Ufuk University

Graduate School of Social Sciences

Department of English Language Teaching

A NEED-BASED EVALUATION

OF A PREPARATORY SCHOOL PROGRAM:

EXPERIENCE AND REFLECTIONS OF FRESHMAN STUDENTS

Aynur Coşaner

Master's Thesis

Ankara, 2013

A NEED-BASED EVALUATION OF A PREPARATORY SCHOOL PROGRAM:

EXPERIENCE AND REFLECTIONS OF FRESHMAN STUDENTS

Aynur Coşaner

Master's Thesis

Ufuk University

Graduate School of Social Sciences

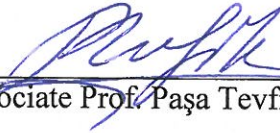Department of English Language Teaching

Ankara, 2013

Aynur Coşaner tarafından hazırlanan "Bir Hazırlık Okulu Programının Gereksinime Dayalı Değerlendirmesi: Birinci Sınıf Öğrencilerinin Deneyim ve Düşünceleri" başlıklı bu çalışma, 12.06.2013 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

_____
Prof. Dr. Ahmet Kocaman (Başkan)

_____
Prof. Dr. Gülsev Pakkan (Danışman)

_____
Associate Prof. Paşa Tevfik Cephe (Üye)

Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylarım.

[_____]
Enstitü Müdürü

T.C.
UFUK ÜNİVERSİTESİ
Prof. Dr. Mehmet TOMANBAY
Sosyal Bilimler Enstitüsü Müdürü

i

BİLDİRİM

Hazırladığım tezin/raporun tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin/raporumun kağıt ve elektronik kopyalarının Ufuk Üniversitesi Sosyal Bilimler Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

☐ Tezimin/Raporumun tamamı her yerden erişime açılabilir.

☐ Tezim/Raporum sadece Ufuk Üniversitesi yerleşkelerinden erişime açılabilir.

☐ Tezimin/Raporumun …… yıl süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin/raporumun tamamı her yerden erişime açılabilir.

Aynur Coşaner

To the memory of my beloved

mother, Muhlise Coşaner, who is always

in my mind and heart though not being

with me anymore.

ACKNOWLEDGEMENTS

First of all, I would like to express my sincere gratitude to my thesis advisor Prof. Dr. Gülsev Pakkan for her continual guidance and invaluable encouragement. Her stimulating suggestions helped me to coordinate my studies and contributed tremendously to my thesis. It was a real privilege for me to be one of her advisees.

I also would like to express my deepest gratitude to the examining committee, Prof. Dr. Ahmet Kocaman and Associate Prof. Dr. Paşa Tevfik Cephe, for their time and recommendations throughout my studies.

Furthermore, I am grateful to Assistant Prof. Dr. Abdullah Ertaş and Associate Prof. Dr. Cem Balçıkanlı who rendered their advice and support whenever I needed.

I owe too much to all my friends who sincerely devoted their time and effort to help and encourage me in any stage of this study. I also feel grateful to all my colleagues at Gazi University for their contribution and collaboration.

Finally, I wish to express my love and gratitude to all my family members for their understanding, endless patience and encouragement when it was most required.

ABSTRACT

Coşaner, Aynur. A Need-Based Evaluation of a Preparatory School Program:
Experience and Reflections of Freshman Students, Master's Thesis, Ankara, 2013.

This study aimed at evaluating the effectiveness of the program conducted at Gazi University Preparatory School from the freshman students' point of view. In this context, a need-based evaluation method was adopted to determine the students' needs, the extent to which the preparatory program could meet the students' needs, and the students' reflections on the preparatory program. Accordingly, 256 freshman students who graduated from the Preparatory School in 2012 and enrolled in partly English-medium departments in 2012-2013 academic year participated in the study. Moreover, in order to bring a deeper insight into the evaluation process, two academics were also included in the study. The data were collected through a student questionnaire, a semi-structured student interview form and a semi-structured academic interview form. The gathered data were analyzed quantitatively and qualitatively. The results of the study were presented in accordance with the research questions.

The findings of the study showed that the students needed listening and speaking skills, and vocabulary rather than the other language skills in their English-medium content courses. The results also revealed that there were some mismatches between the students' language needs and perceived competencies; and the preparatory program met the students' language needs to some extent. Furthermore, the results suggested that some improvements were needed to be made, particularly in the content, materials, and

assessment aspect of the preparatory program. In this sense, some implications and suggestions were presented with the purpose of enhancing the preparatory program.

ÖZET

Coşaner, Aynur. Bir Hazırlık Okulu Programının Gereksinime Dayalı Değerlendirmesi: Birinci Sınıf Öğrencilerinin Deneyim ve Düşünceleri, Yüksek Lisans Tezi, Ankara, 2013.

Bu çalışma Gazi Üniversitesi Hazırlık Okulunda izlenen programı birinci sınıf öğrencilerinin bakış açısıyla değerlendirmeyi amaçlamıştır. Bu kapsamda, öğrencilerin dil gereksinimlerini, hazırlık programının öğrencilerin dil gereksinimlerini ne ölçüde karşıladığını ve öğrencilerin program hakkındaki düşüncelerini belirlemek amacıyla gereksinime dayalı bir değerlendirme yöntemi benimsenmiştir. Çalışmaya, 2012 yılında Hazırlık Okulu'ndan mezun olan ve 2012-2013 eğitim öğretim yılında öğretim dili kısmen İngilizce olan bölümlerde kayıtlı olan 256 öğrenci katılmıştır. Ayrıca, değerlendirme sürecine daha derin bir bakış açısı kazandırmak amacıyla çalışmaya iki öğretim görevlisi dahil edilmiştir. Veriler bir öğrenci anketi, yarı yapılandırılmış öğrenci görüşmesi, ve yarı yapılandırılmış öğretim görevlisi görüşmesi aracılığıyla toplanmıştır. Toplanan veriler nicel ve nitel olarak incelenmiştir. Çalışmanın sonuçları araştırma soruları doğrultusunda sunulmuştur.

Çalışmanın sonuçları, öğrencilerin öğretim dili İngilizce olan bölüm derslerinde daha çok dinleme ve konuşma becerileri ile sözcük bilgisine gereksinim duyduklarını göstermiştir. Sonuçlar aynı zamanda öğrencilerin dil gereksinimleri ve algılanan yeterlilikleri arasında bazı uyuşmazlıklar olduğunu, ve hazırlık programının dil gereksinimlerini bir dereceye kadar karşılayabildiğini ortaya koymuştur. Ayrıca,

sonuçlar programın özellikle içerik, materyaller ve değerlendirme açısından bazı geliştirmelere gerek duyduğunu göstermiştir. Bu bağlamda hazırlık programın geliştirilebilmesi amacıyla bazı çıkarımlarda ve önerilerde bulunulmuştur.

Anahtar Sözcükler: Program Geliştirme, Program Değerlendirme, Gereksinim Çözümlemesi, Akademik Amaçlı İngilizce

.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

"What you need is a way to develop the ability for your mind to always remain clear and settled, a way to use the full potential of your mind at all times -- even in the midst of the most hectic activity."
~ Robert Roth

1.1 Background to the Study

In our era, in which science and technology constantly advance, many countries all over the world have developed educational systems in order not to fall behind these advances. Within these developments, it has become evident that for non-English speaking countries, English serves as not only a foreign language but also the language of many disciplines. As Freeman and Long (1991:1) state, English- a second language for most of the people of the world- has increasingly become the international language for business and commerce, science and technology and international relations and diplomacy. Correspondingly; in educational institutions, particularly in colleges and universities, English has no longer been regarded simply as a foreign language, instead its importance is highly respected. Hutchinson and Waters (1987:7) summarize this striking shift saying "Whereas English had previously decided its own destiny, it now became subject to the wishes, needs and demands of people other than language teachers."

Realizing the fact that the importance of English in all aspects of life is increasing day by day, a great number of universities in Turkey have started to provide a one-year voluntary and/or compulsory English preparatory class for their students. Within these programs, students are exposed to an intensive English program and are prepared for both their academic studies and various programs such as Socrates and Erasmus. Preparatory schools develop and apply well-rounded language curricula in order to equip the students with the language skills required to succeed in higher education and meet their foreseen language needs.

In order for a language program to succeed, however, there are several vital components to be considered; and no doubt one of them is evaluation. According to Finney (2002), evaluation must be included in all phases of curriculum planning and implementation. One reason of this is because evaluation makes it possible to see whether the goals of the curriculum have been met or not. Another thing that makes evaluation essential is that it provides an opportunity to determine the effectiveness of the language program itself. For an evaluation study that is carried out for the former reason, an assessment of the participants within the program seems necessary. If the purpose for evaluation is to examine the effectiveness, on the other hand, then it is likely to focus on the teachers, the methodology, the materials and so on (Finney, 2002).

There have been a great number of studies carried out on language program evaluation in the preparatory schools in Turkey. Examples include "A curriculum evaluation through needs analysis: Perceptions of intensive English program graduates at Anadolu University" (Gerede, 2005), "Learners' Perceptions in the evaluation of an

ESP course" (Demirbulak, 1992), "Evaluation of an English language teaching program at a Public university using CIPP model" (Tunç, 2010), "Formative evaluation of a process-genre writing curriculum at Anadolu University School of Foreign Languages" (Muşlu,2007), "An evaluation of the curriculum applied at the Preparatory English Classes of Yıldız Technical University" (Vural, 2004). In this respect, this study attempts to evaluate the effectiveness of a language program through the experience and reflections of freshmen students adopting both qualitative and quantitative research methods.

Gazi University School of Foreign Languages, consisting of Department of Modern Languages and Department of Basic Foreign Languages, was founded in March 1st, 2006. Besides its purpose of facilitating cooperation and coordination between its two branches and equipping students with the necessary language skills for their academic studies at faculties where the medium of instruction is partly English; School of Foreign Languages also seeks to maintain a foreign language learning environment in which the most current and effective approaches, methods, techniques and materials are used. Therefore, considering the fact that it is open to all kinds of innovative studies and constructive evaluations, this study tries to provide a scientific basis for upcoming improvements in the curriculum of the Preparatory School.

1.2 Statement of the Problem

Gazi University Preparatory School trains students of various faculties and departments in order to help them pursue their undergraduate studies without having

difficulty. Since English is fully or partially the medium of instruction in many departments at Gazi University, the Preparatory School has the responsibility to make sure that the students have acquired a certain level of proficiency in English and become competent users the language before they start studying at their departments. Therefore, the students who are unable to pass the Proficiency Exam carried out at the beginning of the academic year are exposed to an intensive general English program for a year.

This intensive program consists of 25 hours of instruction per week, and adopts an integrated (skills) approach to language teaching and learning, which is believed to be a more realistic approach to authentic language teaching. Correspondingly, English is taught in real contexts and situations provided by several course books and additional materials given by the materials office, and the emphasis is on the purpose for which language is used. In addition, pair and group work activities are included in the program since they provide social interactions within the learning environment. Regular attendance and active participation are regarded as other essential points within the preparatory program. Students are subjected to quizzes and midterm exams and other alternative assessment practices which are regarded as a precious, integral facet of instruction measuring teacher effectiveness objectively, providing meaningful feedback for instructional improvement, serving as a barometer of success and motivational tool (Tucker & Stronge, 2005).

Despite its seven years of demanding service, only a limited number of studies on curriculum evaluation have been carried out at the Preparatory School. However, recently, considering the importance of its function and its capabilities, the Preparatory

School has begun to undergo a more self-critical policy. In this sense, this study aims to provide an evaluation on the effectiveness of the current curriculum in order to find out the strengths and weaknesses of the program and enhance the quality of provided education.

1.3 Purpose of the Study

This study mainly aims at evaluating the satisfactoriness of the curriculum conducted at Gazi University Preparatory School in meeting the needs of its graduates and provide an insight into the program from the students' perspectives. With this purpose in mind, the study attempts to answer three questions, the first of which relates to the language needs of freshman students studying at partly English-medium departments, another of which relates to the fitness of purpose of the preparatory program; and last of which relates to the perceptions of the students on the preparatory program:

1. What are the language needs of the students in their English-medium content courses?

2. To what extent does the current preparatory program meet the language needs of the students?

3. How do the students reflect on and value the preparatory program?

1.4 Scope of the Study

This study is concerned with the evaluation of the language program carried out at Gazi University Preparatory School in terms of its effectiveness in meeting the language needs of the students and the program itself. In order to obtain the necessary information for a healthy evaluation, freshman students will be administered a questionnaire and interviewed, which will enable the students reflect on the preparatory program that they were exposed to in 2011-2012 academic year.

The reason for focusing simply on the freshman students in this study is that they were all exposed to the same program at the Preparatory School in 2011-2012 academic year. In addition, it would be much easier for them to recall their preparatory school experience and comment on the question of whether the preparatory program have met their needs or not. Therefore, the scope of the study does not extend over the sophomore, junior and senior level of students who were exposed to different preparatory programs in previous years.

The departments that are included into the study are the Faculty of Architecture (Architecture, Urban and Regional Planning, and Industrial Product Design), the Faculty of Engineering (Chemical Engineering, Civil Engineering, Computer Engineering, Electrical-Electronics Engineering, Industrial Engineering and Mechanical Engineering), the Faculty of Sciences (Statistics) and the Faculty of Economics and Administrative Sciences (Business Administration, Public Administration, International Relations). The Faculty of Medicine , the Faculty of Dentistry, the Faculty of Education

(English Language Teaching) and the Faculty of Letters (English Language and Literature) are not taken into the scope of the study as their curricula are quite different and the medium of instruction in these departments is entirely English.

1.5 Limitations

"Case study has proven particularly useful for studying educational innovations, evaluating programs, and informing policy" (Merriam, 2009: 51). However, it has several limitations involving the issues of reliability, validity, and generalizability. Though this research was carefully designed and meticulously carried out, there are several factors that could have interfered in the study outcomes and the quality of the study.

First of all, since this is a need-based evaluation study, students were regarded as the main stakeholders and they were asked to reflect on their needs, competences and notions. However, this self-reported data might be viewed as lacking reliability and tenuous. In order to make the study more grounded, it might be useful to make use of class observations, achievement tests and so on.

Secondly, this study adopts a convenience sampling method, as opposed to a random sample, which makes it difficult to apply its results to a larger population. In addition, there were time constraints in the study. Since the study was conducted over a certain interval of time, it might be considered as a snapshot dependent on conditions occurring during that time; and this might have affected the outcome of the study.

Another limitation is that apart from the students, only two academics are included in the study. It is, however, necessary to include as much stakeholders as possible in the study when evaluating the curriculum. Therefore, for a deeper evaluation, it could be preferable to support this data with the Preparatory School students, the Preparatory School instructors and more academics in the departments.

1.6 Definitions of Terms

It is believed to be important to include the definitions of terms in any study in order to clarify the key terms in accordance with how they are used in that particular study and avoid ambiguity. With this purpose in mind, some of the terms are defined briefly as follows.

Curriculum: The curriculum is "all of the experiences that individual learners have in a program of education whose purpose is to achieve broad goals and related specific objectives, which is planned in terms of a framework of theory and research or past and present professional practice" (Hass,1980:5).

Curriculum Development: According to Richards (2001:2), language curriculum development is "an interrelated set of processes that focuses on designing, revising, implementing and evaluating language programs".

Curriculum Evaluation: McNeil (1977) states that curriculum evaluation is "an attempt to throw light on two questions, the first of which concerns whether planned

learning opportunities, programs, courses and activities as developed and organized actually produce desired results; and the second of which concerns the best ways of improving the curriculum offerings".

Need: A need is "something that is necessary or useful for the fulfillment of a defensible purpose" (Webster's Third International Dictionary, 1976; quoted in Stufflebeam et al. 1985:12).

Needs Analysis (Needs Assessment): Needs assessment is the process of obtaining information to determine the things that are useful or necessary to serve a particular purpose; and according to Stufflebeam, McCormick, Brinkerhoff and Nelson (1985:16), it can serve for two primary functions: "First, it assists in determining what needs exist and how these needs should be addressed. Second, it can provide criteria against which a program's merits can be evaluated, that is, the degree to which intended or important human needs are addressed effectively and efficiently".

Syllabus: "The syllabus is seen as an instrument by which the teacher, with the help of the syllabus designer, can achieve a degree of 'fit' between the needs and aims of the learner (as social being and as individual) and the activities which will take place in the classroom" (Yalden 1984:14).

Syllabus Design: Seen as a subsidiary component of curriculum development, syllabus design can be defined as "selection and organization of instructional content including suggested strategy for presenting content" (Brown, 1995).

English for Academic Purposes (EAP): It is "abilities, techniques and strategies which are used when reading, writing or listening for study purposes. For example, study skills needed by university students studying English language textbooks include: adjusting reading speeds according to the type of material being read, using the dictionary, guessing word meanings from context, interpreting graphs, diagrams, and symbols, note taking and summarizing" (Richards et. al.,1992).

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

It is clear that curriculum development and syllabus design are the keystones in any language teaching program and are of great importance in ELT. Brown (1995:19) emphasizes the significance of curriculum development predicating "Like any other educational experiences, the quality of language teaching depends upon the use of curriculum development process". In a similar vein, syllabus design, is highly appreciated since it is regarded as a key factor for successful classroom instruction.

