. Fırat Üniversitesi Yabancı Diller Yüksekokulu Zorunlu İngilizce Hazırlık Programının öğrencilerin ve bölümünüzün gereksinimi olan İngilizce'yi ne ölçüde sunduğunu düşünüyorsunuz?

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4. Fırat Üniversitesi Yabancı Diller Yüksekokulu Zorunlu İngilizce Hazırlık Programının yabancı dili (İngilizce'yi) daha etkili bir şekilde öğretebilmesi için önerileriniz nelerdir?

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APPENDIX D: *Semi-structured Interview*

Bu görüşmeye gönüllü olarak katıldım.

Tarih:

Görüşme Süresi:

Adı-soyadı:

İmza:

KİŞİSEL BİLGİLER

1. Cinsiyet: Kadın ( ) Erkek ( )

2. Mezun olduğunuz üniversite ve fakülte:

3. Fırat Üniversitesi'nde çalışma süreniz:

( ) 0-5 yıl ( ) 6-10 yıl ( ) 11-15 yıl ( ) 16-20 yıl ( ) 21 yıldan fazla

OKUTMAN GÖRÜŞME SORULARI

1. Sizce hazırlık programının amaçları nelerdir? Bu amaçlara yeterince ulaşılıyor mu?

2. Programın zorunlu olmasının programın niteliği üzerindeki etkileri nelerdir?

3. Programın aksayan yönleri olduğunu düşünüyor musunuz? Varsa nelerdir?

4. Derslerinizde hangi yöntem ve teknikleri kullanmaktasınız?

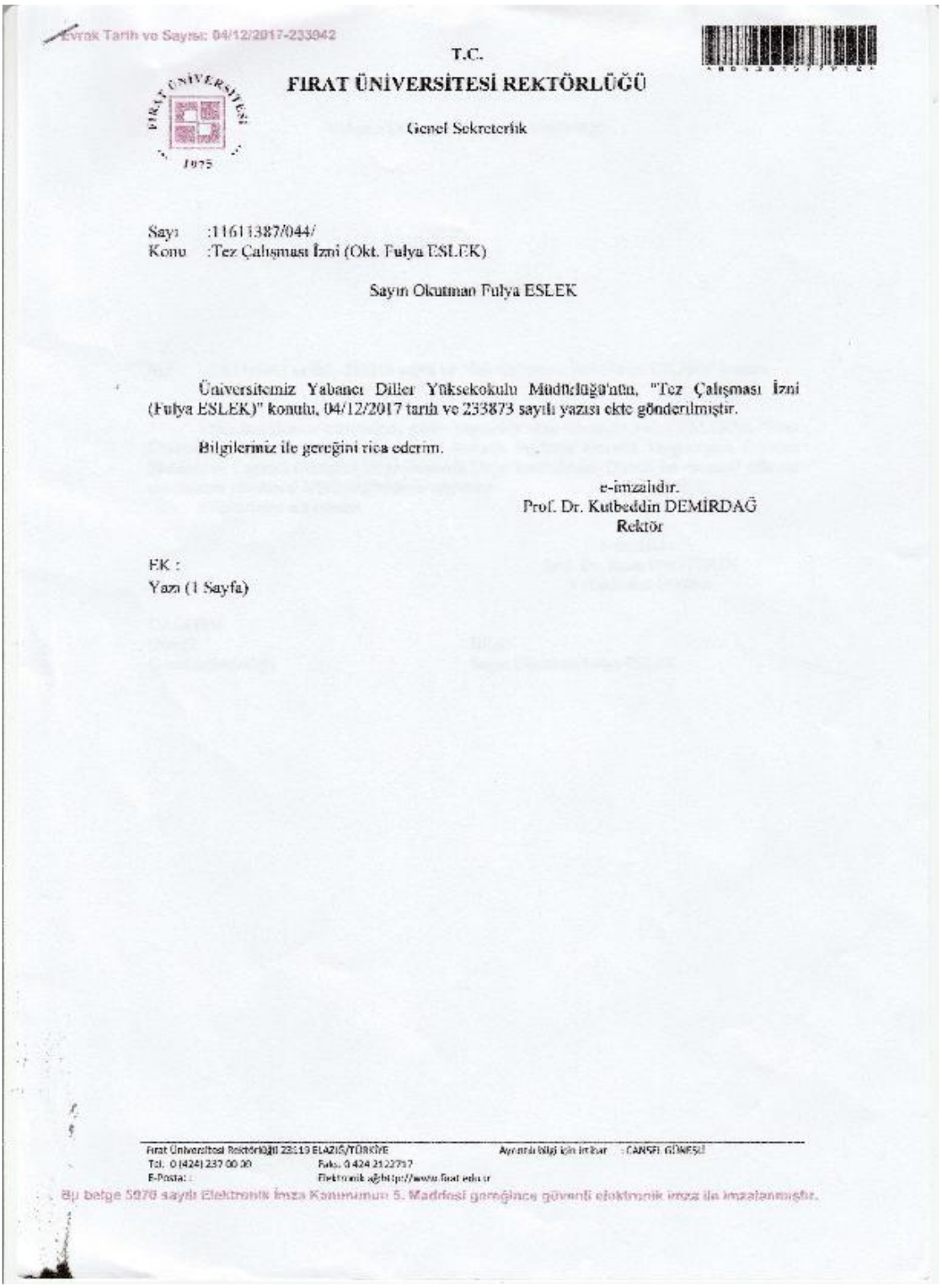
5. Derslerinizde kullandığınız araç-gereç ve materyaller nelerdir?

