

**T. C.
ÇANAKKALE ONSEKİZ MART UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE TEACHING
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**AN EVALUATION OF THE ENGLISH LANGUAGE PROGRAM IN
PUBLIC EDUCATION CENTERS: ÇANAKKALE CASE**

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Mehmet BİRGÜN

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**T. C.
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YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
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**An Evaluation of the English Language Program in
Public Education Centers: Çanakkale Case**

**Mehmet BİRGÜN
(Yüksek Lisans Tezi)**

**Danışman
Yrd.Doç.Dr. Hasan BAYRAKTAR**

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Taahütname

Yüksek lisans tezi olarak sunduğum “An Evaluation of the English Language Program in Public Education Centers: Çanakkale Case” adlı çalışmanın, tarafımdan, bilimsel ahlak ve değerlere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yaparak yararlanmış olduğumu belirtir ve bunu onurumla doğrularım.

Tarih

23/06/2014

Adı SOYADI

İmza

Mehmet BIRGÜN



ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ

Eğitim Bilimleri Enstitüsü

Onay

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Akademik Unvan	Adı SOYADI	İmza
Danışman Yrd. Doç. Dr.	Hasan BAYRAKTAR	
Üye Doç. Dr.	Cevdet YILMAZ	
Üye Doç. Dr.	Çavuş ŞAHİN	

Tarih: 23 / 06 / 2014

İmza:



Doç. Dr. Ajda KAHVECİ

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Özet

Halk Eğitim Merkezlerindeki İngilizce Programının Değerlendirilmesi:

“Çanakkale Örneği”

Bu çalışma, öğrenci ve kurs öğretmenlerinin bakış açıları aracılığıyla Çanakkale şehrindeki Halk Eğitim Merkezlerindeki İngilizce Programı'nın etkililiğini değerlendirmeyi amaçlamıştır. Bu amaç doğrultusunda, bu çalışmada karma yöntem modeli kullanılmıştır. Buna bağlı olarak, nicel araştırma için genel tarama modeli ve nitel araştırma için betimsel analiz modeli kullanılmıştır. Buna ek olarak, Stufflebeam tarafından 1971 yılında geliştirilen [bağlam (context), girdi (input), süreç (process) ve ürün (product)] (CIPP) modelinden faydalanılmıştır. Çalışmada 2013-2014 eğitim öğretim yılının sonuna doğru Halk Eğitim İngilizce kursuna devam eden 386 kursiyer ve Halk Eğitim merkezlerinde çalışan 10 öğretmen yer almıştır. Veriler bir öğrenci ölçeği ve öğretmen formu aracılığıyla toplanmıştır. Öğrenci ölçeğinden elde edilen veriler betimsel ve çıkarımsal analizlere göre analiz edilmiştir. Elde edilen veriler normal dağılmadığı için, bağımlı değişkenlerinin ortalama değerlerinin bağımsız değişkenlere göre farklılık gösterip göstermediğini incelemek amacıyla parametrik olmayan testlerin analizinde kullanılan Mann Whitney U testi ve Kruskal Wallis H testi kullanılmıştır.

Çalışmanın sonuçları halk eğitim merkezlerinde uygulanan İngilizce dil programının belli ölçüde kendi amaçlarına ulaştığını göstermiştir. Sonuçlar dil kurslarının fiziki koşullarına ilişkin bazı sorunlar ortaya koymuştur. Buna ek olarak, materyal, yöntem ve değerlendirme boyutlarından elde edilen sonuçlar, bu boyutlarda iyileştirmeler yapmayı göstermektedir.

Abstract

An Evaluation of the English Language Program in Public Education Centers: Çanakkale Case

This study aimed to evaluate the effectiveness of the English language program in public education centers across Çanakkale city through the perspectives of students and course teachers. With this object in mind, mixed method research model was employed in this study. Accordingly, general screening model was employed for quantitative research and descriptive analysis method was employed for qualitative research. Furthermore, the context, input, process, and product (CIPP) evaluation model by Stufflebeam (1971) was taken advantage. 386 trainees who attend to the public education English courses towards the end of the 2013-2014 academic year and 10 teachers working for public education English courses took part in the study. Data were gathered through a student scale and a teacher form. The data obtained through the student scale were analyzed according to descriptive and inferential analysis. Since the obtained data do not have normal distribution, Mann Whitney U test and Kruskal Wallis H test which are the non-parametric tests were used to investigate whether the mean scores of dependent variables indicate significant difference in terms of independent variables.

The results of the study displayed that the English language program implemented in the public education centers reached its objectives to a certain extent. The results put forward certain problems regarding the physical conditions of the language courses. In addition, the results obtained from material, method and assessment dimensions suggest making improvements in those dimensions.

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Abbreviations

CIPP: Context, Input, Process, Product

ELT : English Language Teaching

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Chapter one

Introduction

Problem Statement

In this part, the reasons behind conducting the present study is depicted along with general information about public education.

English language education has currently become commonplace throughout the world. Harmer (2007) states that there are a number of factors ensuring the widespread use of English: history, economics, information exchange, travel and popular culture. In this context, English language has been a part of social life. Therefore, nowadays, the thing that knowing a foreign language has ceased to be a privilege and become a feature owned by everyone has also increased the importance of foreign language education (Göçer, 2009). Whatever the profession, it is probable that someday one's way may intersect with English language. In short, one way or another it is required to learn this language. When asked to even a passer-by randomly, s/he will utter that 'one language, one people' (Turkish proverb). The proverb is such note-worthy that it puts forth the qualification of a language teaching program for consideration in language learning. To learn English, going to the course, taking private courses and even beginning on one's own are possible options, however; whatever the option is, the effectiveness and quality of the language program come to the minds. Thus; in the forever changing world, as almost many things are bound to change, the revision and a complete examination of those programs are required to unearth effectiveness.

The importance of English is increasing with each passing day. Across the world, the number of the people speaking English as a foreign language surpasses three to one the ones

speaking it as a native language (Crystal, 1997). This tremendous fact has expanded the boundaries of English making it an international language. Özbay (as cited in Akin, 2004) states that 70% language of science, 80% language of communication, 90% language of internet are made in English language. For instance, for a Turkish footballer, knowing a little bit of English can provide him with a basic understanding of the warnings of a referee in a champions' league. Furthermore, booking an international flight ticket requires at least moderate English skills. Other than that, in terms of science, the writers have to write at least the abstract parts of their articles and acceptance to master and PhD programs is only possible by the valid certificates which affirm knowing English to a certain extent. Thereafter; the increase of dialogues between countries and with respect to that the exponentially increase of communication tools and software programs such as blogs, twitter, face book, messenger, tuenti, what's up, instagram, line have boosted the needs and requirements in language learning. All in all, the communication tools above create a stir in comprehending affairs and excite the desire to comment on various happenings on different parts of the world. In this respect, XU (2011) states that the increasing cross- cultural contact has put forward the necessity for enriched effective cross-cultural communication enouncing the improvement of communicative competence. Therefore; knowing English in a sense contributes to universality as individuals transmit the goings-on on the first hand. In addition, knowing English and improving communicative competence provide individuals with the increase of employment opportunities and the improvement in the quality of the institution for which they work. For instance, Martinez and Gutierrez (2013) state that even in countries speaking English as a foreign language, being competent at in the target language communicatively can provide individuals with a well-paid job regardless of the professional job. Those facts seem to have altered the objectives of learning English adding up economic dimensions to the social and cultural reasons articulated so far. Accordingly, it can be stated that English which has

international dimensions on its own has become a commercial sector as many people launch an attempt to learn it. With no doubt, this case is peculiar to English as many kinds of English language learning programs have been held in several institutions. However; for the past twenty years in which English language has gained importance at utmost level, it can be stated that learners do not have sufficient foreign language knowledge as a result of several reasons. Within this context, life does not offer the same equal and equivalent opportunities to people, henceforth individuals attempt endeavors to earn a more prosperous life, and it requires more knowledgeable characteristics in the changeable and challenging phases of life. Incidentally, some individuals may not have taken part in the formal education as they have desired. All in all, the ones who have gone through these experiences do not have sufficient foreign language level which is an incontrovertible issue. Furthermore, those above and the ones who need extra knowledge of a foreign language and graduates seek ways to gain proficiency in using language. Therefore; the ones who would like to learn English aim at developing competencies in four skills which are indispensable to each other.

What proves to know a language is basically speaking and it is needed to listen in order to speak the language clarifying that listening is key and essential to understand. By these means; it is required to display the competencies in four basic skills aspired to reach. As it is aforementioned, the basic skills (speaking, listening, reading and writing) are interrelated and developing competencies requires harmonizing different practices targeted to a parallel improvement. It is a well-known fact that before writing even a little bit passage, it is required to read a lot. Speaking and listening follow the same track, as well. Listening is treated as an invaluable component of learning a language. In Turkey, as student participants learn English as a foreign language, the exposure to language is quite challenging. In order to develop proficiency in listening, it is needed to seek opportunities and put effort to be engaged with materials exposing the foreign language. Choosing popular and lovable series, cinema films,

news programs, stand-up shows, radio chats and videos in the target language can be effective methods to have a further step in listening. Incidentally, those materials improve the speaking abilities and Swain (1985) states the significance of comprehensible output which makes the learners negotiate meaning, devise and test hypotheses about the structures and functions of the language they produce. Incorporating those materials into a language program helps learners both in listening and speaking. It is a well-known fact that people transmit their wishes, state of mind and opinions by speaking which takes a long time to achieve. In order to develop speaking abilities, activities based on creativity and productivity can be employed. Enjoyable speaking activities and those drawing the students' attention help learners gain more confidence and eagerness. Among four basic language skills, writing can be commented on as the most problematic one since conscious stages thinking, planning and evaluating are required. For instance, Flower and Hayes (1981) state that the writing process can be grouped in three cognitive processes: planning, translating and reviewing. Therefore, writing is one of the most challenging skills for EFL (English as a Foreign Language) learners since it necessitates more private effort. The learners most of the time, have difficulties in writing tasks and seek ways to deal with this problem. In order to develop writing skills, social media tools, letters to pen-friends or to the course instructors can be employed. On the other hand, the writing and reading go hand in hand. In this respect; Tierney and Pearson (1983) suggest that reading and writing are acts of composing and similar processes of meaning construction. Furthermore, Hirvela (2004) states that reading supports writing by the means of meaningful input. Students expect and are expected to be successful in comprehending a text, letter, newspapers and etc. Reading is in a sense similar to speech. For instance, while reading a tale, a novel or any intriguing texts, one may feel like to take part in dialogues and be in the shoes of the characters, that's s/he shifts from being a reader to a member of the text changing roles with the characters. In this process, books, novels or any

other materials appropriate to level and appealing to readers' personalities can be preferred both in and outside the classroom. Furthermore, pre-while-after reading strategies can be reflected upon to enhance the process of negotiation and interpretation of the text employed.

In Turkey, teaching and learning English have been an inevitable part of life for the past twenty years. Accordingly, the increasing number of the need for people who speak a foreign language or languages is an unavoidable reality. In this respect, foreign language education is held in the different phases of formal education taking a start with formal schooling following to the primary, secondary and higher education. In formal schooling, foreign language education is compulsory. Several hours of English courses are held in primary, high schools and preparatory schools of universities beginning from 4th grade and so on. In the long period of that enormous target language exposure, although learners have come a long way in developing language skills at the end of the year, the learners face with the reiterations of the same topics together with the same level of transmission from the teacher in the years to come. However, Krashen and Terrell (1983) state that acquisition occurs by understanding the input which is one step further than the current level of the acquired competence. This reveals the importance of comprehensible input. In this respect, introducing input which is lighter than the learners' current level leads to poor language skills since it rouses the sentiment of an artificial proficiency in the learner as a result of reiterations. All in all, the aforementioned issue puts forward that the standardization has not been established between the grades of the formal schooling. To make it more visualized, it may be told that the learners finish where they begin just with a little bit progress at the end of the education period. Several reasons can be asserted about the non-standardization between the phases of formal schooling. For instance, in secondary education in which the students get prepared for the university entrance exams, English is in a general sense neglected since English language proficiency skills are not tested in the university placement examinations. As a result, the huge amount of time and

effort allocated for the exposure of English language substitute with studying mathematics, physics, geography, history, algebra and etc. When those factors coalesce with other barriers impeding the language learning, the space between the learner and English overgrows like avalanches day by day. This vicious circle continues till the period of university graduation in which employment and career related speeches and plans appear. At this very point, it is quite challenging to rectify the cons of the situation. Therefore, the graduates and even current attendants who are aware of the situation, try to take part in English language courses outside of formal education with an urge for better economical and career opportunities. At first sight, many private language schools in which courses designed for specific purposes are held come on board in order to gain proficiency in basic language skills. The gradually increasing supply-demand relationship of learning English has led to institutionalizations under school of language with private entrepreneurship. The number of the institutions mounts up day by day. Table 1 displays the number of the private language schools.

Table 1

The number of the private language course programs and participants according to education year of 2011-2012

Program Course	Number of Courses	Male	Female	Primary School	Primary Education	General high school	Vocational-technical high school	Higher education
Foreign Language (English)	4957	15246	16830	2705	2449	9625	2024	15273
Professional English	15	3	4	-	-	-	-	7
Sum	4960	15249	16834	2705	2449	9625	2024	15280

(Source: Turkey Statistical Institute, 2014)

The table displays the number of the participants and the held English language courses. According to the obtained data, the number of the trainees who attend to four thousands and nine hundred sixty (4960) English course programs is approximately between thirty and thirty five thousands. However, those private institutions are most of the time too

expensive since English language education is expensive on its own. For instance, one pays hundreds of liras for the books required for the English courses making it too difficult to afford. Henceforth, Ministry of education established more affordable institutions called public education centers to render service to all segments of the society. At this very point, the public education centers perform this task for a more affordable English language education period. Several language courses have been held in public education centers which are the most common members of non-formal education and undoubtedly English courses are the most common ones. Accordingly, the number of the English courses held in public education centers and participants are illustrated in Table 2 with the professional courses in Table 3.

Table 2

The number of the English courses held in public education centers and participants according to education year of 2011-2012

Course Program	Courses	Male	Female	Age 6-14	Age 15-22	Age 23-44	Age 45-
English Course	25	236	309	235	128	147	35
Advanced Stage	171	1201	2330	539	871	1255	866
First Stage	3788	38584	50706	52726	18631	14798	3135
Middle Stage	906	7500	12697	4854	7181	5886	2276
English translation	78	799	926	1280	165	109	171
English Level A1	2212	21376	32206	10315	23026	17756	2485
Practical English 1	2263	22387	36312	13834	21953	19680	3232
Practical English 2	835	5691	12797	1154	7887	7682	1765
Practical English 3	85	505	994	52	470	700	227
Sum	10 363	98 279	149 277	84989	80 312	68 013	14 192

(Source: Turkey Statistical Institute, 2014)

Professional English Course

Table 3

The number of the professional English courses English courses held in public education centers and participants according to education year of 2011-2012

Course Program	Courses	Male	Female	Age 6-14	Age 15-22	Age 23-44	Age 45-
Office Management and Secretarial	8	73	99	4	50	97	21
Crafts	1	4	7	-	4	20	-
Seamanship	1	24	-	4	20	-	-
External trade	1	16	6	-	3	19	-
Entertainment Services	20	127	157	250	8	15	11
Public Relations and Organization	14	110	205	-	202	84	29
Accommodation	32	345	345	103	252	262	73
Marketing and Retail	2	16	19	15	20	-	-
Travel	52	358	580	41	368	346	183
Shipbuilding	1	28	7	-	31	4	-
Sum	132	1101	1425	417	958	847	317

(Source: Turkey Statistical Institute, 2014)

In Table 2 and Table 3, it is displayed that the number of the trainees participated in English courses exceeds two hundred and fifty thousand (250.000). However, the quality and effectiveness of the programs and courses and in particular the English Language programs held in public education centers are not at desired level of performance. In other words, the outcomes are not in parallel with the expressed aims in the regulations of public education centers. Accordingly, this huge amount of participants makes the public education English courses a hot issue and for a better language learning and teaching process, a complete examination of those programs are required to unearth effectiveness. Furthermore, the researcher who was a lecturer at public education centers, has observed and witnessed several

occasions when the other lecturers and trainees put forward their discontentment regarding the the English program held at the public education center. As it has been aforementioned, although a huge amount of time, effort and economical expenses are allocated for the learning and teaching process, both the lecturers and trainees do not seem to be contented with the output and outcomes of the employed program. In addition, regarding the content of those programs very few thorough research studies evaluating how effective is the implemented English language programs have been carried out. As for the carried out research studies, Haberal (2002) conducted a study about the opinions with respect to the content, aims of public education in terms of students in the discipline of the department of educational administration. When closely looked, the study superficially focuses more on the trainees' expectations and satisfaction level regarding the course objectives making a little bit of contribution to the processing of the content. In addition, Akin (2004) conducted a study and defined the demographic information about the lecturing teachers and found that sixty percent of the teachers do not have pedagogic certificates. All in all, such questions as how much the lecturers and trainees are satisfied in a general sense with the program, whether the materials employed in the learning and teaching process are sufficient in achieving the course aims and whether the assessment procedures are consistent with the running lecture look forward to be sought. Focusing on all those points, the researcher aims to find answers to these questions and evaluate the content of the English language teaching curriculum, materials and assessment methods through the eyes of the participants attending to the courses and English teachers working for the public education courses across Çanakkale.

Purpose of the Study

The present study aims to evaluate the content of the English language curriculum, materials and assessment methods through the eyes of the participants and English teachers working for the public education courses, employing the context, input, process and product components of the CIPP model of evaluation developed by Stufflebeam (1971). In other words, the atmosphere in which the English language learning and teaching take place, the learners' and lecturers' ideas and perceptions regarding the objectives, content, the adopted teaching methods, the benefitted materials and lastly the learners' perceptions about their competencies in basic skills are aimed to unearth. In addition, the present study aims to reveal the effectiveness of English Language teaching at the public education centers and suggest practical implications to the authorities for improving the quality of the education. All in all, by means of this study, the researcher hopes to make a contribution to the discussions about the effectiveness and the validity of the public education language courses.

In order to render service to the aims of the study, the following questions have been composed in conformity with the stages of CIPP model (context, input, process, and product).

Context Dimension

- What is the context of the English course program?

Input Dimension

- What are the socio-economical characteristics of the learners and teachers in the English Language course?
- What are the learners' perceptions of emphasis in four skills along with vocabulary and grammar learning?
- What are the teachers' perceptions of the aims and the content of the program?

Process Dimension

- What are the learners' perceptions of the methods of teaching, employed materials, and assessment types of the program at public education centers?
- What are the teachers' perceptions of the effectiveness of the public school English Language program with respect to the methods of teaching?
- What are the teachers' perceptions of the common problems faced in the process of the program?

Product Dimension

- What are the learners' perceived competencies in basic skills of reading, listening, speaking and writing?
 - Is there a significant difference in the perceived competencies of the learners in basic skills in terms of gender, proficiency levels, age, marital, economical and occupational status?