In the existing literature on language teaching, the terms curriculum and syllabus are sometimes defined differently, and sometimes used interchangeably. Stern (1983, p: 434) provides an attempt to clarify these two terms:

> "The term 'curriculum' is commonly used in two related senses. It refers, first, to the substance of a program of studies of an educational institution or system. Thus, we can speak of the school curriculum, the university curriculum, the curriculum of French Schools, or the curriculum of Soviet education. In a more restricted sense, it refers to the course of study or content in a particular subject, such as the mathematics curriculum or the history curriculum. It is, therefore, used as a synonym of what in British universities and schools is sometimes referred to as the 'syllabus' for a given subject or course of studies. In recent years, however, the term 'curriculum' has come to refer not only to the subject matter or content, but also to the entire instructional process including materials, equipment, examinations, and the training of teachers, in short all pedagogical measures related to schooling or to the substance of a course of studies."

Following Stern, Yalden (1984) defines curriculum as a 'public record', 'a contact', 'an instrument' that clearly shows the 'negotiation' amongst all the parties engaged and it focuses on the 'ends of the instruction and its social purpose'; and regards syllabus as "the summary of the content to which learners will be exposed" (Yalden,1987:87).

Apparently covering similar ground, Nunan (1988:8) makes a clear distinction between curriculum and syllabus, pointing out that:

> "Curriculum is concerned with the planning, implementation, evaluation management, and administration of education programs. Syllabus, on the other hand, focuses more narrowly on the selection and grading of content."

Rodgers (1989:26) presents Nunan's view of curriculum and syllabus, and comments on these two terms as follows:

> "Syllabi which prescribe the content to be covered by a given course, form only a small part of the total school program. Curriculum is a far broader concept. Curriculum is all those activities in which children engage under the auspices of the school. This includes not only what pupils learn, but how they learn it, how teachers help them learn, using what supporting materials, styles and methods of assessment, and in what kind of facilities."

These definitions correspond well to the ones given by Richard J.C., Platt J., & Platt H, (1992, p:94) in the Longman Dictionary of Language Teaching and Applied Linguistics. Accordingly, two different definitions proposed are as follows:

Curriculum can be defined as an educational program, which states:

a) The educational purpose of the program (the ends)

b) The content, teaching, procedures and learning experiences which will be necessary to achieve this purpose (the means)

c) Some means for assessing whether or not the educational ends have been achieved.

A syllabus, on the other hand, is "a description of the contents of a course of instruction and the order in which they are to be taught."

Containing a few nuances and differences in emphasis, White (1993:19) distinguishes curriculum from syllabus stating "Curriculum theory encompasses philosophy and value systems. The main components of the curriculum are purposes, content, methodology and evaluation; and the process whereby curricula are developed, implemented and evaluated". White's attempt to determine the scope and contents of curriculum is complemented by Dubin's and Olshtain's, (1986: 35) suggestion that "syllabus is a more detailed and operational statement of teaching and learning elements which translates the philosophy of the curriculum into a series of planned steps leading towards more narrowly defined objectives at each level".

In their brief definitions Hutchinson and Waters (1996) define curriculum as an integrated series of teaching learning process aiming to lead the learners to a particular state of knowledge; however, a syllabus is regarded as the specification and ordering of content of a course or courses.

As it is evident from the definitions; these two terms refer to fairly different entities and notions. What is common in almost all distinctions made is that syllabus is subordinated to curriculum, which means a single curriculum can be the starting point of various syllabi. Correspondingly, while outlining the process of syllabus design, it is necessary to relate it to the wider field of curriculum development. In other words, it is

possible to regard syllabus design as part of course design, which in turn, forms part of the development of the curriculum as a whole.

2.2 Developing, Evaluating and Renewing the Curriculum

Recently, language curriculum development process has gained great importance and it has been widely accepted as the central element in language teaching. In many countries, language curriculum development units have been established in ministries of education since the 1980s with a mandate to review and develop national language teaching curriculum based on a curriculum development perspective. (Richards, 2001:41). In parallel with these advances, there have been various attempts to determine the factors to be considered and the steps to be followed within curriculum development process.

2.2.1 Curriculum Development and Renewal Process

For years, many approaches to curriculum development have been reported in the literature in the field of ELT. One of the most important statements on the nature and process of curriculum development was made by Tyler in 1949 in a book that brought about a revival in curriculum studies throughout the 1950s (as cited in Richards, 2001:39) . Accordingly, four fundamental questions must be answered in developing any curriculum and plan of instruction. These are:

(1) What educational purposes should the school seek to attain?

(2) What educational experiences can be provided that are likely to attain these purposes?

(3) How can these educational experiences be effectively organized?

(4) How can we determine whether these purposes are being attained?

(Tyler 1950,1).

Tyler's model was criticized in that it implied a linear approach, which does not adopt an evaluation process at every stage. Based on this argument, a cyclical model involving four stages was developed by Nicholls and Nicholls (1972, 4):

a) The careful examination, drawing on all available sources of knowledge and informed judgment, of the objectives of teaching, whether in particular subject courses or over the curriculum as a whole.

b) The development and trial use in schools of those methods and materials which are judged most likely to achieve the objectives which teachers agreed upon.

c) The assessment of the extent to which the development work has, in fact, achieved its objectives. This part of the process may be expected to provoke new thought about the objectives themselves.

d) The final element is therefore feedback of all the experience gained, to provide a starting point for further study.

Clark (1987), however, argues that these can be considered as renewal processes rather than development processes. Correspondingly, he introduces the following steps of the process of curriculum renewal:

- the review of principles to guide the language teaching/learning process in the light of applied linguistic theory and classroom experience,

- the reworking of syllabuses embodying aims, objectives, content, and a broad methodology,

- the review of classroom teaching/learning strategies,

- the choice, adaptation, and creation of resources embodying appropriate learning experiences,

- the review of assessment designed to monitor, record, report, and provide feedback on learner progress,

- the review of classroom schemes of work relating all of the above together,

- the review and creation of strategies designed to assist teachers to evaluate classroom practices and to improve them,

- the identification of areas for research to determine possible ways forward in any of the above areas,

- the review or devising of in-service education designed to assist teachers to widen their conceptual and pragmatic base in particular areas, and to find solutions to their own classroom problems (Clark 1987, 12-13)

The seven steps suggested by Clark are in essence simplified, and condensed later on. According to Johnson (1989):

> "A coherent curriculum is one in which decision outcomes from the various stages of development are mutually consistent and complementary, and learning outcomes reflect curricular aims. ... Decision making is therefore a continuing and cyclical process of development, revision, maintenance and renewal which needs to continue throughout the life of the curriculum".

Developmental stages	Decision-making roles	Products
1. Curriculum planning	Policy makers	Policy document
2. Specification: Ends – means	Needs analyst	Syllabus
	Methodologists	
3. Program implementation	Materials writers	Teaching materials
	Teacher trainers	Teacher-training program
4. Classroom implementation	Teacher	Teaching acts
	Learner	Learning acts

Figure 2.1 Stages, decision-making roles and products in curriculum development

(from Johnson,1989**)**

Brown (1995), underlining the necessity of continuity of the process and the integrity of the elements, puts forward six stages within the curriculum development: Needs analysis, goals and objectives, language testing, materials development, language teaching and program evaluation.
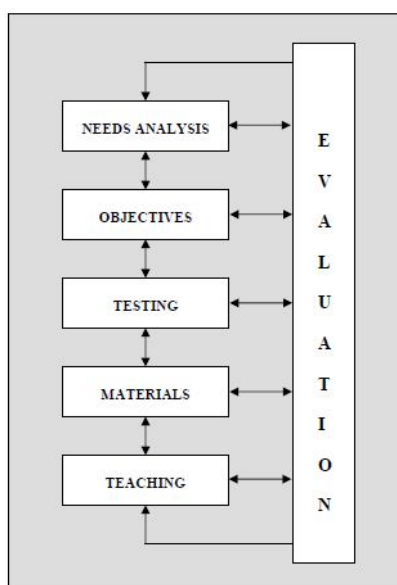
Figure 2.2 Systematic approach to designing and maintaining language curriculum

(from Brown, 1995)

A successful curriculum can only be developed after a series of fundamental decisions have been made. According to Graves (2000:3), these decisions are centered on several factors as in the following framework.
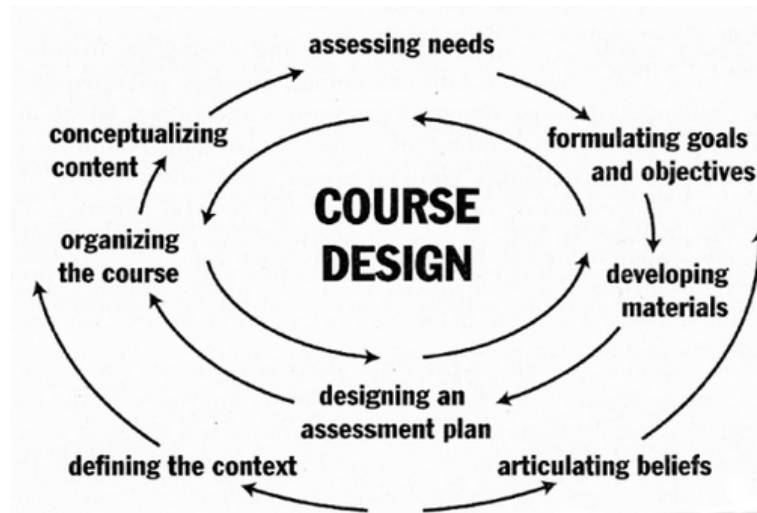
Figure 2.3 A framework of course development process

(from Graves, 2000:3)

In a broader manner, Richards (2001:1) points out that language curriculum development deals with the following questions:

1. What procedures can be used to determine the content of a language program?

2. What are learners' needs?

3. How can learners' needs be determined?

4. What contextual factors need to be considered in planning a language program?

5. What is the nature of aims and objectives in teaching and how can these be developed?

6. What factors are involved in planning the syllabus and the units of organization in a course?

7. How can good teaching be provided in a program?

8. What issues are involved in selecting, adapting, and designing instructional materials?

9. How can one measure the effectiveness of a language program?

According to Howard (2007), on the other hand, at the university level, where there are major fields of study that encompass a collection of courses, there is also the opportunity to design a coherent curriculum which needed not be sequential in the traditional sense. In this context, it might be problem-based or issues-based, with students making ever-deepening inquiries into central concepts and principles. Since in such a curriculum the policy would be open to modification, it might be evaluated and renewed if necessary.

2.2.2 Curriculum Evaluation Procedure

Curriculum is essentially concerned with the process of planning, implementation and evaluation of a language program. In this process, however, it is important that all elements be integrated so that decisions made at one level are not in conflict with those at another (Nunan, 1988:4). Such an emphasis on an 'integrated approach' (Thomas, 2005) has led to a more systematic and 'learner-centered' approach where curriculum is viewed as a 'cyclical process of development, revision, maintenance and renewal which need to continue throughout the life of the curriculum' (Johnson, 1989).

At this point, evaluation can be regarded as an integral and on-going part of the curriculum development process which fundamentally aims to improve curriculum - teaching and learning in all aspects. An evaluation of a curriculum might provide the chances of trying out alternatives, examining and reflecting on the outcomes and making necessary further refinements. Given that a quality education requires a quality curriculum; an effective, quality curriculum, evaluation is a critical component to be

carried out meticulously in each phase of curriculum design. The broadest kind of evaluation, according to Nation and Macalister, (2010: 123) looks at all aspects of curriculum design to see if the course is the best possible.

When approaching the task of curriculum evaluation, it seems necessary to primarily specify the purpose, time/duration, type/focus and factors to be included in the evaluation. In order to determine these, one should consider the followings:

1) formative or summative

2) short-term or long term

3) process-oriented or product-oriented

4) cognitive, affective or recourse factors

(Nation and Macalister, 2010:126-127).

According to Nation and Macalister (2010), in a formative evaluation the aim is to form or shape the course in order to improve it. Similarly, as for Bachman (1989) in formative evaluation the main concern is to find ways to improve an on-going program. Summative evaluation, on the other hand, can be defined as an evaluation in which the purpose is to reflect on the adequacy and effectiveness (Nation and Macalister, 2010), and which is mostly carried out after the completion of the program (Bachman, 1989). This type of evaluation is often based on tests of all sorts, student reaction to the instruction, teacher's views concerning the effectiveness of instruction, parent's reactions, and ratings of graduates (Saylor, Alexander & Lewis, 1981:319 as cited in Gerede, 2005).

Deciding whether the evaluation will be conducted in a short-term or a long term is another important point. Though short term evaluations seem to be practical, time-saving and economical, they are less likely to be valid. Thus, the duration of the evaluation studies are suggested to be long-term (Beretta, 1986:145).

Nation and Macalister (2010: 126) state that an evaluation can focus on the process of learning and teaching and it can focus on the product or result of learning and teaching. The product-oriented approach first proposed by Ralph Tyler and mostly summative is used to determine the extent to which the goals and objectives are achieved. Typically, it measures students' achievements by testing and grading. However, it lacks the criterion to determining the effectiveness and appropriateness in identifying particular needs of the learners (Saylor, Alexander & Lewis, 1981). In process-oriented evaluation, on the other hand, the primary concern is considered to be the students and their needs. Therefore, in order to have a well-rounded evaluation of curriculum, a process-oriented approach is necessary.

The last distinction to be made is to decide on the factors to be included in the evaluation. According to Nation and Macalister (2010: 127), there are three factors which are cognitive, affective and resource. To illustrate these factors, they provide several questions each of which is related to a particular factor. Example questions can be seen in the figure below.

Cognitive	* How much has been taught? * Has the course improved learners' work or study performance?
Affective	* Are the learners pleased with the course? * Do the teachers feel the course is effective?
Resource	*Are the classrooms large enough? *Is the library adequate for the needs of the learners?

Figure 2.4 Sample questions to be asked in the evaluation

(adapted from Nation and Macalister (2010: 127)

What seems an undeniable fact is that all kinds of evaluations eventually require information in order to answer the questions that are relevant to the evaluation. At this point, there are several data-gathering tools such as questionnaires, interviews, observations and checklists that can be used. According to Nation and Macalister (2010), these tools are similar to needs analysis tools; however, in an evaluation they provide a much more detailed data.

As can be seen, there are several aspects of evaluation, which make it a demanding process. It is important to note, however, that the need for such an effort seems to be inevitable for a full-scale evaluation.

2.3 The Place of Needs Analysis in Curriculum Development

Needs analysis, first introduced by Michael West in the 1920s and sometimes referred to as needs assessment, became well established in the mid-1970s with the rise

of learner-oriented and communication-driven approaches to language teaching. The significance of needs analysis has led to the development of various approaches which in turn bring attention to the widely recognized importance of curriculum development (Yalden, 1987; Brown, 1995; Hutchinson & Waters, 2002).

In a 'learner-centered' approach to curriculum design, the 'initial step'(Yalden, 1983:101) and the 'fundamental principles' (Brindley, 1989:63) are the analysis of the learners' needs, indicating that learners' are 'central' 'to all aspects of language teaching, including planning, teaching and evaluation' (Richard & Schmidt, 2002:197-8) (as cited in Md. Maksud Ali:2011). In this sense, it can be said that when the learners' needs are analyzed, the findings will definitely help the curriculum developers to specify the course aims, syllabus contents, materials to be used and methods to be adopted. Serving as a key source of input, a needs analysis, forms the starting point of the planning process in many cases. All decisions related to language teaching and learning are to be made after a needs analysis is conducted. Only then can the language courses be adjusted to the needs of the learners, and thus, motivate them (Stern, 1992). In other words, needs analysis is the first step to be carried out before a course and it is the process of establishing the what and the how of the course/syllabus (Dudley-Evans, T. & M. J. St John, 1998)

Besides being useful in developing goals, objectives and content; needs analysis can "provide data for reviewing and evaluating an existing program" (Richards 1984:5). Needs Analysis is "an important means of carrying out research prior to designing and evaluating lessons/materials/syllabus and it helps draw a profile of

students/course in order to determine and prioritize the needs for which students require English (L2)" (Richards et al, 1992, as cited in Jordan, 1997:20). That is to say, needs analysis can be said to be a continuous process of questioning and checking, so it is closely associated with evaluation processes within curriculum development.

From the literature, it becomes clear that a needs analysis carefully planned and well conducted may provide vital information about not only needs and wants of the students but also the motivational profile, learning styles and strategies, strengths and weaknesses of a program and so on. Moreover, this information can be used at any stage of curriculum development. Therefore, it has been highly respected within the field.

2.3.1 Approaches to Needs Analysis

A needs analysis plays a vital role in designing and carrying out any language course (Lu, & Li, 2011:1091). The first needs analysis model for language teaching proposed by Munby (1972) is found to be too complex to "be applied in any comprehensive fashion to curriculum design" (Nunan, 2001: 149). Based on the Munbian Model, Hutchinson & Waters (2002:62-63) created a more applicable framework for analyzing learning needs. Primarily used within English for Specific Purposes (ESP), needs analysis has later become to be applicable to both ESP and English for general purposes.

According to Bindaka and Christopoulou (2002:1), nowadays needs analysis is an umbrella term covering several approaches. Accordingly, these are as follows:

1. Target-situation Analysis (TSA)

It is the well known Munby's influential approach and model which focuses on the learner's needs at the end of the course and target level performance (Jordan, 1997: 23).

2. Present-situation Analysis (PSA)

Richterich and Chancerel (1997/80) propose a PSA which focuses on the learners' competence concerning skills and language at the beginning of the course (Jordan, 1997: 24).

3. Learning-centered Approaches

Hutchinson and Waters (1987) propose a learning-centered approach as 'a process of negotiation between individuals and society', the latter including syllabus, materials, teaching method etc., and divide needs into necessities, lacks and wants (Jordan, 1997: 25).

4. Strategy Analysis (SA)

SA focuses on methods of learning i.e. preferred learning styles and strategies. (Allwright, 1982; Nunan, 1991) Learning style is identified as any individual's preferred way of learning i.e. auditory, visual, kinesthetic/tactile (Reid, 1987), while learning strategy is the mental process the learner employs to learn the language (Nunan, 1991: 168).

