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A THESIS PROPOSAL

A Case Study: Evaluation of an English Speaking Skills Course in a Public University
Preparatory School Program via CIPP Model

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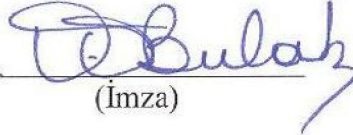


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Örnek Durum İncelemesi: Devlet Üniversitesi İngilizce Hazırlık Okulu Konuşma

Becerisi Programının CIPP Modeliyle Değerlendirilmesi

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Bu çalışmanın amacı bir devlet üniversitesinin İngilizce Hazırlık Okulu Konuşma Becerisi Programı'nın etkililiğini okutmanların ve öğrencilerin bakış açılarından değerlendirilmesidir. Bu anlamda, Stufflebeam (1971) tarafından geliştirilen CIPP (bağlam, girdi, süreç, ürün) değerlendirme modeli kullanılmıştır. Araştırmanın örneklemini 2012-2013 akademik yılında hazırlık okulunda öğrenim gören 287 öğrenci ve 23 okutman oluşturmaktadır. Veriler, anket, mülakat, gözlem hazırlık okulu müfredatı ve materyaller içeren karma metot yoluyla toplanmıştır.

Çalışmada elde edilen bulgular, öğretmen ve öğrencilere göre, Hazırlık Okulu Konuşma dersi programının amacını kısmen yerine getirdiğini ortaya koymuştur. Çalışmanın sonuçları programın daha etkin olabilmesi için, amaç ve hedeflerin, materyallerin ve fiziksel şartlar boyutlarında geliştirmelere ve uyarlamalara gerek olduğunu göstermiştir.

Anahtar Kelimeler: İngilizce Hazırlık Okulu, Öğrenci, Öğretim Elemanı, Değerlendirme, CIPP Modeli, Konuşma Becerisi

ABSTRACT

A Case Study: Evaluation of an English Speaking Skills Course in a Public

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The purpose of this study was to evaluate the effectiveness of the speaking curriculum in a public University Preparatory School program through the perspectives of instructors and students. In this sense, the CIPP (context, input, process, and product) evaluation model developed by Stufflebeam in 1971 was used. 287 students attending the preparatory school in the 2012-2013 academic year and 23 instructors teaching in the program participated in this study. The data were gathered through a mixed method design, which included questionnaires, interviews, observation, and review of curricula of the prep school and materials.

The results revealed that the speaking program of the preparatory school partially fulfill its purpose according to students and instructors. The findings of the study indicated that some improvements and adaptations in the objectives and aims of the program, materials, and physical conditions were required in order to make the speaking program more effective.

Key Words: English language preparatory school students and instructors, course evaluation, CIPP model, speaking skills

CHAPTER I

INTRODUCTION

1.1. Focus of the Study

This thesis explores the effectiveness of the speaking curriculum of the Preparatory School program of a public university through the perspectives of instructors and students in line with context, input, process and product components of the CIPP evaluation model developed by Stufflebeam (1971). There are four sources of motivation that inspired the researcher to conduct this study. These include (1) the increasing demand for integration of speaking component to the current curricula by the students and faculty, (2) the professional position held as the speaking skills testing coordinator of the mentioned program, (3) evaluation being the disregarded component of curriculum (4) speaking skill being the most neglected and thus problematic skill in Turkey.

Schwartz (2006) mentioned that a good curriculum is designed for the students and the teachers since the aim is to enable teachers to teach something of value to the students rather than simply educating them. The development of a “good curriculum” needs systematic approach. Wulf and Schave (1984) states:

Sadly the “ninety-ninety rule” is often true. A good project team develops a curriculum to the point of testing the lesson material and recommending a learning environment, and then the program dies. Time is used up....and the whole package is locked up in somebody’s files. Without planned evaluation and feedback regarding curriculum’s effectiveness, its use beyond the developmental team members is severely limited (Wulf and Schave, p. 67, 1984).

The literature reviewed indicates that systematic curriculum development has not been well practiced in our country (Fer, 2005; Yüksel, 2003; Sönmez, 1991; Varış, 1976, as cited in Demirbulak, 2013). This issue carries vital importance in Turkey in English-medium tertiary education institutes since the native language is Turkish but students are expected to have high level of competency in the use of English so as to specialize in their field of study. Therefore, the ELT curricula employed needs to fulfill the language needs of the learners. However, the results of the research carried out by Ministry of Education (2003) has shown that even the ELT teachers are not satisfied with their competency level in speaking and listening skills (as cited in Demirbulak, 2013).

The literature reviewed suggests that there is little research on how data obtained via formative and summative evaluation were made use of to improve the curriculum in-use in ELT in Turkey. There are also limited studies that explore the impact of systematic curriculum development on student and teacher learning. Therefore, this study aims to investigate the impact of systematic development of speaking skill curriculum at tertiary education preparatory context.

1.2. Rationale and Research Questions

The previous section focused on the primary reasons for selecting this research area as the focus of the thesis. Professional, academic, and contextual factors were thus identified. Based on this research motivation, the main research question is “what aspects of the speaking curriculum need to be added, removed, strengthened, or maintained”. Under this main research question are the following sub-questions designed in accordance with the CIPP model.

- 1) Context (What are the unmet needs of the speaking program students?)
 - Do the aims, goals, and objectives of the speaking curriculum meet the content dimension of CIPP model?
 - What are the language needs of the students as stated by the students themselves?
 - Are the course contents and course materials clearly defined in the speaking program?
- 2) Input (What strategies and activities have been planned to address the needs of students in the speaking program?)
 - What are the characteristics of the students and the teachers?
 - What resources and equipment are planned to be used in order to address the needs of the students in the speaking courses?
 - How important are four skills, grammar and vocabulary learning for the students and teachers?
 - What are the students' overall perceptions on English courses?
 - What are the perceptions of the students towards English language?
 - What are the perceptions of the students towards the speaking lessons?
- 3) Process (To what extent are the planned activities carried out and is there a need for adjustments or revisions of the program?)
 - How do the teachers perceive the course materials, and teaching methods of the program?
 - How is the teaching and learning process affected during the implementation of the program?
 - How is the written curriculum different from what is performed in the class?

- What are the instructors' perceptions on the effectiveness of the prep school curriculum?

4) Product (Did the program meet the students and instructors needs?)

- To what degree does the current program meet the needs and expectations of the students?
- Which aspects of the speaking course do the participants of the study perceive as most useful and least useful for their department courses?

1.3. Research Context

This part addresses the context in which research was carried out, and introduces the speaking curricula implemented. This study was carried out at a state university in Istanbul, which offers one-year English preparatory school to students of English- medium departments.

1.3.1. Background to the Prep School

Education of English in the prep school in which this study took place is a one-year period (two semesters of fourteen weeks) as most of the other universities in Turkey that offer preparatory courses in English. Students are given an English Proficiency and Placement Test at the beginning of each academic year. Students who pass the English Proficiency and Placement Test become entitled to start their undergraduate studies while those who fail are required to attend Prep School that year. Prep School students are placed at the A1 (beginner), A2 (intermediate) and B1 (upper-intermediate) levels according to their exam performances. All exams given to Prep School students are prepared and administered by the members of the Testing

Office. At the end of the year, a compulsory proficiency exam is given to all of the students that fully attended to the classes. The exams which are given during and at the end of the academic year serve the purpose of assessing students' performance in terms of the basic skills of reading, writing, listening and speaking. Speaking skill is not a part of the proficiency test given at the beginning of the semester as it is found to be difficult to apply the exam due to a limited number of teachers and classrooms and a large number of students.

When it comes to the assessment procedures of the prep school, it is seen that there are Progress Tests (2 for each term) including all four skills, (Reading 25 pts + Writing 25 pts + Listening 25 pts + Speaking 25 pts = 100 points) and two pop quizzes in each term. The average of these quizzes is assessed as the grade of a 3rd achievement. There are also writing portfolios (25 points) and performance portfolios (25 points) that serve to assess the students' performance. Students have to receive an average of 60 points in order to pass the preparatory class. A mid-year proficiency exam is administered at the end of the 1st semester upon the demand of the faculties. Otherwise, a final exam is given at the end of the 2nd semester. Students who fail due to absenteeism are not entitled to take the final exam.

Having worked on new alternatives in order to develop the existing curriculum, the prep school of the university decided to adopt a different system for the academic year 2012-2013. During the development of this teaching program, the Common European Framework (CEF) was used as a resource tool, taking into account the needs of the setting. Three different proficiency levels have been designed according to norms and principles of CEF as a reference. A needs analysis study was administered in order to identify the main needs of students and the expectations of the instructors, which later led the curriculum office to develop the

current curriculum accordingly and to create a baseline for the new curriculum for the prep school of the university. In the old curriculum, the levels of the students were decided according to their departments. In addition, the lack of speaking program was another deficiency in the old program. After the needs analysis was carried out, and instructors at the faculties were interviewed, some changes regarding the curriculum were made. The levels and curriculum were redefined and missing and new dimensions were added to the program. First, an active speaking curriculum and assessment of this skill was added to the previous program. The exam types and procedures were also changed and levels of the students were redefined. Now, the students are placed into one of the three levels, namely A1, A2 and B1 levels, according to their proficiency test results. Teachers teach in one of these levels throughout the year. The main objective is to take the proficiency test given in June so that students can start their classes in their own departments the following year.

It is stated as the objectives of the prep curriculum that the main purpose of the program in this university is to teach English to prep school students by implementing four skills - listening, speaking, reading and writing. It is also emphasized that in order to fulfill the objectives and demands of A1, A2 and B1 levels in Common European Framework, the curriculum is designed in an integrated manner which includes elements of contextual grammar, active vocabulary building, and effective dictionary use as well as reading comprehension, extensive reading, sentence and paragraph writing. Speaking skill included in the new curriculum of the prep program in 2012-2013 academic year gain importance and elements such as spoken interaction and spoken production, group and pair discussions, public speaking, and pronunciation practices were also added to the speaking program of the new curriculum.

In addition, it is stated in the new curriculum of the prep school that the learners will be able to use the foreign language in such a way as to cope with the requirements of situations that are most likely to find themselves in, particularly:

- Situations, including practical transactions in everyday life, requiring a largely predictable language use,
- Situations involving personal interaction, enabling the learners to establish and to maintain social contacts, including those made in business contacts,
- Situations involving indirect communication, requiring the understanding of the gist and/or relevant details of written or spoken texts
- Becoming familiar with academic texts and vocabulary to equip them with the required skills for reading texts quickly and effectively
- Listening to speeches, discussions, audio recordings (monologues and dialogues), video presentations and academic lectures
- Taking effective notes for future use expressing ideas with certain amount of clarity and accuracy in academic writing

All in all, the speaking program of the curriculum of the prep school aims to provide basic English skills that are needed in academic environment in order to improve fluency in speaking through interaction with peers in pair and group work, and to familiarize with the use of everyday vocabulary. The program also focuses on providing an opportunity to learn about cultural differences between the users of the target language and the learner through exposure to the course material. Speaking objectives of the new curriculum emphasizes the learners' communication with some confidence on familiar routine and non-routine matters related to their interests and professional field. Additionally, the program aims at students' exchanging, checking and confirming information, dealing with less routine situations and explaining why

something is a problem. According to the objectives stated in the curriculum, students can express their thoughts on more abstract, cultural topics such as films, books, music, can put over a point of view clearly, but has difficulty engaging in debate. They can also take part in routine formal discussion on familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of information, receiving instructions or the discussion of solutions to practical problems.

1.4. Significance of the Study

This particular study is planned to be a guide for English Language instructors, administrators and curriculum unit members in preparatory school programs of universities. In this sense, the study will inform instructors and administrators about the insights along with the strengths and weaknesses of the speaking program, and perceptions of both the students and instructors on the speaking program. This study will also acknowledge the Preparatory School administration of how effective the implemented speaking curriculum of the English Teaching Program is, so that necessary changes, adaptations and decisions to improve students' competencies can be made by the administrators and instructors as a result of the outcome of the study.

Additionally, the results of the study will provide information related to the materials, assessments and teaching methods, which will hopefully contribute to the improvement of the deficiencies that will be identified in the study conducted in prep school classes.

Finally, this study is hoped to add up to the literature on preparatory school speaking program evaluation in Turkey. By these means, the results of the study may

serve as a sample for universities to understand the deficiencies in their speaking programs.