Significance of the Study

To make the long story short, the present research study aims to elaborate on and assesses features of learning and teaching process and learners' basic skills competencies based on lecturers' and learners' perceptions. There is satisfactory evidence that as a guide teachers are the eventual starring actors and actresses of the endless film of education. In addition to that, teachers are the masters of improvements for education (Sullivan & McDonough, 2002). In this respect; employing the opinions of language teachers and harmonizing those perspectives with the learners' provide various perspectives over problems and helps gaining different suggestions. Benefiting from the experience and ideas of teachers contributes to the solution of encountered disruptions and problems with respect to the content, atmosphere and other social issues of language courses. Moreover; the study will inform the decision makers about the students' basic skills and perspectives in the language learning and teaching process. Henceforth, the study will assist the Public School headquarters to spot the ongoing effectiveness of the language program together with the

points to improve. Furthermore, it is hoped that the basic skills and competencies spotted by the present study will be fruitful in designing the course along with the adult needs and requirements which are closer to every day needs and the real world. In this context, this research attempts to profile the desire to learn and research thoroughly. More specifically, what proves to know a language is to have a command of basic skills which have an important role in language learning and teaching. At this very point, the aim of a language learning program is to provide its participants with a language learning atmosphere to gain competencies in those basic skills. Therefore, the perception of the trainees own competencies in basic skills makes sense in terms of lecturers, authorities in designing curriculum and other stake holders. In addition, the results will inform about the teaching methods, materials and assessment suggesting tips about deficiencies and needs in public education centers. By these means, the results of the present study may be figured out as a sample for other public education centers to determine weaknesses, strengths and improvement points in the adopted English language learning and teaching programs.

Assumptions

The main assumptions of this study are:

Through the administered scale for students and the questionnaire for teachers, the present study is capable of reflecting the perceived competencies of the trainees in basic skills and other perceptions related to the other sub-dimensions such as materials, methods, communication and assessment.

The size of the sample is enough to represent the population of the study.

It is hoped that the trainees and the teachers will have answered the administered scale and the questionnaire sincerely.

Limitations of the Study

It is important to acknowledge a number of limitations: the present research study dwells on only one city. For that reason, it will not be appropriate to expand the generalizations to the other public education centers in other cities.

In addition, the findings are based on the learners' self reported answers through a questionnaire. It might be needed to have other tools for evaluation except the questionnaire.

The obtained findings are limited just with the questions and statements in the instruments.

Definitions

Public Education

Education is one of the most basic rights and an ongoing process which is a must to provide for all members of the society. Public education can be defined as a planned format of education which focuses on the existing problems of individuals, takes into account the participants' gender, occupations, ages, education levels and uses many different places of life as the medium of teaching (Miser, 1993). Accordingly, a detailed examination is required to precise where, when and how to implement these systematic efforts which are held most commonly in public education centers. All over the forever changing world the lifelong extension of education is gradually acknowledged as the time goes by.

Importance of Public Education

Lifelong learning has been increasing in importance gradually. As an illustration; today although the distinction between school and non-school educational activities is dwindling, adult education has been remaining as a separate field with its practices targeting the learning needs which the school system has not still met and enlarging its scope (Yıldız & Uysal, 2009). Incidentally, non-formal education held at public education centers can be considered as an invaluable opportunity for those adults who were not able to perpetuate their

educational lives following to various reasons. In other words, those people who have not taken part in the formal education as they wish can benefit from the courses established in public education centers. Accordingly, at this very point, education shifts just from the school years to a longer period of time which calls for the definition of lifelong learning. Lifelong learning includes all phases of learning, from early-school years to after retirement period and covers the spectrum formal, non-formal and informal learning (Laal, 2011). In this context, most of the time, people who have not benefited from formal education and those who aspire to develop skills take part in non-formal education applications.

Necessity of Public Education

It can be indicated that learning has been hand in hand together with the human existence. From the first moment of opening the eyes to the world, learning takes place and it can be uttered that learning something new occurs independently irrespective of age. Some individuals may not have taken part in the formal education as they have desired, furthermore, as the surroundings have shown huge developments, they may need extra knowledge in order to keep up to date with the changes and developments around their social fields. In addition, individuals, as a result of their granted nature want to seek new excitements in parallel with their philosophical or religious beliefs over life. The reasons behind the necessity of public education can be grouped into categories such as formal training-related reasons, economical and technological reasons and educational reasons (MEB, 2013).

Formal Training-related Reasons

It is a fact that education is the key to own a completely democratic, moral community. In other words, education establishes the baseline of the learning society and integrates the elements of it accumulating people around common values. Accordingly, public education helps individuals receive a certain educational background.

Economic and Technological Reasons

Lifelong learning has been increasing in importance as the forever changing world turns. Additionally, the developing technology positively influences several kinds of health innovations, such as new drugs and vaccines, diagnostic gadgets, new techniques in treatments as well. Those positive developments provide the individuals with a healthy life raising the time allocation to various different engagements, which leads to public education in order to assess leisure time. On the other hand, life does not offer the same equal and equivalent opportunities to people, henceforth individuals attempt endeavors to earn a more prosperous life, and it requires more knowledgeable characteristics in the changeable and challenging phases of life.

Educational Reasons

Formal education which includes the school years may not be offered to everyone even though education is one of the most basic rights and an ongoing process which is a must to provide for all members of the society. Conversely, individuals may not get access to facilities and services although they are just a click away. In addition, a certain number of people go through a moderate and modest amount of education as a result of poor facilities, lack of technical tools, financial resources, and up-to-date scientific and background information. Consequently, those barriers impede individuals from developing and improving their sociability and intellectual knowledge at the desired levels. Last but most importantly, families need extra practical child-care knowledge, which is mostly beyond the school years, to grow up healthy and conscious generations. All in all, public education can be referred as a requirement much more of a need.

To conclude, most of the time learning something new may not be as easy as thought and it requires joining in certain programs which include bits and pieces, points to be taught targeted to a thorough learning. In the forever changing world, as almost many things are

bound to change, the revision and a complete examination of those programs are required to unearth effectiveness.

Conducted Studies

Evaluation is a vast term and it is natural that there are many evaluation studies since the revision and a complete examination of programs are required to unearth effectiveness. In this respect, several program evaluation studies both completely and partially were conducted.

One of those conducted studies belongs to Haberal (2002) and she aimed at finding out the effectiveness of the educational programs about computer and English course implemented in public education centers to gain the skills which the programs are responsible for. The researcher gathered data by means of a survey consisting of three sections as personal data, basic information about the course curriculum and lastly future expectations. The findings of this study indicated that the participants believed the curriculum objectives were reached in half shares and firstly programs must provide educational opportunities to the participants for the adaptation of the scientific, technological, economical, social and cultural developments, thereafter, the programs must give chances to participants having different professions to gain the needed education and skills to develop in their jobs. Last but not least, the learners' beliefs as a whole according to their sex, age, education and profession were similar.

Likewise, Akın (2004) conducted a study to search for the effectiveness of the foreign language (English) courses in İstanbul Public education centers and to take foreign language lecturers' opinions and the adult participants in the courses as well. The researcher benefitted from a questionnaire consisting of two parts which are the demographic features of the samples and teaching English process part in which the courses in public education centers in İstanbul are discussed. Furthermore, a 'review test' in which 24 different questions about the topics in the classes exist was applied to measure the effectiveness of the language learning

process. All in all, the findings of the research study indicated that there is a significant difference between the variables of age, educational level and occupations.

Another evaluation study was carried out by Tunç (2010) in Turkey. The purpose of the study was the effectiveness evaluation of the Ankara University Preparatory School program through the perspectives of instructors and students. The author made use of the CIPP (context, input, process, and product) evaluation model along with a self-reported student questionnaire and interviews designed for the instructors and written documents about the preparatory school as well. The findings of the research study indicated that the program at Ankara University Preparatory School partially served for its purpose. Furthermore, the findings showed some improvements in the physical conditions, content, materials and assessment dimensions of the program were needed in order to have a more effective program.

A similar study was carried out by Karataş (2007) in Turkey. The purpose of this evaluation study was to examine the syllabus of English II instruction program applied in Modern Languages Department, Yıldız Teknik University School of Foreign Languages via the opinions of the teachers and students by using CIPP model. The researcher employed two forms of a single style questionnaire which consists of 46 items for both students and the teachers. The findings of the study indicated that there are some significant differences between the teachers and students' opinions about the context, input, process and product elements of the syllabus. In this respect, according to the research findings of the students' thoughts, the objectives of the syllabus must be revised determining the student needs for their departments and English knowledge for business life. Furthermore, according to the findings of teachers' thoughts it is of fundamental importance that the audio-visual materials must be varied and used efficiently in the activities.

Another evaluation study could be the one conducted by Sözen (2005). The purpose of this study was to evaluate the curriculum of English Language School in Başkent University with respect to multiculturalism in Common European Framework of References. In order to gather information, the researcher employed two questionnaires such as program evaluation questionnaire and an attitude scale questionnaire. Furthermore, qualitative data were gathered through semi-structured interviews, observations and document analysis. The findings of the study were about the cultural elements found in the curriculum and students' attitudes towards target culture.

Furthermore, Selvi (2009) conducted a study which is called “evaluation of curriculum used in the driving schools with Stufflebeam’s curriculum evaluation model of the ministry of education”. In this study, the participants were given a form which was appropriately developed according to Stufflebeam’s context, input, process and product (CIPP) evaluation model by the researcher himself. The findings of the research study revealed that balancing the knowledge and skills regarding the traffic and environment, first aid, steering, engine and vehicle techniques, the sufficiency of the total time of the curriculum and so on were not sufficient. In addition, it was found out that first aid and steering education lessons were absolutely needed.

Last of all, Chen, Chunfu (2009) carried out an evaluative case study of English training courses in a language institute. The researcher attempted an evaluation of twenty English training courses which were organized for children’ English language teachers. In the study; questionnaires, interviews and the review of existing documents were used as data collection tools and the questionnaires were administered to the students, directors and teachers. The findings of the research study revealed that there were a number of recommendations for improvement and change. Accordingly, the researcher suggested revisiting the student needs, a review of structure and governance, a review of feedback both

for the teachers and the students and certain adjustments in terms of content, teaching methodology and assessment.

Language Teaching and Program Evaluation

In the present part, an overview with respect to the importance of English is presented. This part highlights the approaches and methods in order to deliver basic points to teachers in language teaching. Furthermore, the types of curriculum, evaluation and the need for evaluation are pointed out. Thereafter, the evaluation model on which the present study is founded is summarized.

Lately 'English to adults' has begun to be pronounced by many people and institutions. Since mostly the adult learners attend to language courses in public education centers, it is beneficial to bring up the adult learners' needs, requirements, learning styles and characteristics to catch a thorough picture of the English language programs designed and held for the adults. Therefore, it is beneficial to visualize those characteristics between young learners and adult learners in order to conceptualize a figure of teaching perspective in terms of the lecturers over young and adult learners.

Differences between Young Learners and Adult Learners

The availability of the 'Teaching English to Young Learners' in the undergraduate English Language Teaching (ELT) programs and the CELTA (Certificate in English Language Teaching to Adults) programs reveal that the training given to adults and the education given to children is mostly different in terms of English language learning and teaching. At this very point, the conceptualization of a teaching perspective plays an important role regarding the learner differences between young learners and adult learners.

Harmer (2007, pp. 82-84) makes a distinction between how the young children and adults learn:

- Although young children do not understand individual words, they respond to meaning.
- They often learn indirectly rather than directly which means taking information from all sides without focusing on the exposed topic.
- When something is explained and it coalesces with visualization and hearing as well touching and interaction, understanding comes out.
- The abstract concepts such as grammatical ones are difficult for them to understand.
- They usually wonder about their outside world and are enthusiastic for learning.
- They can get easily bored if the activities are not intriguing since their attention span is limited.

As for the adult learners;

- Although activities such as games and songs may be appropriate for some learners, lecturers do not have to employ those activities since the adult learners can engage with abstract thought.
- They can incorporate their background and experiences into the learning process.
- They bear in mind some expectations regarding the learning process and they have their own patterns of learning.
- Their background and experiences provide lecturers with a huge source to be benefitted in the process of learning and teaching.
- They know what they want to achieve and they have a clear understanding of the reason behind learning.

As teachers, it is important to take into account those characteristics in order to ensure successful learning process. The general objective in language teaching is to give the awareness that the foreign language is a part of both professional and social life. Ersin (2003)

states that since English is an international language and has the potential of many students it has become a commercial sector on its own. Therefore, in the course of time several books, approaches and methods appeared to improve the basic competencies (reading, listening, writing and speaking). In addition many suggestions and much advice have been uttered focusing on the gist of a best English language teaching and learning process. In addition, it is required to link the aforementioned theoretical information with practice getting the techniques, principles and methods onto the stage.

Techniques, Principles and Methods in Language Teaching

Grammar Translation Method

Grammar translation method is a widely applied method from the middle ages to the present day. It is known to be as the first language learning and teaching method in the history. Since it is the most widely used method it is called the Classical Method. Larsen-Freeman (2000) states that the goals of the teachers who use Grammar Translation Method are to develop minds and help students read and appreciate foreign literature in the target language and in order to do that, learners are required to grasp the target language grammar and vocabulary, by the way the main principles on which the Grammar translation method is based are as below:

- The teacher is active and the authority in the classroom is himself, that's, the learners can learn as much as the teacher can transmit.
- Translating from one language to the other is an important goal for the students. The grammar of the target language is studied deductively.
- The students are passive and in the course of the class, one way interaction which is from teacher to the student is held.
- Literary language is superior to the language spoken.

- As the literary is in question reading and writing skills are highlighted more than the speaking and listening skills.
- The target language is grasped with the use of native language. As for the evaluation, translation from the target language to the native language or vice versa is employed.

Direct Method

In the course of time, a method or an approach may lose its ability to respond to needs. When the focus of the teachers and lecturers began shifting from the target language literary to using the target language communicatively, the direct Method came onto the stage. Larsen-Freeman (2000) states that the goal of the teachers who use Direct Method is to teach how to communicate in the target language and in order to do that, learners need to think in the target language, the characteristics are as below:

- The learners are more active than they are in the Grammar Translation method.
- The Direct Method is based on authentic materials and when a word in the target language is introduced, pictures and other visual aids are employed and the teacher never does translations to the native language.
- Since the learners are more active than the Grammar Translation method, the interaction shifts from the teacher to student or vice versa.
- Since the gist in Direct Method is how to teach communication in the target language, situations based on everyday speech are established in the learning and teaching process. Moreover, knowledge of vocabulary and pronunciation is emphasized more over grammar.
- The learners' native language is not allowed and self-correction is emphasized. As for the evaluation, the learners are asked to establish oral communication or write about a topic studied beforehand.

Audio Lingual Method

Audio Lingual Method is the one which emerged after Direct Method. Harmer (2007) states that the purpose in Audio Lingual Method is habit formation via continuous repetition of correct utterances together with support and positive reinforcement. In addition, Larsen-Freeman (2000) states that it is an oral based approach and the grammatical sentence patterns are drilled by the students rather than emphasizing the vocabulary acquisition through use in real life situations and the characteristics are as below:

- The goal of the teachers is to provide learners with the ability to use the target language communicatively by overcoming the old habits of the native language through habit formation in the target language.
- The teacher orchestrates the learners by controlling and directing their learners. In other words, the learners imitate the teacher's model and the employed model speakers in the learning and teaching process.
- Dialogs in which new vocabulary and structural patterns exist are learned through imitation and drills such as chain drills, substitution drills. In case of successful responses, the students are positively encouraged.
- The interaction is launched by the teacher continuing with student-to-student interaction.
- In Audio Lingual Method, daily speech is highlighted together with the target language speakers' behaviors and lifestyles.
- The language areas such as sound systems, minimal pairs and grammatical patterns are emphasized together with oral skills being adhered to the natural order of the skills presentation (listening, speaking, reading writing.)
- In the classroom, the native language is not allowed to use since it impedes learners from mastering in the target language.
- The errors are to be corrected in order to avoid from permanent incorrect learning.

Silent Way

In the course of time, as the needs and requirements increase regarding the inevitable research over the better paths of language learning and teaching, Silent Way method appeared. It is stated that Silent Way method is not totally based on Cognitive Approach it has certain mutual points (Larsen-Freeman, 2000). For instance, teaching should follow learning rather than vice versa.

Moreover, Gattegno (2010) points out the importance of Silent Way and he states that:

...the Silent way is one way of humanizing the teaching of foreign languages in schools, and of taking care of the human components in the classrooms of the world. Still, because it is teachers who are writing, the message is one concerned with language teaching and some of the hardest problems that a particular language presents. (p.120)

Furthermore, Larsen-Freeman (2000) states the characteristics of the Silent Way method as follow:

- The teachers using the silent Way method aim at providing the learners with the development of independence from the teacher and reliance on themselves.
- Since the teachers try to promote the learner autonomy in language and respect to it, they can help where and when necessary. On the other hand the learners focus their attention on learning task exploring the target language.
- Interaction with student to student is more desirable and the teacher is silent but when the teacher speaks, it is to put forward clues rather than modeling the language.
- As it is aforementioned, the gist in the Silent way method is that teaching follows learning. For that reason, in the “what I have learnt” towards the end of the lesson, students have an opportunity to utter about their feelings, which has not been mentioned in

the other methods so far. Accordingly, teachers try to overcome their negative feelings based on their utterances.

- Since there is not a stable and structural syllabus, it is developed based on the learning needs appearing in the learning and teaching process and four skills are worked on without highlighting the explicit grammar rules.
- The native language of the students can be incorporated into the learning process to have them gain familiarity with the new sounds existing in the target language.
- The teacher evaluates the learners taking into account whether they can transfer the studied topics to the new contexts.
- As for the errors of the learners, those are part of the learning and teaching process and inevitable.

Desuggestopedia

In a language learning and teaching process, disappointing results encourage improving and developing or reshaping the employed methods and techniques. Brown (1994) states that in each quarter of a century new methods appear with new dimensions in conjunction with previous ones. Therefore, with a move to a better learning and teaching process, Georgi Lozanov developed the Suggestopedia (desuggestopedia) in 1970s. In this respect, Larsen-Freeman (2000) states the principles of Suggestopedia as follow:

- The goals of the teachers are to activate the mental powers of the learners by removing the psychological barriers the students bring with them and accelerate learning towards everyday communication.
- The learners feel secure since they trust the teacher who is the authority in the classroom.
- In the process of learning, the learning atmosphere where the teacher leads the class is bright and colorful. Peripheral learning in which sub-consciousness and consciousness collaborate takes place in the learning and teaching process. Furthermore, the learners' are

stimulated via the fine arts and music. Choosing a new identity and job provides learners a feeling security which makes them more open to learning.

- As the name of the title refers, the barriers in front of learning are de-suggested and the learners' feelings are elaborated in order to make them feel relaxed and confident.
- Language itself and the non-verbal aspects influence the linguistic message and fine arts take place in classes.
- Speaking communicatively is illustrated together with explicit but minimal grammar and the focus is on a great deal of words which can be acquired.
- The native language is used when and where is needed particularly in order to make the meaning clear and in the course of time, the teacher makes use of the mother language less and less.
- The errors are kindly dealt with and corrected.

Community Language Learning

Teaching and learning have been a responsibility for both the teacher and learner and the desire to learn have led to new methods. Community Language Learning is based on humanistic approach and it was developed by Charles Curran. Richards and Rodgers (2001) state that in Community Language Learning the teachers' (as counselor) roles and the learners' (as clients) roles are redefined utilizing from the counseling metaphor in the language classroom. In order to visualize the characteristics of Community Language Learning, Larsen-Freeman (2000) states them as follow:

- The goals of the teachers are to teach the students how to use the target language for communicative purposes providing them with a sense of their own learning and increasing responsibility for it. Furthermore, peer learning is encouraged and as a whole person thoughts and feelings are promoted.