5. Deficiency Analysis (DA)

DA maps existing proficiency against target learner proficiency determining deficiencies/lacks with the use of a three-point rating scale (none/some/lots), which establishes the priority that should be given (West, 1994: 10).

6. Means Analysis (MA)

MA attempts to study the local situation i.e. the facilities, teachers and teaching methods in order to see how the language course can be implemented (Holliday & Cooke 1982).

2.3.2 Evaluative Aspect of Needs Analysis

Program evaluation is a systematic collection and analysis of information necessary to improve a curriculum, assess its effectiveness and its efficiency, and determine participants' attitudes within the context of a particular institution (Brown, 1995: 227). EFL and needs analysis literature suggest that learner needs must be addressed if a course is to succeed (Bosher & Smalkoski, 2002; Garcia, 2002). At this point, needs analysis might be accepted as an effective tool for the evaluation of any language program since it provides important insights about the issue in question.

Needs analysis in evaluation process is of great importance because the most important information relating to the learners' 'subjective needs' can be obtained only when a language program is implemented and because the information regarding the

learners' objective needs from an initial needs analysis is often 'superficial' (Nunan, 1988).

Recently, the concern for participatory evaluation including all those involved in the particular context- has emerged within the field of curriculum development. The issue of stakeholder involvement in evaluation is an important one (Kiely & Rea-Dickins, 2006; as cited in Nation & Macalister, 2010:128). Stakeholders are described as the ones most affected by the findings and, if they are the ones who are to make changes, they need to be involved from the outset in planning, the processes and in articulating the outcomes of evaluation (Scarino & Liddicoat 2009:88). Likewise, indicating that needs analysis is one of the ways to include stakeholders within the evaluation process, Finney (2002:75) states that:

> "The participants in the needs analysis ideally should include as many of the program participants as possible- and ideally the learners themselves – where they are involved, in the specification of course content, there is a greater likelihood and they will perceive it as relevant to their needs and can take an active role in course evaluation."

In her study, Yürekli (2012) sets forth some participatory evaluation studies carried with the purpose of identifying students' needs enrolled at different departments of universities in Turkey. Similarly, Eroğlu (2005) conducted a needs analysis with different department teachers and students to determine the needs of first year students in terms of academic reading skills and concluded that their current curriculum failed to meet the expectations. Likewise, Taşçı (2007) analyzed the needs of medical students and highlighted the need for both academic reading and speaking in their context. Keşmer (2007) conducted her needs analysis with engineering students and found that English for Specific Purposes would meet the needs of the students more than general

language teaching only. In the light of these studies, Yürekli (2012:51) concludes that there is a real need for analyzing students' needs in terms of EAP skills, thus forming the basis for a renewed curriculum that better helps students to achieve their goals regarding the use of the English language within an academic context.

2.4 Needs Analysis and English for Academic Purposes

English for Academic purposes (EAP) is usually defined as teaching English with the aim of assisting learners' study or research in that language (Flowerdew and Peacock, 2001: 8; Jordan, 1997: 1). It may be regarded as a type of ESP in that the content is explicitly matched to the needs of the learners.

In a broader sense, EAP can be said to refer to the language skills and related practices that students need in order to be able to study or work in an entirely or partly English medium higher education. EAP learners are generally current higher education students who need to learn English in order to succeed in their academic careers. Therefore, the objective of an EAP course seems to help these students learn some of the linguistic – mainly institutional and disciplinary - practices involved in studying through the medium of English.

It is clear in the literature that EAP courses are usually based on a needs analysis which takes the opinions of all the various stakeholders into account. By doing so, EAP courses aim to specify what it is that the learners have to do through the medium of English. Therefore, they adopt an approach to learning and teaching that believes that it

is possible and useful to specify the required language in a particular academic context and that it is worthwhile to focus teaching on this. Correspondingly, an EAP curriculum might have to do with the questions such as "Why are the students learning English?", "What language and practices will they need to pay attention to?" or as a more judgmental question "Does this curriculum really help them to satisfy their needs?".

Liyanage and Birch (2001) emphasize that any English courses that are designed to prepare students to cope with the demands of university study has to focus on what Cummins (1982, cited in Liyanage & Birch, 2001) refers to as "context-reduced" language which is rather more abstract and rely less heavily on an immediate context; and it has to be different from the content of general ESL courses that focuses on the "context-embedded" language which emphasizes mainly on everyday interaction. Here, it might be concluded that English for General Purposes (EGP) and EAP have totally different curricula in terms of student profile, course content, goals, and instruction.

Jordan (1997) claims that curricula of EAP courses aiming at catering for students who are taking courses of advanced study at university level has to be academic-oriented and presuppose solid "literacy abilities". This assertion corresponds well with Liyanage and Birch's (2001) suggestion that the EAP curriculum has to build on student awareness towards a particular language of the academy, and certain ways of talking, reading and writing about ideas and texts. It can be implied that both the language and study skills are two important components in any EAP course. The inclusion of various language and study skills in the content of EAP would help the students to develop the "literacy abilities" and that the "academic literacy" will continue

to be applied to the complex set of skills, not only to those relating to the mastery of reading and writing (Mo, 2005).

According to Hutchinson and Waters (1987), in deciding what should be included in ESP/EAP syllabus, the awareness of the need of a target situation will determine what is considered as acceptable and reasonable content in the language course. In some cases, a very high level of proficiency is not necessarily required. The role of the EAP curriculum is simply to provide courses to enable learners succeed in their aims. Getting their present tenses correct may not be as important as understanding the overall structure of the report they have to write. (Gillett, 2011)

2.5 Summary

In the light of the aspects mentioned so far, what seems an undeniable fact is that curriculum is the backbone of any educational program; and curriculum development is a vital ongoing process for a program aiming to be effective and sustainable. In this context, an integrated model for evaluation can be said to be the most important and rewarding phase within the curriculum development process since it will surely provide all possible guidance in justification for continuance, modification or termination of a program. At this point, needs analysis is regarded as a precious tool serving for various purposes and enabling authorities to have access to many kinds of information in any stage of curriculum development process and highly appreciated. Thus, needs analysis which is a demanding and multidimensional process might provide a tangible framework for planning, prove or disprove the efficiency of a program, and reveal an

urgent requirement for an innovation in the curriculum. Accordingly, the present study aims at gaining a deep insight into the preparatory program by a need-based research and intends to provide a sound basis for the curriculum development process.

CHAPTER 3

METHODOLOGY

3.1 Introduction

The main objective of this study was to identify the freshman students' perceptions regarding the preparatory program in an effort to better understand whether the program met their needs or not. The study attempted to form a basis for the evaluation of the program carried out at the Preparatory School. In order to gather the necessary data, a questionnaire and interviews that will be explained in detail later within the study were used.

This chapter is composed of four main sections. In section 3.2, the participants of the study and sampling procedure are described. Section 3.3 describes the instruments used for data collection in detail. Following the instruments, in section 3.4, the data collection procedure followed by the researcher is presented. Finally, section 3.5 describes the data analysis process and analytical procedures.

3.2 Participants

The participants included in this study can be categorized in two groups: a total of 256 freshman students who graduated from the Preparatory School in 2012 and enrolled at several partly English-medium departments in 2012-2013 academic year; and two academics lecturing in some of these departments.

For the questionnaire, a total of 256 freshman students studying at the Faculty of Architecture (Architecture, Urban and Regional Planning, and Industrial Product Design), the Faculty of Engineering (Chemical Engineering, Civil Engineering, Computer Engineering, Electrical-Electronics Engineering, Industrial Engineering and Mechanical Engineering), the Faculty of Sciences (Statistics) and the Faculty of Economics and Administrative Sciences (Business Administration, Public Administration, International Relations) at Gazi University in 2012-2013 academic year participated in the study.

For the interviews; on the other hand, among the students who initially took the questionnaire, a total of 12 students were voluntarily included in the study. Accordingly, all the students interviewed were freshman students enrolled at the above mentioned departments in 2011-2012 academic year.

Since all the students included in the study were exposed to the same program at the Preparatory School in 2011-2012 academic year and the level of English-medium instruction within their departments was identical (30 % and above), they were regarded and treated as a single group. The number of students graduated from the Preparatory School in 2012 from each department and the number of the freshman students who participated in the questionnaire and/or the interviews from each department is presented in the table below.

Table 3.1 The students who participated in the study

	The students graduated from the Preparatory School in 2012		The freshman students that participated in the questionnaire		The freshman students that participated in the interviews	
	f	*%*	*f*	*%*	*f*	*%*
The Faculty of Architecture * Architecture * Urban and regional planning * Industrial product design	34	7.3	20	7.8	2	16.7
The Faculty of Engineering * Chemical engineering * Civil engineering * Computer engineering * Electrical-electronics engineering * Industrial engineering * Mechanical engineering	217	46.5	104	40.6	4	33.3
The Faculty of Sciences * Statistics	50	10.7	30	11.7	2	16.7
The Faculty of Economics and Administrative Sciences * Business administration * Public administration * International relations	166	35.5	102	39.9	4	33.3
TOTAL	467	100	256	100	12	

.

The age range of the students who participated in the study was between 18 and 25; however, the majority of the students were 20-21 years old. While 111 of the students were females, 145 of them were males. The information regarding the age and gender of the students can be summarized as in Table 3.2.

Table 3.2 Age and sex of the students who participated in the study

Categories		*f*	*%*
Gender	Female	111	43.4
	Male	145	56.6
Age	18-19	73	28.5
	20-21	97	37.9
	22-23	65	25.4
	24-25	21	8.2
Total		256	100

In order to gain a deeper insight into the study and complement students' self-reported data, two academics were also included in the study. The two academics one of whom lectures at the Faculty of Economics and Administrative Sciences and the other of whom lectures at the Faculty of Architecture provided data on the current status the freshman students and gave some suggestions for the improvement of the preparatory program.

3.3 Instruments

Since this is an evaluation study, both qualitative and quantitative data were needed to gain a clear understanding. Therefore, a well-rounded and need-based questionnaire, a student interview guide and an academic interview guide were used to gather data.

3.3.1 Questionnaire

After reviewing the related literature, examining the studies carried out in the field, and interviewing a focus group of 10 students; the content and items to be included in the questionnaire were determined by the researcher. Both the content and the items were checked by four instructors at Gazi University and changes considered necessary were made accordingly.

The whole questionnaire was developed in English, however, it was translated into Turkish by the researcher in order to ensure the reliability of the data to be gathered from the students. For the Turkish version of the questionnaire two experts were consulted, and the necessary modifications were made. Finally, English and Turkish versions of the questionnaires were analyzed by two other instructors at the Preparatory School.

After the Turkish version of the questionnaire was slightly modified by rewording some of the items with regard to experts' opinions, it was pilot tested for this particular study; and its revised version was implemented in the study. In the piloting stage, the questionnaire was administered to 40 freshman students who were enrolled at the Faculty of Architecture, the Faculty of Engineering, the Faculty of Sciences, and the Faculty of Economics and Administrative Sciences at Gazi University during the fall semester in 2012-2013 academic year. After the pilot testing, it was obtained that the Cronbach alpha reliability estimate for the whole scale was 0.90, which meant the questionnaire was reliable to be used in this study.

The revised and piloted version of the questionnaire, which was the main instrument of this study, was composed of three sections. (See Appendices A1 and A2).

In section one, there were 8 items regarding the students' non-academic and academic backgrounds and their perceptions on language skills.

Table 3.3 A sample of questionnaire items in Section I

1) Sex: □ Female □ Male
2) Age: _____
3) Faculty: _____
4) Department _____
5) How long did you study at the Preparatory School?
□ One year □ Two years □ Other (Please write) _____
□ I failed due to non-attendance and passed the exemption exam.

Section two included 24 items designed both to identify the language needs of the students (Part A) and find out their perceived competence in meeting these needs (Part B). In other words, the items in this section served for two purposes. Correspondingly, there were two scales. In Part A, the scale started with "Always" which rated 5 and ended with "Never" which rated 1. Similarly, there were 5 options in Part B; however, they ranged from "Very well" rating 5 to "Not at all" rating 1. The items in this section were not categorized according to language skills and fields of language since the program carried out at the Preparatory School adopts an integrated approach to language teaching.

Table 3.4 A sample of questionnaire items in Section II

	PART A How often do you need the language skills given in the first column in your content courses?					PART B To what extent can you satisfy the language skills given in the first column in your content courses?				
	Always	Often	Sometimes	Seldom	Never	Very well	Well	Partly	Very little	Not at all
1. Taking notes while listening to a lecture										
2. Getting specific information while listening to a lecture										
3. Guessing unknown words while listening to a lecture										
4. Summarizing a lecture										
5. Answering the questions asked by the lecturer										

As for section three, there were a total of 42 questions which were classified into 5 sub-sections: content, method, activities, materials and examinations and assessment. The scale used in this section was a five point Likert Scale ranging from 5 (strongly agree) to 1 (strongly disagree).

Table 3.5 A sample of questionnaire items in Section III

A) PROGRAM CONTENT					
1. I think English preparatory education is necessary for my department.	5	4	3	2	1
2. I am glad to have studied at the preparatory school.	5	4	3	2	1
3. The program covered in the preparatory class aimed at my needs.	5	4	3	2	1
4. The preparatory program enabled me to reach the level *of* proficiency necessary for my content courses.	5	4	3	2	1
5. I believe my knowledge of vocabulary was improved sufficiently.	5	4	3	2	1

3.3.2 Interviews

According to Woolley (2009) qualitative and quantitative data complement each other well. Therefore, after the administration of the questionnaire, a semi-structured student interview guide (See Appendices B1 and B2) including 3 questions and a semi-structured academic interview including 4 questions were prepared (See Appendices C1 and C2). These interviews were used as a second data collection technique with the purpose of gathering more detailed data; and by all means the aim of each question within the interview was to complement the interpretation of the data gathered through the questionnaire.

The questions in the student interview were prepared in English, and then translated into Turkish for students so that they could understand them better and express their ideas easily. Before carrying out the interview, two experts were consulted and several modifications regarding the length of the questions and the wording were made accordingly. In this way, it was ensured that the interview questions would serve to gather comprehensive data for the intended evaluation.

As for the interview to be carried out with the academics four questions were prepared in a semi-structured form in English. Two experts were consulted on the interview questions and several modifications were made in terms of the order and the scope of the questions. Following the necessary configurations, the questions within the interview were translated into Turkish and presented for the consideration of two experts before they took their final form.

3.4 Data Collection Procedure

The data were gathered through a questionnaire, a semi-structured student interview, and a semi-structured academics interview during the spring semester in 2012-2013 academic year. Following the piloting studies, all necessary permissions were obtained prior to the administration of the questionnaires and interviews

The questionnaire was administered to a total of 256 freshman students at the Faculty of Architecture, the Faculty of Engineering, the Faculty of Sciences, and the Faculty of Economics and Administrative Sciences. The students were asked to complete the questionnaires in their classes during the class hours. Prior to the administration, the researcher explained the purpose of the study to the students. In order to guide the students about the items if necessary, the researcher was in the classrooms during the administration of the questionnaires. It took about 30 minutes for the students to complete the questionnaire. After the completion of the questionnaires, the researcher collected them.

The interviews with 12 volunteer students were held at the predetermined date and time at the above-mentioned faculties. After the students were informed about the purpose of the study, they were assured about the confidentiality of any data they would provide. According to Nation and Macalister (2010: 129), it is valuable for the interviewer to take notes, particularly where a large number of people will be interviewed. In addition, the respondents might feel more comfortable than they do in an interview which is tape recorded. However, sometimes vital information is missed

since the researcher puts a lot of effort into writing down what is being said. Moreover, it might be difficult for the researcher to get a direct quote it can be difficult to write down every word quickly enough. Therefore during the interviews conducted with the students, both note taking technique (with 10 students) and tape-recording (with 2 students) technique were used. Each interview took approximately 15 minutes to conduct. After all the questions were answered by the students, the researcher thanked to the students for their contribution to the study.

The interview with the academics were held on at the predetermined date and time. Prior to the interview, the researcher informed the interviewees about the scope and the purpose of her study. In order for the participants to comment on the questions comfortably, the interviews were held in Turkish. Both interviews were recorded and transcribed by the researcher to be used in data analysis phase.

3.5 Data Analysis

As mentioned before, this study adopts both qualitative and quantitative research methods. Hence, at data analysis stage, the researcher dealt with the raw data in two phases: quantitative analysis of the data gathered through questionnaires and qualitative analysis of the data obtained through interviews. In this section, the two phases followed by the researcher will be presented in detail.

3.5.1 Questionnaires

When analyzing the data gained from freshman students through the questionnaires, all students included in the study, no matter in which department they study, were regarded and treated as a single group since they were exposed to the same program at the Preparatory School and the level of English-medium instruction (30% and above) within their departments was identical.

The data gathered through questionnaires that were conducted to get quantitative data were examined through SPSS. Accordingly, the analysis was done mainly using descriptive statistics such as mean scores, frequency counts and percentage distributions. The findings will be presented and discussed in detail in the following chapter.

3.5.2 Interviews

There are a wide range of approaches to the analysis of interview varying by the technique obtained while conducting the interview. Patton (1990) puts forth two strategies for analyzing interviews: case analysis and cross-case analysis. In this study; however, cross-case analysis which means grouping together the responses from different participants to common questions or analyzing and grouping different perspectives on particular issues was used. In this way, the data obtained from the interviews could be better and more easily integrated to the data gathered through the questionnaires.