6. Hazırlık programında uygulanan/ kullanılan sınav ve quiz gibi değerlendirme araçlarının uygunluğu konusundaki görüşleriniz nelerdir?

7. Hazırlık programında kullanılan ders kitaplarının programın amaçlarını karşıladığını düşünüyor musunuz? Bu kitaplar öğrencilerin seviyelerine uygun mudur?

8. Sizce programın geliştirilmesi gereken yönleri var mı? Varsa, önerileriniz nelerdir?

APPENDIX E: *Official Correspondence with Fırat University Presidency*



Evrak Tarih ve Sayısı: 04/12/2017-233942

T.C.

FIRAT ÜNİVERSİTESİ REKTÖRLÜĞÜ

Genel Sekreterlik

Sayı :11611387/044/
Konu :Tez Çalışması İzni (Okt. Fulya ESLEK)

Sayın Okutman Fulya ESLEK

Üniversitemiz Yabancı Diller Yüksekokulu Müdürlüğü'nün, "Tez Çalışması İzni (Fulya ESLEK)" konulu, 04/12/2017 tarih ve 233873 sayılı yazısı ekte gönderilmiştir.

Bilgilerinize ile gereğini rica ederim.

e-imzalıdır.
Prof. Dr. Kutbeddin DEMİRDAĞ
Rektör

EK :
Yazı (1 Sayfa)

Fırat Üniversitesi Rektörlüğü 23119 ELAZIĞ/TÜRKİYE Ayrıntılı bilgi için irtibat : CANSEL GÜNEŞLİ
Tel. 0 (424) 237 00 00 Faks. 0 424 23 22 737
E-Posta: Elektronik ağ bilgisi: http://www.firat.edu.tr

Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.

rak Tarih ve Sayısı: 04/12/2017-233873

T.C.

FIRAT ÜNİVERSİTESİ REKTÖRLÜĞÜ

Yabancı Diller Yüksekokulu Müdürlüğü

Sayı :39345886/044/
Konu :Tez Çalışması İzni (Fulya ESLEK)

GENEL SEKRETERLİĞE

İlgi :29/11/2017 tarihli, 233086 sayılı ve "Tez Çalışması İzni (Fulya ESLEK)" konulu yazı

Yüksekokulumuz bünyesinde görev yapmakta olan Okutman Fulya ESLEK'in, "Fırat Üniversitesi Yabancı Diller Yüksekokulu Zorunlu İngilizce Hazırlık Programının Öğretim Elemanı ve Öğrenci Görüşleri Doğrultusunda Değerlendirilmesi: Durum İncelemesi" adlı tez çalışmasını yürütmesi Müdürlüğümüzce uygundur.

Bilgilerinize arz ederim.

e-imzalıdır.
Prof. Dr. İhsan DAĞTEKİN
Yüksekokul Müdürü

DAĞITIM
Gereği:
Genel Sekreterliğe

Bilgi:
Sayın Okutman Fulya ESLEK

Fırat Üniversitesi Rektörlüğü 23119 ELAZIĞ/TÜRKİYE Ayrıntılı bilgi için irtibat : Nihan TAŞCI
Tel : 0 (424) 237 00 00 Faks: 0 424 2122717
E Posta: : Elektronik ağ:http://www.firat.edu.tr

Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.

CURRICULUM VITAE

PERSONAL INFORMATION

Name: Fulya ESLEK
Place of Birth: Üsküdar
Date of Birth: 23/06/1986
E-mail: feslek@firat.edu.tr

EDUCATIONAL BACKGROUND

2019	Master of Arts, Çukurova University, The Institute of Social Sciences, English Language Teaching Department, ADANA
2011	Bachelor of Arts, Faculty of Education, Mersin University, English Language Teaching Department, MERSİN

WORK EXPERIENCE

2014-	Instructor Fırat University, ELAZIĞ
2012 – 2014	English Teacher MEB- Ministry of National Education, TUNCELİ