- Teachers are in the position of a counselor which means the teacher recognizes that a new learning situation can be threatening for the learners on the way to mastering in the target language. Accordingly, the teachers skillfully deal with learning situation and support the students. On the other hand, the learners are dependent on the support of the teachers however, in the course of time they gain more independence and autonomy in the learning and teaching process.
- In the learning and teaching process, there are six components of non-defensive learning ranging from security, aggression, attention, reflection, retention to discrimination. When the learners feel secured, learning atmosphere is provided. In addition to security, aggression which means engaging with and involving in the learning experience is invaluable. Moreover, teachers narrow the field which requires more focus to provide an easy learning process and it is called attention. Furthermore, the students are expected to reflect what they have learnt which means reflection. As for the fifth one, it is retention which means the ability to remember materials related to the whole self. Lastly, the sixth component is discrimination and learners figure out the structure in the language.
- Community Language Learning is based both on the student and the teacher. According to the lesson and as the time goes by, the interaction changes, for instance the teacher assists the learners to express themselves and enhances the student to student interaction at other times. A sense of cooperation rather than rivalry is put forward.
- In community language learning, counseling the learners are invaluable, therefore the learners are asked to comment on how they feel after regular activities. By the way the teachers show that they understand the learners in order to cope with negative feelings and refrain from blocking the learning. All in all, in order to tell students what to do in the lesson, native language is used.

- In the process of learning the language, both the teacher and student work together however in the course of time as they progress in the stages the learners take the responsibility of learning. In addition, the culture is incorporated in the language learning and teaching process.
- First, the students learn what they need to say. Then, when students establish self-confidence, teachers prepare written material or test books and can employ them.
- In order to evaluate the learners, versatile and integrative in short more inclusive tests such as writing a paragraph and giving an oral interview can be administered.
- The errors of the learners are treated in a non-defensive way repeating correctly what the students have told incorrectly.

Total Physical Response

Another ring of the chain is Total Physical Response which was developed by James Asher. It has mutual points with the first language acquisition when children first comprehend and then answer physically by smiling, crying and etc. In short, learners answer to what they hear physically. Larsen-Freeman (2000) states the principles of Total Physical Response (TPR) as follow:

- The teachers who use TPR aim at providing the learners with pleasure communicating in the target language. In addition, the purpose is to reduce the stress in the process of studying foreign languages and encourage the students to pursue in their studies.
- At first, the teacher is the governor of the students' all behaviors, however gradually when the students are ready to talk and speak they substitute for the role directing both the teacher and other peers.
- First, the teacher gives commands to a few students carrying out then command together with them. Then, the students are commanded and they perform solo behavior

demonstrating that they can understand those commands. When students are ready to talk, rather than teachers, the learners give commands to each other and perform.

- Initially, the teachers speak more and they interact with the learners both individually and in groups. Moreover, students can learn by watching and observing each other.
- The feeling of success and low anxiety are delivered in order to relieve the students and it is transmitted that language learning can be fun employing skits and enjoyable jokes.
- TPR method is introduced in students' native language. However, the mother tongue is rarely used after the first stages and meaning is associated with body movements.
- The language areas of language such as vocabulary and grammar are valued. They are taught through imperative forms. To understand what is said comes before uttering it.
- Examining the behavior of students, teachers will soon notice whether they understand or not. Furthermore, formal assessment can be carried out by giving instructions to students.
- Making mistakes at the beginning of talking is natural and teachers should tolerate the errors correcting the major ones in a way which is unobtrusive.

Communicative Language Teaching

Adults who want to learn a foreign language for various purposes such as travel, business and etc. increase in number gradually and many research studies have appeared on how to teach and learn a foreign language in order to supply that demand and much has been articulated so far. Costin (2008) suggests that it was sufficient to be deemed as competent in the target language when someone learns it lexically and grammatically according to traditional methods however, modern methods highlighted that language teaching and the goal of language education should be established on communicative competence. Furthermore, in the modern world, the wish to learn how, when and where to communicate have made path to a thorough review of dimensions of communication and foreign language educators have paid a great deal of attention to Communicative language teaching method

(CLT). The main purpose in CLT is to improve communication skills and abilities incorporating knowledge of several aspects of language. In this respect, Widdowson (1978) states that people need to employ knowledge of language system (linguistic units or elements) in order to accomplish communicative purpose. Furthermore, Vance (2008) states social expectations such as taboos and level of formality must be considered in order to be appropriate. In other words, even more than that Hymes (cited in Larsen-Freeman, 2000) states that it is required more than linguistic competence, that's communicative competence in order to be able to communicate. Moreover, Canale (1983) suggests that there are grammatical competence, discourse competence, sociolinguistic competence and strategic competence which depict the issue of how, when and where to use the language. All in all, various components are to be integrated in the language learning and teaching process based on developing communicative competence and Savignon (2002) states that communicative needs of learners shape the detailed goals of a program with regard to functional competence getting the learners into the centre. Larsen-Freeman (2000) states the principles of communicative Language Teaching as follow:

- In Communicative Language Teaching (CLT), the aim is to provide communication in the target language. To do this, linguistic forms, meanings and functions are needed. Furthermore, communication is a developmental process and the knowledge of language forms is not enough on its own.
- One of the main responsibilities of the teacher is to create activities that support communication. In a way, teacher organizes communication in the class in addition they are in the shoes of an adviser. On the other hand, students are more responsible for their own learning situation. Even if their knowledge is not sufficient in the target language, they try to convey and negotiate meaning.

- The most prominent feature of this method is that everything is made based on communicative purposes. Games, roles, a variety of activities in the form of problem-solving tasks are employed to use language in communication.
- Teachers organize activities providing interaction between students and help them to interact. However, the main interaction is student centered and it is between students. In addition, since the learners are encouraged to communicate, they feel more motivated as they play with the language. By the way, they are given the opportunities to tell about themselves and express their ideas, opinions on a regular basis. Lastly, they are assisted to establish a feeling of security through the cooperative interactions both with peers and the teachers.
- Language is regarded for communication and the culture is the life style of the people using the language. For instance, the use of nonverbal behaviors in the process of communication has important features which can receive greater attention.
- The functions of the language are precedent of the language forms and a functional syllabus is adapted. In the course of time, the forms follow a path which is from easy ones to the difficult. In addition, the improvement of four basic skills is in a process of parallel to one another.
- The plausible use of the native language is allowed and in almost every situation such as assigning, explaining about activities and in communicative dialogues the target language is used. All in all, language is seen as a purpose rather than a tool.
- As for the evaluation of the learners, the teachers evaluate both accuracy and fluency in speaking during the students' performances in communicative dialogues and acts. Furthermore, the learners can be asked to write a letter to a friend in order to evaluate the proficiency in writing.

- Particularly in fluency related activities the errors of the students are noted down and left to the end of the activity.

Content Based Instruction

Content based approach has a gist of teaching and learning English through communication and it has mutual points with Communicative Language Teaching. What is difference is the focus of Content based instruction. Krahnke (1987) suggests that:

It is the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught (Krahnke 1987, p. 65)

As it is depicted above, Content Based Instruction (CBI) is a combination language and content and teaching is organized based on the content and information for students. To make it more visualized, people learn the target language in a better way when they use it to get knowledge. For instance, Stryker and & Leaver (1997) state that CBI is a way of showing the learners how to be able to fly and they continue adding that foreign language instruction based on content encourages the learners to learn a new language by playing with bits and pieces from the very beginning and so on. In other words, in CBI rather than learning to use English, using English to learn is highlighted. In this respect, Stroller (2004) states that learning the content adds to language learning and learning language provides learners with easy attainment to content. Moreover, Stroller (2008) states that most of the content based settings have strong academic orientations which highlight meta-cognitive, cognitive and linguistic skills accompanying with the topics the students need to achieve in the attempts of future. In Turkey, for instance once upon a time, CBI took place as means of preparing learners for academic studies particularly in Anatolian high schools. To see the huge picture of CBI, the main principles on which it is grounded are illustrated by Richards and Rodgers (2001, p. 207) as below:

- People learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself. The principle depicts that in a sense it encourages learners on the way to effective language learning.
- Content Based Instruction better reflects learners' needs for learning a second language.

Concept of Curriculum

In modern education system, the concept of curriculum has become prominent on the way to find better ways of teaching a language. In other words, since the bits and pieces over how to turn learners' declarative knowledge into the procedural knowledge exist point by point in the curriculum, it is ascribed a meaning which is invaluable to language learning and teaching. At this very point, successful language learning and teaching program depends on a higher level of the awareness in the concept of curriculum. It is a key to enhancement of several components such as materials, methods, needs and requirements and etc. both in theory and practice. The concept of curriculum has the origins of Latin. To begin first, in the past curriculum was defined as a course of studies followed by a pupil in a teaching institution and today curriculum means in general terms, the contract between society, the State and educational professionals with regard to the educational activities that learners should undergo during a certain phase of their lives to learn something desirable (Ali, 2007, p. 5). However; it is difficult to mark its borders out and several other definitions have emerged. For instance, Wiles and Bondi (1993, p. 30) define curriculum as a plan for providing sets of learning opportunities to achieve broad goals and related specific objectives for an identifiable population served by a single school center. Thereafter, Kern (2010) states that curriculum is a planned educational experience. In addition, Bevis and Watson (1989) suggest that curriculum is transactions and interactions that take place between students and teachers and among students with the intent that learning take place (p. 72). Furthermore, it may be uttered that curriculum is a planned composition of the happenings in the learning and teaching

environment. Other than that, curriculum is ascribed several other meanings. Lovat and Smith (as cited in Clement and Lovat, 2012) state that curriculum is a decision making process that involves the selection of content and the crafting of pedagogies that are relevant to the targeted learners, and basically involves the selecting, sequencing, organizing, structuring and evaluation of knowledge, resources and activities (p.536). In addition, Tanner and Tanner (1980) states that curriculum is “the cumulative tradition of organized knowledge, modes of thought, race experience, guided experience, planned learning environment, cognitive/affective content and progress, an instructional plan, instructional ends or outcomes, and a technological system of production” (p. 54). Furthermore, Taba makes a more comprehensive explanation of curriculum denoting some requirements:

A curriculum usually contains a statement of aims and of specific objectives; it indicates some selection and organization of content; it either implies or manifests certain patterns of learning and teaching, whether because the objectives demand them or the content organization requires them. Finally it includes a program of evaluation of the outcomes (p. 47).

Other than that, to Hewitt (2006) curriculum is the general teacher activities over what to teach and a set of forms of practice and theories. As it has been aforementioned, the concept of curriculum is a vast term and several other terms have emerged in the course of time. Popham (2004) defines curriculum as the knowledge, skills and occasionally feelings which are asked for to teach. In addition, Ornstein and Hunkins (2004, p. 331) denote that the curriculum is the subject matter in the program of the school. Lastly, Doğan (1979) states that curriculum is all of the activities planned for bringing about the expected learning (p.361). All in all, most of the time learning something new may not be as easy as thought and it requires joining in certain programs which include bits and pieces, points to be taught targeted to a thorough learning making the path way to curriculum development and evaluation.

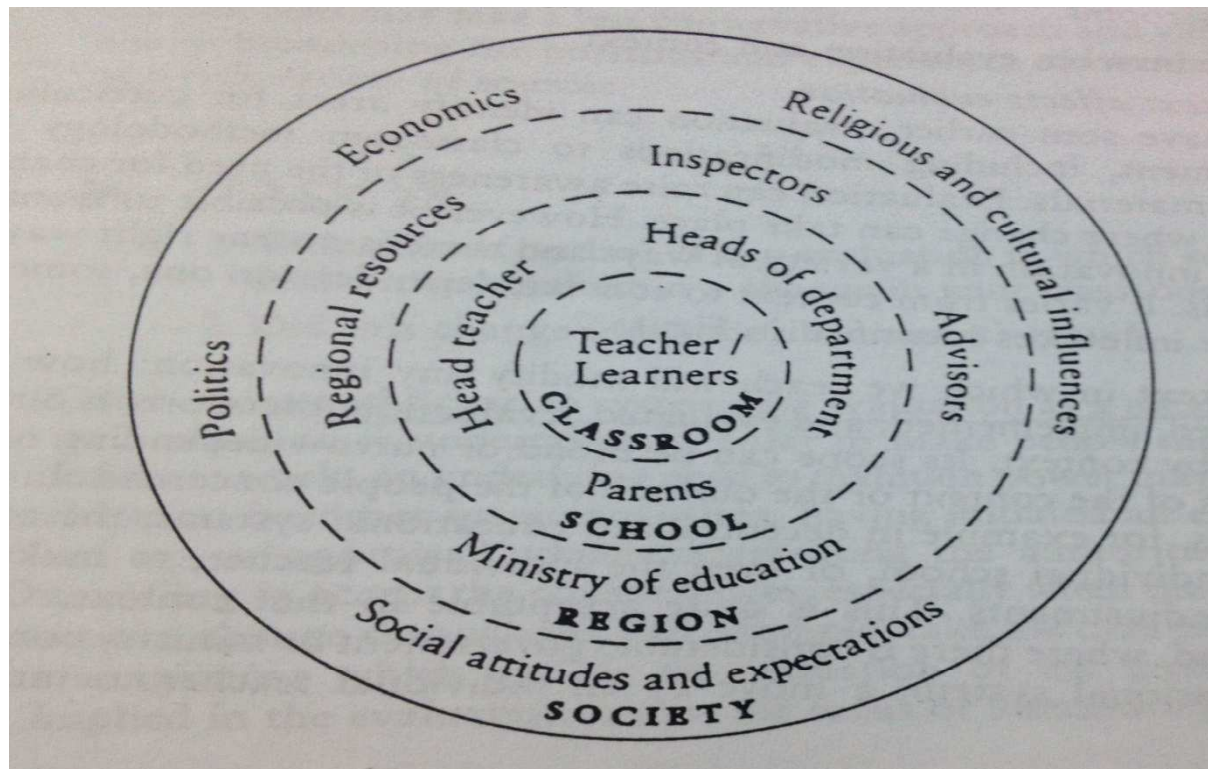
What is evaluation?

The development of teaching and learning process is greatly engaged with evaluation. In other words, in the aforementioned statement, teaching refers to teacher development based on the program and learning includes the learners' needs and requirements in the language learning and teaching process. To begin first, evaluation is as vast as an ocean and Rossi and Lipsey (2004) state that evaluation is to ascertain the worth of or to fix a value on some object. Rea Dickins and Germaine (1993) state that the concept of evaluation refers to the educational contexts and even more, it is a component of daily lives and define evaluation as a natural activity and an intrinsic component of the learning and teaching process. What's more, Sanders state evaluation as the systematic investigation of the worth or merit of an object (1994, p. 3). In addition, Douglah (1998, p. 1) states that the term evaluation refers to the activity of systematically collecting, analyzing and reporting information that can then be used to change attitudes or to improve the operation of a project or program. Furthermore, Brown (1989, p. 223) makes a comprehensive definition which is that evaluation is the systematic collection and analysis of all relevant information necessary to promote the improvement of the curriculum, and assess its effectiveness and efficiency, as well as the participants' attitudes within a context of particular institutions involved. Starting this point of view, the aim in evaluation is basically to improve the adopted curriculum and a thorough evaluation provides learners, teachers and other stakeholders with awareness about the contemporary developments regarding the bits and pieces of education and particularly language education as well. Weir and Roberts (1994) state evaluation aims at gathering information in a systematic way and to show what a program or project deserves based on certain aspects and inform what to decide. In addition, evaluation has the participants and other members gain a critical perspective related to the held program. At this very point, it may be uttered that evaluation of an adopted or adapted curriculum leads to the analysis and

synthesis of a well structured program. Last but not least, the context of evaluation, in other words where, when and how to practice it is fundamentally important.

Figure 1 illustrates the context of Evaluation

Figure 1



A context for Evaluation by Weir and Roberts (1994, p. 19)

The figure illustrates the components of the context in evaluation. As it is displayed, evaluation dwells on a broad premise ranging from politics, economics, religious and cultural influences to parents and head teachers getting the learners and teachers into the centre.

All in all, it can be stated that evaluation is carried out for accountability and developmental purposes. For instance, Rossi and Lipsey (2004) suggest that evaluations are targeted to help decide over the continuation, improvement and curtailing of launched programs, to define the value of new programs and attempts, to promote the effectiveness of program management and administration and to make the sponsors pleased regarding the requirements of accountability. Weir and Roberts (1994, p. 4) state accountability refers to the

answerability of staff to others for the quality of their work. Cronbach (1982, p. 12) denotes that evaluation which is on developmental purposes regards the program as fluid and seeks ways to better it. The terms of accountability and purpose of development lead to summative and formative evaluation.

What is Curriculum Development and Evaluation?

In the forever changing world, as almost many things are bound to change, the revision and a complete examination of the held programs are required to unearth effectiveness. Karataş (2007) states that curriculum development and evaluation in education are interrelated (p.11). Demirel (2012, p. 5) states curriculum development is a set of dynamic relationships between objectives, content, teaching-learning process and elements of evaluation in a training program. Brown (1995, p. 24) defines program evaluation as the ongoing process of information gathering, analysis, and synthesis, the entire purpose of which is to constantly improve each element of a curriculum on the basis of what is known about all of the other elements, separately as well as collectively. Furthermore, Varış (1988, p. 399) states that curriculum development is, in practice, the continuous improvement of the designed program based on research results. Moreover, Erden (1998, p. 4) defines curriculum development as designing, implementation and evaluation of training programs; it is the reorganization process in accordance with the data obtained following to the evaluation. In addition, Ertürk (1998, p. 13) makes another comprehensive definition and states that curriculum evaluation is to put in order the student behaviors to be promoted predetermining in advance, regulate the educational status in which learning experiences that perform those behaviors are promoted and investigate the degree of effectiveness of educational status in promoting the terminal and expected behaviors, in other words, to evaluate.

All in all, after the visualization and conceptualization of the terms of curriculum, curriculum development and evaluation, the needs and requirements behind program evaluation get on the stage.

The Need to Curriculum Evaluation

Fidan (1986) defines the contemporary definition of education as creating changes in people's behavior according to specific purposes. In this context, evaluation, in a sense illustrates the needs, requirements, weaknesses, strengths and improvement points in almost any kind of implemented program according to specific purposes. In other words, it necessitates handling with the course results, planning and flow of course (Nation & Macalister, 2009). Therefore, it provides gaining familiarity with the services for the institutions and stakeholders, activities and inputs employed and help determining whether the outcome produced by the program matches with the expected changes. Lynch (1996) states that evaluation both offers information to insiders, financial sponsors and governments in order to promote their work. It may be articulated that evaluation helps monitoring or inspection over the compliance with the predetermined criteria and the outcome. Williams (2000, p. 1) states that evaluation helps in clarifying audiences and their values, identifying needs, considering alternative ways to meet needs (including selecting among various learning objects), conceptualizing a design, developing prototypes and actual instructional units with various combinations of learning objects, implementing and delivering the instruction, managing the learning experience, and improving the evaluation itself. Furthermore, before launching any kinds of program, evaluation provides great opportunities to foresee the needs, requirements and improvement points regarding the implemented ones. Herman, Morris and Fitz-Gibbon (1987) state that failure to comprehend the scope of evaluation may cause the money, effort be wasted if what is expected not compensated. The

aforementioned lines inform the necessity of evaluation in the name of a well structured and robust program opening to the pathway to summarizing the scope of program evaluation.

Formative and Summative Evaluation

When took a step on the vast field of evaluation, two categories as formative and summative appear and having knowledge what the nature of formative and summative evaluation is of fundamental importance. Scriven (1991) suggests that formative evaluation is conducted for the development and improvement of a program in progress often more than once intending to promote. In the simplest way Stake (as cited in Andrews, 2008, p. 2) defines formative evaluation as a Cook's tasting the soup while making it and the definition connotes the process of instruction. Demirel (2012, p. 173) states that after students enter a program, the continuous evaluation in the process is deemed as significant and defines formative evaluation as uncovering the students' learning difficulties and making necessary adjustments in that process. As it has been illustrated in the definition, the aim in formative evaluation is to validate or ensure that the goals of instruction are being achieved and to improve the instruction, if necessary, by means of identification and subsequent remediation of problematic aspects (Matthews, 2007, p. 37). Henceforth, considering the definitions it can be highlighted that the goings on and happenings in the process of learning and teaching compose the scope of formative evaluation. Last but not least, the formative evaluators are to evaluate whether the instructional goals and objectives are met on the way to mastering the language skills and competencies along with the included staff in the process.