As mentioned before, both note-taking and tape-recording techniques were used during the student interviews. The notes taken during the interviews conducted with students and the transcripts of the tape-recorded interviews were compiled and reviewed carefully. This raw data was then filtered and categorized for each question. Following the categorization, the findings of the interview were analyzed through content analysis approach. Using methods prescribed by Strauss and Corbin (1998), the researcher coded and analyzed the data along several dimensions. Similarly, the data gathered through the interviews held with the two academics were analyzed qualitatively by making use of several significant responses. Finally, the data obtained from the analysis of the interviews were combined with the ones gained through the questionnaires to be presented and discussed in the following chapter.

CHAPTER 4

RESULTS AND DISCUSSIONS

This chapter will present and discuss the results obtained from the questionnaire, the student interviews and the academic interviews. First of all, the findings regarding the students' background information gathered through the items in the first section of the questionnaire will be presented. Later on; in accordance with the purpose of this study mentioned in preceding chapters, the findings of the questionnaire - the main data collection instrument of the study- will be displayed and discussed. More specifically, the analysis will focus on the identification of the language needs of the students, the extent to which their needs were addressed by the preparatory program (by analyzing their level of perceived competence in satisfying their needs) and their reflections about the preparatory program in terms of content, method, activities, materials, exams and assessment. Finally, the data obtained from both the student and the academic interviews will be referred to and discussed.

4.1 General Background of the Students

As mentioned in the previous chapter, all of the students having participated in the study (f= 256, 100 %) were freshman students and ranged in age from 18 years to 25 years. Of the students 145 (56.6%) were males and 111 (43.4 %) were females. The frequency and the percentage of the students enrolled at the Faculty of Architecture (Architecture, Urban and Regional Planning, and Industrial Product Design), the Faculty of Engineering (Chemical Engineering, Civil Engineering, Computer

Engineering, Electrical-Electronics Engineering, Industrial Engineering and Mechanical Engineering), the Faculty of Sciences (Statistics) and the Faculty of Economics and Administrative Sciences (Business Administration, Public Administration, International Relations) were 20 (7.8 %), 104 (40.6 %), 30 (11.7 %), 102 (39.9 %) respectively.

All the students who participated in the study (f=256, 100 %) reported having studied at the Preparatory School for one year. When the students were asked to provide information about the two skills that they believed they developed most in the Preparatory School, 107 (41.8 %) of them chose "reading and writing", 51 (19.9 %) of them chose "reading and listening", 44 (17.2 %) chose "reading and speaking", 32 (12.5 %) of them chose "writing and listening", 18 (7 %) of them chose "writing and speaking", and only 4 (1.6 %) of them chose "listening and speaking". Table 4.1 reports the frequencies and percentages of the students' responses regarding this item.

Table 4.1 Students' perceptions on the two most developed language skills

LANGUAGE SKILLS	*f*	%
Reading and Writing	107	41.8
Reading and Listening	51	19.9
Reading and Speaking	44	17.2
Writing and Listening	32	12.5
Writing and Speaking	18	7.0
Listening and Speaking	4	1.6

The students were also asked to order the given language skills from the most important (1) to the least important (4) in terms of their current needs and success in

their departments. While 29.3% of the students stated that "listening" is the most needed language skill, 27.1 % of them reported that "speaking" is the most needed. "Reading", on the other hand was chosen the most needed skill by 24.2 % of the students; and "writing" was chosen the most needed skill by only 19.4 % of them. Finally, the students' responses to the last item in the first section of the questionnaire revealed that the students had taken at least 2 and at most 6 English-medium content courses in their departments until then.

4.2 Students' Perceptions on Their Language Needs

Table 4.2 indicates how often the freshman students need the given language skills and sub-skills in the English-medium content courses in their departments. Accordingly, 25.8 % of the students stated that they always need to take notes while listening to a lecture, and about two fifths of them (39.1 %) reported often needing this skill. Whereas 28.5 % of the students reported that they sometimes need to take notes while listening to a lecture, only 6.6 % of them marked "seldom" in reply. None of the students (0 %) stated that they never need to take notes while listening to a lecture.

The students' responses to how often they need to get specific information while listening to a lecture revealed that 34.8 % of the students always need this skill. 51.6 % of the students, on the other hand, reported often needing it. Similarly, 8.2 % of the students reported that they sometimes need to do it. Only 4.7 % of the students reported that this skill is seldom needed and 0.8 % of them chose "never".

Table 4.2 Students' perceptions on their language needs

	PART A: How often do you need the language skills given in the first column in your content courses?										
	Always		Often		Sometimes		Seldom		Never		$\overline{X}$
	f	%	f	%	f	%	f	%	f	%	
1. Taking notes while listening to a lecture	66	25.8	100	39.1	73	28.5	17	6.6	0	0	3.84
2. Getting specific information while listening to a lecture	89	34.8	132	51.6	21	8.2	12	4.7	2	0.8	4.14
3. Guessing unknown words while listening to a lecture	79	30.9	121	47.3	29	11.3	24	9.4	3	1.2	3.87
4. Summarizing a lecture	3	1.2	44	17.2	131	51.1	73	28.5	5	2.0	2.87
5. Answering the questions asked by the lecturer	36	14.1	145	56.6	57	22.3	18	7.0	0	0	3.78
6. Asking questions to the lecturer	43	16.8	142	55.5	62	24.2	8	3.1	1	0.4	3.85
7. Participating in discussions during a lecture	35	13.7	130	50.8	85	33.2	5	2.0	1	0.4	3.75
8. Doing oral presentations about your field of study	12	4.7	26	10.2	125	48.8	93	36.3	0	0	2.83
9. Pronouncing words correctly	26	10.2	39	15.2	120	46.9	71	27.7	0	0	3.08
10. Understanding the questions in the assignments and written exams	37	14.5	67	26.2	91	35.5	60	23.4	1	0.4	3.30
11. Asking and answering questions regarding the text you read	66	25.8	63	24.6	103	40.2	24	9.4	0	0	3.66
12. Finding the main idea of the text you read	4	1.6	111	43.4	108	42.2	28	10.9	5	2.0	3.32
13. Skimming a text and reaching the necessary information	40	15.6	144	56.3	71	27.7	1	0.4	0	0	3.87
14. Summarizing a text you read	19	7.4	103	40.2	123	48.0	10	3.9	1	0.4	3.50
15. Reading and commenting on different kinds of texts (article, report etc.)	20	7.8	88	34.4	112	43.8	36	14.1	0	0	3.36
16. Retelling a text you read in your own words	29	11.3	140	54.7	80	31.3	6	2.3	1	0.4	3.74
17. Reading and commenting on tables, schemes, graphs etc.	21	8.2	102	39.8	92	35.9	36	14.1	5	2.0	3.38
18. Guessing unknown words while reading a text	12	4.7	113	44.1	110	43.0	19	7.4	2	0.8	3.44
19. Translating texts by using a dictionary	71	27.7	91	35.5	80	31.3	14	5.5	0	0	3.86
20. Writing essays by using examples and reasons	17	6.6	95	37.1	125	48.9	10	3.9	9	3.5	3.39
21. Preparing written reports, projects etc. in academic language	50	19.5	152	55.5	41	16.0	18	7.0	5	2.0	4.00
22. Answering the open-ended questions in written exams	27	10.5	40	15.6	173	67.6	16	6.3	0	0	3.30
23. Writing short notes, e-mails etc. in informal language	1	0.4	20	7.8	56	21.9	130	50.8	49	19.2	2.19
24. Converting short notes into paragraphs	34	13.3	63	24.6	76	29.7	70	27.3	13	5.1	2.76

For the next item, 30.9 % of the students stated that they always need to guess the unknown words while listening to a lecture. On the other hand, almost half of the students (47.3 %) reported that they often need to perform this skill, and 11.3 % of them reported sometimes needing this skill. The percentages of the students that chose "seldom" and "never" were quite low (9.4 % and 1.2 %).

Regarding the fourth item, only 1.2 % of the students stated that they need to summarize a lecture, and 17.2 % of them reported that them this skill is often required. More than half of the students (51.1 %) specified that they sometimes need to do it. 28.5 % of the students, however, stated that they seldom need to summarize a lecture, and only 2.0 % of them marked "never".

As for the following item, 14.1 % of the students stated that they always need to answer the questions asked by the lecturer; however, about three fifths of them (56.6 %) reported that they often need to do this. While 22.3 % of the students stated that this skill is sometimes needed, 7.0 % of them reported that it is seldom needed. None of the students (0 %) chose "never" with regard to the item.

"Asking questions to the lecturer" was reported to be "always" needed by 16.8 % and often needed by 55.5 % of the students, reaching a total of about three fourths of them. While 24.2 % of the students stated that they sometimes need this skill, 3.1 % chose "seldom" and only 0.4 % responded with "never".

The students' reported needs concerning the seventh item were quite frequent. 13.7 % of the students stated that they always need to participate in discussions in a lecture, and a majority of the students (50.8%) complemented them with "often". About one third of the students (33.2 %) reported that they sometimes need this skill. A relatively small proportion of the students responded with "seldom" (2.0 %) and "never" (0.4 %).

For item 8, only 4.7 % of the students stated that they always need to do oral presentations about their field of study and 10.2 % of them reported that it is often needed. About half of the students 48.8 % responded with "sometimes"; on the other hand, 36.3 % replied with "seldom". None of the students (0%) chose "never" for this item.

Considering the ninth item, 10.2 % of the students reported that they always need to pronounce words correctly, and 15.2 % of them stated that it is often needed. On the other hand, nearly half of the students (46.9 %) replied with "sometimes", and about one fourth of the students (27.7 %) marked "seldom". As it was in the previous one, none of the students (0 %) responded with "never" for this item either.

When their need for understanding the questions in the assignments and written exams were asked, 14.5 % of the students marked "always" and 26.2 % of them marked "often". About one third of the students (35.5 %) stated that they sometimes need to do it, 23.4 % of them reported "seldom", and only 0.4 % of them chose "never".

For the next item, which was examining the students' need for asking and answering questions regarding the text they read, 25.8 % of the students marked "always" and 24.6 % of them marked "often". While the majority of the students (40.2 %) reported "sometimes", only 9.4 % of them reported "seldom". None of the students (0 %) marked "never" for this item.

Regarding item 12, only 1.6 % of the students reported that they always need to find the main idea of a text they read while 43.4 % of them marked "often". Similarly, 42.2 % of the students stated that they sometimes need to do it. 10.9 % of the students, on the other hand, marked "seldom" and only 2.0 % of them replied with "never".

The need for "skimming a text and reaching the necessary information" was marked "always" by 15.6 % of the students. 56.3 % of them marked "often", and 27.7 % of them marked "sometimes". In reply to the item, "seldom" was marked by only 0.4 % and none of the students (0 %) marked "never".

As for the next item, 7.4 % of the students stated that they always need to summarize a text they read, and about two fifths (40.2 %) reported that this skill is often needed. While 48.0 % of the students marked "sometimes" in reply to the item, only 3.9 % of them chose "seldom" and only 0.4 % marked "never".

"Reading and commenting on different kinds of texts (article, report etc.)" was marked "always" by only 7.8 % of the students. However, 34.4 % of the students

reported that they often need to do it, and 43.8 % of them stated it is sometimes needed. The option "Never" was not marked by any of the students (0 %).

When the students were asked to provide information about the frequency of their need for retelling a text they read in their own words, 11.3 % of them reported "always" and 54.7 % of them reported "often". Nearly one third of the students (31.3 %) marked "sometimes", 2.3 % of them marked "seldom" and only 0.4 % of them marked "never" in reply.

For item 17, of the students 8.2 % reported that they always need to read and comment on tables, schemes, graphs etc. 39.8 % of them, on the other hand, stated that they often need to do it. The options "sometimes" and "seldom" were marked by 35.9 % and 14.1 % respectively. Only 2.0 % of the students, on the other hand, reported "never" in reply.

Regarding item 18, only 4.7 % of the students stated that they always need to guess unknown words while reading a text whereas 44.1 % of them marked "often". Similarly, 43.0 % of the students reported "sometimes". 7.4 % of them, on the other hand, reported "seldom" and only 0.8 % reported "never".

The students' reported needs concerning the seventh item were rather high. 27.7 % of the students stated that they always need to translate texts by using a dictionary, and 35.5 % of the students reported "often" in response. The percentages of the students

who marked "sometimes" and "seldom" were 31.3 % and 5.5 % respectively. None of the students 0 % chose "never" for this item.

For item 20, the option "always" was marked by only 6.6 % of the students; however, the option "often" was chosen by 37.1 %. While 48.9 % of the students reported that they sometimes need to write essays, 3.9 % reported "seldom", and 3.5 % reported "never" in reply.

Considering item 21, about one fifth (19.5 %) of the students reported that they always need to prepare written report, projects etc. in academic language and more than half of the students (55.5 %) stated that they often need to do it. On the other hand, 16.0 % of the students marked "sometimes", 7.0 % marked "seldom" and 2.0 % marked "never" regarding the item.

For item 22, while 10.5 % of the students stated "answering the open-ended questions in written exams" is always needed, 15.6 % of them stated it is "often" needed. The majority of the students (67.6 %) marked "sometimes"; however, "seldom" was marked by only 6.3 %. None of the students (0%) marked "never" for this item.

"Writing short notes, e-mails etc. in informal language" was marked "always" by only 0.4 % of the students, and "often" by 7.8 % and "sometimes" by 21.9 %. However, of the students 50.8 % reported that they seldom need to do it, and 19.2 % of them reported "never".

Regarding the last item, 13.3 % of the students reported that they always need to convert short notes into paragraphs, and 24.6 % of them reported "often". Of the students 29.7 % marked "sometimes, and 27.3 % chose the option "seldom". Only 5.1 % of the students marked "never".

In line with the results regarding the students' language needs seen in Table 4.2, it becomes possible to get the mean scores and put them into a rank order as in Table 4.3 Correspondingly, while items 2, 21, were the most frequently needed skills ($\overline{X}$= 4.14 and $\overline{X}$=4.00 respectively) , items 24 ($\overline{X}$=2.76) and 23 ($\overline{X}$=2.19) were the least frequently needed skills.

Accordingly, the results may suggest that the students' needs are centered on listening and speaking skills, as well as, vocabulary. It can be said that these results show a similarity with the findings of a needs assessment study on English language needs of the Tour Guidance students of the Faculty of Applied Sciences at Başkent University conducted by Ekici (2003). Moreover, the results might also suggest that the students need translation within their departmental studies, which to some extent corresponds to Alagözlü's study (1994) carried out at the Faculty of Medicine in Cumhuriyet University with the purpose of revealing the English language skill needs of fourth year Medical students.

Table 4.3 Students' language needs ranked by means

PART A: How often do you need the language skills given in the first column in your content courses?		
Item No	**Skills & Sub-skills**	$\overline{X}$
2	Getting specific information while listening to a lecture	4.14
21	Preparing written reports, projects etc. in academic language	4.00
3	Guessing unknown words while listening to a lecture	3.87
13	Skimming a text and reaching the necessary information	3.87
19	Translating texts by using a dictionary	3.86
6	Asking questions to the lecturer	3.85
1	Taking notes while listening to a lecture	3.84
5	Answering the questions asked by the lecturer	3.78
7	Participating in discussions during a lecture	3.75
16	Retelling a text you read in your own words	3.74
11	Asking and answering questions regarding the text you read	3.66
14	Summarizing a text you read	3.50
18	Guessing unknown words while reading a text	3.44
20	Writing essays by using examples and reasons	3.39
17	Reading and commenting on tables, schemes, graphs etc.	3.38
15	Reading and commenting on different kinds of texts (article, report etc.)	3.36
12	Finding the main idea of the text you read	3.32
10	Understanding the questions in the assignments and written exams	3.30
22	Answering the open-ended questions in written exams	3.30
9	Pronouncing words correctly	3.08
4	Summarizing a lecture	2.87
8	Doing oral presentations about your field of study	2.83
24	Converting short notes into paragraphs	2.76
23	Writing short notes, e-mails etc. in informal language	2.19

4.3 Students' Perceptions on Their Language Competencies

Table 4.4 illustrates the freshman students' perceptions regarding their perceived competencies in satisfying the given language skills and sub-skills in the English-medium content courses in their departments.

Accordingly; for the first item, only 3.9 % of the students marked "very well", 12.5 % of them marked "well", and 27.3 % of the students marked "partly". On the other hand, about one third of the students (32.8 %) and nearly one fourth of them (23.4 %) marked "very little" and "not at all" respectively.

For item 2, only 3.1 % of the students marked "very well", and 9.0 % of them marked "well". While 30.5 % of the students chose "partly", 36.7 % of them chose "very little" and 20.7 % chose "not at all".

In response to item 3, the option "very well" was chosen by only 0.8 % of the students and the option "well" was chosen by 8.2 % of the students. About one third of the students (33.6 %) marked "partly" and 41.8 % of them marked "very little". The percentage of the option "not at all" was 15.6 %.

Considering item 4, only 0.4 % of the students marked "very well" and only7.0 % of them marked "well". More than half of the students (51.1 %) chose "partly", 21.5 % of them chose "very little" and 19.9 % of them marked "not at all".