1.5. Overview of Methodology

The purpose of the study was to evaluate the effectiveness of the speaking program of a public university preparatory school curriculum from the perspectives of students and instructors. The CIPP evaluation that was developed by Stufflebeam in 1971 was used as the basis of the study. As stated by Boulmetis & Dutwin, (2005), CIPP is an evaluation model based on planning and decision-making. Since it was aimed to make decisions regarding the improvement of a speaking program of a preparatory school curriculum in this study, CIPP model within the framework of a mixed-methodology design in the study used.

In this study, both qualitative and quantitative data was collected in order to evaluate the program. Quantitative data of the study was gathered through student and teacher questionnaires. The questionnaires were designed by the researcher to cover four components (Context, Input, Process, Product) of CIPP evaluation model constituting sub problems, as well. Descriptive and inferential analyses were conducted to analyze the data gathered through the questionnaires. As for the qualitative data, interviews with the former A1 level students who pass the proficiency exam at the end of the school year, and started the department courses were collected and used. The data gathered through interviews were analyzed both by hand- coding research techniques and by statistical analyses. The analysis of the data gathered from the structured interviews focused on the speaking program itself. Classroom observations were also designed as a part of the study in order to obtain more data related to the implementation of the program. Written documents such as

the A1 level syllabus, A1 level materials, exam results, and the needs analysis conducted by the institution to create a speaking program for the prep were used to get more information about the prep school.

1.6. Limitations

The main limitation of the study is the convenience sampling method that was applied in order to collect the data. Only A1 level students participated in the study, however, it would be more preferable to conduct the questionnaires to all of the prep school students. In addition, the results of the teacher-questionnaire are limited to the responses of a sample population of 23 English language teachers at the university in Istanbul. Hence, neither can results be generalized beyond all English prep schools at universities in Istanbul nor in Turkey.

Additionally, although data triangulation method was used in the process of collecting data, study being a case study, can lead to bias in data collection since there is only one experimenter collecting the data. This can influence results more than in different designs. It is also very difficult to draw a definite cause/effect from case studies. (Gomm, et. al., 2009)

Another limitation is that during the interviews, some respondents may not have answered the questions sincerely and may have been hesitant to reveal their true opinions related to the speaking program. This might have been because of the fact that the students did not want to influence the administrators' ideas about the performance of their speaking teachers.

Finally, as this study required the participation of human respondents, certain ethical issues were addressed. Among the significant ethical issues that were considered in the research process, include consent and confidentiality. The

confidentiality of the participants was ensured by not disclosing their names or personal information in the research. In addition, the consent of the institution was obtained. The questionnaires, on the other hand, were piloted with ten students and two teachers prior to their distribution in order to avoid vague terminologies.

1.7. Organization of the Study

In the second chapter of the study, the literature review will be presented. This review includes a definition of curriculum and its historical background, and curriculum evaluation and the assessment of learner needs. The concept of CIPP model is provided in the study. The descriptions of the components of the CIPP model, namely, context, input, process and product are also included in the review of the literature section. Finally, the Preparatory School Program is described in the study.

The third chapter concerns the methodology used in the study. In addition, the methodology to collect and analyze the data used in the study is discussed in this chapter.

The fourth chapter includes the analysis of the data gathered from the questionnaires and the interviews during the study.

The fifth chapter provides a summary of the study, conclusions, evaluation of the study, pedagogical implications and implications for further study. The reference of the works cited in the study is presented in the bibliography part and instruments used for data collection are given in the appendix section of the study.

1.8. Definition of Terms

Curriculum: The term “curriculum” will be used to refer to the general statements about language learning, learning purpose and experience, evaluation, and the role relationships of teachers and learners in terms of achieving specific educational goals and objectives.

Systematic Curriculum Design: The term will be used to refer to the model of curriculum based on rational and logic step by step procedures by a curriculum designer that lead towards the selection and arrangement of content and the choice of learning experiences, needs to be integrated in a relational approach.

Syllabus: The term “syllabus” will be used to refer to what actually happens at the classroom level as teachers and learners apply a given curriculum to their own situation” (as cited in Nunan, 1988).

Curriculum evaluation: Curriculum evaluation is defined as a process by which we attempt to understand the value and effectiveness of any particular piece of educational activity (Lynch, 2003).

A1 Level Student: Common European Framework defines A1 level student as:

“Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help” (Council of Europe, 2003).

CHAPTER II

LITERATURE REVIEW

This chapter aims to outline the main background information about curriculum evaluation and the CIPP model developed by Stufflebeam. First, different definitions of curriculum, and differences between the concepts curriculum and syllabus will be discussed. Second, curriculum evaluation will be briefly explained along with different evaluation models. Since the aim of this study is to evaluate the speaking program of a preparatory school through CIPP model, a description of the CIPP evaluation model will be provided. Basic principles and the components of the CIPP model will be explained in detail. Finally, a summary of some of the related studies carried out on curriculum evaluation will be discussed.

2.1. Background to the Study

English has become a language that has established itself as the world language of research and publication as well as the language of instruction in many countries in the world. Considering the status of English, the need for English in such fields has grown rapidly resulting in remarkable changes in instruction in English. Thus, some crucial aspects related to English teaching such as the ones about curriculum design, methodology and assessment has gained considerable importance throughout the world. Nunan (1996) states that although there are many diverse and sometimes contradictory views on the nature of language and language learning, curriculum developers and instructors need to consider and respond to data coming from learners, teachers, evaluation specialists and so.

Therefore, curriculum evaluation has become one of the crucial aspects that has gone under many changes and revolutions. To answer the question of whether or

not the implemented curricula are satisfactory for the learners and teachers has been the most important prerequisites of delivering effective and quality language education nowadays, in this rapidly changing world. According to DeKeyser (2007), a common-sense approach is that there is something about each of the language skills of listening, speaking, reading and writing, it is thus necessary to give attention to each skill in curriculum design to make sure that these unique features are learned (as cited in Nation & Newton, 2009). For this reason, unlike the general tendencies that do not balance four skills, and exclude the speaking skill most of the time, speaking skills should also be included in the curriculum in order to achieve the learning goals of a language course to be used in to communicate effectively (Nation & Newton, 2009). Moreover, many L2 learners believe that speaking ability is the most important measure of knowing a language (Genç, 2007) although one of the least developed skills of L2 learners is the ability of speaking. Learners also believe that maintaining a fluent conversation with others is much more important than reading, writing or comprehending spoken language (Genc, 2007).

2.2. Speaking Skill and the Speaking Program

The four macro skills of listening, speaking reading and writing are usually the most frequently assessed and focused areas, however, speaking, as a productive skill, seems intuitively the most important of all the four language skills because it can distinctly show the correctness and language errors that a language learner makes (Khamkhien, 2010). Additionally, as stated by Ur (1996, as cited in Khamkhien, 2010), speaking included all other skills of knowing that language. From preparatory and freshman students to senior and graduate students, it is an obligation for students to express their ideas, whether in open discussion or in formal presentation, through

clear and persuasive speech (Genc, 2007). On the other hand, it is sometimes observed that some teachers and learners complain mostly about difficulties in speaking. The problems are related to the great number of students are supposed to be able to speak in a rather limited period of classroom time. Yet, even in a classroom time, teachers would be able to assign tasks giving opportunities for communication (Flyman, 1997, as cited in Genc, 2007). The majority of Turkish EFL (English as a Foreign Language) learners even at tertiary level share a number of characteristics regarding their oral performance and their attitude towards it (Genc, 2007). Although they have been introduced to the main grammatical forms and their functions, and they possess a relatively wide vocabulary, they are being reluctant to use the L2 for spontaneous interaction in the classroom or to communicate in the L1. when they encounter any problems, they keep silent or appealing (invariably in L1) to the teacher to provide them with the 'correct' lexical item or structure (Genç, 2007).

On the other hand, it is claimed that another difficulty is pronunciation (Nation & Newton, 2009). Derwing and Munro (2005) claim that having a good pronunciation of language can help in normal communication, particularly intelligibility (as cited in Nation & Newton, 2009). In addition, Nation & Newton (2009) also believe that the amount of attention given to the teaching of pronunciation in language courses varies considerably, partly as a result of the teacher's attitude to error and the learners' language goals. Therefore it should be included the curriculum although some teachers may reject any type of form-focused pronunciation teaching which is probably short-sighted (Nation & Newton, 2009).

Likewise, there is another debate about the teacher who is going to teach the skill. According to Nation & Newton (2009), it is not easily decided whether the

model for learning language learners should be native-speaker or non-native speaker English, and if native-speaker English, should be British, American or some other regional pronunciation. This creates the problem of embedding the speaking skill to the program in an effective and efficient way since if there are not enough native speakers in the staff, and then some schools may prefer to exclude full implementation of the speaking program.

In addition, Nation & Newton (2009) assert that there are five factors that have been shown to have major effects on the learning of another sound system. They are the age of the learner, the learner's first language, the learner's current stage of proficiency development, the experience and attitudes of the learner, and the conditions for teaching and learning (p.115). Patkowski (1990), too, believes that there is, for example, clear evidence of the relationship between the age at which language is learned (as cited in Nation & Newton, 2009). Therefore, as Nation & Newton, 2009 claim, that these factors have to be considered when designing a lesson and a program.

All these problems arise mostly because speaking classes consist of language practice activities focusing on specific grammar points, information-gap activities or discussions on an assigned topic. None of these activities teaches patterns of real interaction. Another important point to be made is that questions such as how much the instructors and students are satisfied with the program, whether the materials used in the classes are sufficient in order to achieve the goals, and whether the assessment procedures followed are parallel to the instruction are not answered, most of the time, especially after the program is established. As Tyler (1949) suggests, in order to find answers to these questions, all the programs need to be evaluated to find out whether the developed and organized experiences are producing the intended

outcomes or results and to diagnose the strengths and weaknesses of the plans and organizations (as cited in Brown, 1995).As Daloğlu (1996) points out, in order to have effective and quality language education at schools, having a clearly defined curriculum in terms of its teaching goals and specific objectives is becomes obligatory. Having a good curriculum is one of the vital steps towards achieving high quality language tuition. It is from this standpoint that arises the importance of curriculum evaluation in order to understand the success and failures of a program. Considering these, receiving feedback from students and teachers so as to get a meaningful overview of the curriculum of an institution becomes highly important. Therefore, many studies regarding curriculum evaluation have been conducted abroad and in Turkey.

2.3. Definition of Curriculum and Curriculum Design

The fact that the term *curriculum* does not have any single definition leads to many different interpretations from different researchers. Olivia (2001, p. 10) states that “the curriculum field is by no means clear; as a discipline of study and as a field of practice, curriculum lacks clean boundaries...” (as cited in Posavac, et.al., 2003). Some educators define the concept of curriculum as subjects or subject matters, some others define it as experiences that a learner has at school. Ornstein and Hunkins (2004) provide five different definitions for the concept of curriculum. According to them, a curriculum can be a plan for action or a written document that includes strategies for achieving desired goals or, or it can be defined as dealing with experiences of the learner. In addition, curriculum can be a system for dealing with people and the processes or the organization of staff and procedures for

implementing that system as well as being a field of study. Finally, curriculum can be considered in terms of subject matter or content (Ornstein and Hunkins, 2004).

It should also be noted that there are many conflicting views on what distinguishes syllabus design from curriculum development. As Candlin (1984) suggests, “curricula are concerned with making general statements about language learning, learning purpose and experience, evaluation, and the role relationships of teachers and learners...Syllabuses, on the other hand, are more localized and are based on accounts and records of what actually happens at the classroom level as teachers and learners apply a given curriculum to their own situation” (as cited in Nunan, 1988). In this study, the term “curriculum” will be used to refer to the means of achieving specific educational goals and objectives. Since, as Su (2012) suggests, a curriculum can be regarded as a checklist of desired outcomes that can be observed in the classroom settings.

At this point, it is important to explain what curriculum design is in order to comprehend the process of planning a curriculum. Kessels and Plomp(1999) state that curriculum design focuses primarily on the acquisition of skills and competencies that are sustained by the day-to-day work environment of the participants in an educational program. In addition, the curriculum design should not only incorporate indicators for the development of curriculum materials, but also offer approaches relating to the strategic issues of an institution, to structural feedback mechanisms, as well as to the design of the surrounding (Kessels and Plomp, 1999). In order to improve the curriculum, design standards should be developed and applied. The design theory developed here advocates a systematic approach that leads to internal consistency and a relational approach that supports external consistency of the curriculum.