On the other hand, summative evaluation is simply defined by Stake (as cited in Andrews, 2008, p. 2) as being tasted of the soup by the guests. The definition simply takes the outcome into consideration in the name of evaluation. Furthermore, Demirel (2012, p. 174) suggests that summative evaluation is a type of evaluation which renders service to measuring the gained (attained) behaviors, characteristics and skills at the end of the program and adds

that this type of evaluation is put into practice through the employment of achievement and proficiency tests. In addition, Matthews (2007) states that summative evaluation focuses on several performances of the learners to catch a look of the effectiveness of a program in which certain materials and methods have been employed. What's more, through summative evaluation the same courses lectured by different teachers can be evaluated benefitting from different teaching methods (Matthews, 2007). All in all, summative evaluators are expected to evaluate at the end the overall information about what the program is like or not in the name of its continuation on the long run. Trochim (2006) illustrates the differences between summative and formative evaluation.

Formative evaluation refers to several types of evaluation;

- Needs Analysis: the needs of the program, how big the needs are, and what to do to meet the needs are outlined.
- Evaluability assessment: The applicability of an evaluation and formalizing its usefulness are determined.
- Structured conceptualization: It facilitates the definition of the program or technology, the target individual and probable results.
- Implementation evaluation: It observes the constancy of the delivered program and technology.
- Process evaluation: It searches about the delivery process of the program or technology along with other alternative procedures.

On the other hand summative evaluation refers to several other types of evaluation;

- Outcome evaluations: it examines the verifiable results of the program getting the early specified outcomes on the stage.
- Impact evaluation: As a whole, it takes into consideration the overall effects of the program.

- Cost-effectiveness and cost-benefit analysis: Standardizing the costs of the outcomes, it copes with the efficiency related questions of the program.
- Secondary analysis: It takes the existing data into consideration along with the new questions and methods not used before.
- Meta-analysis: Based on an evaluation question, it incorporates the outcome predictions in order to reach an overall decision.

The formative evaluation and summative evaluation indicate different aspects to cope with in the evaluation of a program. After the visualization of the types of evaluation in the formative evaluation and summative evaluation, the approaches of evaluation are needed to mention.

Types of Evaluation

In the evaluation of a course, it is needed to consider many things such as needs, the role of the course in the curriculum and other requirements. Since the term of evaluation is a vast conception, it is natural to come up with more than one type of evaluation regarding the stakeholders, objectives, managers, consumers and participants. Therefore, Erden (1998, p. 11) suggests that the researchers can select the most appropriate model to their own objectives and circumstances, or taking advantage of this model can develop a new model.

Objective Oriented Evaluation Model

This model was developed by Ralph Tyler. Erden (1998) states that Tyler's model serves as a model, in other words provides a basis for later developed models. Tyler states that the evaluation process starts with the objectives of the educational program (p.110). Furthermore, Tyler (1950) states (as cited in Erden) a program consists of three fundamental components of objectives, learning experiences and evaluation. To make the matter clear, objectives refer to desired behaviors the students are expected to gain as a result of the program and thereafter, learning experiences are the experiences and activities which the

students need to gain the desired behavior; lastly, evaluation covers the activities to determine the degree of achievement of objectives (Erden, 1998).

Eisner's Educational Model

This model was developed by Eliot Eisner. Erden (1998, p. 14) states model of educational criticism unlike the others focuses on qualitative views and adds Eisner associates program evaluation with the evaluation in fine arts. Three main dimensions such as description, interpretation and evaluation are in the model. Erden (1998, p. 14) states that the nature and characteristics of the training is defined with description, the program output is commented on according to the results with interpretation and according to the description and interpretation results of the program judgments and decisions are made on the value of the program.

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

This model is quite comprehensive and was developed by Daniel Stufflebeam. Ornstein and Hunkins (1988) states this detailed model regards evaluation as a continuous process. The aim in this model is to give information to people who have the authority to decide about the program. It can be uttered that this model is of decision focused. Erden (1998, pp. 12-13) states that the officials must decide in four areas related to the program in the process of curriculum development:

- Planning regarded decisions
- Structuring regarded decisions
- Application-related decisions
- Decisions about reconstruction

All in all, in order to gather information, the evaluation of four different stages of context, input, process and product is required. Stufflebeam (1968, p. 33) states that context evaluation could be used when the planning begins, and input evaluation could be used

immediately after context for specific programming of activities, thereafter process evaluation could be used continuously during the implementation of the project and lastly product evaluation could most likely be used after a complete cycle of the project. Since those stages inform in a detailed way, the consideration of them individually is of fundamental importance.

Context Evaluation

Since it is clear with the meaning of the heading, context evaluation refers to the determination of objectives and fundamental information related to the program. Erden (1998) states that the aim in context evaluation is to collect and determine information related to the objectives. Furthermore, Stufflebeam (1968, pp. 33-35) states that context evaluation is to define the environment where change is to occur, the environment's unmet needs and the problems underlying those needs. For instance, Stufflebeam (1968, p. 35) presents an explicit sample which is below:

The environment may be refined as the inner city elementary schools of a large metropolitan area. Study of such a setting might reveal that the actual reading achievement levels of children in this area are far below what the school system expects for them. This would be the identification of a need, i.e., the context evaluation would have revealed that the children's reading achievement levels need to be raised. As a next step in the context evaluation the school would attempt to identify the reasons for such a need. Are the students receiving adequate instruction? Are the instructional materials appropriate for them? Is there a major language barrier? Is there a high incidence of absenteeism? Is the school's expectation for these students reasonable?

All in all, at this point, the identification of needs leads to further steps such as raising the reading achievement levels together with the reasons for such a need as it is conveyed.

Input Evaluation

Input evaluation provides information about how to use the required resources in order to achieve the objectives. Stufflebeam(1968, p. 36) suggests a comprehensive explanation that the objective of input evaluation is to identify and assess relevant capabilities of the proposing agency, strategies which may be appropriate for meeting program goals and designs which may be appropriate for achieving objectives associated with each program goal. Erden (1998, p. 13) visualizes and depicts the scope of input evaluation with the questions of ‘during the input analysis, have the purposes been determined according to the current state; are objectives consistent with the objectives of the school; are the teaching strategies appropriate to the targets.

Process Evaluation

Since it is clear, the implementation of the learning and teaching strategies are of fundamental importance. At this point, the process evaluation deals with whether the implementation procedures are consistent with the intended targets. Erden (1998, p.13) states that process evaluation is necessary for the decisions regarding the implementation of the program and continues this process is accomplished during the implementation of the programs and the concordance between the planned and the real is checked. Finally, Stufflebeam (1968, p. 38) summarizes the purpose of process evaluation that it is to detect or predict, during the implementation stages, defects in the procedural design or its implementation.

Product Evaluation

At this stage, there is a comparison between the expected product and actual product as a result of obtained data related to the product (Erden, 1998, p. 13). Furthermore, this phase informs about the continuation and improvement points of the program. Stufflebeam (1968, pp. 38-39) states that:

The method is to operationally define and measure criteria associated with the objectives of the activity, to compare these measurements with predetermined absolute or relative standards, and to make rational interpretations of the outcomes using the recorded context, input, and process information.

All in all, constantly gathering information about the program assists in taking the right decisions about teaching and the program.

Chapter Summary

The so far literature review summarizes the increasing importance of English Language with clear examples and reasons behind and many aspects, bits and pieces regarding the basic skills which prove to know a language. Furthermore, the most commonly used methods and approaches have been highlighted in order to remind the readers, and other stakeholders of the rewarding techniques in instructions. All in all, with respect to the fast and huge developments, education is commentated as a process which is beyond the school years. In this respect; the countries which are aware of the issue have been trying to put in force new regulations in order to improve the language education so that they can take a broad part in the process of globalization. It cannot be denied that education is indispensable to life issues, however; those huge and fast developments in the forever changing world have made education a more inclusive term which is a lifelong process. As the meaning of the term requires, adult education accounts for importance at utmost level in order to provide citizens to catch up to date with the latest developments in terms of technology, politics, occupations, language education, arts, music and social relations. At this very point, knowing the participants' expectations, being familiar with their requirements and the reasons behind their enrollments for the courses are valuable for satisfaction at the end of the applications. For that reason; the evaluation of the content, requirements, needs and atmosphere of the language courses through the eyes of the learners and employment of teacher opinions and other

stakeholders for the development of the course is of great importance for language teaching programs. Actually, this constitutes the main factor to conduct the present study along with depicting the effectiveness of the language program in public education center and highlighting improvement points within the available system as well.

Chapter 2

Methodology

To embody the research methods to be followed in the process of study the present chapter illustrates the general design of the study, the variables, the materials, tools and instruments for data collection, the procedures and the analysis of the study as well.

Research Model

The study aims to evaluate the English language courses implemented in Çanakkale public education centers.

In order to reach the objective of the study, both qualitative and quantitative research methods were applied. In other words, mixed method was employed in this study. Punch states (as cited in Kincal, 2013, p. 66) quantitative research in general terms is the research in which the data are in empirical forms. On the other hand, Yıldırım and Şimşek (2006, p. 39) states that qualitative research can be defined as a research in which observation, interviews and document analysis as well as qualitative data collection methods are used and a process in which perceptions and events in natural environment are set forth in a realistic and holistic way; furthermore, they point out that it is difficult to make a definition and add that action research, descriptive research analysis and content analysis take part in qualitative research. Lastly, Firat, Yurdakul and Ersoy (2014, p. 67) state that the mixed method research is not a simple combination of qualitative and quantitative methods but it is the work of extensive integration of strengths of both methods.

To depict more, under the title of mixed method, general screening model was employed for quantitative research since momentary situation of the learners was analyzed through a student scale and Karasar (2012) states that the general screening model is an approach which aims to describe an existing situation. Accordingly, the descriptive statistics and inferential statistics were employed for the analysis of the student scale.

On the other hand, documents related to public education language courses were examined and descriptive analysis method for the open ended teacher form was used in the name of qualitative research. All in all, both of the student scale and the open ended form were administered and analyzed according to the principles of the aforementioned research models.

Population and the Sample and Participants

The research population refers to the trainees participating in the English Language Programs in the public education centers of Çanakkale. In Çanakkale, there are 12 public education centers and the target population is derived from those public education centers in which an English Language Course is available. In this respect, 386 trainees took part in the present study. Furthermore, in order to interview, 10 (ten) course teachers took part in the study.

Data Collection

At the very beginning, permission was taken from the writer of the student scale and teacher form, who is Tunç (2010). To see the permission, please see the Appendix E). The researcher sent an e-mail which depicts the aim of the present study to Mrs. Tunç and waited for the answer, after receiving the positive reply, the researcher followed the next stages.

The target population of the study is the students attending public education centers across Çanakkale. The public education centers are included in the Ministry of Education. For that reason, in order to administer the student scale and the teacher open ended form in the related public education centers, permission was required from the office of governor in Çanakkale. In this process, the researcher explained about the situation to the supervisor and the supervisor wrote a petition to the Head of the English Language Teaching Department of Faculty of Education in Çanakkale Onsekiz Mart University in Turkey. Afterwards, the head of the department wrote a petition along with the required documents such as the proposal of

the thesis, the documents to be implemented, the names of the public education centers in which those documents would be applied and with the petitions written by the researcher and his supervisor. Thereafter, the petition written by the head teacher in the faculty was sent to the dean of the Faculty of Education via the secretary of the ELT department. After a few days, having examined the documents the dean signed the documents and the documents were sent to the office of governor where the documents were examined and checked by the experts of survey. All in all, after a thorough examination on the documents, the documents were signed and the researcher kept the administration of the scale and the open-ended form (See the student scale in Appendix A, open-ended teacher form in Appendix B and other related documents in the appendices of C, D, E).

The student scale was administered to three hundred and eighty six trainees (386). It was noticed that almost all of the trainees had already had a few questionnaire experiences and the trainees seemed to be familiar with filling in a questionnaire. Answering the questionnaire lasted approximately fifteen minutes.

On the other hand, ten (10) teachers were interviewed according their program availability and each one of them lasted approximately twenty-five minutes. Most important, the researcher ensured that the obtained data from the interviews would be used just for academic purposes and during the interviews the open ended form was administered to the course teachers informing about the background of the study one more time. In other words, the teachers were reminded that the data obtained from the questionnaire would remain confidential and the data would not be employed for any other cases so that the participant teachers could be more precise in what they compose and write.

The Instrument

In the present research study, a student scale and an open ended teacher form which were composed by Tunç (2010) were used and they were slightly changed in order to adapt the context of public education centers without almost any changes in the roots of the items. In other words, both of the student scale and the open ended form were slightly altered in order to adapt to the context of Public education centers without adding any information or variables except of the independent variables such as age, marital status, state of education, occupation, number of children. Furthermore, it was permitted to use in this present study by Tunç (See Appendix E to see permission).

The student scale contained 63 items which are in the forms of statements and those items are separated into seven parts. In general, the trainees were asked to respond their perceived competencies in basic skills reading, listening, speaking and writing through this self reported questionnaire. Furthermore, the scale served to unearth the trainees' perceptions over the content, the employed methods and approaches, the included materials, the state of communication with the teachers and administrators and the assessment as well. To be more precise about the concern of each section, they are depicted below individually:

- **Personal Information**

Considering the main aim of the research study, background information such as level, gender, age, marital status, number of children, economic condition, occupations, state of education were included in order to obtain demographic information.

- **The frequency of emphasis over skills**

This part is consisted of six items on its own and this part attempts to obtain data related to the skills such as reading, speaking, listening, writing, grammar and vocabulary in terms of their emphasis during the learning and teaching period. The trainees were asked to

respond referring to the statements ranging from Always, Often, Sometimes, Seldom to Never.

- **Students' self reported sufficiency in four skills**

This part tries to illustrate the perception of the trainees over their competencies in four basic skills and the total number of the items in this part is 24. The trainees were asked to respond using the likert scale referring to the statements ranging from “Quite Competent, Competent, Little Competent to Not Competent.”

- **The perception of materials by students**

This part tries to depict the usage perception of the materials through the windows of the trainees in the process of language learning and teaching. The trainees were asked to respond using the likert scale referring to the statements ranging from “Quite Sufficient, Sufficient, Not sufficient to Completely Insufficient.”

- **The usage frequency of various teaching techniques**

This part aims at illustrating the perceptions of the trainees over the types of techniques employed in the language learning and teaching process. In this part, eight items exist and the trainees were asked to respond using the five likert scale referring to the statements ranging from “always, often, sometimes, seldom to never.”

- **Students' perceptions of assessment**

This part attempts to reveal the thoughts and perceptions of the trainees over the assessment. In this part, there are six items and the participants are expected to answer in the forms of strongly agree, agree, disagree and strongly disagree.

- **The perception of communication on students**

This part aims at revealing whether the trainees contact with the course teachers and the administrative staff conveniently or not. In this context, they were asked to respond using

the four likert-scale referring to the statements ranging from strongly agree, agree, disagree to strongly disagree.

Furthermore, the reliability co-efficient of the each section was calculated and the first part (frequency of emphasis over skills) is .76, the second part (students' self reported sufficiency in four skills) is .78, the third part (perception of materials by students) is .94, the fourth part(usage frequency of various teaching techniques) is .88, the fifth part (Students' perceptions of assessment) is .84 and the sixth part (perception of communication on students) is .88 (Tunç, 2010, p. 44).

All in all, this scale has been employed as it is advocated to survey methodology. The scale is thought the best one to conduct the present study since it is an effective way to gain the learners' self reports along with being timesaving.

- **Semi-structured Interview with Course Teachers through Open-ended Form**

There is satisfactory evidence that as a guide teachers are the eventual starring actors and actresses of the endless film of education. In this respect; employing the opinions of language teachers and harmonizing those perspectives with the learners' provide various perspectives to problems and helps gaining different suggestions. Benefitting from the experience and ideas of teachers contributes to the solution of encountered disruptions and problems with respect to the content, atmosphere and other social issues of language courses. Therefore, semi-structured interview was conducted to reveal the whole picture profoundly in the name of a thorough evaluation of the implemented programs in Çanakkale public education centers through an open-ended form. Cohen and Crabtree (2006) state that semi-structured interview guide helps researchers give clear instructions to the interviewers along with obtaining reliable and comparable qualitative data. Meanwhile, the form consists of open-ended questions regarding the detailed data related to the implemented language program. The questions in the teacher form are targeted to depict the objectives of the public

education centers and the opinions of the teachers about the adopted materials, approaches, techniques and assessment.

- **Written Documents**

The written documents related to the public education centers, the objectives of the centers, the lists of the classes and the electronic web sites of the public education centers were included in the name of a more thorough evaluation process.

Data Analysis

Analysis of Quantitative Data

The data obtained from the student scale were transmitted to a computer and Statistical Package for Social Sciences (SPSS) 20 was used to analyze. Having sorted out the student scale, 9 questionnaires were omitted since they included missing data. Finally, descriptive and inferential statistics were applied to analyze the data.

To analyze the quantitative data, at the beginning the descriptive statistics were applied in order to depict what there is or not in the present study. In this respect, the frequencies, mean values, percentages, and standard deviation degrees with respect to the items were illustrated.

Furthermore, the inferential statistics were employed in order to find out whether the independent variables such as level, the state of education, marital status, economical status and occupation have effect over the dependent variables. To depict more, the data of the present study does not have normal distribution, henceforth, the non-parametric tests such as the Mann Whitney U test which tests whether the obtained scores for two independent groups shows meaningful difference from each other (Büyüköztürk, 2002) and the Kruskal Wallis Test which tests whether the obtained scores for two or more independent groups shows meaningful difference from one another (Büyüköztürk, 2002) were conducted.

Analysis of Qualitative Data

Furthermore, as for the qualitative data, written documents were scanned and the teacher open ended form was described using the descriptive analysis method. Accordingly, after carrying out interviews the researcher conducted descriptive analysis method to form a descriptive framework along with describing and commenting on the findings part by part. In the meantime, the teachers' interviewed were given a code name in order to ensure confidentiality.

Chapter Summary

The chapter three clarified the methodology of the present study along with reminding of the objectives, instruments, the process of data collection and analysis process as well. In other words, how the data were gathered and analyzed was explained in detail.

Chapter Three

Results and Discussion

This present chapter aims at stating the findings of the research study step by step and part by part in detail.

The present study aimed to evaluate the content of the English language curriculum, materials and assessment methods through the eyes of the participants and English teachers working for the public education courses, employing the context, input, process and product components of the CIPP model of evaluation developed by Stufflebeam (1971). Accordingly, the quantitative data were derived from the questionnaire consisting of 63 items administered to the students. As for the qualitative data, the teachers were given open ended questions. Following the quantitative data, the information obtained from the qualitative data was added where necessary in order to catch the full picture of a thorough evaluation along with inferential statistics. Finally, the questions in both of the student scale and the teacher form designed based on the stages of context, input, process and product were held according to components of the curriculum: objectives, content, materials and methods and assessment.

Context Related Results

The context phase of the evaluation is:

R.Q.1. What is the context of the English course program?

This phase depicts the premise on which the program dwells, the research area, the services provided and the purposes of the public education centers. In order to gather data, written documents related to public education English Language courses were reviewed.

Çanakkale Public Education Center was established in 1961. Today, the center renders service to the public in Cevatpaşa Neighborhood in Çanakkale.