Table 4.4 Students' perceptions on their language competencies

	PART B : To what extent can you satisfy the language skills given in the first column in your content courses?										
	Very well		Well		Partly		Very little		Not at all		$\overline{X}$
	f	%	f	%	f	%	f	%	f	%	
1. Taking notes while listening to a lecture	10	3.9	32	12.5	70	27.3	84	32.8	60	23.4	2.40
2. Getting specific information while listening to a lecture	8	3.1	23	9.0	78	30.5	94	36.7	53	20.7	2.37
3. Guessing unknown words while listening to a lecture	2	0.8	21	8.2	86	33.6	107	41.8	40	15.6	2.37
4. Summarizing a lecture	1	0.4	18	7.0	131	51.1	55	21.5	51	19.9	2.46
5. Answering the questions asked by the lecturer	6	2.3	38	14.9	62	24.2	96	37.5	54	21.1	2.39
6. Asking questions to the lecturer	4	1.6	34	13.3	100	39.1	103	40.2	15	5.9	2.64
7. Participating in discussions during a lecture	2	0.8	24	9.4	106	41.4	88	34.4	36	14.1	2.48
8. Doing oral presentations	8	3.1	43	16.8	104	40.6	82	32.0	19	7.4	2.76
9. Pronouncing words correctly	12	4.7	58	22.7	102	39.8	73	28.5	11	4.3	2.94
10. Understanding the questions in the assignments and written exams	4	1.6	10	3.9	166	64.8	76	29.7	0	0	2.77
11. Asking and answering questions regarding the text you read	4	1.6	32	12.5	140	54.7	68	26.6	12	4.7	2.79
12. Finding the main idea of the text you read	24	9.4	34	13.3	114	44.5	84	32.8	0	0	2.99
13. Skimming a text and reaching the necessary information	38	14.9	48	18.8	98	38.3	70	27.3	2	0.8	3.19
14. Summarizing a text you read	6	2.3	9	3.5	157	61.3	80	31.3	4	1.6	2.73
15. Reading and commenting on different kinds of texts (article, report etc.)	11	4.3	44	17.2	125	48.8	66	25.8	10	3.9	2.92
16. Retelling a text you read in your own words	0	0	20	7.8	168	65.6	65	25.4	3	1.2	2.80
17. Reading and commenting on tables, schemes, graphs etc.	1	0.4	10	3.9	150	58.6	86	33.6	9	3.5	2.64
18. Guessing unknown words while reading a text	0	0	13	5.1	101	39.5	111	43.4	31	12.1	1.98
19. Translating texts by using a dictionary	21	8.2	31	12.1	119	46.5	84	32.8	1	0.4	2.94
20. Writing essays by using examples and reasons	5	2.0	132	51.6	111	43.4	8	3.1	0	0	3.52
21. Preparing written reports, projects etc. in academic language	1	0.4	94	36.7	106	41.4	30	11.7	25	9.8	3.06
22. Answering the open-ended questions in written exams	12	4.7	26	10.2	100	39.1	80	31.3	38	14.8	2.58
23. Writing short notes, e-mails etc. in informal language	77	30.1	145	56.6	21	8.2	11	4.3	2	0.8	4.1
24. Converting short notes into paragraphs	2	0.8	6	2.3	189	73.8	59	23.0	0	0	2.8

For the next item, 2.3 % of the students responded with "very well", 14.9 % responded with "well", and 24.2 % of them marked "partly". 37.5 % of the students; on the other hand, replied with "very little" and 21.1 % relied with "not at all".

As for item 6, 1.6 % of the students chose "very well", and 13.3 % of them chose "well". More than one third of the students (39.1 %); on the other hand, marked "partly". Likewise, 40.2 % of them marked "very little". The percentage of the option "not at all" was 5.9 %.

Regarding the seventh item, only 0.8 % of the students marked "very well", and 9.4 % of them marked "well". 41.4 % of the students; however, marked "partly", and 34.4 % of them marked "very little". The option " not at all" was marked by 14.1 % of the students.

For item 8, 3.1 % of the students chose "very well" and 16.8 % chose "well" in reply. While 40.6 % of the students marked "partly", 32.0 % of them marked "very little" and 7.4 % of them marked "not at all".

In response to the ninth item, 4.7 % of the students marked "very well", 22.7 % of them marked "well", and 39.8 % of them marked "partly". 28.5 % of the students; on the other hand, marked "very little", and 4.3 % of them marked "not at all".

With regard to item 10, only 1.6 % of the students marked "very well", and 3.9 % of them marked "well". About two thirds of the students (64.8 %) chose "partly", and

nearly one third (29.7 %) chose "very little". None of the students (0 %) marked "not at all".

Considering the next item, 1.6 % of the students chose "very well" and 12.5 % of them marked "well". On the other hand, 54.7 % of the students marked "partly", 26.6 % of them marked "very little"; and 4.7 % of them marked "not at all".

For item 12, 9.4 % of the students marked "very well" while 13.3 % of them marked "well". The option "partly" was chosen by the majority of the students (44.5 %), and 32.8 % of the students marked "very little". None of the students 0 % marked "not at all".

As for the following item, 14.9 % of the students marked "very well", and 18.8 % of them marked "well". About two fifths of the students (38.3 %); on the other hand, marked "partly", and similarly 27.3 % of them marked "very little". Only 0.8 % of the students marked "not at all".

Regarding the fourteenth item, only 2.3 % of the students chose the option "very well" and only 3.5 % of them marked "well". Whereas the majority of the students (61.3 %) marked "partly" and 31.3 % of them marked "very little", only 1.6 % of the students chose "not at all".

As for item 15, 4.3 % of the students chose "very well", on the other hand, 17.2 % of them marked "well". About half of the students (48.8 %) marked "partly", 25.8 % of them marked "very little" and 3.9 % of them marked "not at all".

As can be seen in Table 4.3, with regard to item 16, none of the students (0 %) marked "very well", and only 7.8 % of them marked "well". About two thirds of the students (65.6 %) chose the option "partly", 25.4 % marked "very little", and 1.2 % marked "not at all".

For item 17, only 0.4 % of the students chose "very well", and 3.9 % of them chose "well". On the other hand, 58.6 % of the students marked "partly", 33.6 % of them marked "very little" and 3.5 % of them marked "not at all".

Considering the following item, none of the students (0 %) marked "very well", and only 5.1 % of them marked "well". The options "partly" and "very little" were chosen by 39.5 % and 43.4 % respectively. The percentage of the students marking "not at all" was rather low (12.1 %).

In response to item 19, 8.2 % of the students marked "very well" and 12.1 % of them marked "well". 46.5 % of the students; however, marked "partly", and 32.8 % of them marked "very little". Only 0.4 % of the students chose "not at all".

With respect to the following item, while 2.0 % of the students marked "very well", more than half of the students (51.6 %) chose "well", and 43.4 % of them marked

"partly". Only 3.1 % of the students marked "very little", and none of the students 0 % marked "not at all".

For the twenty-first item, only 0.4 % of the students marked "very well"; however, 36.7 % of them marked "well". On the other hand 41.4 % of the students marked "partly", 11.7 % of them marked "very little" and 9.8 % of them marked "not at all".

Considering item 22, 4.7 % of the students chose the option "very well", and 10.2 of them marked "well". Yet, 39.1 % of the students marked "partly", and similarly 31.3 % of them marked "very little". As table 4.3 shows, the percentage of the option "not at all" was 14.8 %.

With regard to item 23, 30.1 % of the students marked "very well", and more than half of the students (56.6 %) chose "well". The percentages of the options "partly", "very little" and "not at all" were 8.2 %, 4.3 % and 0.8 % respectively.

Regarding the last item, only 0.8 % of the students marked "very well" and only 2.3 % of them marked "well". About three fourths of the students (73.8 %); however, chose "partly" and 23.0 % of them chose "very little". None of the students (0 %) marked "not at all" in response to this item.

4.4 Comparison of the Students' Language Needs and Competencies

In order to evaluate the adequacy of the program that the students were exposed to at the Preparatory School and to identify the extent to which their needs have been met, the students' language needs and competencies in their English-medium content courses were compared. Table 4.5 indicates the comparison of the students' language needs and competencies by mean scores.

Table 4.5 Comparison of the students' language needs and competencies

	PART A: How often do you need the language skills given in the first column in your content courses?	PART B : To what extent can you satisfy the language skills given in the first column in your content courses?
	$\overline{X}$	$\overline{X}$
1. Taking notes while listening to a lecture	3.84	2.40
2. Getting specific information while listening to a lecture	4.14	2.37
3. Guessing unknown words while listening to a lecture	3.87	2.37
4. Summarizing a lecture	2.87	2.46
5. Answering the questions asked by the lecturer	3.78	2.39
6. Asking questions to the lecturer	3.85	2.64
7. Participating in discussions during a lecture	3.75	2.48
8. Doing oral presentations about your field of study	2.83	2.76
9. Pronouncing words correctly	3.08	2.94
10. Understanding the questions in the assignments and written exams	3.30	2.77
11. Asking and answering questions regarding the text you read	3.66	2.79
12. Finding the main idea of the text you read	3.32	2.99
13. Skimming a text and reaching the necessary information	3.87	3.19
14. Summarizing a text you read	3.50	2.73
15. Reading and commenting on different kinds of texts (article, report etc.)	3.36	2.92

16. Retelling a text you read in your own words	3.74	2.80
17. Reading and commenting on tables, schemes, graphs etc.	3.38	2.64
18. Guessing unknown words while reading a text	3.44	1.98
19. Translating texts by using a dictionary	3.86	2.94
20. Writing essays by using examples and reasons	3.39	3.52
21. Preparing written reports, projects etc. in academic language	4.00	3.06
22. Answering the open-ended questions in written exams	3.30	2.58
23. Writing short notes, e-mails etc. in informal language	2.19	4.10
24. Converting short notes into paragraphs	2.76	2.80

Referring to Table 4.5, it might be implied that there are significant differences between many of the students' language needs and perceived competencies. Accordingly, while the mean score ($\overline{X}$=3.84) of the first item may suggest that the students often need to take notes, the mean score ($\overline{X}$=2.40) of the same item regarding their competencies might suggest that they could partly achieve this. Similarly, the mean score ($\overline{X}$=4.14) of the second item might suggest that the students often need to get specific information while listening to a lecture; however, they could partly satisfy this need ($\overline{X}$= 2.37). Regarding item 3, the results may indicate that the students often ($\overline{X}$=3.87) need to guess unknown words while listening to a lecture; however, they do not feel competent ($\overline{X}$=2.37) in meeting this need. As for the fifth item, the mean scores might reveal that the students often needed to answer questions asked by the lecturer ($\overline{X}$=3.78); yet they could partly ($\overline{X}$=2.39) achieve this. Likewise, the mean score ($\overline{X}$=3.85) of the sixth item may indicate that the students needed to ask questions to the lecturer; however, they reported being partly competent ($\overline{X}$=2.64) in this. Considering item 7, the results may suggest that while the students often ($\overline{X}$=3.75)

needed to participate in discussions during a lecture, they could partly ($\overline{X}$=2.48) satisfy this need. As for item 16, the mean scores ($\overline{X}$=3.74) and ($\overline{X}$=2.80) respectively might reveal that the students need for retelling a text they read in their own words was not satisfied. For item 18, the mean scores may show that there was a significant difference between the frequency of the students' needs ($\overline{X}$=3.44) and their level of competence ($\overline{X}$=1.98) in terms of guessing unknown words while reading a text. Regarding item 19, the mean scores ($\overline{X}$=3.86) and ($\overline{X}$=2.94) respectively may suggest that the students' need for translating texts by using a dictionary and their competence in meeting this need did not overlap. Lastly and surprisingly, the results for item 23 may reveal that the students sometimes or seldom ($\overline{X}$= 2.19) needed to write short notes, e-mails etc. in informal language; however, they could satisfy this need very well ($\overline{X}$= 4.10).

4.5 Students' Perceptions on the Preparatory Program

In the third section of the questionnaire, the students' perceptions on the preparatory program were aimed to be examined with 42 items in five sub-sections. Each item in this section offered 5 alternative responses: 5=strongly agree, 4=agree, 3= neutral, 2=disagree 1=strongly disagree.

4.5.1 Students' Perceptions on the Content Dimension of the Program

The frequency, percentage, and mean scores for the students' perceptions on the content dimension of the Preparatory School Program are illustrated in Table 4.6.

Table 4.6 Students' perceptions on the content dimension of the program

A) PROGRAM CONTENT	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		$\overline{X}$
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	
1. I think English preparatory education is necessary for my department.	136	53.1	93	36.3	20	7.8	4	1.6	3	1.2	4.38
2. I am glad to have studied at the Preparatory School.	20	7.8	75	29.3	127	49.6	25	9.8	9	3.5	3.28
3. The program covered in the Preparatory School aimed at my needs.	15	5.9	49	19.1	135	52.7	47	18.4	10	3.9	3.04
4. The preparatory program enabled me to reach the level of proficiency necessary for my content courses.	2	0.8	18	7.0	103	40.2	131	51.2	2	0.8	2.55
5. I believe my knowledge of vocabulary was improved sufficiently.	2	0.8	5	1.9	72	28.1	101	39.5	76	29.7	2.04
6. I believe my knowledge of grammar was improved sufficiently.	6	2.3	61	23.8	129	50.4	57	22.3	3	1.2	3.03
7. I believe my speaking skill was improved sufficiently.	0	0	37	14.5	135	52.7	77	30.1	7	2.7	2.78
8. I believe my writing skill was improved sufficiently.	11	4.3	62	24.2	108	42.2	75	29.3	0	0	3.04
9. I believe my listening skill was improved sufficiently.	23	9.0	31	12.1	70	27.3	106	41.4	26	10.2	2.68
10. I believe my reading skill was improved sufficiently.	44	17.2	93	36.3	100	39.1	19	7.4	0	0	3.63
11. The assignments (projects, presentations) were useful.	19	7.4	42	16.4	110	43.0	77	30.1	8	3.1	2.94

Considering the first item in the third section of the questionnaire, 53.1 % of the students strongly agreed; 36.3 % of them agreed; 7.8 % were neutral; 1.6 % disagreed; and just 1.2 % strongly disagreed. The mean score ($\overline{X}$ = 4.38) of the first item may show that preparatory school was highly regarded to be necessary by the students for their departments.

Regarding the second item, 7.8 % of the students strongly agreed; 29.3 % of them agreed; 49.6 % were neutral; 9.8 % disagreed; and only 3.5 % strongly disagreed. The mean score ($\overline{X}$ =3.28) of the second item may suggest that the majority of the students were glad to have studied at the Preparatory School.

For the third item, 5.9 % of the students strongly agreed; 19.1 % of them agreed; more than half of them (52.7 %) were neutral; 18.4 % disagreed; and 3.9 % strongly disagreed. The mean score ($\overline{X}$ = 3.04) of the third item might reveal that students believed the program covered in the Preparatory School aimed at their needs to some extent.

As for the fourth item, a tiny number of the students (0.8 %) strongly agreed; 7.0 % of them agreed; 40.2 % were neutral; 51.2 % disagreed; and only 0.8 % strongly disagreed. The mean score ($\overline{X}$ = 2.55) of the fourth item may indicate that the students thought that the preparatory program *enabled them to reach the level of* proficiency necessary for their content courses.

With regard to the fifth item, only 0.8 % of the students strongly agreed. Similarly, a small number of them (1.9 %) agreed. 28.1% of the students were neutral; about two fifths (39.5 %) disagreed; and 29.7 % strongly disagreed. The mean score ($\overline{X}$ =2.04) of the fifth item might show that they thought their knowledge of vocabulary was not improved sufficiently.

Considering the sixth item, 2.3 % of the students strongly agreed; 23.8 % of them agreed; 50.4 % were neutral; 22.3 % disagreed; and 1.2 % strongly disagreed. The mean score ($\overline{X}$ = 3.03) of the sixth item may suggest that they felt their knowledge of grammar was improved to some extent.

For the seventh item, none of the students (0 %) strongly agreed; 14.5% of them agreed; 52.7 % were neutral; 30.1 % disagreed; and 2.7 % strongly disagreed. The mean score ($\overline{X}$ = 2.78) of the seventh item might suggest that they believed their speaking skill was not improved sufficiently.

As for the eighth item, only 4.3 % of the students strongly agreed; 24.2 % of them agreed; 42.2 % were neutral; 29.3 % disagreed; and none of them (0 %) responded with "strongly disagree". The mean score ($\overline{X}$ = 3.04) of the eighth item may indicate that they thought their writing skill was improved to a certain extent.

With respect to the ninth item, only 9.0 % of the students strongly agreed; 12.1 % of them agreed; 27.3 % were neutral; about two fifths (41.4 %) disagreed; and 10.2 % strongly disagreed. The mean score ($\overline{X}$ = 2.68) of the ninth item may reveal that they believed their listening skill was not improved sufficiently.

Regarding the tenth item, 17.2 % of the students strongly agreed; 36.3 % of them agreed; 39.1 % were neutral; 7.4 % disagreed; and no one (0 %) stated that they strongly disagreed. The mean score ($\overline{X}$ = 3.63) of the tenth item might suggest that they felt their reading skill was improved comparatively.

Considering the last item in Table 4.6, 7.4 % of the students strongly agreed; 16.4 % of them agreed; 43.0 % were neutral; 30.1 % disagreed and, 3.1 % strongly disagreed. The mean score ($\overline{X}$ = 2.94) of the last item may suggest that they believed the assignments (projects, presentations) were not very useful.

4.5.2 Students' Perceptions on the Method Dimension of the Program

The frequencies, percentages, and means for the students' perceptions on the method dimension of the Prep School Program are illustrated in Table 4.7.

With respect to the twelfth item in the third section of the questionnaire, 42.2 % of the students strongly agreed; 40.6 % of them agreed; 14.5 % were neutral; only 1.9 % disagreed; and a smaller number of them (0.8 %) strongly disagreed. The mean score ($\overline{X}$ = 4.21) of this item might show that most of the students participated in the survey were encouraged by their teachers to participate in the lessons.