Kessels and Plomp, (1999) define the systematic and analytical approach to curriculum design, which follows directly from the work of the prominent American curriculum scholar Ralph W. Tyler, heavily rely on needs assessment, task analysis, stating instructional objectives, matching assessment instruments and devising appropriate instructional strategies.

The relational approach, as Kessels and Plomp, (1999) explain, provides activities that challenge stakeholders to become involved in the design and implementation process and that reveal their perceptions of what the central goal is and how it can be achieved. The relational approach involves social intervention and skilled communicative interaction (Kessels and Plomp, 1999).

Curriculum development, then, should be regarded as a social enterprise, as Kessels and Plomp, (1999) suggest. Therefore, developers may elaborate on their management role within that social enterprise of the educational decision-making process. In this sense effective educational curriculum is not constructed, but negotiated.

2.4. Curriculum Evaluation

Although there is no widely agreed upon definition of evaluation, some researchers relate evaluation with measurement, while the others define it as assessment. In addition, some view evaluation as scientific inquiry, whereas others argue that it is the act of collecting and providing information to enable decision-makers to function effectively (Worthen and Sanders, 1997). It should be noted that evaluation might be conducted for a wide range of reasons in every part of our life. In terms of education, as Richards (2005) states, the main purpose of evaluation is to obtain information about student and teacher performance, and to identify strengths

and weaknesses of a particular program. Evaluation can refer to activities, which involve a teacher and his\her students, as well as studies, which involve many schools and teachers. As Ornstein and Hunkins (2004) claim, evaluation is a process that is carried out to obtain data to determine whether to make changes, to make modifications, eliminations and / or accept something in the curriculum.

Curriculum evaluation, on the other hand, is defined as a process by which we attempt to understand the value and effectiveness of any particular piece of educational activity (Lynch, 2003). The two common goals of program evaluation, as stated by Lynch (1996) are evaluating a program's effectiveness in absolute terms and/or assessing its quality against that of comparable programs. In this sense, curriculum evaluation not only provides useful information to educators on how the current work can be improved but also offers accountability to administrators.

2.5. Program Evaluation Studies in Turkey

Curriculum design has been considered one of the main educational problems in both state and private schools in Turkey. Many teachers may not be aware of an effective curriculum, which can be beneficial for them in their way of teaching and just tend to follow the course books they are supposed to use in their classes as a part of their teaching. As a result, these teachers may experience serious problems with regards to teaching quality. In addition, as Nunan (1996) states there can be "disparities between what teachers believe happens in class and what actually happens" (p. 139). Therefore, such investigation should compare the teachers' and learners' perceptions.

In Turkey, on the other hand, main reasons why English is learned mostly related to better job opportunities and higher education. In order to meet those

learners' needs, and achieve a high quality education institution should have a clearly defined curriculum, first. At this point, the importance of curriculum evaluation arises in order to understand the strengths and weaknesses of a program. It should be noted that in the last two decades, program evaluations of the Preparatory programs at universities have become increasingly important. There are many evaluation studies conducted abroad and in Turkey.

One of these studies was conducted by Toker (1999) at Gaziantep University. The purpose of this study was to evaluate the Preparatory School Program at Gaziantep University in terms of student- attitudes. The researcher benefitted two questionnaires administered to 120 students and 35 instructors at the prep school. Based on the results, the program was reevaluated and it was suggested that there could be improvements in certain components of the program.

Another study was conducted to evaluate the effects of curriculum renewal projectt by Gerede (2003) at Anadolu University. Questionnaires and interviews were used in order to collect data. The researcher defined the base for the evaluation as the perceived language needs of the students to follow English-medium content courses at Anadolu University. The results were compared to determine whether there was a difference between the old and renewed curricula in terms of meeting students' language needs. The findings of the study revealed that the two curricula differed from each other in terms of students' language needs.

Another example could be the one that was carried out by Karataş (2007).By using Stufflebeam's (1971) CIPP Model, Karataş (2007) tried to evaluate the syllabus of the English II Language instruction program applied in the Modern Languages Department, Yıldız Teknik University (YTU).Data was obtained through two questionnaires given to the teachers and the students. The findings revealed that

there were some significant differences between the teachers' and students' opinions in terms of context, input, process and product dimensions of the program.

Last but not least, Özkanal (2009) conducted a study to investigate the English Preparatory Program of Eskişehir Osmangazi University, Foreign Languages Department. The purpose of this evaluation study was to find out whether the program was successful and suggest a new Preparatory Program model. Two questionnaires and an interview were carried out with 354 students and 27 instructors of the program. According to findings of the study, certain problematic elements particularly in technical English were found. Therefore the suggestion for the necessity for an English Preparatory model and increasing the qualities of the program was proposed.

According to Üstünlüoğlu, et.al (2012), these evaluations are designed to ensure that, during the course of one academic year, students reach a proficient level of English, which will enable them to follow their courses effectively. Because of this mission attributed to preparatory programs/schools, it is essential that the preparatory school programs be evaluated regularly so that their strengths and weaknesses can be identified and goals can be achieved (Üstünlüoğlu, et.al, 2012).

Therefore, the reason for evaluating the curriculum carries the purpose of examining what is desired for the program compared to the actual state of the program, making judgments about learners' level of skills and knowledge, and making suggestions for improvement. As Üstünlüoğlu, et.al (2012) suggest, it is not currently a common practice in Turkey either to develop language teaching programs based on the Common European Framework as a reference, or to introduce improvements in these programs based on an evaluation of their effectiveness. However, in the university this study is taking place, the Common European

Framework (CEF) is referred as a guideline and reference point since - as was stated in the objectives of the new curriculum- it encourages programs in language education to develop skills, create a system of continuous assessment. It also presents a basis for the mutual recognition of language qualifications and educational mobility. The framework provides a common basis for the explicit description of objectives, content and methods, and thus enhances the transparency of courses, syllabus and qualifications (Council of Europe, 2003). For this reason, it is believed that designing a new English teaching program based on CEF will lead to a sound and well-grounded syllabus in many schools in Turkey (Üstünlüoğlu, et.al, 2012).

2.6. Different Models of Evaluation

Evaluation is often considered to be the end to the program development, but as Brown (1995) states, “the heart of the systematic approach to language curriculum design is evaluation: the part of the model that includes, connects, and gives meaning to all other elements” (p. 217).

Using different evaluation models, educators frequently try to revise and update their course with new approaches to make the teaching and learning process more effective and enjoyable. However, systematic curriculum review of a program falls outside the expertise of nearly all university faculties. Hence, curriculum of a program is revised and designed for many times. In such a process, evaluation aims to discover whether the curriculum designed, developed and implemented is producing or can produce the desired results. The strengths and the weaknesses of the curriculum before implementation and the effectiveness of its implementation can be highlighted by the help of evaluation (Ornstein and Hunkins, 2004). Thus, a systematic and continuous evaluation of the curriculum becomes even more

important for its improvement that finally leads to the need for curriculum evaluation. However, due to the different theories in curriculum development, it is difficult to suggest a single model for curriculum evaluation. Nunan (1992) states that there are many different and sometimes contradictory views on the nature of language and language learning so that curriculum developers need to consider and respond to data coming from learners, teachers, evaluation specialists while determining their evaluation model for the curriculum.

So, as Erden (1995) claims, in search of a model for curriculum evaluation, researchers can choose the most appropriate model for their aims and conditions or develop a model benefiting from these models. Some highly accepted evaluation approaches are implemented in the quest of the most suitable evaluation model. Worthern, Sanders and Fitzpatrick (1997) classify evaluation approaches into six groups, namely objectives-oriented, management-oriented, consumer-oriented, expertise-oriented, adversary-oriented and participant-oriented approaches. Among these, management-oriented evaluation approach is believed to be one of the most important approaches especially for managers who are responsible for planning, implementing and evaluating programs.

In education, on the other hand, management-oriented evaluation approach provides administrators with the information about the implemented program (Worthern, Sanders & Fitzpatrick, 1997). Hence, the information obtained from evaluation must be the essential part of the decision process and evaluators must contribute to school administrations, teachers and people who need evaluation in education. Stufflebeam has been the pioneer of management-oriented evaluation approach in order to help managers be able to make correct decisions about the program (Worthern, Sanders & Fitzpatrick, 1997). His evaluation approach is known

as Context, Input, Process and Product Evaluation Model (CIPP). Since 1965, the CIPP evaluation model has been extensively developed and widely implemented.

Among many evaluation models classified by Fitzpatrick, et.al. (2004), management-oriented evaluation becomes one of the most important approach in evaluating programs in many fields. Being the pioneer of this approach, Stufflebeam developed a model called Context, Input, Process and Product (CIPP) model which has been extensively developed and implemented not only in management but also in education.

2.6.1.Context, Input, Process, Product (CIPP) Model

The CIPP Model emphasizes that *evaluation's most important purpose* is not to prove, but to improve (Stufflebeam, 1983). By helping stop unneeded, corrupt, or hopelessly flawed efforts, Stufflebeam (1983) claims, evaluations serve an improvement function through assisting organizations to free resources and time for worthy enterprises. Consistent with its improvement focus, the CIPP Model places priority on guiding the planning and implementation of development efforts and intends to supply evaluation. project staffs, school administrators, curriculum developers, city planners, military leaders, curriculum specialists, teachers, and counselors—with timely, valid information of use in identifying an appropriate area for development; formulating sound goals, activity plans, and budgets; successfully carrying out work plans; periodically deciding whether and, if so, how to repeat or expand an effort; and meeting a funder's accountability requirements (Stufflebeam, 1983).

Robinson (2002) states that the CIPP framework was developed as a means of linking evaluation with program decision-making. It aims to provide an analytic and

rational basis for program decision-making, based on a cycle of planning, structuring, implementing and reviewing and revising *decisions*, each examined through a different aspect of evaluation –context, input, process and product evaluation. The CIPP model is an attempt to make evaluation directly relevant to the needs of decision-makers during the different phases and activities of a program (Robinson, 2002).

CIPP (context, input, process, and product) Evaluation Model is a comprehensive framework for guiding evaluations of programs, projects, personnel, products, institutions, and systems. In general, these four parts of an evaluation ask what needs to be done, how it should be done, and if it succeeds (Stufflebeam, 2007). All four components of Stufflebeam’s CIPP evaluation model play important and necessary roles in the planning, implementation, and assessment of a project (Zhang, et.al., 2011). One of the advantages of CIPP model is that it is considered a useful and simple tool for helping evaluators produces questions of vital importance to be asked in an evaluation process.

According to Stufflebeam (1983), in the CIPP approach, in order for an evaluation to be useful, it must address those questions (see Table 1) which key decision-makers are asking, and must address the questions in ways and language that decision-makers will easily understand. The four aspects of evaluation in the CIPP model support different types of decisions and questions as follows:

Table 1: The CIPP Model of Evaluation*

Aspect of evaluation	Type of decision	Kind of question answered
Context evaluation _*	Planning decisions	What should we do?
Input evaluation	Structuring decisions	How should we do it?
Process evaluation _A d	Implementing decisions	Are we doing it as planned? And if not, why not?
Product evaluation _O	Recycling decisions	Did it work?

*Adapted from Robinson, 2002

The CIPP evaluation model emphasizes “learning-by-doing” to identify corrections for problematic project features. It is thus uniquely suited for evaluating emergent projects in a dynamic social context (Alkin, 2004 as cited in Zhang, et. al., 2011).

2.6.1.1. Context

The first component of the model is the *context evaluation*, which involves studying the environment of the curriculum and decision making. Stufflebeam (1971) defines the context as serving planning decisions by identifying unmet needs, unused opportunities and underlying problems that prevent the meeting of needs or the use of opportunities. Context evaluation is often referred to as needs assessment. It asks, “What needs to be done?” and helps assess problems, assets, and opportunities within a defined community and environmental context (Stufflebeam, 2007).

Context evaluation is a situational analysis – a reading of the reality in which the individuals find themselves and an assessment of that reality in light of what they want to do. This diagnosis stage of evaluation is not a one-time activity. It continues to furnish baseline information regarding the operations and accomplishments of the total system (Ornstein and Hunkins, 2004). Determining what needs are to be

addressed by a program helps in defining objectives for the program (Worthern, Sanders and Fitzpatrick, 1997).

2.6.1.2. Input

The second stage of the model, *input evaluation* is designed to provide information and determine how to use resources to meet program goals. Stufflebeam asserts (1971) that input evaluation serves structuring decisions by projecting and analyzing alternative procedural designs. Moreover, input evaluates specific aspects of the curriculum plan or specific components of the curriculum plan. The purpose of input evaluation is to help consider alternatives in terms of their particular needs and circumstances and to help develop a workable plan for them (Stufflebeam, 2007). Input evaluation helps prescribe a project to address the identified needs. It asks, “How should it be done?” and identifies procedural designs and educational strategies that will most likely achieve the desired results (Stufflebeam, 2007).