Biga Public Education Center renders service in Şirintepe Neighborhood in Biga.

Lapseki Public Education Center was established in 1963 under the roof of Ministry of Education. The institution now renders service in Cumhuriyet Neighborhood in Lapseki.

Çan Public Education Center renders service in Karşıyaka Neighborhood in Çan.

Eceabat Public Education Center was founded in 1977 the institution renders service to the public in Kemal Paşa Neighborhood in Eceabat.

Ayvacık Public Education Center was established in 1980. It renders service to the public in Ümmühan Neighborhood in Ayvacık.

Gelibolu Public Education Center was established in 1975 and renders service to the public in Cumhuriyet Neighborhood in Gelibolu.

Yenice Public Education Center was established in 1970 and it renders service to the public in Yeni Neighborhood in Yenice.

Ezine Public Education Center renders service in Cumhuriyet Neighborhood in Ezine.

Bozcaada Public Education Center renders service to the public in Cumhuriyet Neighborhood in Bozcaada.

Gökçeada Public Education Center renders service to the public in Fatih Neighborhood in Gökçeada.

The premises on which the Public education English Language courses take place are the aforementioned public education institutions. In general, the public education centers in terms of English Language programs above aim at providing their students with a language education process which enable them to catch up to date with the latest developments with respect to jobs, art, music and daily social lives, in short the requirements for the modern life in four basic skills of reading listening, speaking and writing in the target language.

In Public education courses, many kinds of English Language programs have been held. List 1 displays the held language courses in public education centers.

List 1

List of the English Language courses held in Public Education Centers.

Courses
English Level A1
English Level A2
Professional English (Family and Consumer Services / Environmental Services)
Professional English (Family and Consumer Services / Home and Corporate Services)
Professional English (Family and Consumer Services / Social Support Services)
Professional English (Family and Consumer Services / Consumer Services)
Professional English (Shoes)
Professional English (Information Technology)
Technical English (Industrial Automation Technology)
Professional English (Jewellery Technology)
Technical English (Metal Technology)
Professional English (Meteorology)
Professional English (Accounting and Finance / Computerized Accounting)
Professional English (Musical Instrument Making)
Professional English (Textile Technology)
Professional English (Food and Beverage Services / Bar)
Professional English (Food and Beverage Services / hostess)
Professional English (Food and Beverage / Kitchen)
Professional English (Food and Beverage Services / Pastry)
Professional English (Food and Beverage Services / Service)
Professional English (Saddlery)
Professional English (Office Administration)
Professional English (Maritime)
Technical English (Marine / Ship Machinery)
Professional English (Entertainment Services)
Professional English (Craft Technology)
Technical English (Ship Building)
Professional English (Apparel Production Technology)
Professional English (Beauty and Hair Care Services)
Professional English (Public Relations and Organizational Services)
Professional English (Accommodation)
Professional English (Travel)
Technical English (Machine Technology)
Technical English (Metallurgical Technology)
Technical English (Motor Vehicle Technology)
Professional English (Accounting and Finance / Foreign Trade Business Services)
Professional English (Accounting and Finance / Finance and Stock Market Services)
Professional English (Marketing and Retail)
Technical English (Rail Systems Technology)
Technical English (Aircraft Maintenance)

(MEB, 2014).

List 1 shows that in public education centers, many kinds of English courses ranging from English level 1, English Level 2, Professional English (Family and Consumer Services / Environmental Services) to Technical English (Rail Systems Technology) and Technical English (Aircraft Maintenance) are provided. The present study attempts to unearth the effectiveness of the English level 1 and English Level 2 courses organized in Çanakkale public education centers including the other public education centers such as Biga, Çan, Yenice and Lapseki Public education centers. The public education centers have been implementing the present curriculum for a few years. A1 level is rendered in five modules and in the process of A1 level which is 120 hours in total, the participants in the English Language course will have gained the skills of “speaking-listening” and understanding what is listened for oral communication and “writing-reading” and understanding what is read for written communication (MEB, 2014, p. 5). Furthermore, in the communicative approach, no skills are prioritized and the target is to achieve communicative competence in all skill areas (MEB, 2014, p. 5). At the end of the program, the professional gains can be listed as follows:

The trainees will be able to;

- Use the basic knowledge and skills in the field
- Have the basic competencies required in the field.
- Do the work required by the profession.
- Gain specific professional competencies required by the profession
- Have gains which allow to learn according to their own pace and in a trainee-centered way (MEB, 2014, p. 5).

To be more specific, the competencies with respect to skills are as follows in short:

When the trainee listens, s/he may realize the words and phrases commonly used in everyday life (MEB, 2014, p. 5).

When the trainee reads, s/he can understand simple sentences about daily life (MEB, 2014, p. 5).

When the trainee writes, s/he may introduce people, things, events and places shortly and in a simple way (MEB, 2014, p. 6).

When the trainee speaks, s/he can introduce himself/herself and others in a dialogue, and can use proper speech patterns in daily life when required (MEB, 2014, p. 6).

In this respect, the trainees completing A1 English language course successfully receives a certificate at the end of the program. In the process of A1 level course, all of the training and qualifications gained are documented. According to those documents, if the participants fail, the certificate is not given.

As it is aforementioned, the A1 level English Language program consists of five main modules. The learners are given an exam at the end of the each module. The modules are as follows:

- Communication in Everyday Life
- Family Relations and the Environment
- Habits and Preferences
- Food and Drinks
- Planning For the Future, Explaining the Past

As it is highlighted above, the scores of the trainees at the end of the each module are documented and those with required level and competency are eligible to receive a certificate. Each of the modules has a value of (20%) in the total evaluation of the total score which shows whether the trainees or students have the right to pass.

As for the A2 Level, it consists of six modules and in total 160 hours. The A2 level provides the trainees with the skills of “speaking-listening” and understanding what is listened

for oral communication and “writing-reading” and understanding what is read for written communication (MEB, 2014, p. 5).

At the end of the A2 English program, the professional gains can be listed as follows:

The trainees will be able to;

- Use the basic knowledge and skills in the field
- Have the basic competencies required in the field.
- Do the work required by the profession.
- Gain specific professional competencies required by the profession
- Have gains which allow to learn according to their own pace and in a trainee-centered way

(MEB, 2014, p. 5).

Based on A2 level, the competencies with respect to skills are as follows in short:

When the trainee listens, s/he answers to past and present questions about habits and attitudes (MEB, 2014, p. 5).

When the trainee reads, s/he reads a text about past and current habits and answer questions (MEB, 2014, p. 5).

When the trainee speaks, s/he uses the words and word groups according to their proper places (MEB, 2014, p. 6).

When the trainee writes, s/he writes a text according to her/his past and current physical appearance and habits (MEB, 2014, p. 7).

As a result, the trainees completing A2 English language course successfully are eligible to receive a certificate. As for the modules, they are as follows:

- Life and Events
- Experiences
- Clothing and Fashion
- Health and Nutrition

- Nature, Environment and Rules
- Science, Art and Technology

At the end of the each module the learners are given an exam and the scores of the trainees at the end of the each module are documented and those with required level and competency are eligible to receive a certificate. If they fail in each module, they do not have the right to pass from any module and to receive an A2 Level English Language Course Certificate.

The overall context of the A1 level English Language program and A2 level English Language program have been summarized. All in all, it was revealed that the name of the modules were different in terms of names and content as well. Furthermore, the competencies expected from the trainees slightly differ from each other in terms of level. On the other hand, the other dimensions which have influence on the trainees are as follows:

The Premises and the Classrooms

Generally, the public education centers cooperate with the public primary and high schools with the permission of Ministry of Education. In other words, the English Language courses predominantly are not held in the buildings in which the administrative staff works. This situation stems from lacking of sufficient classrooms in number in public education centers. As for the time of the English language programs, they are organized according to the wishes of the participants in order to provide a more prolific education process. For instance, the courses are held on, Wednesday- Thursday, Monday Tuesday at the end of business day and at the weekends, on Saturday – Sunday, there are morning, noon, and evening courses. During those time periods, both the trainees and the teachers do not have any facilities such as tea, coffee, water in short refreshments or any fast food, internet and projector.

Transportation

The public education centers and the institutions with which they cooperate exist in the city center or in a place close to the city center. Furthermore, for the ones which are far away from the city centre, the minibus and bus services are available per each half an hour. The trainees can attend to the courses without any delays.

Input Related Results

R.Q.2. What are the socio-economic, educational, occupational, marital characteristics of the learners and teachers in the English Language course?

In the present study, 386 trainees took part as a result of the administered student questionnaire prepared in order to unearth the effectiveness of public education centers in Çanakkale. The frequencies of demographic information obtained are displayed in Table 4.

Table 4

The Distribution of the Participants by Gender, Age and Educational Status

Age	Gender	Secondary	High-school	University	Master-Phd	Total
	Female	0	61	-	-	61
15-20	Male	2	80	-	-	82
21-30	Female	3	63	23	0	89
	Male	1	67	24	3	95
31-40	Female	2	8	9	0	19
	Male	0	4	7	1	12
41-50	Female	3	2	1	1	7
	Male	0	2	4	1	7
51- over	Female	1	1	7	1	10
	Male	0	2	2	0	4
Total	Female	9	135	40	2	186
	Male	3	155	37	5	200
Sum		12	290	77	7	386

In table 4, the data of the participants with respect to gender, age and education are displayed. The present study in which 186 female trainees and 200 male trainees are consists of 386 trainees in total. The age of the participants range from 15 to 65 years old and the educational status of the trainees range from secondary to master - Phd degree. In this respect,

in the research study, the number of the participants in secondary school degree is 12 while the number of the high-school graduates is 290. Furthermore, 77 university degree graduates and 7 master - Phd degree graduates participated in the study. In addition, when the age ranks have been analyzed, it has been found that 143 trainees who are between 15-20 years-old and 114 participants between the ages of 21-30, 31 trainees who are between 31-40 years old, and 14 trainees who are between 41-50 years old and 14 trainees who are over 51 years old have taken part in the research study.

Demographic information continues with Table 5 based on the second research question.

Table 5

The Distribution of the participants by Eco-status, Job and Marital status

Eco-status	Marital Status	Housewife	Unemployed	Public Sector	Private sector	Self-sector	Retired	total
Low	Single	1	44	0	1	0		46
	Married	5	2	1	2	1		11
	Widowed	1	1	0	1	0		3
Middle	Single	0	215	18	1	7	0	241
	Married	13	8	14	1	1	6	43
	Widowed	1	1	3	3	0	3	11
High	Single	0	13	6	1	1	0	21
	Married	1	0	3	1	0	4	9
	Widowed	0	0	1	0	0	0	1
Total	Single	1	272	24	3	8	0	308
	Married	19	10	18	4	2	10	63
Total		22	284	46	11	10	13	386

In the research study in which 48.2% of the participants is female and 51.8% of the participants is male, when the eco-status, job and marital status distributions have been analyzed, it has been found that 22 of the participants are housewives, 284 of them are unemployed. Furthermore, 46 of the participants work in public sector while 11 of them work for private

sector. In addition, 10 of the trainees have their own shops, which is self-sector. Lastly, 13 of the trainees are retired. Apart from those, 60 of the participants have a small income, 295 of them have middle income while 31 of them have high income.

In addition, the learners were asked about their levels and the number of the A1 level students is 300 while the A2 level participants are 86 in total.

As for the teachers; the demographic information of the teachers participating in the study are shown in Table 6.

Table 6

The Demographic Information of the Teachers in the Present Study

Experience	1-10	11-20	21-Over
Female	4	-	1
Male	1	2	2

In total, ten teachers filled in the open ended teacher questionnaire out of 13 teachers. Three of the teachers did not want to be included in the study. Accordingly, five of the teachers' sex is female while the rest is male. Out of ten teachers, eight of them graduated from faculty of education, on the other hand two of the teachers graduated from English Language and Literature departments and have pedagogical certificate which is required to be a teacher in public schools. As for the experience of the teachers they were divided into three groups such as 1-10 year of experience, 11-20 year of experience to 20-over year of experience. According to this classification of the teachers based on the years of experience, the number of the teachers who have years of experience between 1-10 is 4, the number of the 11-20 year experienced teachers is 4 while the rest is over 20 year-of-experience.

R.Q.3. What are the learners' perceptions of emphasis in four skills along with vocabulary and grammar learning?

In addition to the detailed demographic information, the learners' perceptions of emphasis in four skills along with vocabulary and grammar learning are displayed in table 7.

Table 7

The Descriptive Statistics of the Participants' perceptions of emphasis in Four Skills along with Vocabulary and Grammar Learning

Skills	Always		Often		Sometimes		Seldom		Never		\bar{x}	Std. Deviation
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
Grammar	165	42.7	133	34.5	61	15.8	19	4.9	8	2.1	4.10	.9795
Vocabulary	162	42.0	134	34.7	64	16.6	17	4.4	9	2.3	4.09	.9822
Writing	162	42.0	116	30.1	74	19.2	26	6.7	8	2.1	4.03	1.034
Listening	130	33.7	112	29.0	80	20.7	42	10.9	22	5.7	3.74	1.195
Reading	92	23.8	145	37.6	107	27.7	24	6.2	18	4.7	3.69	1.046
Speaking	94	24.4	123	31.9	106	27.5	49	12.7	14	3.6	3.60	1.095

Table 7 displays the descriptive statistics of the learners' perceptions of emphasis basic skills such as reading, listening, speaking, writing, vocabulary and grammar learning in descending order. In this sub-dimension of the questionnaire, the overall mean is ($\bar{x} = 3.88$). As aforementioned, the mean values have been ordered in the descending order. Based on the table, the employment of grammar and vocabulary have the mean values of ($\bar{x} = 4.10$) and ($\bar{x} = 4.09$) respectively. On the other hand, the reading and speaking skills have a mean value of ($\bar{x} = 3.69$) and ($\bar{x} = 3.60$) respectively.

R.Q.4. What are the teachers' perceptions of the aims and the content of the program?

In order to answer research question 4, the first and second questions in teacher open-ended form was examined through descriptive analysis method.

Question 1

What are the objectives of the public education English Courses? Do the courses reach those aims? Why?

The distribution of the teachers' responses to these questions is in Table 8:

Table 8

Distribution of the teachers' responses about the objectives

What are the objectives of English courses?	Frequency (n)	Percentage (%)
To provide basic language skills	8	80
To understand the purpose of learning a language	1	10
To popularize foreign language	1	10
Sum	10	100

The teachers participated in the study answered differently, accordingly 8 (80%) of the teachers indicated that the aim of the language course is to provide basic language skills while one (10%) of the teachers stated to understand the purpose of learning a language and the rest indicated to popularize foreign language learning. Furthermore, the six of the teachers indicated that those aims could not be reached because of lack of physical sufficiency such as classrooms and technological equipments. Furthermore, the rest (four) stated that those aims were interrelated with the motivation of the participants. One of the teachers (Bora) stated *that if the learners were interested and motivated, they succeeded (Bora/Teacher)*. It could be stated that motivation has its share in language learning, for instance Dörnyei (1998, p. 117) state that high motivation can be compensation for considerable deficiencies in one's language aptitude and learning conditions.

Question 2 (open ended form)

To what extent do the learners improve their basic skills? Why?

The distribution of the teachers' responses to these questions is in Table 9:

Table 9

Distribution of the teachers' responses about the development of four skills

To what extent do the learners improve their basic skills?	Frequence (n)	Percentage (%)
At high level according to the aims of the units	6	60
At basic level	4	40
Sum	10	100

The teachers participated in the study answered differently; accordingly the six of the teachers indicated that the learners improve their language skills at high level according to the aims of the units while the rest (four) states that the learners develop at basic level. Those four teachers add that the learners cannot improve their language skills since the attendance is a huge problem. In other words, the late comers or non-comers change positions and almost every lesson more than a few of the learners do not attend to the course. In this respect, Kablan (2009) conducted a research study in order to depict the effects of attendance on their academic performance. Accordingly, it was found out that there was a statistically significant relationship between attendance and success. All in all, it can be stated that the development of the language skills such as reading, listening, writing and speaking is neither at a high level nor at a low level.

Process Related Results

R.Q.5. What are the learners' perceptions of the methods of teaching, employed materials, and assessment types of the program?

The implementation of the learning and teaching strategies are of fundamental importance. At this point, Stufflebeam (1968, p. 38) summarizes the purpose of process evaluation as to detect or predict defects in the procedural design or its implementation during the implementation stages.

First of all, Table 9 displays the perceptions of the learners over the use of methods in the language learning and teaching process.

Table 10

The Perceptions of the Participants' over the Use of Methods

Methods	Always		Often		Sometimes		Seldom		Never		\bar{X}	Std. Deviation
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
Questions by learners	169	43.8	122	31.6	64	16.6	24	6.2	7	1.8	4.09	1.004
Role-play	28	7.3	64	16.6	138	35.8	81	21.0	75	19.4	2.71	1.167
Group work	48	12.4	72	18.7	106	27.5	64	16.6	96	24.9	2.77	1.340
Lecturing	279	72.3	66	17.1	22	5.7	11	2.8	8	2.1	4.54	.8851
Pairwork	38	9.8	77	19.9	112	29.0	66	17.1	93	24.1	2.74	1.290
Answering Bylearners	128	33.2	136	35.2	85	22.0	25	6.5	12	3.1	3.88	1.039
Discussion	60	15.5	89	23.1	102	26.4	80	20.7	54	14.0	3.13	2.025
Presentation by learners	17	4.4	28	7.3	62	16.1	79	20.5	200	51.8	1.91	1.167

Table 10 depicts the perceptions of the learners in the language learning process. As it is displayed, the learners' reports showed that in the learning and teaching process, lecturing with a mean value of ($\bar{X} = 4.54$) takes place at the top, and questioning by the learners follow with a mean value of ($\bar{X} = 4.09$). In other words, most of the students (72.3%) stated that

lecturing *always* took place and almost half of the trainees (43.8%) reported that they *always* asked questions in the time period of exposure to the language. On the other hand, presentations by the learners have a mean score of ($\bar{x} = 1.91$). In other words, more than half of the learners (51.8%) stated that they *never* make presentations. Moreover, as it is clear, (35.8%) of the learners stated that role-plays sometimes took place in the language learning and teaching process. Last of all, group work and pair work have the mean scores of ($\bar{x} = 2.77$) and ($\bar{x} = 2.74$).

Furthermore, the perceptions of the trainees are displayed in Table 11.

Table 11
The Participants' Perceptions over Materials

Materials	Completely Insufficient		Not sufficient		Sufficient		Quite Sufficient		Mean	Std. Deviation
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
Reading Materials	34	8.8	70	18.1	192	49.7	90	23.3	2.87	.8679
Listening Cds/ DVDs	89	23.1	138	35.8	117	30.3	42	10.9	2.29	.9418
Writing Materials	28	7.3	68	17.6	210	54.4	80	20.7	2.88	.8138
Grammar Materials	32	8.3	67	17.4	204	52.8	83	21.5	2.87	.8405
Audio-visual materials	63	16.3	125	32.4	136	35.2	62	16.1	2.51	.9486
Materials covering daily life	48	12.4	92	23.8	175	45.3	71	18.4	2.69	.9110

In the student scale, the learners were asked to report over the use of materials and based on their reports after delivering the questionnaire. As depicted in Table 11, the trainees' percentages expressing that the reading and writing materials are sufficient is 49.7% and 54.4% respectively. In addition to that, the percentages expressing that the listening Cds and DVDs and audio-visual materials are sufficient is 30.3% and 35.2%. Furthermore, the percentage of the participants stating grammar material as sufficient is 52.8%.

In addition the perceptions of the trainees over assessment are illustrated in Table 12.