Regarding the thirteenth item, 23.8 % of the students strongly agreed; 45.3 % of them agreed; 18.4 % were neutral; 12.5 % disagreed; and none of them (0 %) stated that they strongly disagreed. The mean score ($\overline{X}$ = 3.8) of this item may suggest that a great deal of the students were satisfied with the way the lessons were taught.

Considering the fourteenth item, no one (0 %) stated that they strongly agreed; however, 12.5 % of them reported that they agreed. 41.8 %, on the other hand, were neutral. About one third of the students (35.9 %) stated that they disagreed; and 9.8 % strongly

disagreed. The mean score ($\overline{X}$ = 2.57) of this item might reveal that teachers did not much have an authoritative manner.

Table 4.7 Students' perceptions on the method dimension of the program

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		$\overline{X}$
B) METHOD	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	
12. The teachers encouraged us to participate in the lessons.	108	42.2	104	40.6	37	14.5	5	1.9	2	0.8	4.21
13. I was satisfied with the way the lessons were taught.	61	23.8	116	45.3	47	18.4	32	12.5	0	0	3.8
14. The teachers had an authoritative manner.	0	0	32	12.5	107	41.8	92	35.9	25	9.8	2.57
15. The teachers spoke mostly English during the lessons.	72	28.1	98	38.3	65	25.4	21	8.2	0	0	3.86
16. The courses taught were revised regularly.	21	8.2	48	18.8	117	45.7	62	24.2	8	3.1	3.04
17. We were provided with the necessary opportunities to practice.	0	0	72	28.1	122	47.7	57	22.3	5	1.9	3.01

With regard to the fifteenth item, 28.1 % of the students stated that they strongly agreed; 38.3 % of them agreed; 25.4 % were neutral; 8.2 % disagreed; and none of them (0 %) stated that they strongly disagreed. The mean score ($\overline{X}$ =3.86) of this item may show that most of their teachers spoke mostly English during the lessons.

For the sixteenth item, 8.2 % of the students stated that they strongly agreed; 18.8 % of them agreed; 45.7 % were neutral; 24.2 % disagreed; and only 3.1 % strongly

disagreed. The mean score ($\overline{X}$ = 3.04) of this item may suggest that regular revisions were made to some extent.

Considering the last item in Table 4.8, none of the students (0 %) reported that they strongly agreed; 28.1 % of them agreed; 47.7 % were neutral; 22.3 % disagreed and, 1.9 % strongly disagreed. The mean score ($\overline{X}$ = 3.01) of this item may indicate that the students were partly provided with the necessary opportunities to practice.

4.5.3 Students' Perceptions on the Activities Dimension of the Program

The frequencies, percentages, and means for the students' perceptions on the activities dimension of the Prep School Program are illustrated in Table 4.8.

Considering the eighteenth item in Table 4.8, 39.8 % of the students stated that they strongly agreed; 36.8 % of them agreed; 12.5 % of them were neutral; 10.9 % of them disagreed; and none of the students (0 %) mentioned that they strongly disagreed. The mean score ($\overline{X}$ = 4.05) of this item might show that the activities (games, contests) supporting in-class interaction were generally covered.

Regarding the nineteenth item of the questionnaire, about one third (32.4%) of the students reported that they strongly agreed; 42.2 % of them agreed; 10.5% of them were neutral; 10.2 % of them disagreed; and only 4.7 % strongly disagreed. The mean score ($\overline{X}$ = 3.87) of this item might suggest that grammar was taught mostly via listening and reading activities.

For the twentieth item, 34.4 % of the students stated that they strongly agreed; 45.3 % of them agreed; 19.5 % of them were neutral; only 0.8 % of them disagreed; and none of the students (0 %) reported that they strongly disagreed. The mean score ($\overline{X}$ = 4.13) of this item may reveal that vocabulary was taught usually via listening and reading activities.

Table 4.8 Students' perceptions on the activities dimension of the program

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		$\overline{X}$
C) ACTIVITIES	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	
18. Activities (games, contests) promoting in-class interaction were carried out in the lessons.	102	39.8	94	36.8	32	12.5	28	10.9	0	0	4.05
19. Grammar was taught via listening and reading activities.	83	32.4	108	42.2	27	10.5	26	10.2	12	4.7	3.87
20. Vocabulary was taught via listening and reading activities.	88	34.4	116	45.3	50	19.5	2	0.8	0	0	4.13
21. Translation activities were carried out in the lessons.	7	2.7	29	11.3	84	32.8	91	35.6	45	17.6	2.46
22. Pair work and group work activities were carried out in the lessons.	72	28.1	140	54.7	43	16.8	1	0.4	0	0	4.11
23. Activities requiring creativity (act out, discussions, etc.) were carried out in the lessons.	44	17.2	120	46.9	89	34.8	3	1.2	0	0	3.78
24. I liked to participate in the activities carried out in the lessons.	43	16.8	93	36.3	98	38.3	14	5.5	8	3.1	3.58

Considering the twenty-first item, only 2.7 % of the students reported that they strongly agreed; 11.3 % of them agreed; 32.8 % of them were neutral; 35.6 % of them disagreed; and 17.6 % strongly disagreed. The mean score ($\overline{X}$ =2.46) of this item might reveal that translation activities were not often done in lessons.

As for the twenty-second item, 28.1% of the students stated that they strongly agreed; 54.7 % of them agreed; 16.8 % of them were neutral; just 0.4 % of them disagreed, and no one (0 %) stated that they strongly disagreed. The mean score ($\overline{X}$ = 4.11) of this item may suggest that pair works and group works were included in lessons quite often.

Considering the twenty-third item, 17.2% of the students stated that they strongly agreed; 46.9 % of them agreed; 34.8 % of them were neutral; 1.2 % of them disagreed; and none of them (0 %) mentioned that they strongly disagreed. The mean score ($\overline{X}$ = 3.78) of this item might reveal that activities requiring creativity (act out, discussions, etc.) were often done in lessons.

With regard to the twenty-fourth item, 16.8 % of the students strongly agreed; 36.3 % of them agreed; 38.3 % of them were neutral; 5.5 % of them disagreed; and 3.1 % strongly disagreed. The mean score ($\overline{X}$ = 3.58) of this item may indicate that most of the students liked to participate in the activities conducted in lessons.

4.5.4 Students' Perceptions on the Materials Dimension of the Program

The frequencies, percentages, and means for the students' perceptions on the materials dimension of the Prep School Program are illustrated in Table 4.9.

Table 4.9 Students' perceptions on the materials dimension of the program

D) MATERIALS	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		$\overline{X}$
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	
25. The books and materials used helped us improve our language skills (reading, writing, listening, speaking).	31	12.1	77	30.1	75	29.3	66	25.8	7	2.7	3.23
26. The topics and exercises in the books were interesting.	5	1.9	22	8.6	88	34.4	90	35.2	51	19.9	2.37
27. The books and materials used were not useful.	6	2.3	16	6.3	32	12.5	123	48.0	79	30.9	2.01
28. The topics and exercises in the books could be followed easily.	91	35.6	70	27.3	60	23.4	35	13.7	0	0	3.84
29. The exercises done were not sufficient to consolidate what we learnt.	39	15.2	22	8.6	73	28.5	110	43.0	12	4.7	2.86
30. The language of the books and materials were clear.	50	19.5	116	45.3	67	26.2	16	6.3	7	2.7	3.72
31. The supplementary materials and books were complimentary.	18	7.0	92	35.9	111	43.4	34	13.3	1	0.4	3.35
32. The supplementary materials were useful.	13	5.1	51	19.9	127	49.6	61	23.8	4	1.6	3.03
33. The visual materials (pictures, videos, objects etc.) were interesting.	15	5.9	45	17.6	115	44.9	61	23.8	20	7.8	2.89
34. The audio materials (songs, dialogues etc.) were interesting.	0	0	35	13.7	100	39.1	92	35.9	29	11.3	2.55

Considering the twenty-fifth item in Table 4.9, 12.1% of the students specified that they strongly agreed; almost one third of them (30.1 %) agreed; 29.3 % of them were neutral; 25.8 % of them disagreed; and 2.7 % strongly disagreed. The mean score ($\overline{X}$ = 3.23) of this item might show that books and materials helped the students improve their language skills to a certain extent (reading, writing, listening, speaking).

With respect to the twenty-sixth item, only 1.9 % of the students stated that they strongly agreed; 8.6 % of them agreed; 34.4 % of them were neutral; 35.2 % of them disagreed; and 19.9 % strongly disagreed. The mean score ($\overline{X}$ = 2.37) of this item may suggest that the topics and exercises in the books were not interesting enough for the students.

With regard to the twenty-seventh item, which complements the twenty-fifth item, only 2.3 % of the students stated that they strongly agreed; 6.3 % of them agreed; 12.5 % of them were neutral; 48.0 % of them disagreed; and 30.9 % strongly disagreed. The mean score ($\overline{X}$ = 2.01) of this item may indicate that the books and materials are they used were partly useful.

For the twenty-eighth item, more than one third of the students (35.6 %) stated that they strongly agreed; 27.3 % of them agreed; 23.4 % of them were neutral; 13.7 % of them disagreed; and none of them (0 %) stated that they strongly disagreed. The mean score ($\overline{X}$ = 3.84) of this item might reveal that the topics and exercises in the books were easy to follow to a large extent.

As for the twenty-ninth item, 15.2 % of the students stated that they strongly agreed; 8.6 % of them agreed; 28.5 % of them were neutral; 43.0 % of them disagreed; and 4.7 % strongly disagreed. The mean score ($\overline{X}$ = 2.86) of this item may indicate that the exercises were not sufficient enough to consolidate what they learnt.

With respect to the thirtieth item, 19.5 % of the students stated that they strongly agreed; 45.3 % of them agreed; 26.2 % of them were neutral; % 6.3 of them disagreed; and 2.7 % strongly disagreed. The mean score ($\overline{X}$ = 3.72) of this item may show that the language of the books and materials were simple for most of the students.

With regard to the thirty-first, 7.0 % of the students specified that they strongly agreed; 35.9 % of them agreed; 43.4 % of them were neutral; % 13.3 of them disagreed, and only 0.4 % strongly disagreed. The mean score ($\overline{X}$ = 3.35) of this item might indicate that supplementary materials and books were mostly complimentary.

With regard to the thirty-second item, 5.1 % of the students stated that they strongly agreed; 19.9 % of them agreed; 49.6 % of them were neutral; 23.8 % of them disagreed; and just 1.6 % strongly disagreed. The mean score ($\overline{X}$ = 3.03) of this item may show that supplementary materials were partly useful.

Considering the thirty-third item, 5.9 % of the students stated that they strongly agreed; 17.6 % of them agreed; 44.9 % of them were neutral; % 23.8 of them disagreed; and 7.8 % strongly disagreed. The mean score ($\overline{X}$ = 2.89) of this item might indicate

that visual materials (pictures, videos, objects etc.) were not interesting enough for the students.

Regarding the thirty-fourth item, none of the students (0 %) mentioned that they strongly agreed; 13.7 % of them stated that they agreed; 39.1 % of them were neutral; % 35.9 % of them disagreed; and 11.3 % strongly disagreed. Like for the previous item, the mean score ($\overline{X}$ = 2.55) of this item might show that audio materials (songs, dialogues etc.) were not interesting, either.

4.5.5 Students' Perceptions on the Exams and Assessment Dimension of the Program

The frequencies, percentages, and means for the students' perceptions on the exams and assessment dimension of the program are illustrated in Table 4.10.

As for the thirty-fifth item in Table 4.10, 3.9 % of the students stated that they strongly agreed; 36.8 % of them agreed; 40.2 % of them were neutral; 19.1 % of them disagreed; and none of them (0 %) stated that they strongly disagreed. The mean score ($\overline{X}$ = 3.25) of this item might reveal that exam questions covered what they were taught to a certain extent.

With regard to the thirty-sixth item, 18.0 % of the students reported that they strongly agreed; 32.8 % of them agreed; about two fifths of them (41.4 %) were neutral;

7.4 % of them disagreed; and only 0.4 % strongly disagreed. The mean score ($\overline{X}$ = 3.60) of this might show that exams contributed to the learning process.

Table 4.10 Students' perceptions on the exams and assessment dimension of the program

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree		$\overline{X}$
E) EXAMS AND ASSESMENT	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*	
35. The exam questions covered what we were taught.	10	3.9	94	36.8	103	40.2	49	19.1	0	0	3.25
36. The exams contributed to the learning process.	46	18.0	84	32.8	106	41.4	19	7.4	1	0.4	3.60
37. The exam questions were stylistically similar to the exercises covered in class.	0	0	6	2.3	70	27.3	111	43.4	69	27.0	2.05
38. The alternative assessment types (portfolio, presentation etc.) were useful.	77	30.1	140	54.7	29	11.3	10	3.9	0	0	4.10
39. The exam instructions were easy to understand.	34	13.3	62	24.2	146	57.0	14	5.5	0	0	3.45
40. The exam questions were not in line with what was covered in class.	56	21.9	115	44.9	35	13.7	42	16.4	8	3.1	3.66
41. It would have been better if assessment was made only through exams.	6	2.3	49	19.1	57	22.3	97	37.9	47	18.4	2.49
42. Exam questions were difficult and exam durations were inadequate.	12	4.7	15	5.9	24	9.4	118	46.1	87	33.9	2.01

Regarding the thirty-seventh item, none of the students (0 %) mentioned that they strongly agreed; 2.3 % of them stated that they agreed; 27.3% of them were neutral; 43.4 % of them disagreed; and 27.0 % strongly disagreed. The mean score ($\overline{X}$ =

2.05) of this item may indicate that exam questions were not stylistically similar to the exercises covered in class.

Considering the thirty-eighth item, 30.1% of the students stated that they strongly agreed; 54.7 % of them agreed; 11.3 % of them were neutral; 3.9 % of them disagreed; and none of them (0 %) stated that they strongly disagreed. The mean score ($\overline{X}$ = 4.10) of this item might suggest that alternative assessment types (portfolio, presentation etc.) were useful for the students to a great extent.

With respect to the thirty-ninth item of the questionnaire, 13.3 % of the students stated that they strongly agreed; 24.2 % of them agreed; 57.0 % of them were neutral; 5.5 % of them disagreed; and none of them (0 %) mentioned that they strongly disagreed. The mean score ($\overline{X}$ = 3.45) of this item might reveal that exam instructions were mostly easy to understand.

As for the fortieth item of the questionnaire, 21.9 % of the students reported that they strongly agreed; 44.9 % of them agreed; 13.7 % of them were neutral; 16.4 % of them disagreed; and 3.1 % strongly disagreed. The mean score ($\overline{X}$ = 3.66) of this item might show that exam questions were mostly in line with what was covered in class.

For the forty-first item of the questionnaire, only 2.3 % of the students stated that they strongly agreed; 19.1 % of them agreed; 22.3 % of them were neutral; a great deal of them (37.9 %) disagreed; and 18.4 % strongly disagreed. The mean score ($\overline{X}$ =

2.49) of this item might reveal that nearly half of the students were pleased with the fact that assessment was not made only through exams.

With regard to the forty-second item of the questionnaire, 4.7 % of the students specified that they strongly agreed; 5.9 % of them agreed; 9.4 % of them were neutral; 46.1 % of them disagreed; and 33.9 % strongly disagreed. The mean score ($\overline{X} = 2.01$) of this item might suggest that exam questions were not very difficult and exam durations were not inadequate.

4.6 Results of the Interviews

In the interviews carried out with 12 students; namely, 2 students from the Faculty of Architecture, 4 from the Faculty of Engineering, 2 from the Faculty of Science and finally 4 from the Faculty of Economics and Administrative Sciences, the students were asked to respond to 3 different questions. When analyzing the data, the responses were classified in categories for each question.

When they were asked to refer to the main language problems they encountered in their English-medium content courses, the interviewees reported three significant problems. Most of them stated that they generally suffered from their "insufficient vocabulary", which caused them to look up dictionaries or constantly ask their lecturers the meaning of the unknown vocabulary. Another problem recited in the interviews was that they generally found "listening to a lecture and taking notes simultaneously" rather challenging. They also complained that they often needed to "translate texts" into either

English or Turkish for their studies (homework, research, projects etc.); however, since they could not manage to do it on their own, they had to seek help from translation agencies.

In the second question of the interview, the participants were asked to state their opinions about the contribution of the preparatory program to their English-medium content courses. Most of the students stated that the preparatory program had contributed "to some extent", however, they added that it could be more effective and challenging. A few of them, on the other hand, reported that the preparatory program had "no contribution to their further studies at all". That their reading skills were rather improved was agreed on by all the students.

In the final question of the interview, the students were asked to discuss the positive and negative sides of the preparatory program. To start with the positive sides, the students were highly "satisfied with their instructors' attitudes". They all agreed that the instructors were really friendly, encouraging and facilitating. The second positive aspect for the preparatory school students is the "frequent mid-term exams and quizzes". They fancied the short interval between the exams, which encouraged them to study regularly and gave them the chance to be tested on a subject matter shortly after learning. Finally, the students were also glad of the "alternative assessment tools" (*portfolios*, project works, presentations etc.). They mostly agreed that these assessment tools gave them a chance both to balance their lower graded quizzes and to be engaged in various activities.

As for the negative sides of the preparatory program, they stated that they were also quite unhappy about some aspects of the Preparatory School. First of all, all the students reported that the "unbalanced level of the students at the beginning of the school year" was quite a drawback, both for the high and lower achievers. Accordingly, they reported that some of the students were high achievers and they got bored during the first weeks of the school year and lost concentration, whereas some of the students were lower achievers and they needed more attention from their instructors or got discouraged by the speed of the program. The second negative side of the preparatory program according to the interviewees was the "content of the program". The interviewees stated that the instruction served for mainly daily language, which resulted in limited vocabulary and irrelevant information. Correspondingly, they reported that although they were somewhat familiar with the daily language, they regarded themselves as incompetent in their departmental studies. Finally, all of the interviewees complained that the course books were extremely boring and they lost their interest in the language mostly because of the "unpleasant course books".