2.6.1.3. Process

The third stage *process evaluation* focuses on the implementation of a program or a strategy. As for Stufflebeam (1971), process evaluation serves implementing decisions by monitoring project operations. The main purpose of the process evaluation is to provide feedback about needed modification if the implementation is inadequate (Stufflebeam, 2007). In addition, “process evaluation should provide a comparison of the actual implementation with the intended program, the costs of the implementation, and participants’ judgments of the quality of the effort” (Stufflebeam and Shinkfield, 2007. p. 175). Process evaluation

monitors the project implementation process. It asks, “Is it being done?” and provides an ongoing check on the project’s implementation process.

Process evaluation methods include monitoring the project’s procedural barriers and unanticipated defects, identifying needed in-process project adjustments, obtaining additional information for corrective programmatic changes, documenting the project implementation process, and regularly interacting with and observing the activities of project participants (Stufflebeam & Shinkfield, 2007). Process evaluation techniques include on-site observation, participant interviews, rating scales, questionnaires, records analysis, photographic records, case studies of participants, focus groups, self-reflection sessions with staff members, and tracking of expenditures (Zhang, et.al., 2011).

2.6.1.4. Product

The last stage - *product evaluation* deals with how “to measure, interpret, and judge the attainments of a program” (Stufflebeam and Shinkfield, 2007, p. 176). Product evaluation determines which identified needs were met, and identifies the broad effects of the program and serves recycling decisions by determining the degree to which objectives have been achieved and by determining the cause of the obtained results (Stufflebeam, 1971). The primary use of product evaluation is to determine whether a program should be continued, repeated and/or extended to other settings (Stufflebeam and Shinkfeld, 2007).

Stufflebeam (2007) explains that product evaluation identifies and assesses project outcomes and asks, “Did the project succeed?”. It is similar to outcome evaluation and the purpose of a product evaluation is to measure, interpret, and judge a project’s outcomes by assessing their merit, worth, significance, and probity. Its

main purpose is to ascertain the extent to which the needs of all the participants were met (Stufflebeam, 2007).

So, in short, as Nicholson (1989) summarizes, context evaluation is used to choose the goal. Input evaluation is used to revise the plan. Process evaluation is used to guide the implementation of the plan. Product evaluation is used to provide the *inspection* determination. Table 1 also reveals an outline for the four components of the CIPP model.

Table 2: The Four Types of Evaluation in the CIPP Model*

	Context	Input	Process	Product
Aim	To diagnose problems and assess needs	To assess the possible changes	To ensure the suggested changes are carried out as intended, and to identify problems in implementation	To find out whether the instructional program or idea actually made a difference
Method	Using methods such as classroom interviews, diagnostic tests, analysis of students' written work	Using methods such as literature search, visits to exemplary programs, pilot trials, ideas from teachers in the field	Monitoring the change process, by observing and recording the activities that take place, and both the expected and unexpected results	Measuring changes in performance compared with students' work begun, including whether students have learned to transfer their knowledge to new problems. Measures can include interviews with participants, class tests, analysis of students' written work
Decision making	To provide a basis for deciding on the changes needed	To find where there is the most support for change and to find out which solutions are most feasible	To help in fine-tuning the program, and also to provide data which can be used later to interpret the impact of the change	To decide whether the changes should be continued, terminated or modified

*Adopted from Stufflebeam, 2007

Evaluators can determine many questions for each component of the CIPP model. Harrison (1993) emphasizes that the CIPP model enables evaluators to intervene the evaluation process when needed, both before and during the program and it gives the possibility of evaluation for only one component (as cited in Brown, 1995). On the other hand, it is said that the CIPP evaluation model has some disadvantages, too. Worthern, Sanders & Fitzpatrick (1997) believe that a potential drawback of this model is the evaluator's inability to respond to some significant questions or issues. In planning evaluation procedures, evaluators need to consider the resources and time available. If this model requires more time or resources than are available, another model may have to be considered (Worthern, Sanders & Fitzpatrick 1997). Nevertheless, his model is considered to be encouraging the improvement and helping the leader in terms of responsibility using the information and all the sources to improve the process of the program.

CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter provides a comprehensive description of the research design of the case study and outlines the rationale for the research methodology followed in the study. The methodology followed was primarily quantitative, where two questionnaires, semi-structured interviews and classroom observations were utilized.

This thesis was constructed as a case study. According to Yin (1994), a case study is an empirical inquiry, in which the focus is on a contemporary phenomenon within its real-life context, and the boundaries between the phenomenon and its context are not evident clearly. Types of case studies might be explanatory; exploratory and descriptive, while the designs can be single or multiple-case studies. In case studies, qualitative, quantitative or both methods can be used (Yin, 1994). This study is an exploratory single case study in which both quantitative and qualitative methods were used.

One of the main criticisms made about the case studies is that the data collected cannot necessarily be generalized to the wider population. However, as stated by Gomm, et. al. (2009), case studies allow a lot of detail to be collected that would not normally be easily obtained by other research designs. This leads to data being collected over longitudinal case studies not always being relevant or particularly useful. The data collected is normally a lot richer and of greater depth than can be found through other experimental designs (Gomm, et. al., 2009). For this reason, this thesis was intended to be a case study since the aim was to obtain as much detailed information as possible about the speaking program of the prep school.

3.2. Participants and Setting

In this research, a total of 300 subjects were used. Of the participants, 287 were students and twenty-three of them were the instructors at the A1 level of the prep school. The data were collected in the first semester during the first week of November before the first speaking exam was administered. The questionnaires used to collect data consisted of items both for students and for teachers concerning the speaking program in the curriculum. Some of these participant students were then interviewed after they finished the prep program and started their classes at their departments. The interviews were later conducted because it would be more meaningful to compare what student thought at the beginning and at the end of the prep program. The students for the interview were chosen on a volunteer basis among the students who had taken the questionnaire the previous academic year. Students of two A1 level classes were also observed during their practicum in order to obtain more data about the process dimension of the CIPP model. Exam results of the A1 level students were also investigated as a part of document analysis because it was thought that the scores would reveal the actual performances of the students regarding the speaking skill.

The current study was undertaken at a public university, the school of foreign languages, and preparatory program in Istanbul. Learners in this program receive intensive language courses, with 25 hours of teaching load per week. This program is compulsory for those who do not pass the English language test at the beginning of the first academic year. English is provided to the students in three different levels at this university: A level (beginner), B level (intermediate), and C level (upper intermediate). The target population is the students and instructors of A1 level classes of 2012-2013 academic year at School of Foreign Languages in a public

university. The reason for choosing the A1 level students as the sample of the study was that those students were placed to the A1 level according to the proficiency and placement tests administered in September. Those students were classified as “false beginners” by the administration according to their exam results. It was thought that data gathered from A1 level students would help us better understand if the newly designed curriculum and the speaking program implemented have been successful in terms of application. As the ones who experience the process, the perceptions of students and instructors are believed to be able to reflect clearer information as compared to the students of higher levels such as A2 and B1 when evaluating the program according to the elements of CIPP model. A1 classes have students only from the departments of Journalism, Public Relations, Radio-TV, Jewelry Design, International Relationships, Economics, Insurance, Banking, Information and Document Management, Business, and Public Finance. It should be noted that 30% of the classes in these departments are English and the rest is lectured in Turkish.

The first sample was composed of 287 students from 25 classes from A1 levels. In order to determine the sample, instructors were asked to administer the questionnaire to all the students in their main classes in order to administer the questionnaire when the attendance of the students was at the highest extent.

The second group of participants was instructors teaching in A1 level in the prep school. There were twenty three teachers in this sample, all of whom were asked to fill in the teacher-questionnaire in order to gather data. They were asked to leave the questionnaire on the researcher’s desk after they finished.

3.3. Data Collection Instruments

A mixed-method design was used in the study in order to evaluate the speaking program of the prep school within the framework of CIPP model and to study the data from more than one standpoint. The quantitative data came from student and teacher questionnaires while the qualitative data was obtained through interviews, observations and document analysis.

3.3.1. Questionnaires

For the purposes of this study, two questionnaires were designed by the researcher in the frame of Stufflebeam's CIPP evaluation model principles in order to investigate the components of the model. After being tested in the pilot study, a student questionnaire was prepared and administered. The student questionnaire was divided into two main sections: a profile and the survey (see the Appendix A). The profile contained socio-demographic characteristics of the respondents such as age, gender, and English background. The student-survey tried to explore the perceptions of the students on the speaking program, as a foreign language skill. The questionnaire that was used as the basic research instrument included 36 items that measured different perceptions of students related to the speaking program of the prep school. The reliability coefficients for the 36 items in the student-questionnaire were at acceptable levels ($\alpha = .627$). Participants rated these items using a five-point Likert scale: (1) I definitely disagree, (2) I disagree, (3) I partly agree, (4) I agree, (5) I completely agree. This enabled the respondents to answer the survey easily since the choices represent the degree of agreement each respondent have on the given question. In the student questionnaire, there were 29 items concerning students' opinions about the English curriculum.

Table 3: Breakdown of Questions of Student-Questionnaire

Content of the Questionnaire	Number of Questions
1. Student characteristics	7
2. Perceptions of the students related to their competency level, their aims and emphasis on the four skills of English	2
3. Students' perceptions on the English course	10
4. Students' perceptions on the English language	9
5. Students' perceptions on the speaking program	8
Total	36

In order to examine the instructors' perceptions on the speaking program, another questionnaire was conducted among the A1 level teachers. In the teacher questionnaire, fourteen questions concerning instructors' opinions about the curriculum of the prep school were prepared by the researcher and tested in the pilot study (See Appendix B). The reliability coefficients for the teacher questionnaire was at acceptable levels ($\alpha = .734$). The questionnaire was prepared to cover four components of CIPP evaluation model constituting sub-problems of the research. There were four sections in the questionnaire. The breakdown of the questions of the teacher questionnaire is as shown in Table 4.

Table 4: Breakdown of Questions of Teacher-Questionnaire

Content of the Questionnaire	Number of Questions
1. Teacher characteristics	4
2. Perceptions of teachers on the curriculum	4
3. Perceptions of teachers on the materials	1
4. Perceptions of teachers on the speaking program	5
Total	14

3.3.2. Interviews

For this evaluation study, qualitative data were gathered through interviews with the students who participated in the survey in the 2012-2013 academic year and started the department courses after finishing the prep school in 2013-2014 academic year. A structured interview was employed in this study for two reasons: one was to identify the perceptions of the graduates about the speaking competency, and the other was to explore in depth the perceptions of the students on the speaking program implemented at the prep school. As Turner (2010) suggests, interviews are described as “conversation with a purpose” (Kahn and Cannel, 1958, as cited in Fowler, 1990) to provide in-depth information pertaining to participants’ experiences and viewpoints of a particular topic. Based on McNamara’s (2009) suggestion, it is also important to ask an open-ended question (as cited in Turner, 2010) in the interviews in order to get more data.

An interview schedule was used in order to get in-depth data about the students and instructors’ perceptions on the current program implemented at the preparatory school. It has two components: a set of questions designed to be asked exactly as worded, and instructions to the interviewer about how to proceed through

the questions. The questions appear in the order in which they are to be asked. The questions need to communicate not only what information is being asked of respondents but also the form or the way in which respondents are (Floyd, 2004).

The interview schedule of the study consisted of open-ended questions so as to identify the participants' perception about the value of the program in terms of coping with the requisites of their study (See Appendix C). Since interviews provide valuable information in gathering more detailed data in the sense that they give the respondents an opportunity to express themselves freely. Note-taking technique was used during the interviews, which were conducted individually, and approximately took 5 - 8 minutes. The researcher made sure that all the volunteers had participated in the survey. After giving the students background information about the study, the researcher emphasized the confidentiality of the students' answers, enabling the interviewee to be at ease in order to obtain a high rate of participation

The students were asked about their perceptions on the speaking program and to what extent those objectives were met along with their opinions regarding the teaching methods and materials of the program. While developing the interview questions, one Associate Professor in Curriculum and Instruction field at the English Language Teaching Department institution was consulted. The process of the development of the interview schedule included an intensive research on the literature related to the CIPP model. After the interview questions were prepared, they were tested on two students, and some changes were made according to the pilot study. Finally, the researcher visited the faculties of the students that had contributed to the evaluation process in the previous year and interviewed with them during their break-time to elicit their opinions about the program.