Table 12

Descriptive Statistics for the Perceptions of the Participants over Assessment

Assessment	strongly agree		Agree		disagree		strongly disagree		Mean	Std. Deviation
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
Exams represent the content	194	50.3	162	42.0	21	5.4	9	2.3	3.40	.7002
Exams are sufficient in number	156	40.4	180	46.6	30	7.8	20	5.2	3.22	.8007
Exams help learn better	143	37.0	194	50.3	32	8.3	17	4.4	3.19	.7689
Class report is useful in evaluation	153	39.6	170	44.0	38	9.8	25	6.5	3.16	.8528
Exams are consistent.	120	31.1	207	53.6	46	11.9	13	3.4	3.12	.7421
Development file is useful for language skills	110	28.5	215	55.7	40	10.4	21	5.4	3.07	.7762

The scores related to the perceptions of the participants on the assessment were displayed in table 12 in descending order. In the same way, based on the reports of the trainees over assessment, 50.3% of them strongly agreed that the examinations were in parallel with the course content. In addition, 46.6% of the participants agreed that the number of the examinations held in the language learning and teaching process was sufficient. In addition to the sufficiency of the exams in number, almost more than half of the learners (50.3%) agreed that the applied exams helped them learn the topics better. Last of all, more than half of the participants (53.6%) agreed that the exams were consistent with one another.

In the last part of the student scale, it was aimed to evaluate the contact opportunities of the participants with the administrators and the course teachers. In this respect, Table 13 illustrates the participants' perceptions over communication with the administrative staff and teachers.

Table 13

Participants' Perceptions over Communication with the Administrative Staff and Teachers

Communication	strongly agree		Agree		disagree		strongly disagree		Mean	Std. Deviation
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
Saying ideas without hesitation	216	56.0	134	34.7	25	6.5	11	2.8	3.43	.7403
Asking Questions easily	209	54.1	148	38.3	17	4.4	12	3.1	3.43	.7223
Taking ideas into Consideration	180	46.6	154	39.9	34	8.8	18	4.7	3.28	.8132
Communicating Teachers	185	47.9	144	37.3	36	9.3	21	5.4	3.27	.8456
Contacting the administrative staff	122	31.6	150	38.6	67	17.4	47	12.2	2.89	.9843

The percentages of contacting with the administrative staff by the trainees are illustrated in Table 13 in descending order. According to the data obtained, the percentage of the students who agreed that they could say their ideas without hesitation is 56.6%. Furthermore, the 54.1% of the participants strongly agreed that they could asked questions in comfort. In addition to asking questions easily, the 39.9% of the participants agreed that their ideas were taken into consideration in regulating the classroom activities. Correspondingly, the percentage of the ones who stated that they could easily contact with the teachers is 47.9%. Last of all, 38.6% percent of the participants agreed that they could easily contact with the administrative staff and transmit what they thought about the held language learning and teaching program.

R.Q.6. What are the teachers' perceptions of the effectiveness of the public school English Language program with respect to the methods of teaching?

In order to unearth which methods are used in language learning and teaching process, the question 3 in the teacher form was examined.

Question 3

Which methods do you use in your classes?

The distribution of the teachers' responses to this question is in Table 14:

Table 14

Distribution of the teachers' responses about the employment of methods

Which methods do you use in your classes?	Frequency (n)	Percentage (%)
Lecturing (Chalk and Talk)	6	60
Question-answer	2	20
Pair-work, group-work	1	10
Active Translation	1	10
Sum	10	100

According to the results displayed in Table 14, the teachers mostly reported that the methods changed according to the trainees and they mostly reported that they employed lecturing in other words chalk and talk. Furthermore, two of the teachers stated that they employed pair-work, group-work while one of the teachers indicated active translation. The researcher was interested in the teacher's self report which was active translation and posed an on-the-spot question about the including of his lesson. The teacher stated that *he conducted activities by translating hit songs and imitated the acts in the clip shows of those songs by according to the Turkish cultural context (Doğan/Teacher)*. All in all, it could be told that the teachers mostly conducted lecturing.

R.Q.7. What are the teachers' perceptions of the common problems faced in the process of the program?

In order to unearth what the common problems are in learning and teaching process, the question 4 and question 6 in the teacher form was examined.

Question 4

What are the encountered problems in the process of language learning?

The distribution of the teachers' responses to this question is in Table 15:

Table 15

Distribution of the teachers' responses about the encountered problems

What are the encountered problems in language learning?	Frequency (n)	Percentage (%)
Insufficiency of Materials	4	40
Qualification of the Learner	2	20
Non-attendance (Discipline problems)	4	40
Sum	10	100

According to the results displayed in Table 15, out of ten teachers, four (40%) of them stated that the materials are not sufficient adding that they brought some extra materials from the schools they worked for. In addition, some of the teachers highlighted that a material office could be established in order to conduct a fruitful and prolific language learning period. Furthermore, two (20%) of the teachers highlighted their discontent about the motivation and autonomy levels (qualifications of learners). Last of all, four (40%) of the teachers stated that the learners had attendance problems and added that at the beginning of the courses the classes were too crowded, however, towards the end they could be counted on the fingers of one hand.

Question 6 (open ended form)

Is there anything else you want to add about the public education English language courses?

To begin with, all of the teachers did not answer the question which aims at depicting other related issues about the public education language programs. Five (5) of the teachers out

of ten replied that question. In this respect, one of the teachers (Emel) highlighted that *many more materials should be provided along with many more classroom environment facilities such as desks and chairs as the teacher lectured to adult learners in a primary school. Furthermore, the teacher added that placement exam should be given to the participants before grouping the classes (Emel/Teacher)*. Other than that, one of the teachers (Mehmet) added that *the public education language courses could be popularized in the other public related institutions in order to encourage lifelong education (Mehmet/Teacher)*. Furthermore, another teacher (Faruk) stated that *a kind of commission in which the resources, course books and materials to be employed in the foreign language courses could be decided could be founded between the course teachers under the roof of public education centers (Faruk/Teacher)*. Thus, the teacher suggested that *standardization could be provided (Faruk/Teacher)*.

Product Related Results

R.Q.8. What are the learners' perceived competencies in basic skills of reading, listening, speaking and writing?

- Is there a significant difference in the perceived competencies of the learners in basic skills in terms of gender, proficiency levels, age, marital status, economical and occupational status?

Table 16 shows the participants' perceived competencies over the four basic skills.

Table 16

Participants' Perceived Competencies over the four Basic Skills

	N	Minimum	Maximum	Mean	Std. Deviation
Reading	386	1	4	2.57	.6805
Listening	386	1	4	2.53	.7618
Writing	386	1	4	2.46	.6996
Speaking	386	1	4	2.26	.7762

The obtained data depicting the perceived competencies of the participants over the four basic skills are displayed in table 16. According to Table 16, the mean scores of the four basic skills of reading, listening, writing and speaking are $\bar{x} = 2.57$, $\bar{x} = 2.53$, $\bar{x} = 2.46$ and $\bar{x} = 2.26$ respectively.

Table 17 shows the perceived competencies of the participants based on the variable of gender.

Table 17

Examining the Perceived Competencies of the Participants based on Gender

	N	Female		N	Male	
		\bar{X}	Std. Deviation		\bar{X}	Std. Deviation
Reading	186	2.61	.6509	200	2.53	.7065
Listening	186	2.55	.7380	200	2.52	.7849
Writing	186	2.54	.6888	200	2.39	.7034
Speaking	186	2.22	.7308	200	2.31	.8155

The mean scores and standard deviations for the perceived competencies of four skills according to the variable of gender are presented in descending order in Table 17.

Accordingly, the mean scores of the participants' perceived competencies are similar to each other. For instance, the mean score for reading, listening, writing and speaking are $\bar{x} = 2.61$, $\bar{x} = 2.55$, $\bar{x} = 2.54$ and $\bar{x} = 2.22$ respectively.

- Is there a significant difference in the perceived competencies of the learners in basic skills in terms of gender, proficiency levels, age, marital, economical and occupational status?

Comparing the mean scores of the perceived competencies in terms of gender variable The Mann Whitney U-test results of the perceived competencies of the participants based on gender variable are displayed in Table 18.

Table 18

Differences among the Participants with respect to Perceived Competencies for Basic Skills Based on Gender

Gender	Skills	N	Mean Rank	Sum of Ranks	U	P	Difference
	Writing						
Female		186	204.37	38012.50	16578.500	.064	-
Male		200	183.39	36678.50			
	Reading						
Female		186	199.48	37102.50	17488.500	.309	-
Male		200	187.94	37588.50			
	Listening						
Female		186	196.56	36560.50	18030.500	.602	-
Male		200	190.65	38130.50			
	Speaking						
Female		186	187.30	34838.00	17447.000	.291	-
Male		200	199.27	39853.00			

As it is clear in Table 18, the perceived competencies of the trainees based on the four basic skills do not differ from one another in terms of gender variable. Accordingly, the Mann Whitney U-test results indicated that gender did not have a significant influence on the perceived competencies of the skills of writing, reading, listening and speaking [U = 16578.50, p >.05, U= 17488.50, p >.05, U = 18030.50, p >.05, U = 17447.00, p >.05] respectively. To conclude, it can be stated that the variable of gender does not have a significant effect on the perceived competencies in four basic skills.

In Table 19, in order to determine whether the participants' perceived skills differentiate based on their levels, the Mann Whitney U test which is one of the non-parametric tests was employed and the results were displayed.

Table 19

Differences among the Participants with respect to Perceived Competencies for Basic Skills Based on Level

Level	Skills	N	Mean Rank	Sum of Ranks	U	P*	Difference
A1	Writing	300	188.14	56441.50	11291.50	.077	-
A2		86	212.20	18249.50			
A1	Reading	300	191.88	57564.00	12414.00	.593	-
A2		86	199.15	17127.00			
A1	Listening	300	187.39	56218.00	11068.00	.044*	A1-A2
A2		86	214.80	18473.00			
A1	Speaking	300	188.75	56625.00	11475.00	.117	-
A2		86	210.07	18066.00			

*P<.05 significant.

According to the results shown in Table 19, the competencies related to writing, reading and speaking do not differ from each other [U= 711291.50, $p>.05$; U=12414.00, $p>.05$; U=11475.00, $p>.05$]. However, the listening competency shows a significant difference in terms of level [U= 11068.00, $p<.05$]. To summarize, a significant difference has been found in favor of the A2 level trainees in terms of listening competence. The finding revealed that the A2 level trainees regard themselves more successful in listening.

In table 20, in order to determine whether the competencies of the participants change according to the occupational status, the Kruskal Wallis H test which is one of the non-parametric tests was employed and the results were displayed.

Tablo 20

The Kruskal Wallis H Test Results for the Skill Competencies of the Participants According to the Occupational Status

Skills	Occupation	N	Mean Rank	Df	$\bar{\chi}^2$	p*
Writing	(1)Housewife		219.68	5	6.525	.258
	(2)Unemployed	22	189.21			
	(3)Public sector	284	220.13			
	(4)Private sector	46	202.32			
	(5)Self-sector	11	183.70			
	(6)Retired	10	148.85			
Reading	(1)Housewife	22	217.25	5	7.437	.190
	(2)Unemployed	284	190.51			
	(3)Public sector	46	216.25			
	(4)Private sector	11	203.55			
	(5)Self-sector	10	192.80			
	(6)Retired	13	130.19			
Listening	(1)Housewife	22	264.84	5	14.502	.013*
	(2)Unemployed	284	185.52			
	(3)Public sector	46	204.39			
	(4)Private sector	11	240.68			
	(5)Self-sector	10	208.50			
	(6)Retired	13	157.04			
Speaking	(1)Housewife	22	207.80	5	16.206	.006*
	(2)Unemployed	284	191.16			
	(3)Public sector	46	216.77			
	(4)Private sector	11	233.91			
	(5)Self-sector	10	215.20			
	(6)Retired	13	87.19			

*P<.05 significant.

According to the Kruskal Wallis test results in Table 20, a significant difference has not been found based on the skills of writing and reading among the occupational groups [$\bar{\chi}^2$ (sd=5, n=385) = 6.525, p>.05; $\bar{\chi}^2$ (sd=5, n=385)= 7.437, p>.05]. On the other hand, there is a significant difference based on the skills of listening and speaking [$\bar{\chi}^2$ (sd=5, n=385) = 14.502, p<.05; $\bar{\chi}^2$ (sd=5, n=385) = 16.206, p<.05] respectively.

At this very point, in order to depict those significant differences, the Mann Whitney U test which is one of the non-parametric tests was employed and the results were displayed in Table 21. Thus, the differences have been identified.

Tablo 21

Differences among the Participants with respect to Perceived Competencies for Basic Skills Based on Occupational Status

Skill	Occupational Group	N	Mean Rank	Sum of Ranks	U	p*
Listening	Housewife	22	212.18	4668.00	1833.00	.001*
	Unemployed	284	148.95	42303.00		
Listening	Housewife	22	41.57	914.50	350.50	.041*
	Public Sector	46	31.12	1431.50		
Listening	Housewife	22	21.57	474.50	64.50	.007*
	Retired	13	11.96	155.50		
Speaking	Housewife	22	22.43	493.50	45.50	.001*
	Retired	13	10.50	236.50		
Speaking	Unemployed	284	152.52	43316.50	845.50	.001*
	Retired	13	72.04	936.50		
Speaking	Public Sector	46	33.97	1562.50	116.50	.001*
	Retired	13	15.96	207.50		
Speaking	Private Sector	11	17.27	190.00	19.00	.002*
	Retired	13	8.46	110.00		
Speaking	Self Sector	10	16.90	169.00	19.00	.002*
	Retired	13	8.23	107.00		

*P<.05 significant.

The Mann Whitney U Test Results based on the variable of occupation of the participants are presented. According to the results shown in Table 21, it has been found that there is significant difference between the certain occupational groups in terms of the listening and speaking competencies. As a result of the employment of Mann Whitney U test, it has been revealed that there is a significant difference towards the housewives in terms of the listening skill competency (U = 1833.00, p<.05). Similarly, in terms of the listening skill competency, there is a significant difference between housewives and the public sector workers (U = 350.50, p<.05). Additionally, significant differences have been found between

the groups in terms of competency of the speaking skill. For instance, there is a significant difference in favor of housewives ($U = 45.50, p < .05$). Last of all, Table 21 indicates that there is a significant difference between self sector workers and the retired in favor of the self sector workers.

In addition to the analysis of the differences in the perceived competencies of the participants in certain skills, the Kruskal Wallis H test has been conducted in order to explore whether there is significant difference among the participants regarding the perceived competencies in basic skills based on the educational status.

Table 22 depicts whether the the Kruskal Wallis test results indicate significant differences or not.

Tablo 22

Differences among the Participants with respect to the Perceived Competencies in Basic Skills Based on the Variable of Educational Status

Skills	Educational Satatus	N	Mean Rank	Df	$\bar{\chi}^2$	p*	Difference
Writing	(1)Secondary	12	160.54	3	6.810	.078	-
	(2)Highschool	290	188.00	3			
	(3)University	77	213.12	3			
	(4)Master-phd	7	261.93				
Reading	(1)Secondary	12	173.42	3	2.107	.550	-
	(2)Highschool	290	192.84	3			
	(3)University	77	194.14	3			
	(4)Master-phd	7	248.36				
Listening	(1)Secondary	12	187.96	3	2.207	.531	-
	(2)Highschool	290	189.15	3			
	(3)University	77	210.04	3			
	(4)Master-phd	7	201.14				
Speaking	(1)Secondary	12	188.54	3	.172	.982	-
	(2)Highschool	290	193.14	3			
	(3)University	77	194.18	3			
	(4)Master-phd	7	209.36				

The results of the Kruskal Wallis test in Table 22 indicated that significant differences among the educational groups with respect to the perceived competencies in basic skills were not found in terms of the competencies of writing, reading, listening and speaking

respectively [$\bar{\chi}^2$ (sd = 3, n=385) = 6.810, $p > .05$; $\bar{\chi}^2$ (sd=3, n=385)= 2.107, $p > .05$; $\bar{\chi}^2$ (sd=3, n=385)= 2.207, $p > .05$; (sd=3, n=385)= .172, $p > .05$]. It can be stated that the skill competencies of the learners do not differ from one another regarding the educational status.

In addition to the analysis of the effect of educational status, Kruskal Wallis H test which is one of the non-parametric tests has been run in order to explore whether there are significant differences among the participants according to their marital status in terms of competencies in four skills. In this respect Table 23 illustrates the results of The Kruskal Wallis H test.

Tablo 23

Differences among the Participants with respect to the Perceived Competencies in Basic Skills Based on the Variable of Marital Status

Skills	Educational Satatus	N	Mean Rank	Df	$\bar{\chi}^2$	p*	Difference
Writing	(1)Single	308	191.17	2	.871	.647	-
	(2)Married	63	199.96	2			
	(3)Widowed	15	214.27	2			
Reading	(1)Single	308	191.07	2	.767	.681	-
	(2)Married	63	201.92	2			
	(3)Widowed	15	208.10	2			
Listening	(1)Single	308	186.27	2	7.633	.022*	1-3
	(2)Married	63	215.29	2			
	(3)Widowed	15	250.37	2			
Speaking	(1)Single	308	193.50	2	.080	.961	-
	(2)Married	63	191.78	2			
	(3)Widowed	15	200.83	2			

*P<.05 significant.

The Kruskal Wallis test results in Table 23 indicate that the mean scores of the participants do not differ from one another in the competencies of writing, reading and speaking [$\bar{\chi}^2$ (sd = 2, n=385) = .871, $p > .05$; $\bar{\chi}^2$ (sd=2, n=385)= .767, $p > .05$; $\bar{\chi}^2$ (sd=2, n=385)= .080, $p > .05$]. On the other hand, the results displayed significant difference among

the marital status groups of the participants in terms of the listening competency [$\bar{\chi}^2$ (sd=2, n=385) = 7.633, $p < .05$]. Accordingly, in order to identify the place of difference, the Mann Whitney U-test has been conducted. The results indicate significant difference in favor of the widowed in terms of the listening skill competency ($U = 1545.00$, $p < .05$).

Furthermore, the Kruskal Wallis test has been conducted in order to examine the effect of the economical status of the participants over the mean scores of the basic skill competencies. However, the Kruskal Wallis test results did not indicate any significant difference among the participants in terms of the basic skill competencies [$\bar{\chi}^2$ (sd = 2, n=385) = 2.397, $p > .05$; $\bar{\chi}^2$ (sd=2, n=385)= .878, $p > .05$; $\bar{\chi}^2$ (sd=2, n=385)= 1.113, $p > .05$; $\bar{\chi}^2$ (sd=2, n=385)= .659, $p > .05$].

Last of all, one more Kruskal Wallis test was conducted to explore whether the age group mean scores of the participants change in a significant way. Accordingly, the Table 24 displays the implemented test results.

Tablo 24

Differences among the Participants with respect to the Perceived Competencies in Basic Skills Based on the Variable of Age

Skills	Occupation	N	Mean Rank	Df	$\bar{\chi}^2$	p*
Writing	(1)15-20	143	173.46	4	10.675	.030*
	(2)21-30	184	203.82			
	(3)31-40	31	233.58			
	(4)41-50	14	174.36			
	(5)51-over	14	192.93			
Reading	(1)15-20	143	178.56	4	12.856	.012*
	(2)21-30	184	202.40			
	(3)31-40	31	242.40			
	(4)41-50	14	164.39			
	(5)51-over	14	150.00			
Listening	(1)15-20	143	172.45	4	19.356	.001*
	(2)21-30	184	198.30			
	(3)31-40	31	264.31			
	(4)41-50	14	215.29			
	(5)51-over	14	166.82			
Speaking	(1)15-20	143	179.34	4	16.227	.003*
	(2)21-30	184	206.53			
	(3)31-40	31	222.73			
	(4)41-50	14	192.61			
	(5)51-over	14	103.11			

*P<.05 significant.