Although the purpose of this study was to evaluate the preparatory program from students' perspective, in order to gain complementary information and a different point of view on the preparatory program, two academics -one from the Faculty of Architecture and one from the Faculty of Economics and Administration- were interviewed. The data obtained through transcribing the interviews were than classified in categories for each question.

When the academics were asked the importance and necessity of English language in English-medium departments, they both agreed that language proficiency

was of "vital importance". One of the academics stated that: "Being competent in English at university is as necessary and important as being competent in Math at primary and secondary schools.". Besides, they added that English competence was not only important for their performance in English-medium content courses, but it was also important for further academic studies, such as deeper research, attending seminars, preparing and presenting projects or joining Erasmus and Socrates programs.

The second item in the interview was about the main problems faced by the students and observed by academics over English-medium content courses. The responses given by the academics showed a parallelism with the students' responses. They both complained that "the students usually did not understand the lectures". Accordingly, the academics stated that they occasionally tended to switch to Turkish in order to make their students benefit from the course. Besides, the students also "lacked the ability to take notes while listening to a lecture". As a result, the academics told that they often had to distribute class notes after each lecture. Another problem reported by the academics was that their "students could not attend in-class discussions". To make the matters worse, they could not review the literature, read articles or prepare presentations. Both academics reported that although this would not create a major problem with the freshmen, the students were supposed to carry out tasks such as preparing presentations, handing in reports or writing research papers in their upcoming years in their departments.

The third question in the interview aimed at receiving the academics' opinions about the contribution of the preparatory program to English medium content courses.

They both stated that the freshmen in 2012-2013 are "rather more competent" than the ones enrolled in the previous academic years. Nevertheless, a small proportion of the students were reported to be successful and able to pass most of the courses. The academics added that the students suffered from their lack of vocabulary in basic concepts, which ultimately caused most of the problems.

The final item in the interview was about the suggestions of the academics for the enhancement of the preparatory program. In this context, they told that the students were required to be prepared for the department. One of the academics underlined that "The preparatory program is supposed to be a warm-up for departmental studies after high school education." Therefore, the academics suggested that the preparatory program should "raise its standards". Moreover, it was suggested that the preparatory program should have a well-organized curriculum and avoid constant change in order to maintain standardization. Lastly, they both strongly advised that the preparatory program should keep developing.

CHAPTER 5

CONCLUSION

The results of the study were presented and findings were discussed in the previous chapter. In this chapter, thereof, main conclusions, implications and suggestions based on the significant findings of the study will be provided and linked to the research objectives. To be more precise, this chapter will refocus on the purpose of the research, reveal a synopsis of what was found and provide implications and suggestions for practice. Lastly, limitations of the study; namely, implications and suggestions for future research will be suggested.

5.1 The Summary of the Study

The aim of this study was to evaluate the effectiveness of the program carried out at Gazi University Preparatory School in meeting the students' language perceived needs for their English-medium content courses and to provide a reflection on the preparatory program from the students' point of view. With this purpose in mind, the students studying at partly English-medium departments at Gazi University were chosen as the target population of the study. Long (2005) states that though learners are capable of providing useful and valid insights about their needs, it could be better to access other available sources as well, such as experienced language teachers and subject area specialists. Accordingly, two academics were also included in the study. In the light of the related literature, the data collection tools were developed in consultation with the scholars: a questionnaire, a student interview and an academic interview. The data

collected from both the freshman students and the academics were analyzed qualitatively and quantitatively. The findings of the questionnaire were presented and discussed respectively, and complemented by the data gathered through the interviews carried out both with the students and the academics.

5.2 Implications and Suggestions for Practice

This study was based on three research questions, namely "What are the language needs of the students in their English-medium content courses?", "To what extent does the current preparatory program meet the students' language needs for their English-medium content course?", "How do the graduate students reflect on and value the preparatory program?". Here, it might be useful to refer back to the research questions in order to be able to link the findings to them and to draw overall conclusions.

In this context, the results regarding the students' perceived language needs and competence have revealed that the students needed most of the skills and/ or sub-skills given in the questionnaire in their English-medium content lessons; however, they do not feel as competent as they need to be. In other words, the findings of the study support the view that the students greatly need to increase their general proficiency in English. Compared by mean scores, it is clear that there are significant differences between their perceived needs and level of competence in most items of the questionnaire, especially in those regarding listening and speaking skills, and vocabulary. Hence, it might be concluded that though the current program has enabled

them to become proficient to some extent, their perceived language competence does not meet the academic requirements in their field of study. According to White (1988:69) "The realization that equal weighing for all four skills is not appropriate to all learners is one of the insights provided by ESP and needs analysis". Correspondingly, it might be suggested that more emphasis be given to the listening and listening-related sub-skills, speaking and speaking-related sub-skills, and vocabulary teaching and practice.

When the findings regarding the students' perceptions on the preparatory program itself are considered, on the other hand, it is obvious that the students regard the content of the program as insufficient and irrelevant; which might lead to two suggestions. The first one might be that the content of the preparatory program could be brought to a more challenging and need-based position. In a broader sense, the second suggestion might be that since needs analysis provides both evaluative and constructive information, it might be regarded as an integral part of any stage within further curriculum development studies in the Preparatory School. Accordingly, Long (2005:19) advocates there is an urgent need for courses of all kinds to be relevant – and to be seen to be relevant – to the needs of specific groups of learners and of society at large.

As for the materials (books and supplementary materials) used within the lessons, the results obtained from both the student interviews and from the "notes" part within the questionnaire indicate that the course books do not appeal to the students. In

this respect, it might be useful to select and/or evaluate the course books from the students' point of view since course books are seen as the main source for instruction.

Another implication that can be derived from the findings might be that the exam questions are not regarded as stylistically similar to the exercises covered in class. Accordingly, the exam questions might be prepared more in parallel with in class activities.

All in all, the findings of this study have revealed once again that there are many factors to be taken into account when designing or evaluating a curriculum. In this sense, the use of needs analysis at any stage of the curriculum development process and including as many stakeholders as possible seems to be of vital importance.

5.3 Implications and Suggestions for Future Research

Although this study mainly aims to evaluate the current curriculum of the preparatory program, it also brings an invaluable insight into future studies by analyzing the needs of the students taking English-medium content courses.

The preparatory program in 2011-2012 academic year had different course books, materials, assessment tools and furthermore, different teaching hours than the previous years; thus, the freshmen who participated in this study were exposed to a different curriculum than the sophomore, the junior and the senior students. The fact that only freshmen students of the university have participated in this study is one of the

limitations. Therefore, a further study which is conducted with the students from the four different classes would bring a precious insight into the results. In the future, this study could be broadened in order to develop the curriculum of the preparatory program. Moreover, the number of the students that will participate in the questionnaires and interviews could be increased for a more sound result.

In this study, as all of the participants had attended the same preparatory program and took the same amount of English medium courses during their freshmen year, they were regarded as a single group. In a future study, the participants could be separated by their departments and their needs could be analyzed depending on their specific academic and/or occupational language requirements.

During this study, due to time limitations, only two academics from two faculties were interviewed; nevertheless, the results of these interviews brought a valuable point of view into this study. In a future study, if more academics are interviewed, a deeper insight could be attained. More interviews that will be carried out with more academics from all departments might extend the horizon in developing the curriculum and increase its effectiveness.

In addition, the instructors of the preparatory program are also familiar with the student profile and their perceptions on learning English. Therefore, their participation in a further study might provide a source of information that cannot be underestimated.

Another limitation of this study was that the administrative stakeholders (dean, chairs of the departments, etc.) did not participate in this study. In a future study, their opinions and suggestions might shed a guiding light.

In general, the studies on curriculum development require classroom observation. However, in this study, due to time limitations and because there are four faculties and several departments involved in the study, classroom observations could not be carried out. In a future study, observing English-medium content courses and the student competence in these classes might bring a different aspect of the students' needs into the study.

REFERENCES

Alagözlü, N. K. (1984). *English language needs assessment of the students of the medical faculty of Cumhuriyet University*. Unpublished master's thesis, Bilkent University, Ankara.

Allwright, R. (1982). Perceiving and pursuing learners' needs. In, M. Geddes & G. Sturtrigde (Eds.), *Individualisation.* Oxford: Modern English Publications.

Bachman, L. F. (1989). The development and use of criterion-referenced tests of language ability in language program evaluation. In Johnson, R. K. (Ed.). *The second language curriculum* (pp. 242-258). Cambridge: Cambridge University Press.

Beretta, A. (1986). Toward a methodology of ESL program evaluation. *TESOL Quarterly, 20*(1), 144-155.

Bindaka, E. & Christopoulou, M. (2002). Patras at the State School Teachers' Seminar organised by the School Advisor Nikos Chryshochoos.

Bosher, S. & Smalkoski, K. (2002). From needs analysis to curriculum development: Designing a course inhealth-care communication for immigrant students in the USA. *English for Specific Purposes, 21*, 59–79.

Brown, D. (1995). *The elements of language curriculum*. Boston: Heinle&Heinle Publishers.

Brumfit, C. J. (Ed.). 1984. *General English syllabus design*. Oxford: Pergamon.

Clark, J. (1987). *Curriculum renewal in school foreign language learning*. Oxford University. Press.

Demirbulak, D. (1992). *Learners' perceptions in the evaluation of an ESP course*. Unpublished master's thesis, Bilkent University, Ankara.

Dubin. F. & Olshtain, E. (1986). *Course designing: Developing programs & materials for language learning*. OUP.

Dudley-Evans, T. & St John, M. J. (1998). *Developments in English for specific purposes- A multi-disciplinary approach*. Cambridge: Cambridge University Press.

Ekici , N. (2003). *A needs assessment study on English language needs of the tour guidance students of faculty of applied sciences at Başkent University: A case study*. Unpublished master's thesis, Başkent University, Ankara.

Eroğlu, N. A. (2005). *Academic reading expectations in English for first-year students at Hacettepe University*. Unpublished master's thesis, Bilkent University, the Institute of Economics and Social Sciences, Ankara.

Finney D. (2002). The ELT Curriculum: A Flexible Model for a Changing World. In Richards R. & Renandya, W. (Eds.), *Methodology in Language Teaching*. Cambridge: Cambridge University Press.

Flowerdew, J. & Peacock, M. (Eds.). (2001). *Research perspectives on English for academic purposes*. Cambridge: Cambridge University Press.

Garcia, P. (2002). An ESP program for union members in 25 factories. In T. Orr (Ed.), *English for specific purposes* (pp. 161–173).

Gerede D. (2005). *A Curriculum Evaluation Through Needs Analysis: Perceptions Of Intensive English Program Graduates At Anadolu University*. Unpublished master's thesis. Anadolu University, Eskişehir.

Gillett, A. J. (2011). *What is EAP?* Retrieved April 20, 2013 from http://www.uefap.com/bgnd/

Hutchinson, T. & Waters, A. (1987). *English for specific purposes: A learning centred approach*. Cambridge University Press.

Graves, K. (2000). *Designing language courses*. Canada: Heinle & Heinle.

Holliday, A. & T. Cooke (1982). An ecological approach to ESP. *Lancaster Practical Papers in English Language Education, 5* (Issues in ESP). University of Lancaster.

Howard, J. (2007). *Curriculum development, centre for the advancement of teaching and learning*. North Carolina: Elon University. Retrieved from http://org.elon.edu/catl/documents/Curriculum%20Development.pdf

Hutchinson, T. & Waters, A (1996). *ESP:A learning centred approach*. Great Britain Cambridge University Press.

Hutchinson, T. and Waters, A. (2002). *English for specific purpose*. Shanghai: Shanghai Foreign Language Education Press.

Johnson, R. K. (Ed.). (1989). *The second language curriculum.* Cambridge [England] ; New York: Cambridge University Press.

Jordan, R. (1997) *English for academic purposes.* Cambridge: Cambridge University Press.

Keşmer, E. (2007). *Needs assessment of the prep.-class students in the faculty of engineering at Ondokuz Mayıs University.* Unpublished master's thesis, Ondokuz Mayıs University, the Institute of Social Sciences, Samsun.

Liyanage, I. & Birch, G. (2001). English for general academic purposes: Catering to discipline-specific needs. *Queensland Journal of Educational Research*, *17*(1), 48-67.

Long, M.H. & Long, M. H. (Eds.). (2005). *Second language needs analysis.* Cambridge: Cambridge University Press.

Lu, Z. H. & Li, P. (2011). Learners' needs analysis of a new optional college English course—Interpreting for non-English majors. *Theory and practice in language studies, 1*(9), 1091-1102. Finland : Academy Publisher.

Maksud A. (2011). Revisiting English language teaching (ELT) curriculum design: How appropriate is Bangladesh higher secondary level national ELT curriculum as a learner-centred one?. *IIUC STUDIES*, 283-296.

McNeil, J.D. (1977). *Designing Curriculum*. Boston: Little, Brown

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation.* San Francisco: Jossey-Bass,

Mo, H. (2005). A brief review of English for academic purposes (EAP). *US-China Foreign Language, 3*(7), 62-67.

Muşlu, M. (2007). *Formative evaluation of a process-genre writing curriculum at Anadolu University School of Foreign Languages*. Unpublished master's thesis, Anadolu University: Eskişehir.

Nation, I.S.P. & Macalister, J. (2010). *Language Curriculum Design.* New York & London: Routledge.

Nicholls, A. & Nicholls, H. (1972). *Developing a Curriculum: A Practical Guide.* London: George Allen and Univin.

Nunan, D. (1988). *Syllabus Design*. Oxford: Oxford University Press.

Nunan, D. (1988). *Learner centered curriculum*. Cambridge: Cambridge University Press

Nunan, D. (1991) *Language Teaching Methodology*. Hemel Hempstead: Prentice Hall International.

Nunan, David. (2001). Second language teaching and learning. Beijing: Foreign Language Teaching and Research Press. Heinle & Heinle /Thompson Learning Asia.

Reid, J. M. (1987). The Learning Style Preferences of ESL Students. *TESOL Quarterly, 21*(1).

Richards, J.C., Platt, J. & Platt, H. (1992). *Dictionary of language teaching & applied linguistics*. Essex: Longman.

Richards, J (1984). Language curriculum development. *RELC Journal, 15*(1), 1–29.

Richards, J. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.

Rodgers, T. S. (1989). Syllabus design, curriculum development and polity determination. In R. K. Johnson (Ed.), *The second language curriculum* (pp.24-34). Cambridge [England] ; New York: Cambridge University Press.

Saylor, J. G., Alexander, W. M. & Lewis, A. J. (1981). *Curriculum planning for better teaching and learning* (4th Edition). New York: Holt, Rinehart, & Winston.

Scarino, A. & Liddicoat, A. J. (2009). Teaching and Learning Languages: A Guide GEON Impact Printing Pty Ltd

Stern, H. (1983). *Fundamental concepts of language teaching*. Oxford: Oxford University Press.

Stern, H. H. (1992). *Issues and options in language teaching*. Oxford: OUP.

Stufflebeam, D. L., McCormick, C. H., Brinkerhoff, R. O., & Nelson, C. O. (1985). *Conducting educational needs assessments*. Boston: Kluwer-Nijhoff.

Taşçı, Ç. (2007). *An analysis of medical students' English language needs*. Unpublished master's thesis, Bilkent University, the Institute of Economics and Social Sciences, Ankara.

Thomas, M. (2005). The coherent curriculum. *Iatefl, 184.*

Vural, T. (2004). *An evaluation of the curriculum applied at the preparatory English classes of Yıldız Technical University*. Unpublished master's thesis, Yıldız Technical University, Institute of Social Sciences, İstanbul.

West, R. (1994). State of the art article: Needs analysis in language teaching. *ELTJ, 27*(1), 1-29.

White, R.V. (1988). *The ELT curriculum: Design, innovation and management*. NewYork: Basil Blackwell Inc.

White, R.V. (1993). *The ELT Curriculum*. USA: Cambridge University Press.

Woolley, C.M. (2009). Meeting the mixed methods challenge of integration in a sociological study of structure and agency. *Journal of Mixed Methods Research, 3*(1), 7-25.

Yalden, J. (1983). *Communicative Syllabus*. Oxford: Pergammon Press.

Yalden, J. (1987). *Principles of course design for language teaching*. Cambridge: Cambridge University Press.

Yürekli, A. (2012). An analysis of curriculum renewal in EAP context. *International Journal of Instruction, 5*(1).

STUDENT QUESTIONNAIRE FORM

Dear student,

This questionnaire form has been developed to collect data for a thesis study. The aim of the aforesaid study is to make contributions to the development of the program carried out at Gazi University Preparatory School. In order to reach this aim, students' language needs and to what extent the current language education of the Preparatory School meets these needs should be identified meticulously. For this reason, your feedback is of great importance. Your answers will be used for this study only and evaluated collectively. **Do not** write your names on this form.

Thank you in advance for contributions.

10.04.2013

Aynur COŞANER

SECTION I

General Background

Please write or mark the correct information for you.

1) Sex: □ Female □ Male

2) Age: _____

3) Faculty: _____

4) Department _____

5) How long did you study at the Preparatory School?

□ One year □ Two years □ Other (Please write) _____

□ I failed due to non-attendance and passed the exemption exam.

6) Please mark the two language skills that you believe you developed most in the Preparatory School.

□ Reading □ Writing □ Listening □ Speaking

7) Please order the below language skills from the most important (1) to the least important (4) in terms of their contribution to your current needs and success in your department.