The interview consisted of four main questions all of which asked about the experiences of the students related to speaking courses (See Appendix C). One of the interview questions had four sub-questions. The data collected were analyzed by hand-coding qualitative research techniques as well as a qualitative data analysis (QDA) software (NVIVO 10). Coding facilities of the software were used to organize and analyze the qualitative data, evaluate them and interpret the results in order to reach inter-coder reliability. All the answers were first analyzed by categorizing the main points of the statements for each question. Answers to the questions were categorized under four sub-headings. Additionally, similar statements were listed below the related sub-headings and frequencies for the repeated ideas were obtained. The analysis also involved descriptive data.

3.3.3. Observations

A non-participant observation method was used in order to collect data in the study. Observation is a systematic data collection approach that researchers use to examine people in natural settings or naturally occurring situations. Non-participant observation is a limited interaction with the people the researcher observes. At its most extreme, the nonparticipant observer has no contact whatsoever with the researched, but watches and records the events.

As Liu, et. al. (2010) explain, nonparticipant observation may be overt or covert. When overt, participants understand that the observer is there for research purposes: The observer is present during the activities and has a role clearly distinct from that of members. When observation is covert participants are unaware that they are being studied. Key to good nonparticipant observation is the taking of detailed field notes to record what has been observed (Liu, et. al., 2010). Nonparticipant

observation has several strengths. First, it provides unique, contextualized insights into events and activities and the meanings that they hold for members of the setting. Second, it enables the researcher to capture the dynamics of participants' interactions with each another and with their work environment. Third, it provides a different kind and quality of data than those gathered through self-report methods, such as surveys or interviews (Liu, et. al.,2010).

The researcher in this study observed two of the classes in the second semester in order to get a better understanding of the surroundings. After getting permission from the administration, the researcher observed two classes that were randomly assigned by the administration, in March 2013. Note-taking method was used in order to gather more information on the speaking program implemented in the classes. Observations were included in the study as they also helped understand what the students and instructors are thinking about the speaking program.

3.3.4. Written Documents

Written documents were analyzed in order to provide more detailed information about the participants, and the institution where the study was carried out. The following documents were reviewed: 1) Needs analysis conducted by the Prep School, 2) Official web site of Prep School, 3) Prep School curriculum 4) A1 level syllabus, 5) A1 level materials and 6) exam results of A1 level students.

It should be noted here that in order to compare what the students are actually performing class and what they are doing in the exams, two exam scores for the A1 level students were granted to the research upon her request,. The exam results belong to the first and second midterms of fall semester of the academic year 2012-2013. The average for the first midterm exam, which was administered in

October, was 68% however the pass-rate for the speaking exam for the second midterm administered in December was 61%. By the observation technique, it was aimed to compare the exam results with the actual performances of the students in the speaking lessons.

3.4. Data Collection Procedure

The study was carried out in five stages. At the first stage, a pilot study for the questionnaires and interviews was conducted with ten students and two instructors in order to remove irrelevant and vague questions. The pilot study for the questionnaires was administered in late November, 2012 at the prep school. Students were chosen from an A1 level class on voluntary basis. Two instructors also volunteered to participate in the pilot study for the teacher-questionnaire. As for the interview questions, they were tested on two students in December, 2012. After the interview questions were prepared, and some changes were made according to the pilot study.

The second stage was the administration of the student-questionnaire was to A1 level student at the prep school of the university. In the second half of December, 2012. Twenty-five instructors of the A1 level-speaking program were asked to administer the questionnaire to all the students in their main classes in order to administer the questionnaire. The instructors collected the questionnaires and handed them to the researcher during the day.

The third stage was the administration of the teacher questionnaire, which was conducted in January, 2013 before the semester finished. All the instructors of the A1 level (N=25) were kindly asked to participate in the survey and twenty-three of them returned their answers.

The fourth stage was classroom observations. The researcher observed two of the class in the second semester in order to get a better understanding of the surroundings. After getting permission from the administration, the researcher was allowed to observe two of the classes in March 2013. Note-taking method was used in order to gather more information on the speaking program implemented in the classes. Observations also helped understand what the students and instructors were thinking about the speaking program.

The fifth stage of the study was the student interview. The researcher visited the departments in the Fine-Arts Faculty and Social Sciences Faculty that have students from A1 level in the academic year 2013-2014. Sixty-two students volunteered to answer the questions for the interview in October, 2013. The volunteers were interviewed at their departments one by one during their break-time, and each student was asked the same four main questions related to the speaking program of the prep school curriculum.

The researcher's goal in conducting interviews for the study was to enrich her understanding of the meaning of what the interviewees say; to discover how they felt about the program and impact of the speaking program on their undergraduate studies.

3.4.1 Pilot Study

The study included a pilot study as well as the main study. The pilot study was implemented at the beginning of the 2012 fall semester to check the validity of the survey developed based on the CIPP model. The main study was initiated during the 2013 spring term, with data collection completed at the end of the 2013 fall semester.

In order to test the validity of both questionnaires used for the study, the questionnaires were piloted to ten respondents in November, 2012. These respondents, as well as their answers, did not become a part of the actual study process and were only used for testing purposes. Then the survey questionnaires were revised based on the suggestion of two respondents, and irrelevant questions were excluded. Vague or difficult terminologies were changed into simpler ones in order to ensure comprehension. The questionnaires and the interviews were conducted in Turkish in order to prevent language barrier.

Prior to the administration of the interviews, the questions were tested on two students in December, 2012, so as to see whether the questions were understandable and clear. Before conducting the interviews with the respondents, some adaptations related to the wording of the questions were done in the light of the pilot study.

3.5. Data Analysis

This project utilized both quantitative and qualitative data collection tools. The data collected through the student and teacher questionnaires were processed using a statistical package for social sciences (SPSS) Version 18.0 to analyze descriptive statistics, reliability estimates, correlation and regression analyses. Descriptive analyses were made for all responses to close-ended items, and entered for computer analysis. The percentages, means and frequencies of the data were calculated.

As for the qualitative perspective of the study, the data collected through interviews were analyzed by hand-coding qualitative research techniques as well as using a qualitative data analysis (QDA) computer software package (NVIVO 10) in order to organize and analyze non-numerical data to reach inter-coder reliability.

Coding facilities of the software were used to organize and analyze the qualitative data, evaluate them and interpret the results. The analysis of the data collected from structured interviews focused on the experiences of the students related to the speaking courses during their education at the prep school. Each question was coded on the Nvivo software program and results were identified (See Appendix D for the Nvivo coding).

The observations were carried out in order to comprehend the students' attitudes towards the speaking skills. Data was obtained in two forty-minute-speaking lessons in two different A1 classes that were assigned by the administration. Data obtained in the observation through note-taking method was compared to what the speaking syllabus suggested for that lesson. Moreover, student behaviors and attitudes towards the speaking lesson were classified and interpreted accordingly. Written documents such as the A1 level syllabus and exam results were also examined in order to gather more meaningful data from the observations.

Table 5: A Summary of the Research Design

RESEARCH QUESTION	SUB-RESEARCH QUESTION	WHICH QUESTIONS ANSWER THIS QUESTION		FROM WHOM THE DATA WILL BE COLLECTED	HOW WILL THE DATA BE ANALYZED
		QUESTIONNAIRE	INTERVIEW	PARTICIPANT	ANALYSIS
CONTEXT	• Do the aims, goals, and objectives of the speaking curriculum meet the content dimension of CIPP model?				Document Analysis
	• What are the language needs of the students as stated by the students themselves?	S. Q. (Q8)		STUDENTS	Descriptive Statistics
	• Are the course contents and course materials clearly defined in the speaking program?				Document Analysis
INPUT	• What are the characteristics of the students and the teachers?	S. Q.(Q.1-7,10) T. Q. (1-4)		STUDENTS TEACHERS	Descriptive Statistics
	• What resources and equipment are planned to be used in order to address the needs of the students in the speaking courses?	T. Q. (Q.7) T.Q . (Q.13)		TEACHERS	Document Analysis
	• How important are four skills, grammar and vocabulary learning for the students and teachers?	S. Q. (Q.9) T. Q.(Q.5)	Student Interview	STUDENTS TEACHERS	Descriptive Statistics
	• What are the students' overall perceptions on English courses?	S. Q. (Q.12-22)		STUDENTS	Descriptive Statistics

Table 5: A Summary of the Research Design (continued)

	<ul style="list-style-type: none"> What are the perceptions of the students towards English language? 	S.Q. (Q.23-29)		STUDENTS	Descriptive Statistics
	<ul style="list-style-type: none"> What are the perceptions of the students towards the speaking lessons? 	S. Q. (Q.11, 30-36)	Student Interview	STUDENTS	Descriptive Statistics
PROCESS	<ul style="list-style-type: none"> How do the teachers perceive the course materials, and teaching methods of the program? 	T. Q.(Q12)		TEACHERS	Descriptive Statistics
	<ul style="list-style-type: none"> How is the teaching and learning process affected during the implementation of the program? 	T. Q. (Q.13)		TEACHERS	Descriptive Statistics
	<ul style="list-style-type: none"> How is the written curriculum different from what is performed in the class? 	T. Q. (Q.14)		TEACHERS	Document Analysis Observation
	<ul style="list-style-type: none"> What are the instructors' perceptions on the effectiveness of the prep school curriculum? 	T. Q. (Q.5,8-11)		TEACHERS	Descriptive Statistics
PRODUCT	<ul style="list-style-type: none"> To what degree does the current program meet the needs and expectations of the students? 		Student Interview	STUDENTS TEACHERS	Content Analysis
	<ul style="list-style-type: none"> Which aspects of the speaking course do the participants of the study perceive as most useful and least useful for their department courses? 	T. Q. (Q.6)	Student Interview	STUDENTS TEACHERS	Descriptive Statistics Content Analysis

CHAPTER 4

RESULTS & DISCUSSION

4.1. Outline of the Study Design and Procedure

This chapter presents the findings of the study discussing the four elements this research set out to examine in relation to the CIPP (context, input, process, and product) evaluation model. Using the CIPP model developed by Stufflebeam (1971), the study tries to evaluate the effectiveness of the speaking program of a preparatory school in a public university through the perspectives of students and instructors. In addition to a cross-sectional survey with student and teacher questionnaires, structured interviews with students were conducted so as to examine the research questions of the study. The quantitative data were processed using a statistical package for social sciences (SPSS) Version 18.0, and the qualitative data were analyzed through using a qualitative data analysis (QDA) computer software package (NVIVO 10). Written documents related to the curriculum of the prep school, and exam results of the A1 level students were studied in order to receive more information related to the speaking program. The questions in the questionnaires and interviews mainly aimed to gather data related to the CIPP evaluation model.

Descriptive analyses were carried out and the results of both questionnaires were displayed in tables in terms of means, standard deviations, frequencies and percentages. Depending on the type and content of the data gathered, either mean scores and standard deviations or percentages and frequencies were presented in the tables. Inferential statistics were also employed to determine if there are any relevant correlations among the items of the questionnaires. Interview findings were also presented following quantitative data where relevant.

The main research question of the study is “what aspects of the speaking curriculum need to be added, removed, strengthened, or maintained”. Under this main research question, sub-questions were designed in accordance with the CIPP model.

4.2. The Results for Context Evaluation

The purpose of the context dimension of the CIPP model is to analyze the existing objects of the program, to define the needs assessment and to describe the context implementation (surroundings and background) of the program.

In this study, the context evaluation has three sub-questions in order to determine the planning decisions of the speaking program.

4.2.1. Results for Research Question 1

In research question 1, it was aimed to determine the aims, goals, and objectives of the speaking curriculum. Thus, the first research question was designed as follows:

- Do the aims, goals, and objectives of the speaking curriculum meet the content dimension of CIPP model?

The written documents were reviewed in order to obtain data to determine what the aims, goals and objectives of speaking program were. The main aims of the program were listed in the school’s website. The major aims of the program were as follows:

The main objective of the English Preparatory School is to enable the students to acquire the proficiency and language skills required for their undergraduate studies in the English-medium departments. Accordingly, both

theoretical and technological innovations and developments in the field are continuously monitored.

It was seen that the objectives of the preparatory school for A1 level were stated in the syllabus. According to the given information in the A1 syllabus, the objectives and goals of the program are:

- to provide basic English skills that are needed in academic environment;
- to improve fluency in speaking through interaction with peers in pair and group work;
- to familiarize with the use of everyday vocabulary;
- to provide an opportunity to learn about cultural differences between the users of the target language and the learner through exposure to course material.