According to the Kruskal Wallis H test, Table 24 contains the results which display significant differences among the participants' age groups in terms of basic skills competencies [$\bar{\chi}^2$ (sd=4, n=385) = 10.675, p<.05; $\bar{\chi}^2$ (sd=4, n=385) = 12.856, p<.05; $\bar{\chi}^2$ (sd=4, n=385) = 19.356, p<.05; $\bar{\chi}^2$ (sd=4, n=385) = 16.227, p<.05] respectively. In this respect, in order to investigate from which those significant differences stem the Mann Whitney U test which is one of the non-parametric tests was employed and the results were displayed in table 25, Table 26, Table 27, Table 28, Table 29 and Table 30. Thus, in which groups the differences are have been identified.

Tablo 25

Differences among the Participants with respect to Perceived Competencies Based on Age Groups

Skill	Age	N	Mean Rank	Sum of Ranks	U	p*
Writing	10-20	143	149.29	21348.50	11052.00	.013*
	21-30	184	175.43	32279.50		
Reading	10-20	143	152.63	21826.00	11530.00	.054
	21-30	184	172.84	31802.00		
Listening	10-20	143	151.25	21629.00	11333.00	.031*
	21-30	184	173.91	31999.00		
Speaking	10-20	143	151.05	493.50	11304.00	.029*
	21-30	184	174.07	236.50		

The results in Table 25 indicate significant differences in favor of the participants who are between the age range of 21-30 [U=11052.00, $p<.05$; U=11333.00, $p<.05$; U=11304.00 $p<.05$] in terms of writing, listening and speaking respectively while the table does not contain any significant difference in terms of reading skill competency [U= 11530.00, $p>.05$]

Tablo 26

Differences among the Participants with respect to Perceived Competencies Based on Age Groups

Skill	Age	N	Mean Rank	Sum of Ranks	U	p*
Writing	10-20	143	82.84	11845.50	1549.50	.008*
	31-40	31	109.02	3379.50		
Reading	10-20	143	82.50	11797.50	1501.50	.005*
	31-40	31	110.56	3427.50		
Listening	10-20	143	80.50	11511.50	1215.50	.000*
	31-40	31	119.79	3713.50		
Speaking	10-20	143	83.91	11999.00	1703.00	.043*
	31-40	31	104.06	3226.00		

* $P<.05$ significant.

The results in Table 21 indicate significant differences in favor of the participants who are between the age range of 31-40 [U=1549.50, $p<.05$; U=1501.50, $p<.05$; U=1215.50 $p<.05$; U=1703.00, $p<.05$] in terms of writing, reading, listening and speaking respectively.

Tablo 27

Differences among the Participants with respect to Perceived Competencies Based on Age Groups

Skill	Age	N	Mean Rank	Sum of Ranks	U	p*
Writing	10-20	143	78.46	11219.50	923.50	.632
	51-over	14	84.54	1183.50		
Reading	10-20	143	79.93	11429.50	868.50	.413
	51-over	14	69.54	973.50		
Listening	10-20	143	79.17	11322.00	976.00	.877
	51-over	14	77.21	1081.00		
Speaking	10-20	143	81.85	11704.00	594.00	.012*
	51-over	14	49.93	699.00		

*P<.05 significant.

The results in Table 27 indicate significant differences in favor of the participants who are between the age range of 10-20 [U=594.000, p<.05] in terms of speaking skill competency while the table does not contain any significant difference in terms of writing, reading and listening skills competency [U= 923.500, p>.05; U= 868.50, p>.05; U= 976.00, p>.05].

Tablo 28

Differences among the Participants with respect to Perceived Competencies Based on Age Groups

Skill	Age	N	Mean Rank	Sum of Ranks	U	p*
Writing	21-30	184	105.44	19400.50	2380.50	.140
	31-40	31	123.21	3819.50		
Reading	21-30	184	104.66	19258.00	2238.00	.054
	31-40	31	127.81	3962.00		
Listening	21-30	184	102.38	18837.50	1817.50	.001
	31-40	31	141.37	4382.50		
Speaking	21-30	184	106.83	19657.00	2637.00	.501
	31-40	31	114.94	3563.00		

*P<.05 significant.

The results in Table 28 indicate significant differences in favor of the participants who are between the age range of 31-40 [U=1817.50, p<.05] in terms of listening skill competency while the table does not contain any significant difference in terms of writing, reading and speaking skills competency [U= 2380.50, p>.05; U= 2238.00, p>.05; U= 2637.00, p>.05].

Tablo 29

Differences among the Participants with respect to Perceived Competencies Based on Age Groups

Skill	Age	N	Mean Rank	Sum of Ranks	U	p*
Writing	21-30	184	99.80	18362.50	1233.50	.791
	51-over	14	95.61	1338.50		
Reading	21-30	184	101.50	18676.50	919.50	.074
	51-over	14	73.18	1024.50		
Listening	21-30	184	100.67	18524.00	1072.00	.294
	51-over	14	84.07	1177.00		
Speaking	21-30	184	103.18	18986.00	610.00	.001*
	51-over	14	51.07	715.00		

*P<.05 significant.

The results in Table 29 indicate significant differences in favor of the participants who are between the age range of 21-30 [U=610.00, p<.05] in terms of speaking skill competency while the table does not contain any significant difference in terms of writing, reading and listening skills competency [U= 1233.50, p>.05; U= 919.50, p>.05; U= 1072.00, p>.05] respectively.

Table 30

Differences among the Participants with respect to Perceived Competencies Based on Age Groups

Skill	Age	N	Mean Rank	Sum of Ranks	U	p*
Writing	31-40	31	24,05	745.50	184.50	.424
	51-over	14	20,68	289.50		
Reading	31-40	31	26,39	818.00	112,00	.009*
	51-over	14	15,50	217.00		
Listening	31-40	31	26,40	818.50	111,50	.009*
	51-over	14	15,46	216.50		
Speaking	31-40	31	27,50	852.50	77,50	.001*
	51-over	14	13,04	182.50		

*P<.05 significant.

The results in Table 30 indicate significant differences in favor of the participants who are between the age range of 31-40 [U=112.00, p<.05; U=111,50, p<.05; U=77.50p<.05] in terms of reading, listening and speaking respectively while the table does not contain any significant difference in terms of writing skill competency [U= 184.50, p>.05]

Overall Results

This chapter has focused on the statistical analysis results of the present study.

Context Phase

The chapter began with gathering data about the context phase of the present study. In other words, to illustrate the premises on which the programs dwell, document analysis related to public education centers both in the Çanakkale Public education center and the ones in the districts linked to Çanakkale such as Biga, Çan, Yenice, etc... was carried out. Furthermore, the websites of those public education centers were visited. In short, this section presents information about the classrooms where the programs take place and other facilities related to the transportation, teaching and learning environment and etc... First of all, the number of the trainees is more than adequate particularly at the beginning of the first a few weeks of the courses. Secondly, the fact that most of the English classes are held predominantly in the other buildings rather than the public education centers is a great problem in terms of both the teachers and the learners. For instance, the teachers most of the time have to bring their computers with them because they do not have one in the classroom where the courses are held. That situation in the long run causes waste of time while establishing the computer at the beginning of the classes. Furthermore, the teachers cannot benefit from a stable internet connection since most of the courses are held in the other buildings other than the public education centers, which prevents the teachers from conducting internet related activities, knowledge and interactions. In addition to that, some of the courses are held in a primary school which cooperates with the public education centers as those schools exist in the near city center. Those schools are easy to reach in terms of transportation, however do not have classrooms designed for the adult learners. For instance, the desks and chairs are all for the young learners and they are too small for most of the participants, which causes backache and other diseases. Furthermore, since those courses are

held at a time out of the hour of work, the trainees (participants) do not have instant access to facilities such as tea, coffee, refreshments and snacks along with the internet connection. Furthermore, the teachers also support the idea that such facilities should be provided in order to provide an effective language learning and teaching process with the participants. Apart from that, one of the teachers highlighted that many more materials should be provided along with many more classroom environment facilities such as desks and chairs as the teacher lectured to adult learners in a primary school. Furthermore, the teacher added that placement exam should be given to the participants before grouping the classes. Other than that, one of the teachers added that the public education language courses could be popularized in the other public related institutions in order to encourage lifelong education. Furthermore, another teacher stated that a kind of commission in which the resources, course books and materials to be employed in the foreign language courses could be decided could be founded between the course teachers under the roof of public education centers. Thus, the teacher suggested that standardization could be provided.

Input Phase

For the input phase of the present study, the participants' characteristics in terms of gender, marital status, owning children, educational status, occupational status, level and economical status were depicted. Furthermore, the teachers' demographic information in terms of gender, experience and the level to which they lectured. In this respect, almost half 48% of the participants is female while the rest 52% is male. Furthermore, 80% of the participants is single while 16% of the participants is married and 4% of the participants is widowed. As for the educational status of the participants, 3 % of the trainees graduated from secondary school, 75% of the trainees graduated from high-schools. Furthermore, 20% of the trainees had university diploma while 2% of the trainees has the diploma of master-Phd. In addition, 16% of the participants had low income while 76% of them had middle while the

rest has high income. Last of all, 78% of the participants attend to A1 level English course while the rest 22% of the participants attend A2 level English courses. As for the teachers, five of the teachers' sex is female while the rest is male. Out of ten teachers, eight of them graduated from faculty of education, on the other hand two of the teachers graduated from English Language and Literature departments and have pedagogical certificate which is required to be a teacher in public schools. As for the experience of the teachers they were divided into three groups such as 1-10 year of experience, 11-20 year of experience to 20-over year of experience. Accordingly, the teachers' answers about the objectives of the held courses were derived from the teacher questionnaires and it was revealed that the objectives were met to a certain extent. Furthermore, the answers of the teachers highlighted that the skills particularly listening and speaking are of secondary importance. Similarly, the self reports of the participants displayed that mostly focused skill type was writing and the least focused one was speaking.

Process Phase

As for the process phase of the present study, methods, materials and evaluation dimensions of the held courses were dealt with. Accordingly, most of the students (72.3%) stated that lecturing *always* took place and almost half of the trainees (43.8%) reported that they *always* asked questions in the time period of exposure to the language. On the other hand, more than half of the learners (51.8%) reported that they *never* made presentations. As for the teachers, they mostly reported that the employed methods changed according to the trainees and stated that they used the methods of pair work, group work, question and answer teaching method. However, they mostly reported that they employed lecturing in other words chalk and talk. In addition to the methods, the participants reported that the reading and writing materials are sufficient. However, half of the teachers stated that the employed materials in the language learning and teaching process were not sufficient adding that a material office

could be established in order to have fruitful and prolific language learning. Furthermore, based on the reports of the participants over assessment, half of them strongly agreed that the examinations were in parallel with the course content. In addition, almost half of the participants agreed that the number of the examinations held in the language learning and teaching process was sufficient. Last of all, more than half of the participants agreed that the exams were consistent with one another. As for the teachers' reports over assessment, they had different opinions over the assessment. Most of the teachers stated that the module exams which were given after each one of the modules were beneficial adding that the participants reinforced their knowledge one step further. On the other hand, a few of the teachers stated that the number of the exams according to A1 and A2 level could be reduced.

Product Phase

Last of all, in the product phase of the present study, the participants' perceived competencies in four basic skills were studied. Based on the self reports of the participants they felt more competent in reading and listening skills rather than writing and speaking skills. Furthermore, since the mean scores of the sub-dimensions of the student scale did not distribute normally, Mann Whitney U tests and Kruskal Wallis H tests were conducted in order to explore whether the variables of gender, age, marital status, economical status, educational status and occupational status and level had any significant effect on the mean scores of the perceived competencies. Accordingly, the Mann Whitney U-test results indicated that gender did not have a significant influence on the perceived competencies of the basic skills. In addition, significant difference was found in favor of the A2 level trainees in terms of listening competency even if it was not the same for the rest of the skills. According to the results, occupational status had significant effect in certain basic skills. Lastly, the results displayed that the educational status had no significant difference on the mean scores of basic skills.

Summary of the Chapter

In Chapter three, the results regarding the four phases of the evaluation model were illustrated through well-designed tables. Towards the end of the chapter, the results were gathered together and narrated in detail.

Chapter Four

Conclusion and Implications

In the present chapter, the results derived from the findings will be incorporated along with suggestions for practice and future research. The aim of the research study was to unearth the effectiveness of the Çanakkale Public Education Centers' English language programs both in a quantitative and qualitative way based on the course teachers and the participants. For that reason, the CIPP (context, input, process, and product) model which was developed by Stufflebeam (1971) was used in this study designing the results according to those stages.

Context

Keeping in mind the first research question “What is the context of the program?” in the context phase of the research study, written documents about public education and public education centers were gathered and the websites of the public education centers were visited. Since it is clear with the meaning of the heading, context refers to fundamental information about the objectives, classrooms and the premises where the courses are held. Accordingly, although Sanders, Wright and Horn (1997) claim that teachers make the difference, Marton, Tsui, Chik, Ko and Lo (2013) states that to reach an educational aim there are certain conditions essential for conducting learning adding that realizing the way of teaching for a teacher is not the only thing. Accordingly, the context of language learning such as classroom size and other physical qualifications can have supplementary effect in raising the quality of language learning and teaching. For example, Kyriacou (1997) states it is fundamental to take the context into consideration (the subject matter, age and ability of the learners and the school settings as well).

Accordingly, the fact that most of the English classes are held predominantly in the other buildings rather than the public education centers is a great problem for both the trainees and the teachers. Most of the teachers indicate this case obliges them to move computer before every class and this ends with not moving the computer (lap top) regularly since it is tiring. Furthermore, the teachers cannot benefit from a stable internet connection since most of the courses are held in the other buildings rather than the public education centers, which prevents the teachers and indirectly the learners from conducting internet related activities, knowledge and interactions. Gündüz (2005) states that computers could be employed as a basis for the lesson along with reinforcement, backing up and expanding on the instructed topics and continues that computers could provide communication with the participants through displaying texts, graphics and other visuals and audios as well. Last of all, Lai and Kritsonis (2006) suggest that computer technology obtains lots of funny games along with diminishing barriers before learning such as anxiety and stress, which reinforces the learners' linguistic competencies and self confidence.

To conclude, the premises of the English language courses serve for the language learning process to a great extent, however, certain retouches could be conducted to increase the context quality of the public education centers.

Input

For the input phase of the present study, related written documents were obtained from the website of Ministry of Education and the websites of the public education centers. Most of the self reports of the teachers indicated that they were aware of the objectives of the public education English language course particularly A1 and A2 level English language programs. However, since the problems stemming from the context phase such as predominantly not owning language classrooms designed for English language learning particularly for the adults and lecturing the classes in buildings other than the public education centers, the

objectives of the English language programs could not be met satisfactorily. Therefore, the program could be commented that it is not sufficient in compensating for the objectives. In this context, the findings of the present study are consistent with the study conducted by Tunç (2010) in that the public university prep-school program had deficiencies in terms of objective dimension.

As for the content of the courses, the results of the student questionnaire and the teacher questionnaire indicated that the skills of reading, listening, writing and speaking are focused. Furthermore, the answers of the teachers highlighted that the skills particularly listening and speaking are of secondary importance. Similarly, the self reports of the participants displayed that mostly focused area of language was grammar and the least focused skill was speaking. In this respect, Akin (2004) stated in her master dissertation that the participants demanded more speaking and listening activities rather than grammar instruction. Thornbury and Harmer (1999) state grammar is something which describes the formation of the sentence structures of a language. It can be stated that grasping what the structures are and combining them in structures which are possible (Thornbury & Harmer,1999) and ascribing meaning to sentences are of great importance. However, exposing too much grammar may do harm flexibility and comfort while playing with the language since it may require a basic pattern or patterns to be taken as an example at the time of producing utterances or written words. Alternatively, grammar can be instructed integratedly with writing in a context. Sams (2003) states that for grammar and writing, to study one of them stands for the other. Since it is clear, incorporating grammar into writing can reinforce learning grammar along with providing with conveying the desired sentences in written communication. Furthermore, the already learned vocabulary can be practiced. On the other hand, the least focused skill was speaking which the learners puts forth shyness while acting it. According to the most of the self reports of the participants, lecturing took place

predominantly, in other words, most of the time the teacher speaks in the classroom. In a non-native country of English, it is a great disadvantage not to be exposed to speech promoting tips and experiences in the classroom. In this respect, Harmer (2009) suggests that it is appropriate for the teachers to take part in speaking activities without dominating and putting themselves into the focal point. All in all, the learners can appreciate the moderate participation of the teacher in the speaking activities (Harmer, 2009). To conclude, the content dimension of the held language programs are short in supply of sufficient speech activities while grammar outnumbers.

Process

Methods

In the process part of the evaluation, the methods, materials and evaluation dimensions of the held courses were dealt with. First of all, for the method dimension of the held courses, the participants' self reports and the teachers' self reports are consistent in that mostly employed method was lecturing which is chalk and chalk. Furthermore, teachers report that they benefit from a variety of methods such as group work, role-plays, discussions, pair-works and questioning and answering. However, according to self-reports of the participants, the employment of such methods as role-plays, pair-works, discussions and making presentations are at a low level with respect to lecturing and asking and answering questions. Long and Porter (1985) state that pair-work and group work provide a movement to a more learner centered teaching in crowded classes. It could be concluded that the method dimension sufficiency is neither more nor less in the held English language courses.

Materials

In the student questionnaire, the learners were asked to report over the use of materials and based on their reports after delivering the questionnaire. As the results displayed, the reading, writing and grammar materials were sufficient according to the self reports of the

participants. It can be stated that those materials are easier to obtain on the online websites with respect to the CDs, DVDs, combined Audio-visual materials and the other materials covering daily life (real life) since the latter ones necessitate extra effort to form and organize for the teachers. Furthermore, in the dimension of the materials, the self-reports of the teachers illustrate that there is lack of materials and complain about physical insufficiency along with the appropriateness of the available materials to the lectured level. In this respect, most of the teachers suggest establishing on their own a material office which all public education course lecturers can benefit from in the language learning and teaching process. In the meantime, those teachers believe that they will have their own materials developed for the target crowd of people in terms of functionality of the materials. Howard and Major (2004) state that the designed materials for a particular learning context help most of the teachers put into practice the best use of available resources. On the other hand; few of the teachers report that they do not exploit a particular course book adding that the course teachers photocopy or print out something to read and something to write and do chalk and talk. However; Chou (2010) states that the course books have advantageous in that they are rich in visuals and help the teachers get prepared easily while bringing about some problems such as unappealing units, repeated activities along with insufficient language exposure. All in all, those evaluations can be taken into consideration by the authorized stake holders keeping in mind that the exploitation of the materials is not at a satisfactory level.

Assessment

The results related to the perceptions of the participants on the assessment were consistent with the teachers' to a great extent. Most of the participants' self-reports showed that the number of the exams is sufficient and the exams are consistent with one another in terms of difficulty. In addition, most of the teachers' self-reports displayed that the exams helped the participants grasp the learned knowledge throughout the learning and teaching

process. Those teachers agree that the exams keep the knowledge of the participants fit but they complain about not delivering listening exams since the physical and technological atmosphere of the language learning classrooms are insufficient. Furthermore, a few of the teachers suggested giving speaking exams along with reinforcing speaking opportunities in the language learning and teaching process. Florez (1999, p. 6) states that speaking is key to communication and continues having and structuralizing plans to raise opportunities are a must for language development. To conclude, in terms of number and content the exams are sufficient and consistent respectively, however those exams can be reinforced with listening and speaking parts evenly with reading and writing skills.