Reading (____) Writing (____) Listening (____) Speaking(____)

8) How many different English-medium content courses have you taken in your department so far?

□ None □ One □ Two □ Three

□ Four □ Five □ Other (Please write) _____

SECTION II

Please state your opinions about the statements below. Mark one option only for each statement.

	PART A How often do you need the language skills given in the first column in your content courses?					PART B To what extent can you satisfy the language skills given in the first column in your content courses?				
	Always	Often	Sometimes	Seldom	Never	Very well	Well	Partly	Very little	Not at all
1. Taking notes while listening to a lecture										
2. Getting specific information while listening to a lecture										
3. Guessing unknown words while listening to a lecture										
4. Summarizing a lecture										

5. Answering the questions asked by the lecturer											96
6. Asking questions to the lecturer											
7. Participating in discussions during a lecture											
8. Doing oral presentations about your field of study											
9. Pronouncing words correctly											
10. Understanding the questions in the assignments and written exams											
11. Asking and answering questions regarding the text you read											
12. Finding the main idea of the text you read											
13. Skimming a text and reaching the necessary information											
14. Summarizing a text you read											
15. Reading and commenting on different kinds of texts (article, report etc.)											
16. Retelling a text you read in your own words											
17. Reading and commenting on tables, schemes, graphs etc.											
18. Guessing unknown words while reading a text											
19. Translating texts by using a dictionary											
20. Writing essays by using examples and reasons											
21. Preparing written reports, projects etc. in academic language											
22. Answering the open-ended questions in written exams											
23. Writing short notes, e-mails etc. in informal language											
24. Converting short notes into paragraphs											

Notes:

SECTION III

Please state your opinions about the statements below. Mark one option only for each statement.

5 = Strongly agree   4= Agree   3= Neutral   2= Disagree   1=Completely disagree

A) PROGRAM CONTENT					
1. I think English preparatory education is necessary for my department.	5	4	3	2	1
2. I am glad to have studied at the preparatory school.	5	4	3	2	1
3. The program covered in the preparatory class aimed at my needs.	5	4	3	2	1
4. The preparatory program enabled me to reach the level of proficiency necessary for my content courses.	5	4	3	2	1
5. I believe my knowledge of vocabulary was improved sufficiently.	5	4	3	2	1
6. I believe my knowledge of grammar was improved sufficiently.	5	4	3	2	1
7. I believe my speaking skill was improved sufficiently.	5	4	3	2	1
8. I believe my writing skill was improved sufficiently.	5	4	3	2	1
9. I believe my listening skill was improved sufficiently.	5	4	3	2	1
10. I believe my reading skill was improved sufficiently.	5	4	3	2	1
11. The assignments (projects, presentations) were useful.	5	4	3	2	1
B) METHOD					
12. The teachers encouraged us to participate in the lessons.	5	4	3	2	1
13. I was satisfied with the way the lessons were taught.	5	4	3	2	1
14. The teachers had an authoritative manner.	5	4	3	2	1
15. The teachers spoke mostly English during the lessons.	5	4	3	2	1
16. The courses taught were revised regularly.	5	4	3	2	1
17. We were provided with the necessary opportunities to practice.	5	4	3	2	1
C) ACTIVITIES					
18. Activities (games, contests) promoting in-class interaction were carried out in the lessons.	5	4	3	2	1
19. Grammar was taught via listening and reading activities.	5	4	3	2	1
20. Vocabulary was taught via listening and reading activities.	5	4	3	2	1
21. Translation activities were carried out in the lessons.	5	4	3	2	1

22. Pair work and group work activities were carried out in the lessons.	5	4	3	2	1
23. Activities requiring creativity (act out, discussions, etc.) were carried out in the lessons.	5	4	3	2	1
24. I liked to participate in the activities carried out in the lessons.	5	4	3	2	1
D) MATERIALS					
25. Activities (games, contests) promoting in-class interaction were carried out in the lessons.	5	4	3	2	1
26. Grammar was taught via listening and reading activities.	5	4	3	2	1
27. Vocabulary was taught via listening and reading activities.	5	4	3	2	1
28. Translation activities were carried out in the lessons.	5	4	3	2	1
29. Pair work and group work activities were carried out in the lessons.	5	4	3	2	1
30. Activities requiring creativity (act out, discussions, etc.) were carried out in the lessons.	5	4	3	2	1
31. I liked to participate in the activities carried out in the lessons.	5	4	3	2	1
32. Activities (games, contests) promoting in-class interaction were carried out in the lessons.	5	4	3	2	1
33. Grammar was taught via listening and reading activities.	5	4	3	2	1
34. Vocabulary was taught via listening and reading activities.	5	4	3	2	1
E) EXAMS AND ASSESMENT					
43. The exam questions covered what we were taught.	5	4	3	2	1
44. The exams contributed to the learning process.	5	4	3	2	1
45. The exam questions were stylistically similar to the exercises covered in class.	5	4	3	2	1
46. The alternative assessment types (portfolio, presentation etc.) were useful.	5	4	3	2	1
47. The exam instructions were easy to understand.	5	4	3	2	1
48. The exam questions were not in line with what was covered in class.	5	4	3	2	1
49. It would have been better if assessment was made only through exams.	5	4	3	2	1
50. Exam questions were difficult and exam durations were inadequate.	5	4	3	2	1

Notes:

APPENDIX A2

ÖĞRENCİ ANKET FORMU

Değerli öğrenci,

Bu anket formu, bir tez çalışması için veri toplamak amacıyla hazırlanmıştır. Söz konusu çalışmanın amacı, Gazi Üniversitesi Hazırlık Okulu'nda uygulanan programın geliştirilmesine katkıda bulunmaktır. Bu amaca ulaşabilmek için öncelikle; öğrencilerin dil gereksinimleri belirlenmeli ve hazırlık okulunda şu anda verilen dil eğitiminin bu gereksinimleri ne ölçüde karşıladığı titizlikle saptanmalıdır. Bu noktada siz değerli öğrencilerden alınacak geri bildirimler büyük önem taşımaktadır. Yanıtlarınız yalnızca bu çalışma için kullanılacak ve toplu olarak değerlendirilecektir. Bu nedenle anket formuna **isim yazmayınız**.

Vereceğiniz yanıtlarla çalışmaya sağlayacağınız katkılar için teşekkür ederim.

10.04.2013

Aynur COŞANER

BÖLÜM I

Genel Bilgiler

Lütfen kendinizle ilgili doğru bilgiyi yazınız veya doğru seçeneği işaretleyiniz.

1) Cinsiyetiniz: □ Kız   □ Erkek

2) Yaşınız: _____

3) Fakülteniz: _____

4) Bölümünüz: _____

5) Hazırlık okuluna kaç yıl devam ettiniz?

□ Bir yıl   □ İki yıl   □ Diğer (Yazınız) _____

□ Devamsızlıktan kaldım ve muafiyet sınavında başarılı olarak bölümüme geçtim.

6) Hazırlık okulunda en çok geliştirdiğinize inandığınız iki dil becerisini işaretleyiniz.

□ Okuma   □ Yazma   □ Dinleme   □ Konuşma

7) Aşağıdaki dil becerilerini şuan ki gereksinimleriniz ve bölüm derslerinizdeki

başarınıza katkısı açısından en önemliden (1) en önemsize (4) doğru sıralayınız.

Okuma (____)   Yazma (____)   Dinleme (____)   Konuşma (____)

8) Bölümünüzde şu ana kadar öğretim dili İngilizce olan kaç farklı ders aldınız?

□ Hiç almadım   □ Bir   □ İki   □ Üç

□ Dört   □ Beş   □ Diğer (Yazınız) _____

BÖLÜM II

Aşağıdaki ifadelere ilişkin görüşlerinizi belirtiniz. Her ifade için yalnızca bir şık işaretleyiniz.

| | BÖLÜM A | | | | | BÖLÜM B | | | | |
| | Bölüm derslerinizde, ilk sütunda verilen becerilere ne sıklıkla gereksinim duyuyorsunuz? | | | | | Bölüm derslerinizde, ilk sütunda verilen becerileri ne ölçüde karşılayabiliyorsunuz? | | | | |
	Her zaman	Sıklıkla	Bazen	Nadiren	Hiç	Çok iyi	iyi	Orta	Kötü	Çok kötü
1. Ders dinlerken not alma										
2. Dinlenenler içinde önemli bilgileri yakalama										
3. Ders dinlerken bilinmeyen sözcükleri tahmin etme										
4. Derste dinlenenleri özetleme										
5. Öğretim elemanına soru sorma										
6. Öğretim elemanı tarafından sorulan soruyu yanıtlama										
7. Derste yapılan tartışmalara katılma										
8. Alanınızla ilgili sözlü sunum yapma										

9. Sözcükleri doğru telaffuz etme											
10. Ödev ve yazılı sınavlardaki yönergeleri ve soruları anlama											
11. Okunan metinle ilgili soru sorma ve yanıtlama											
12. Okunan metnin ana fikrini bulma											
13. Metni hızlıca okuyup belirli bir bilgiye ulaşma											
14. Okunan metnin özetini çıkarma											
15. Farklı türde kaynak (makale,rapor vs.) okuma ve yorumlama											
16. Okuduğunuz metni kendi cümlelerinizle ifade etme											
17. Tablo, şema, grafik vs. okuma ve yorumlama											
18. Metni okurken bilinmeyen sözcükleri tahmin etme											
19. Sözlük kullanarak metin çevirisi yapma											
20. Örnek ve gerekçeler kullanarak fikir belirten yazılar yazma											
21. Akademik dil kullanarak yazılı rapor, proje, vs. hazırlama											
22. Yazılı sınavlarda açık uçlu soruları cevaplama											
23. Kuralsız dil kullanarak kısa not, e-posta vs. yazma											
24. Derste alınan kısa notları paragrafa çevirme											

Eklemek istedikleriniz:

BÖLÜM III

Aşağıdaki ifadelere ilişkin görüşlerinizi belirtiniz. Her ifade için yalnızca bir şık işaretleyiniz.

5 = Kesinlikle katılıyorum   4= Katılıyorum   3= Fikrim yok

 2= Katılmıyorum   1= Kesinlikle katılmıyorum

A) PROGRAM İÇERİĞİ					
1. Bölümüm için İngilizce hazırlık eğitiminin gerekli olduğunu düşünüyorum.	5	4	3	2	1
2. Hazırlık okumaktan memnunum.	5	4	3	2	1
3. Hazırlık sınıfında işlenen konular gereksinimlerime yönelikti.	5	4	3	2	1
4. Hazırlık programı beni alan derslerimin gerektirdiği yeterlilik düzeyine ulaştırdı.	5	4	3	2	1
5. Sözcük bilgimin yeterli düzeyde geliştirildiğine inanıyorum.	5	4	3	2	1
6. Dilbilgimin yeterli düzeyde geliştirildiğine inanıyorum.	5	4	3	2	1
7. Konuşma becerimin yeterince geliştiğine inanıyorum.	5	4	3	2	1
8. Yazma becerimin yeterince geliştiğine inanıyorum.	5	4	3	2	1
9. Dinleme becerimin yeterince geliştiğine inanıyorum.	5	4	3	2	1
10. Okuma becerimin yeterince geliştiğine inanıyorum.	5	4	3	2	1
11. Verilen ödevler (proje,sunum vs.) faydalıydı.	5	4	3	2	1
B) YÖNTEM					
12. Öğretmenler derse katılmamız için bizi teşvik ediyordu.	5	4	3	2	1
13. Derslerin işleniş biçiminden memnundum.	5	4	3	2	1
14. Öğretmenler otoriter bir tutum içindeydi.	5	4	3	2	1
15. Öğretmenler derslerde genellikle İngilizce konuşuyordu.	5	4	3	2	1
16. Öğretilenler düzenli olarak tekrar ediliyordu.	5	4	3	2	1
17. Öğrendiğimiz konuları pratik etmemiz için gerekli imkanlar sunuluyordu.	5	4	3	2	1
C) ETKİNLİKLER					
18. Derslerde sınıf içi etkileşimi destekleyen etkinlikler (oyunlar, yarışmalar) yapılıyordu.	5	4	3	2	1
19. Dilbilgisi öğretimi, dinleme ve okuma etkinlikleri üzerinden yapılıyordu.	5	4	3	2	1
20. Sözcük öğretimi, dinleme ve okuma etkinlikleri üzerinden yapılıyordu.	5	4	3	2	1

21. Derslerde çeviri etkinliklerini yapılıyordu.	5	4	3	2	1
22. Derslerde ikili çalışma ve grup çalışması etkinlikleri yapılıyordu.	5	4	3	2	1
23. Derslerde yaratıcılık gerektiren etkinlikler (canlandırma, tartışma vs.) yapılıyordu.	5	4	3	2	1
24. Derslerde yapılan etkinliklere katılmaktan hoşlanıyordum.	5	4	3	2	1
D) KULLANILAN MALZEMELER					
25. Kullanılan kitaplar ve malzemeler dil becerilerini (okuma, yazma, dinleme, konuşma) geliştirmemize yardımcı oluyordu.	5	4	3	2	1
26. Kitaplardaki konu ve alıştırmalar ilgi çekiciydi.	5	4	3	2	1
27. Kullanılan kitaplar ve malzemeler faydalı değildi.	5	4	3	2	1
28. Kitaplardaki konular ve alıştırmalar kolaylıkla takip edilebiliyordu.	5	4	3	2	1
29. Yapılan alıştırmalar öğrendiklerimizi pekiştirmek için yeterli değildi.	5	4	3	2	1
30. Kitap ve malzemelerin dili anlaşılırdı.	5	4	3	2	1
31. Yardımcı (ek) malzemeler ve kitaplar birbirini tamamlıyordu.	5	4	3	2	1
32. Yardımcı (ek) malzemeler faydalıydı.	5	4	3	2	1
33. Görsel malzemeler (resimler, videolar, objeler vs.) ilgi çekiciydi.	5	4	3	2	1
34. İşitsel malzemeler (şarkılar, diyaloglar vs.) ilgi çekiciydi.	5	4	3	2	1
E) SINAVLAR VE DEĞERLENDİRME					
35. Sınavlardaki sorular derslerde öğretilenleri kapsar nitelikteydi.	5	4	3	2	1
36. Sınavlar öğrenme sürecine katkıda bulunmaktaydı.	5	4	3	2	1
37. Sınav soruları biçimsel olarak derste yapılan alıştırmalara benziyordu.	5	4	3	2	1
38. Alternatif değerlendirmelerin (portfolyo, sunum vs.) yapılması faydalıydı.	5	4	3	2	1
39. Sınavlarda kullanılan yönergelerin anlaşılması kolaydı.	5	4	3	2	1
40. Sınav soruları derste işlenen konulara paralel değildi.	5	4	3	2	1
41. Değerlendirme sadece sınavlarla yapılsa daha iyi olurdu.	5	4	3	2	1
42. Sınav soruları zor ve sınav süreleri yetersizdi.	5	4	3	2	1

Eklemek istedikleriniz:

APPENDIX B1

English Version of the Student Interview

0. In which faculty do you study? What is your department?

1. What are the main language problems you encounter in your English-medium content courses?

2. What is your opinion about the contribution of the preparatory program to your content courses?

3. What do you think are the positive and negative sides of the preparatory program?

Turkish Version of the Student Interview

0. Hangi fakültede okuyorsunuz? Bölümünüz nedir?

1.Öğretim dili İngilizce olan bölüm derslerinizde karşılaştığınız başlıca sorunlar nelerdir?

2. Hazırlık programının öğretim dili İngilizce olan bölüm derslerinize olan katkısı konusunda ne düşünüyorsunuz?

3. Hazırlık programının olumlu yanları ve olumsuz yanları nelerdir?

APPENDIX C1

English Version of the Academic Interview

1.To what extent is English important and necessary for the students studying in English-medium departments at your faculty?

2. What are the main language problems the students encounter in English-medium content courses?

3. What is your opinion about the contribution of the preparatory program to students' English-medium content courses?

4. Considering the language needs of the students studying in English-medium departments at your faculty, what are your suggestions for the enhancement of the preparatory program for a more effective ?

APPENDIX C2

Turkish Version of the Academic Interview

1. Fakültenizin öğretim dili İngilizce olan bölümlerinde okuyan öğrenciler için İngilizce ne derece önemli ve gerekli?

2. Öğretim dili İngilizce olan bölüm derslerinde öğrencilerin karşılaştığı başlıca sorunlar nelerdir?

3. Hazırlık programının öğrencilerin öğretim dili İngilizce olan bölüm derslerine olan katkısı konusunda ne düşünüyorsunuz?

4. Fakültenizin öğretim dili İngilizce olan bölümlerinde okuyan öğrencilerin dil gereksinimleri göz önüne aldığınızda, hazırlık programının geliştirilmesi için önerileriniz nelerdir?

ÖZGEÇMİŞ

Kişisel Bilgiler

Adı Soyadı	: Aynur COŞANER
Doğum Yeri ve Tarihi	: Balıkesir-1985

Eğitim Durumu

Lisans Öğrenimi	: İngilizce Öğretmenliği- Anadolu Üniversitesi
Yüksek Lisans Öğrenimi	: İngilizce Dili Eğitimi-Ufuk Üniversitesi
Bildiği Yabancı Diller	: İngilizce
Bilimsel Faaliyetleri	: -

İş Deneyimi

Stajlar	: -
Projeler	: -
Çalıştığı Kurumlar	: Ankara Üniversitesi, Gazi Üniversitesi

İletişim

E-Posta Adresi	: aynurcosaner@gmail.com

Tarih   : 12.06.2013