The aim of the program is to ensure that the students who start their education at different language levels reach the same targeted proficiency level (from A1 to B2) according to the Common European Framework (CEF) at the end of the academic year. Thus, the courses are designed in line with the set objectives to be attained throughout the academic year. The program consists of courses geared towards improving reading, writing and listening skills as well as speaking.

4.2.2. Results for Research Question 2

The main aim of the second research question was to identify the needs of the students and instructors of the prep school. Therefore, the second research question was prepared as follows:

- What are the language needs of the students as stated by the students themselves?

One of the aims of this study is to explore English prep school students' needs in four English language skills as well as grammar and vocabulary. The second research question was prepared to obtain data with this respect. The perceptions of the students related to their current status are also important in understanding their needs related to the language.

As Table 6 indicates, 80.5% of the students believe that they are good or very good at the reading skill ($\mu=3.31$). As for the listening skills ($\mu=3.36$), 79.9% of the students participating in the study perceive themselves as "good" or "very good". However, descriptive statistics revealed that the percentages decreased to 28.5% for the writing skill ($\mu=2.29$), 27.6% for vocabulary ($\mu=2.11$) and 25.1% for grammar ($\mu=2.06$) in terms of feeling competent. The frequencies and percentages of the data also showed that only 4.3% of the students ($N=14$) think that they are "good" at speaking ($\mu=1.66$).

Table 6: Descriptive Statistics for Students' Perceptions on their Current Status

current status	mean		little	medium	good	very good	Total
reading	3,31	Frequency	2	25	141	119	287
		Percent	,6	7,7	43,7	36,8	88,9
		Valid Percent	,7	8,7	49,1	41,5	100,0
listening	3,36	Frequency	2	26	124	134	286
		Percent	,6	8,0	38,4	41,5	88,5
		Valid Percent	,7	9,1	43,4	46,9	100,0
writing	2,19	Frequency	41	153	90	2	286
		Percent	12,7	47,4	27,9	,6	88,5
		Valid Percent	14,3	53,5	31,5	,7	100,0
speaking	1,66	Frequency	112	161	14	0	287
		Percent	34,7	49,8	4,3	,0	88,9
		Valid Percent	39,0	56,1	4,9	,0	100,0
grammar	2,06	Frequency	64	142	81	0	287
		Percent	19,8	44,0	25,1	,0	88,9
		Valid Percent	22,3	49,5	28,2	,0	100,0
vocabulary	2,11	Frequency	56	142	89	0	287
		Percent	17,3	44,0	27,6	,0	88,9
		Valid Percent	19,5	49,5	31,0	0	100,0

In the study, the students provided data in relation to their aimed status and language needs as shown in Table 7, which shows the frequencies and percentages for students' perceptions. As can be seen in the table, almost all the students need to be "very good" at reading (87.6%), listening (86.4%), writing (85.8), speaking (86.4%), grammar (79.6%), and vocabulary (73.7%). It is also important to note that a considerable amount of the students (N=56) aim to have "little" knowledge of vocabulary in their studies (17.3%), and in need of improving their vocabulary.

Table 7: Descriptive Statistics for Students' Perceptions on their Aimed Status

aimed status	mean		little	medium	good	very good	Total
		Frequency	0	0	4	283	287
reading	3,99	Percent	,0	,0	1,2	87,6	88,9
		Percent	,0	,0	1,4	98,6	100,0
		Frequency	0	0	8	279	287
listening	3,97	Percent	,0	,0	2,5	86,4	88,9
		Percent	,0	,0	2,8	97,2	100,0
		Frequency	0	0	10	277	287
writing	3,97	Percent	,0	,0	3,1	85,8	88,9
		Percent	,0	,0	3,5	96,5	100,0
		Frequency	0	0	8	279	287
speaking	3,97	Percent	,0	,0	2,5	86,4	88,9
		Percent	,0	,0	2,8	97,2	100,0
		Frequency	0	0	30	257	287
grammar	3,90	Percent	,0	,0	9,3	79,6	88,9
		Percent	,0	,0	10,5	89,5	100,0
		Frequency	56	10	39	238	287
vocabulary	3,90	Percent	17,3	3,1	12,1	73,7	88,9
		Valid	19,5	3,5	13,6	82,9	100,0

4.2.3. Results for Research Question 3

In research question three, the main aim was to find out the course contents and materials so as to evaluate the content dimension of the program. The research question was prepared as follows:

- Are the course contents and course materials clearly defined?

After reviewing the course syllabus, it was found out that course contents included elements of contextual grammar, active vocabulary building, effective dictionary use, reading comprehension, extensive reading, sentence and paragraph writing, spoken interaction spoken production, group and pair discussions, public speaking, word games, pronunciation practice, and portfolio assessment.

The course books used in A1 level were Traveller Elementary (A1) Student's Book, by H.Q.Mitchell, MM Publications, EU, and Traveller Elementary (A1) Workbook, by H.Q.Mitchell, MM Publications, EU. The additional course material was A2 (Pre-intermediate) Integrated Skills Booklet and Extra Material and Module Tests for A1 & A2 Level that were prepared by the curriculum office of the prep school itself.

4.3. The Results for Input Evaluation

The input component of the CIPP model involves the steps and resources needed to decide the resources and strategies to achieve curriculum goals and objectives.

In this study, the input evaluation has seven sub-questions in order to determine the structural decisions of the speaking program. The data about the input dimension of the program was gathered from the students and instructors.

4.3.1. Results for Research Question 4

The characteristics of the participants are important in the input stage in order to decide the resources and strategies of the program. Therefore, the fourth research question was designed as follows in order to obtain more data on the characteristics of the students and the teachers.

4.3.1.1. Demographic Background of the Students

Section 1 of the questionnaire presents the results about student characteristics. First, the questionnaires were given to 25 teachers who distributed them in their main classes, and a total of 287 usable questionnaires out of 408 students were returned providing a 70% return rate. The demographic characteristics of the respondents are shown in Table 1. As the table displays, 50.7% of the students are female (N=145) and 49.3% of them are male students (N=141). Most of the students (N=262) are aged between 18-21 (91.3%), twenty-two students are aged between 22-26 (7.7%), and three of the students who participated in the study are over the age of 27.

As Table 8 indicates, 46.6% of the students (N=132) received 6-10 hours of English at school before they started prep school. 33.6% of them (95) took English classes up to five hours at secondary school; forty-eight students (17%) received 11-15 hours of English on average per week. Only eight of the participant students received a total of 16-20 hours of English before higher education.

Table 8: Descriptive Statistics: Distribution of students according to gender, age and weekly hours of English

		Frequency	Percent	Valid Percent
gender	female	145	44,9	50,7
	male	141	43,7	49,3
	Total	286	88,5	100,0
age	18-21	262	81,1	91,3
	22-26	22	6,8	7,7
	27-35	3	,9	1,0
	Total	287	88,9	100,0
weekly hours of english	0-5 hours	95	29,4	33,6
	6-10 hours	132	40,9	46,6
	11-15 hours	48	14,9	17,0
	16-20 hours	8	2,5	2,8
	Total	283	87,6	100,0

As for the departments of the students, Table 9 indicates that there is almost an even distribution among the number of students coming from different departments. As can be seen in Table 9, 12.2% of the students are from the departments of Public Relations (N=35) and 11.5% of them are from Journalism (N=33). In addition, 9.9% of the students are from Department of Insurance (N=32), and 10.8% are from Jewelry Design department (N=31). They are followed by twenty-seven Banking students (9.4%) and twenty-five International Relations students (8.7%) in terms of quantity. Twenty-three students are from Business department (8%), and twenty-two of them are from the department of Radio-TV (7.7%). There are twenty-one students in both the Department of Economics and Information and Document Management (7.3%). The students coming from the department of Public Finance constitute the smallest group among the participants with a number of 17 (5.9%).

Table 9: Descriptive Statistics: Distribution of students according to their departments and working experience

		Frequency	Percent	Valid Percent
	radio tv	22	6,8	7,7
	banking	27	8,4	9,4
	public relations	35	10,8	12,2
	international relations	25	7,7	8,7
	journalism	33	10,2	11,5
department	business	23	7,1	8,0
	jewelery design	31	9,6	10,8
	economics	21	6,5	7,3
	insurance	32	9,9	11,1
	public finance	17	5,3	5,9
	information and document management	21	6,5	7,3
	Total	287	88,9	100,0
	yes	34	10,5	11,9
if working somewhere	no	251	77,7	88,1
	Total	285	88,2	100,0

Table 4 also shows that when asked if they were working somewhere, 11.9% of the students answered the question “yes”, on the other hand, students (N=251) that do not work anywhere form the largest group of respondents (88.1%) participating in the survey.

According to Table 10, the majority of the respondents (82.5%) reported that they have never been abroad (N=236). On the other hand, fifty students (17.5%) responded that they have been abroad. Those students also answered the next questions regarding the country they had been to, the purpose of and length of their visit. According to the results shown in Table 10, thirty-three of these students (66%) went to an English-speaking country constituting 10.2% of all students participating in this survey (N=287), while there are seventeen students (34%) who had been to a non-English-speaking country (5.3% of 287 participants).

As can be seen in Table 10, students who travelled abroad formed three different groups in terms of their reasons to visit those countries. 69.4% of the fifty students (N=34) travelled abroad (10.4% of all 287 participants), on the other hand, eleven students out of fifty (22.4%) visited a foreign country for educational reasons (3.4% of the total). Finally, Table 10 reveals that forty-one of the students who have been abroad stayed there for up to three months (83.7%) maximum (12.7% of all the students participating N=287). In addition, seven-out-of-fifty students (2.2% of all students) spent between 3-6 months in that country (14.3%). Table 3 indicates that only one of the students stayed in that country for more than six months.

Table 10: Descriptive Statistics: Distribution of students according to the countries if they ever been abroad, the reason and length of their visits

		Frequency	Percent	Valid Percent
	yes	50	15,5	17,5
if ever been abroad	no	236	73,1	82,5
	Total	286	88,5	100,0
	english speaking country	33	10,2	66,0
which country	non-english speaking country	17	5,3	34,0
	Total	50	15,5	100,0
	education	11	3,4	22,4
reason of visit	travel	34	10,5	69,4
	other	4	1,2	8,2
	Total	49	15,2	100,0
	0-3 months	41	12,7	83,7
how long	3-6 months	7	2,2	14,3
	6 months- more	1	,3	2,0
	Total	49	15,2	100,0

In the study, the students were also required to provide data for Question 10 which asks how they decided their competency level. Table 11 reports the

frequencies and percentages according to the proficiency exam of the university (77.4%), national proficiency exams such as KPDS (8.7%), and international proficiency exams such as TOEFL (5.2%). Twenty-five of the students reported that they decided their competency level according to other criterion. Three of the student defined his/her level according to how much s/he understands the films (12%), five of them (20%) understood his/her level according to music, and four (16%). of them defined his/her level according to how well they speak to the foreigners. In addition, thirteen students reported that (52%) school helped them in order to define their competency level.

Table 11: Descriptive Statistics on How Competency Level Is Decided by the Students

		Frequency	Percent	Valid Percent	Cumulative Percent
how competency level is decided	a	222	68,7	77,4	77,4
	b	25	7,7	8,7	86,1
	c	15	4,6	5,2	91,3
	d	25	7,7	8,7	100,0
	Total	287	88,9	100,0	
other	according to films	3	,9	12,0	11,1
	acc to music	5	1,5	20,0	29,6
	speaking to foreigners	4	1,2	16,0	44,4
	school	13	4,0	52,0	92,6
	Total	25	7,7	100,0	100,0

4.3.3.2. Demographic Background of the Instructors

Of the respondents, more than two-quarter (69.6%) were female (N=16) and 30.4% were male (N=7). As the table shows, most of the instructors (60.9%) were aged between 30 and 40 (N=14). There are six instructors at the age of 22-30 and three instructors are aged more than 40. Additionally, the instructors were also

required to provide data in relation to their experience in teaching in the study. Table 12 shows the frequencies and percentages of instructors for teaching experience.