Communication among, teachers, learners and administrators

According to what the results display, most of the trainees (participants) reported that they could contact with the teachers without any hesitations and they could easily ask questions. Furthermore, almost half of the trainees stated that their ideas were taken into consideration in regulating the classroom activities. Gillies (2004) states teachers have their shares in raising interactions among learners and incorporating them into the language learning process. It can be stated that the more the communication is the more enhancements are in terms of basic skills in the language learning and teaching process. All in all, regarding the present study, the reason why the trainees' communicational level is high could be since they are adults. It could be stated that adults have more background and experience both outside and inside of the classroom and those background knowledge and experience can contribute to the communicational levels of the participants.

Product

In the product phase of the present study, the participants' perceived competencies of four basic skills were dealt with. Speaking out of the four skills was reported to be the least competent one by the trainees. The reason could be stated that language exposure to enhance

speaking competence is insufficient in the learning process. In order to improve speaking competence activities aiming at developing speaking competence could be allocated more time as it was mentioned in the background to the present study. Moreover, Hedge (2000) suggests that to develop speaking skills the insights depicting the nature of spoken discourse and other linguistic, cognitive, affective and socio-cultural demands that it makes on English language learners is needed. In addition, whether the perceived competencies of the participants change according to certain variables such as gender, educational status, occupational status, marital status, age and levels were examined. First of all, there is not a significant difference between the girls and the boys in terms of the perceived competencies. This result is similar to the finding that of Akin's (2004) master dissertation in which it was revealed that there was no significant difference between the girls and the boys. Secondly, it was found out that there was significant difference in terms of listening skill in favor of A2 level while the results did not indicate significant difference for other skills reading, writing and speaking in terms of level. That significant difference in terms of listening skill could take its source from the term of awareness level. Dunkel (as cited in Van Duzer, 1997, p. 3) states that current research and theory point to the benefit of providing a silent or pre-speaking period for the beginning-level learner. Accordingly, the A1 level participants may need more time and exposure opportunities to the target language in order to gain competency for the rest of the other skills. In addition, the obtained data results indicated significant differences in terms of basic skills according to age groups except of reading skill. Generally, the differences were in favor of the elder age groups till the age group of 51-over year-old. This case could be attributed that the participants who are between the age group of 20 year-old to 50 year-old are more engaged with the life issues such as earning a better life and establishing a good commercial relationship with abroad; for that reason somehow they are much more exposed to language than the other age groups.

Implications for Practice

The results of the present study suggest certain implications for almost all the stakeholders. Accordingly, both the trainees (participants) and the teachers are in a mood of dissatisfaction with the context of the public education centers. In order to cope with this dissatisfaction, the premises of the public education English language courses could be designed in one unique building to render service in better physical, technological and social conditions. For instance, the desks or chairs could be designed for the adult learners, furthermore a small canteen which is open between the course times could be provided both weekdays and weekends. In addition, wireless network facilities could be established in better conditions and the network codes could be delivered to the participants (trainees) since the utilization and applications are becoming widespread nowadays. Furthermore, the smart-phones or i-pads could be benefitted from somehow and misuse of those technological facilities may be at minimum level since the trainees are adults.

In addition, as the results displayed the participants reported that they felt less competent in speaking and writing with respect to the other skills. As it is widely known, there are no best teaching methods and approaches, therefore, in order to raise the awareness of the trainees and improve language skills particularly speaking and writing, the language teaching methods could be revisited by the public education language teachers where and when necessary. Accordingly, the teachers for instance could incorporate the principles of communicative language teaching, suggestopedia, content based learning, etc. in the classes and harmonize those methods according to the needs. Even more than that, in a broader sense as Kumaravadivelu (2006, p. 184) states the terms of particularity, which is the true understanding of local linguistic, socio-cultural and political particularities, practicality, which is theorizing the practiced and practicing the theorized by teachers and possibility

which is the larger social, political, educational and institutional forces shaping the implementation must be taken into account.

Additionally, the teachers' reports reveal that there is lack of materials to be exploited and a lack of contact between the teachers lecturing in the public education centers. In order to increase practicality and versatile employment of materials a material office could be founded and monthly meetings could be held among the public education language teachers in each public education center.

Further Research

The present study aimed to evaluate the content of the English language curriculum, materials and assessment methods through the eyes of the participants and English teachers working for the public education courses, employing the context, input, process and product components of the CIPP model of evaluation developed by Stufflebeam (1971).

For further research the present study could be replicated in order to have the chance of comparing the findings in terms of weaknesses, strengths and improvement points across the country. For example, research studies based on the perceptions of the trainees in other public education centers and their comparison with the current ones might be conducted.

In addition, the sample of the present study is the adults, in the globalized world, those adult learners' needs and the lecturing teachers' characteristics and needs could be revisited based on the lifelong learning practices across the world.

Although the study provides information on the context, input, process and product of the public education courses across Çanakkale, those phases could be handled one by one in a broad sense to capture the whole picture all about the public education language courses.

Further research may broadly cope with the activities and basic skills to reveal what works at utmost level with the adult learners by implementing an action research in the classroom.

Though this study presents information about the perceptions of the teachers and the students, further research may harmonize the perception of the administrative staff along with the related branch of the Ministry of Education.

As for the semi-structured interview with the teachers, they may be given an unstructured interview as the semi-structured interview may limit their borders. Furthermore, the information the teachers will give could be recorded and what they have written may be analyzed through content analysis.

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Appendices

Appendix A

Student Questionnaire

Sevgili Öğrenciler,

Bu anket Halk eğitim Merkezinde uygulanan İngilizce kurs programını değerlendirme çalışmaları kapsamında görüşlerinizi almak amacı ile hazırlanmıştır. Aşağıda halk eğitim merkezinde İngilizce eğitimine yönelik gerçekleştirilen etkinliklerle ilişkili olarak bazı ifadeler verilmiştir. Lütfen bu ifadeleri dikkatle okuyarak size doğru gelen en uygun seçeneği işaretleyiniz. Elde edilen bilgiler tamamen bilimsel amaçlar için kullanılacak ve kimliğiniz kesinlikle gizli tutulacaktır. Bu nedenle, çalışmanın amacına ulaşabilmesi için **lütfen samimiyetle cevap veriniz ve hiçbir ifadeyi cevapsız bırakmayınız.**

Mehmet BİRĞÜN

Çanakkale 18 Mart Üniversitesi

Eğitim Bilimleri Yüksek Lisans Öğrencisi

KİŞİSEL BİLGİLER

1. Cinsiyetiniz

Kadın Erkek

2. Yaşınız (Lütfen yazınız)

3. Medeni haliniz

Bekar Evli Boşanmış / dul

4. Çocuğunuz var mı?

Var Yok

5. Öğrenim durumunuz

İlkokul Ortaokul Lise Üniversite Yüksek Lisans / Doktora

6. Mesleğiniz

Ev Hanımı

İşsiz

Kamu sektöründe çalışıyorum

Özel sektörde çalışıyorum

Kendime ait işyerinde çalışıyorum

Emekli

7. Sizin veya ailenizin aylık toplam geliri ne kadardır? (Hane içine giren tüm gelirlerin toplamı)

Düşük

Orta

Yüksek

8. Bu kuru ne amaçla alıyorsunuz? Kurs sonunda hedeflediğiniz sonuca ulaşacağınıza inanıyor musunuz?

I. Aşağıda belirtilmiş olan dil becerilerinin halk eğitim merkezinde aldığınız dil eğitimi süresince hangi sıklıkla üzerinde durulduğunu düşünüyorsunuz? İşaretleyiniz.

Skills (Beceriler)	Her zaman	Sık Sık	Bazen	Nadiren	Hiç
9. Yazma					
10. Okuma					
11. Dinleme					
12. Konuşma					
13. Dilbilgisi					
14. Sözcük Bilgisi					

II. Aşağıda belirtilmiş olan genel dil becerilerinde kendinizi ne derece yeterli görüyorsunuz? İşaretleyiniz.

YAZMA	Oldukça Yeterli	Yeterli	Biraz yeterli	Yeterli değil
15. Verilen konuya uygun bir ana fikir cümlesi bulabilme				
16. Akıcılık için geçiş kelimelerini ve bağlaçları yerinde kullanabilme				
17. Kelimeleri doğru anlamda ve doğru yerde kullanabilme				
18. Verilen bir konuyu aşama aşama sınırlandırabilme				
19. Bahsedilen konuları özetleyici bir sonuç bölümü yazabilme				
20. Giriş, gelişme ve sonuç kurallarına uygun olarak paragraf yazabilme				

OKUMA	Oldukça yeterli	Yeterli	Biraz yeterli	Yeterli değil
21. Bir okuma parçasının ana fikrini anlayabilme				
22. Göz atma ve tarama stratejilerini uygulayabilme				
23. Metin ile ilgili sorulan sorulara doğru cevaplar verebilme				
24. Bir okuma parçasındaki kanıtlanmış bilgileri kişisel görüşlerden ayırt edebilme				
25. Okuma parçasında açıkça belirtilmemiş fakat ima edilmiş fikirleri bulabilme				
26. Metindeki ipuçlarını kullanarak bilinmeyen kelimelerin anlamını tahmin edebilme				

DİNLEME Olduça	Oldukça yeterli	Yeterli	Biraz yeterli	Yeterli değil
27. Dinlenen konuşmanın ana fikrini anlayabilme				
28. Dinleme yaparken not alabilme				
29. Konuşmadaki detay bilgileri ayırt edebilme				
30. Konuşmadaki önemli noktaları anlayabilme				
31. Konuşmanın akışını belirleyen kelimeleri ipucu olarak kullanabilme				
32. Belirli bir amaç saptayarak bir konuşmayı dinleyebilme				

KONUŞMA	Oldukça yeterli	Yeterli	Biraz yeterli	Yeterli değil
33. Herhangi bir konuda diyalog başlatıp sürdürebilme ve sonlandırabilme				
34. Belirlenen konular üzerinde sunumlar hazırlayıp sunabilme				
35. Anlaşılabilir telaffuz ile konuşabilme				
36. Fikirleri akıcı bir şekilde ifade edebilme				
37. Bir fikre katılıp katılmadığını aktarabilme				
38. Sıkça kullanılan ifadeleri uygun durumlara göre etkili bir biçimde kullanabilme				

III. Aşağıda belirtilmiş olan materyallerin derslerde kullanımının ne ölçüde yeterli olduğunu düşünüyorsunuz? İşaretleyiniz.

MATERYALLER	Oldukça Yeterli	Yeterli	Yeterli değil	Hiç Yeterli değil
39. Okuma metinleri				
40. Dinleme cd'leri/ DVD'ler				
41. Yazma materyalleri				
42. Dil bilgisi materyalleri				
43. Konuşma becerilerini geliştirmeye yönelik görsel-ışitsel materyaller				
44. Günlük yaşantılarımızla ilgili konuları içeren okuma, yazma, konuşma ve dinleme materyalleri				

IV. Aşağıda belirtilmiş olan ders işleme yöntemleri sınıflarınızda ne sıklıkla kullanılmaktadır? İşaretleyiniz.

YÖNTEM	Her zaman	Sık sık	Bazen	Nadiren	Hiç
45. Öğrencilerin soru sorması					
46. Rol yapma (Role-play)					
47. Grup çalışması					
48. Öğretmenin konu anlatması					
49. Eşli çalışma (Pair work)					
50. Öğrencilerin soru yanıtlaması					
51. Tartışma					
52. Öğrencilerin sunum yapması					

Başka belirtiniz.

V. Aşağıda belirtilmiş olan değerlendirme ifadelerine ilişkin düşünceleriniz nelerdir?

İşaretleyiniz.

DEĞERLENDİRME	Kesinlikle Katılıyorum	Katılıyorum	Katılmıyorum	Hiç Katılmıyorum
53. Uygulanan sınavlar derslerin içeriğini yansıtıyor.				
54. Yapılan ara sınav ve quizler daha iyi öğrenmeme yardımcı oluyor.				
55. Uygulanan sınavların zorluk derecesi genel olarak birbirleriyle tutarlı.				
56. Kanaat notu (Class report) sınıf içi performansımı değerlendirme açısından iyi bir ölçüttür.				
57. Gelişim dosyası (Portfolio) dil becerilerimin gelişmesini değerlendirme açısından faydalıdır.				
58. Uygulanan sınavlar sayı olarak yeterlidir.				

Başka belirtiniz.

VI. Aşağıda belirtilmiş olan ifadelere ne derece katılıyorsunuz? İşaretleyiniz.

İLETİŞİM	Kesinlikle Katılıyorum	Katılıyorum	Katılmıyorum	Hiç Katılmıyorum
59. İstedğim zaman hocalarımıza ulaşabilirim.				
60. Bir sorum olduğunda hocalarımıza rahatlıkla sorabilirim.				
61. Derslerde fikirlerimi çekinmeden söyleyebilirim.				
62. Sınıf içi etkinlikleri düzenlemede fikirlerimiz göz önünde bulundurulur.				
63. Halk Eğitim müdür veya müdür yardımcılara kolaylıkla ulaşabilirim.				

Başka belirtiniz

Halk Eğitim Merkezinde aldığımız eğitim ile ilgili olarak olumlu ve olumsuz eklemek

istedikleriniz:

1. Olumlu _____

2. Olumsuz _____

Appendix B

*Open Ended Form***ÖĞRETMEN GÖRÜŞME SORULARI****Tarih:****Saat:**

Sevgili Meslektaşım,

Bu çalışmanın amacı Halk eğitim Merkezi İngilizce Programı'nın önceden belirlenen hedeflere ulaşması bakımından etkililiğini, öğrencilerin başarısını analiz ederek öğretmen ve öğrencilerin bakış açısından değerlendirmektir. Bu çalışma sonucunda, öğrencilerin sahip olduğu İngilizce beceri düzeyleri saptanacak, öğrencilerin İngilizce dersine yönelik tutumları belirlenecek ve dersin uygulanmasında karşılaşılan olumsuzluk ve yetersizlikler ortaya konulacaktır. Sizinle yapacağımız bu görüşme çalışmaya büyük katkıda bulunacaktır. Elde edilen bilgiler tamamen bilimsel amaçlar için kullanılacak ve kimliğiniz kesinlikle gizli tutulacaktır.

Yardımlarınız için teşekkür ederim.

Mehmet BİRGÜN

Çanakkale 18 Mart Üniversitesi

Eğitim Bilimleri Yüksek Lisans Öğrencisi

KİŞİSEL BİLGİLER**Cinsiyet:** Bayan () Erkek ()**Kaç yıldır öğretmenlik yapıyorsunuz:****Mezun olduğunuz üniversite ve fakülte:****Hangi kurda çalışıyorsunuz:****PROGRAM SORULARI**

1. Sizce Halk eğitim Merkezi İngilizce Programı'nın amaçları nelerdir? Bu amaçlara yeterince ulaşıyor mu? Neden?
2. Sizce öğrenciler okuma, yazma, dinleme ve konuşma becerilerini ne ölçüde geliştiriyor? Neden?
3. Derslerinizde hangi yöntemleri uyguluyorsunuz?
 - a) Ne sıklıkla ders anlatımı, ikili veya grup çalışmaları uyguluyorsunuz?
4. Uygulamada karşılaştığınız problemler, güçlükler nelerdir?
 - a) Materyallerin yeterliliği
 - b) Materyallerin seviyeye uygunluğu
 - c) Öğrenci niteliği
 - d) Disiplin problemleri
5. Modül sınavları hakkında ne düşünüyorsunuz?
6. Halk eğitim Merkezi İngilizce Programı ve uygulamaları hakkında eklemek istediğiniz başka bir şeyler var mı? Neler?

Appendix C

List of Public Education Centers

1. Çanakkale Merkez Halk Eğitim Merkezi (01.03.2014- 09.03.2014)
2. Bayramiç Halk Eğitim Merkezi (10.03.2014-16.03.2014)
3. Biga Halk Eğitim Merkezi (17.03.2014-23.03.2014)
4. Çan Halk Eğitim Merkezi (24.03.2014-30.03.2014)
5. Yenice Halk Eğitim Merkezi (31.03.2014-06.04.2014)
6. Gökçeada Halk Eğitim Merkezi (07.04.2014- 13.04.2014)
7. Bozcaada Halk Eğitim Merkezi (14.04.2014-20.04.2014)
8. Lapseki Halk Eğitim Merkezi (21.04.2014-30.04.2014)
9. Gelibolu Halk Eğitim Merkezi (21.04.2014-30.04.2014)
10. Ayvacık Halk Eğitim Merkezi (21.04.2014-30.04.2014)
11. Bayramiç Halk Eğitim Merkezi (21.04.2014-30.04.2014)
12. Ezine Halk Eğitim Merkezi (21.04.2014-30.04.2014)

Appendix D

Permission by the Governor of city of Çanakkale



T.C.
ÇANAKKALE VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 60305806/44/418005
Konu: Anket Çalışması

29/01/2014

MİLLÎ EĞİTİM MÜDÜRLÜĞÜNE

İlgi : Çanakkale Onsekiz Mart Üniversitesi Eğitim Fakültesi Dekanlığının 20/01/2014 tarihli ve 00292 sayılı yazısı.

Çanakkale Onsekiz Mart Üniversitesi Yabancı Diller Eğitimi Bölümü İngilizce Dili Eğitimi Anabilim Dalı Araştırma Görevlisi Mehmet BİRGÜN tarafından "Halk Eğitim Merkezlerindeki İngilizce Programlarının Değerlendirilmesi: Çanakkale Örneği" başlıklı yüksek lisans tez çalışması kapsamında, ekli listede adı bulunan Halk Eğitim Merkezlerinde görev yapan öğretmenler ve öğrencilere yönelik anket uygulaması yapılması isteği ilgi yazısı ile teklif edilmektedir.

Söz konusu anket çalışması Müdürlüğümüz Anket-Araştırma İnceleme Komisyonunca incelenerek uygun görülmüştür.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Mehmet Atik EKİN
Şube Müdürü

OLUR
29/01/2014

Ali TEMEL
Millî Eğitim Müdür V.

Bu belge, 5070 sayılı Elektronik İmza Kanununun 5 inci maddesi gereğince güvenli elektronik imza ile imzalanmıştır. Evrak teyidi <http://evraksorgu.meb.gov.tr> adresinden d3f7-c2d7-3577-aaf2-c12a kodu ile yapılabilir.

Çanakkale İl Millî Eğitim Müdürlüğü Ek Binası
Strateji Geliştirme Bölümü Merkez/ÇANAKKALE
e-posta: isticatistik17@meb.gov.tr

Ayrıntılı bilgi için: Özlem Emine AYDIN V.H.K.İ.
Tel: (0 286)217 46 93-130

Güvenli Elektronik İmza ile Aynidir.
29.01.2014
Ayhan SERT
ŞEF

Appendix E

Permission by the composer of the student and teacher questionnaire

Mehmet BİRGÜN <mehmetbirgun@comu.edu.tr>

17 12 2013

Kime: ftunc ▾

Merabalar hocam, Nasılsınız?

Yüksek lisans tezinizde kullandığınız anketten istifade edebilir miyim?

Tekrar rahatsız ettiğim için özür dilerim.

Saygılarımla

Mehmet BİRGÜN

Research Assistant at Çanakkale Onsekiz Mart Üniversitesi

Eğitim Fakültesi

Ferda.Tunc@ankara.edu.tr

21 12 2013

Kime: bana ▾

Mehmet Hocam merhaba,
Evet, tezimde uyguladığım anketi kullanabilirsiniz.
İyi çalışmalar

Mehmet BİRGÜN <mehmetbirgun@comu.edu.tr>

21 12 2013

Kime: Ferda.Tunc ▾

Çok teşekkürler hocam