Table 12: Distribution of teachers according to gender, age and experience

		Frequency	Percent	Valid Percent
gender	female	16	66,7	69,6
	male	7	29,2	30,4
	Total	23	95,8	100,0
age	22-30	6	25,0	26,1
	30-40	14	58,3	60,9
	40-more	3	12,5	13,0
	Total	23	95,8	100,0
experience	1-5 years	5	17,7	18,4
	6-10 years	8	33,3	34,8
	11-19 years	5	20,8	21,7
	20-more years	5	20,8	21,7
	Total	23	95,8	100,0

4.3.2. Results for Research Question 5

The main aim of research question 5 is to identify the resources and equipment available for the program. Therefore, research question 5 was designed as:

“What resources and equipment are planned to be used in order to address the needs of the students in the speaking courses?”

The questionnaire included a section about the materials used during lessons. This third section of the questionnaire was composed of seven items: Projection, TV/Video, Dictionary, Course Books, Language/computer Labs, Pronunciation Activities and Drama. Table 13 shows the frequencies and percentages on the material use perceptions of instructors on the items listed above. As can be seen in the table, about half of the teachers used the projection (52.2%) and drama activities (60.9%) “rarely”. Most of them reported that they “never” used TV-video (87%) or

language computer labs (73.9%) in their speaking classes. As the table indicates, dictionaries (43.5%) and pronunciation activities (47.8%) are used “often”. Finally, the material that was “always” used in the speaking classes by the teachers seems to be the course books (60.9%).

Table 13: Descriptive Statistics for Frequencies and Percentages on the Material Use

Frequency of		never	rarely	sometimes	often	always	Total
Projection	Frequency	0	12	5	6	0	23
	Percent	0	50,0	20,8	25,0	0	95,8
	Valid Percent	0	52,2	21,7	26,1	0	100,0
TV_video	Frequency	20	3	0	0	0	23
	Percent	83,3	12,5	0	0	0	95,8
	Valid Percent	87,0	13,0	0	0	0	100,0
Dictionary	Frequency	0	4	8	10	1	23
	Percent	0	16,7	33,3	41,7	4,2	95,8
	Valid Percent	0	17,4	34,8	43,5	4,3	100,0
Course books	Frequency	0	0	0	9	14	23
	Percent	0	0	0	37,5	58,3	95,8
	Valid Percent	0	0	0	39,1	60,9	100,0
Language computer labs	Frequency	17	6	0	0	0	23
	Percent	70,8	25,0	0	0	0	95,8
	Valid Percent	73,9	26,1	0	0	0	100,0
Pronunciation	Frequency	0	1	6	11	5	23
	Percent	0	4,2	25,0	45,8	20,8	95,8
	Valid Percent	0	4,3	26,1	47,8	21,7	100,0
Drama	Frequency	5	14	4	0	0	23
	Percent	20,8	58,3	16,7	,0	,0	95,8
	Valid Percent	21,7	60,9	17,4	0	0	100,0

4.3.3. Results for Research Question 6

This research question aimed to reveal the perceptions of students and teachers on the importance of four skills, grammar and vocabulary learning. The question was:

How important are four skills, grammar and vocabulary learning for the students and teachers?

The ninth question in the interview was designed so as to understand how important are the four skills, grammar and vocabulary for the participating students. The frequencies and percentages of Table 14 shows that speaking is the “most important” skill ($\mu=3.91$) for the students (83.6%) which is followed by 80.5% of the students for grammar ($\mu=3.90$), 78.6% for reading ($\mu=3.86$) and 78.3% for listening ($\mu=3.88$). On the other hand, almost 41% of the students on average considered writing ($\mu=3.38$) and vocabulary ($\mu=3.90$) to be “very important” for themselves in the survey.

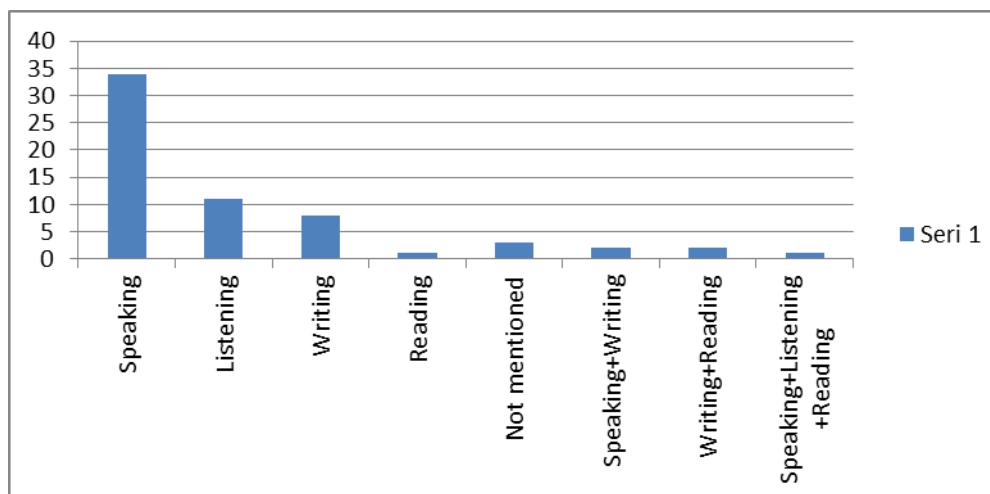
Table 14: Descriptive Statistics for Students’ Perceptions on the Importance of Four Skills, Grammar and Vocabulary

importance	mean		less	medium	important	very important	Total
reading	3,86	Frequency	0	8	25	254	287
		Percent	,0	2,5	7,7	78,6	88,9
		Valid Percent	,0	2,8	8,7	88,5	100,0
listening	3,88	Frequency	0	1	33	253	287
		Percent	,0	,3	10,2	78,3	88,9
		Valid Percent	,0	,3	11,5	88,2	100,0
writing	3,38	Frequency	0	24	130	133	287
		Percent	,0	7,4	40,2	41,2	88,9
		Valid Percent	,0	8,4	45,3	46,3	100,0
speaking	3,91	Frequency	2	5	10	270	287
		Percent	,6	1,5	3,1	83,6	88,9
		Valid Percent	,7	1,7	3,5	94,1	100,0
grammar	3,90	Frequency	0	1	26	260	287
		Percent	,0	,3	8,0	80,5	88,9
		Valid Percent	,0	,3	9,1	90,6	100,0
vocabulary	3,90	Frequency	0	33	124	130	287
		Percent	,0	10,2	38,4	40,2	88,9
		Valid Percent	60	,0	11,5	43,2	45,3

Next part is related to the third question of the interview, which reveals more data about the students' perceptions on the four skills. This time students were especially asked to state the most difficult and easiest skill. As can be seen in Chart 1, most difficult skill, speaking, is followed by listening, writing, and reading skills. Table 15 shows frequencies and percentages of the student-answers for the sub-questions of Question 3.

The respondents claimed that speaking is the most difficult skill (54,8%), which is followed by listening (17,7%) and writing (12,9%). As can be seen in the table, reading was described as the most difficult skill by one of the students only. In addition, Table 15 reveals that some students gave two answers to this question.

Chart 1: Distribution of Student-Answers for Question 3a



The results of the data gathered from the interviews revealed that reading is the easiest skill for thirty-four of the students (41,9%). Reading is followed by writing (17,7%) and listening (11,3%). According to Table 15, three of the students stated that the easiest skill was speaking. There are seven students (11,3%) who

reported that both writing and reading are the easiest skills. As the table indicates, some students gave two answers to this question.

Chart 2: Distribution of Student-Answers for Question 3b

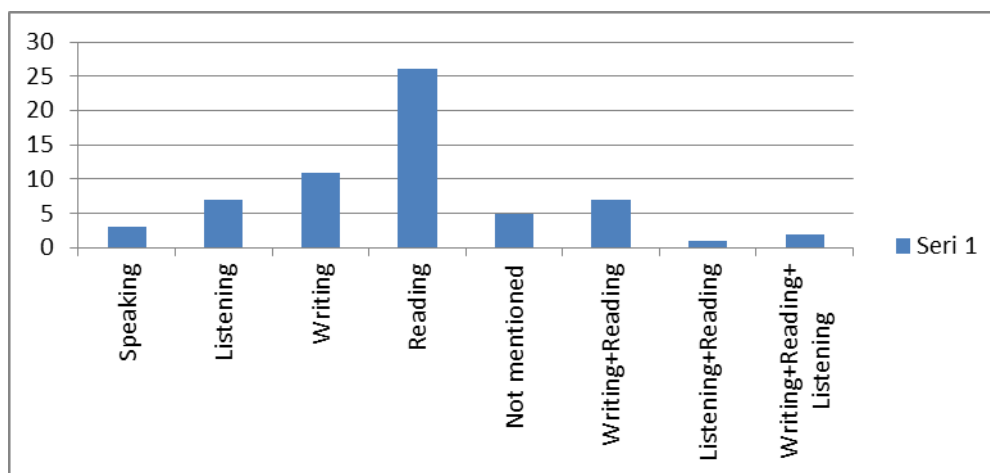


Table 15: Distribution of Student Opinions for Question 3

	Student opinions	Frequency	Percentage
most difficult	Speaking	34	54,8
	Listening	11	17,7
	Writing	8	12,9
	Not mentioned	3	4,8
	Speaking+Writing	2	3,2
	Writing+Reading	2	3,2
	Reading	1	1,6
	Speaking+Listening+Reading	1	1,6
easiest	Reading	26	41,9
	Writing	11	17,7
	Listening	7	11,3
	Writing+Reading	7	11,3
	Not mentioned	5	8,1
	Speaking	3	4,8
	Writing+Reading+Listening	2	3,2
	Listening+Reading	1	1,6

As for the perceptions of the instructors on the four skills, Table 16 reveals that all the instructors emphasized the importance of the four skills with a mean score of $\mu=4.00$. Similarly the importance of grammar and vocabulary is also emphasized but not as much as the four skills with mean scores of $\mu=3.87$ and $\mu=3.83$ respectively.

Table 16: Descriptive Statistics for Teachers' Perceptions on the Importance of Four Skills, Grammar and Vocabulary

importance	N	Mean	Std. Deviation
reading	23	4,00	,00
listening	23	4,00	,00
writing	23	4,00	,00
speaking	23	4,00	,00
grammar	23	3,87	,34
vocabulary	23	3,83	,49

4.3.4. Results for Research Question 7

The purpose of research question 7 is to find out how students perceived the English course. The research question was as follows:

- What are the students' overall perceptions on English courses?

Second section of the questionnaire aimed to investigate the frequencies and percentages of the perceptions of the students related to English course, English language, and the speaking skill. Table 17 shows the overall descriptive statistics for students' perceptions on the English Course, English Language and Speaking Skill. It is important to note that the mean score for the English course as the first sub-group is $\mu= 2.95$ for eleven items (items 12-22) while the mean score of the English language is $\mu= 4.28$ for seven items (items 23-29). The speaking program has a mean score of $\mu=3.64$ for the items 30-36.

Table 17: Descriptive Statistics for the Perceptions of the Students in Relation to English Course, English Language and Speaking Skill

	N	Mean	Median	Mode	Std. Deviation
	Valid				
12. studying makes me relaxed	286	3,62	4,00	4,00	1,03
13. happy to have less topics	285	4,18	4,00	4,00	,54
14. happy to have less hours	287	1,62	2,00	2,00	,59
15. pleasure to work in free time	286	3,55	4,00	4,00	1,08
16. afraid of English	285	3,06	3,00	4,00	1,27
17. prefer another language	286	1,93	2,00	2,00	,70
18. study because have to	286	2,70	2,00	2,00	,92
19. meets expectations of listening skills	284	2,42	2,00	2,00	,84
20. meets expectations of speaking skills	287	1,89	2,00	2,00	,63
21. meets expectations of reading skills	287	3,53	4,00	4,00	,78
22. meets expectations of writing skills	286	3,91	4,00	4,00	,79
23. knowing English is respected	287	4,83	5,00	5,00	,38
24. important in finding a job	287	4,59	5,00	5,00	,66
25. want to learn very well	286	4,72	5,00	5,00	,53
26. medium of English is helpful	285	4,52	5,00	5,00	,63
27. instead of medium, teaching effectively is important	286	4,23	4,00	4,00	,65
28. Turkish medium & effective English program	287	2,79	3,00	3,00	1,13
29. limits creativity	286	4,30	4,00	4,00	,62
30. choosing known topics helps speaking	287	3,90	4,00	4,00	,80
31. native teachers should teach	287	3,74	4,00	4,00	1,11
32. Turkish teachers should teach	285	2,45	2,00	2,00	,74
33. Turkish culture should take place	287	3,35	3,00	4,00	,71
34. related topics should be chosen	287	4,66	5,00	5,00	,62
35. English culture should take place	287	4,63	5,00	5,00	,58
36. different cultures should take place	285	2,74	3,00	2,00	,78

The distribution of the agreement levels of the students with the questions related to their perception of English course are shown in Table 18. Students' answers to the first statement reveal that only 59% of the students (N=168) think "studying is relaxing" for them. In addition, the majority of the students (93%) would like to "have less topics" (N=264), but disagreed with the idea of having "less hours of English" (N=271). 63% of the students (N=181) "have pleasure to work in their

free time”. As the table indicates, a considerable number of students (N=126) reported that “they are afraid of English” (44%) while 233 of them disagreed with the statement stating that they would “prefer another language if possible (81%). Finally, seventy-three students reported that they “study English because they have to” (23%).

Table 18: Descriptive Statistics for the Perceptions of the Students in Relation to English Course

		strongly disagree	disagree	uncertain	agree	strongly agree	Total
	Frequency	9	32	77	108	60	286
studying makes me relaxed	Percent	2,8	9,9	23,8	33,4	18,6	88,5
	Valid Percent	3,1	11,2	26,9	37,8	21,0	100,0
	Frequency	0	0	21	192	72	285
happy to have less topics	Percent	0	0	6,5	59,4	22,3	88,2
	Valid Percent	0	0	7,4	67,4	25,3	100,0
	Frequency	125	146	16	0	0	287
happy to have less hours	Percent	38,7	45,2	5,0	,0	,0	88,9
	Valid Percent	43,6	50,9	5,6	,0	,0	100,0
	Frequency	18	33	54	136	45	286
pleasure to work in free time	Percent	5,6	10,2	16,7	42,1	13,9	88,5
	Valid Percent	6,3	11,5	18,9	47,6	15,7	100,0
	Frequency	37	71	51	89	37	285
afraid of English	Percent	11,5	22,0	15,8	27,6	11,5	88,2
	Valid Percent	13,0	24,9	17,9	31,2	13,0	100,0
	Frequency	78	155	49	4	0	286
prefer another language	Percent	24,1	48,0	15,2	1,2	,0	88,5
	Valid Percent	27,3	54,2	17,1	1,4	,0	100,0
	Frequency	7	151	55	68	5	286
study beacuse have to	Percent	2,2	46,7	17,0	21,1	1,5	88,5
	Valid Percent	2,4	52,8	19,2	23,8	1,7	100,0

As for the four skills covered in the English courses, students have different levels of agreement, when asked directly. Table 19 reveals that only 12% of the students agree with the statement “the English course meets their expectations of listening skills” (N=34). As for the speaking skill, it is important to note that none of the students agreed that the “the course met their expectations” and as a matter of fact 23.2% of the students (N=75) strongly disagreed with the statement. As seen in Table 19, 154 students (54%) agreed and strongly agreed with the statement “the English course meets their expectations of reading skills” in total. Moreover, 76% of the students think that “their expectations of writing skills are met by the English courses. Finally, it should be noted that the mean score for the English course as the first sub-group is $\mu = 2.95$ for eleven items (items 12-22).

Table 19: Descriptive Statistics for the Perceptions of the Students on the four Skills Covered in English Courses

		strongly disagree	disagree	uncertain	agree	strongly agree	Total
meets expectations of listening skills	Frequency	27	146	77	32	2	284
	Percent	8,4	45,2	23,8	9,9	,6	87,9
	Valid Percent	9,5	51,4	27,1	11,3	,7	100,0
meets expectaions of speaking skills	Frequency	75	170	42	0	0	287
	Percent	23,2	52,6	13,0	0	,0	88,9
	Valid Percent	26,1	59,2	14,6	,0	,0	100,0
meets expectations of reading skills	Frequency	0	27	106	130	24	287
	Percent	,0	8,4	32,8	40,2	7,4	88,9
	Valid Percent	,0	9,4	36,9	45,3	8,4	100,0
meets expectations of writing skills	Frequency	0	17	51	158	60	286
	Percent	,0	5,3	15,8	48,9	18,6	88,5
	Valid Percent	,0	5,9	17,8	55,2	21,0	100,0

4.3.5. Results for Research Question 8

The research question 8 was prepared in order to obtain information as to how students perceive the English language.

- What are the perceptions of the students towards English language?

Items between 23 and 29 of the student questionnaire were prepared in order to evaluate the perceptions of the students on the English language itself. As Table 20 indicates there is only one student who is uncertain about whether the “knowing English is respected” or not, the rest of the students (N=286) agree and strongly agree with this statement in total. Moreover, 98% of the students (N=280) think that “knowing English helps them in finding a job”. According to the results, 275 students “want to learn English very well” (96%), and 93% of the students agree and strongly agree with the statement “medium of English is helpful” (N=265) in total. However, as can be seen in Table 20, a considerable number of students (88%) also reported that they believed “instead of having an English-medium, teaching effectively is more important” (N=252).

Additionally, as the table indicates, some students (N=78) agree or strongly agree with the statement that “medium of instruction should be Turkish, and an effective English program will be better” for them (24%). In other words, 43% of the students (N=122) disagree or strongly disagree with the idea of having Turkish-medium instruction at the prep school in total. The results for the final item in this subgroup about the English language reveal that 91% of the students agreed and strongly agreed with the statement “having an immersion program limits creativity” (N=261) in total. When we look at the overall perception of the students regarding the English language, it is important to mention that the mean score regarding the all seven items (items 23-29) under the subgroup of the English language is $\mu = 4.28$.

Table 20: Descriptive Statistics for the Perceptions of the Students on the English Language

		strongly disagree	disagree	uncertain	agree	strongly agree	Total
	Frequency	0	0	1	46	240	287
knowing English is respected	Percent	,0	,0	,3	14,2	74,3	88,9
	Valid Percent	,0	,0	,3	16,0	83,6	100,0
	Frequency	4	,0	3	96	184	287
important in finding a job	Percent	1,2	,0	,9	29,7	57,0	88,9
	Valid Percent	1,4	,0	1,0	33,4	64,1	100,0
	Frequency	0	0	11	59	216	286
want to learn very well	Percent	,0	,0	3,4	18,3	66,9	88,5
	Valid Percent	,0	,0	3,8	20,6	75,5	100,0
	Frequency	,0	,0	20	98	167	285
medium of English is helpful	Percent	,0	,0	6,2	30,3	51,7	88,2
	Valid Percent	,0	0	7,0	34,4	58,6	100,0
	Frequency	0	1	33	152	100	286
instead of medium, teaching effectively is important	Percent	,0	,3	10,2	47,1	31,0	88,5
	Valid Percent	,0	,3	11,5	53,1	35,0	100,0
	Frequency	38	84	87	57	21	287
Turkish medium & effective English program	Percent	11,8	26,0	26,9	17,6	6,5	88,9
	Valid Percent	13,2	29,3	30,3	19,9	7,3	100,0
	Frequency	0	0	25	151	110	286
limits creativity	Percent	0	0	7,7	46,7	34,1	88,5
	Valid Percent	0	0	8,7	52,8	38,5	100,0

4.3.6. Results for Research Question 9

In order to understand the students' perceptions towards the speaking lessons, the following research question was designed:

- What are the perceptions of the students towards the speaking lessons?

Items between 29 and 36 were prepared so as to receive data about the perceptions of students on the Speaking Program, and established the last group in the student questionnaire. The frequencies and percentages for the student perceptions are illustrated in Table 21. As seen in Table 21, the statement “choosing the topics discussed in English classes from the students’ own life makes them feel confident in speaking English” is agreed by 61% of the students. According to Table 21, a considerable amount of the students (42.5%) agreed with the idea that “native teachers should be teaching in the speaking classes” (N=122), and about half of the students (50.2%) disagreed with the idea that “Turkish instructors should teach in the speaking classes (N=143).

In terms of topics that are covered in the speaking classes, data shown in Table 21 reveal that “topics related to our country and people should be given more importance in speaking courses” as for almost half of the students (N=140) with a percentage of 48.8. Additionally, the percentages of the students who strongly agreed that related topics should be chosen in speaking courses (N=) and topics related to the culture of English-speaking countries should be given more importance in speaking course were 72.5% and 68.6% respectively. Finally, as the table indicates a large group of the students (43.2%) disagree with the idea that “topics related to the life in different countries and their cultures should be given more importance in speaking courses” (N=123). The overall perceptions of the students show that the speaking courses have a mean score of $\mu=3.64$ for the items 30-36.

Table 21: Descriptive Statistics for the Perceptions of the Students on the Speaking Course

		strongly disagree	disagree	uncertain	agree	strongly agree	Total
	Frequency	5	12	43	175	52	287
choosing known topics helps speaking	Percent	1,5	3,7	13,3	54,2	16,1	88,9
	Valid Percent	1,7	4,2	15,0	61,0	18,1	100,0
	Frequency	15	29	47	122	74	287
native teachers should teach	Percent	4,6	9,0	14,6	37,8	22,9	88,9
	Valid Percent	5,2	10,1	16,4	42,5	25,8	100,0
	Frequency	19	143	100	23	,0	285
Turkish teachers should teach	Percent	5,9	44,3	31,0	7,1	,0	88,2
	Valid Percent	6,7	50,2	35,1	8,1	,0	100,0
	Frequency	0	40	107	140	,0	287
Turkish culture should take place	Percent	,0	12,4	33,1	43,3	,0	88,9
	Valid Percent	,0	13,9	37,3	48,8	,0	100,0
	Frequency	0	3	14	62	208	287
related topics should be choosen	Percent	,0	,9	4,3	19,2	64,4	88,9
	Valid Percent	,0	1,0	4,9	21,6	72,5	100,0
	Frequency	0	0	15	75	197	287
English culture should take place	Percent	,0	,0	4,6	23,2	61,0	88,9
	Valid Percent	,0	,0	5,2	26,1	68,6	100,0
	Frequency	3	123	106	51	2	285
different cultures should take place	Percent	,9	38,1	32,8	15,8	,6	88,2
	Valid Percent	1,1	43,2	37,2	17,9	,7	100,0

Additionally, the open-ended question of the questionnaire was prepared in order to receive more detailed information about the students' perceptions on the speaking skill. The question was as follows:

What does it mean to you "to be able to speak English as your mother tongue"? Is it your aim to speak English as your mother tongue?

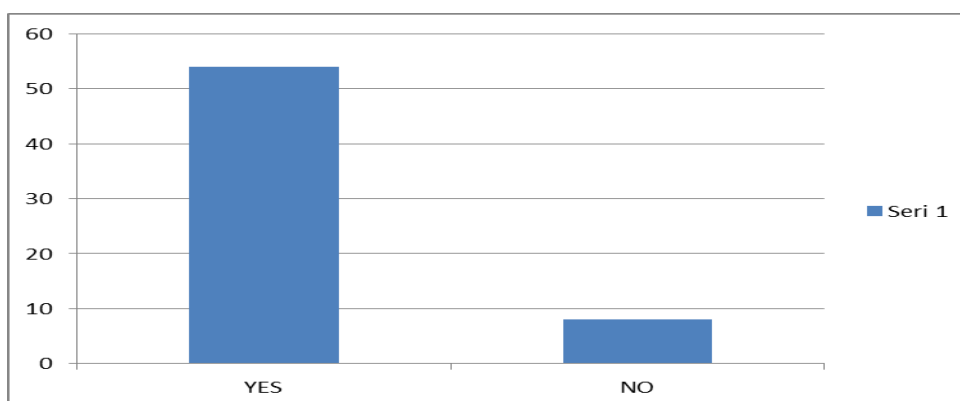
According to the results, almost half of the students (51%) answered this question (N=146). The written data showed that 70% percent of these students aimed

at speaking English as their mother tongue (N=103). The rest of the students stated that they aimed at being able to speak well enough to be able pass the proficiency exam and finish the university courses with a failure. In addition, as for the first part of the question, fifty-seven students wrote a reply according to which the meaning of speaking English as their mother tongue was generally defined as follows:

- To be able to understand the foreigners easily in a foreign country and reply to them (65%)
- To be able to understand all the jokes and slangs in English and be able to make such jokes and use the slang (59%)
- To be able to follow TV-series, football matches and films fully and easily (58%)
- To express myself without thinking too much about my wording (46%)
- To communicate easily whenever necessary (43%)
- To be able to live in that country without any communication problems in the supermarket, at the hospital, etc. (37%)
- To get more socialized with the tourists (32%)
- To understand the essence of what people are talking about (30%)
- To be able to improve my life standards and have a better career (30%)

According to the student answers to the Question 2 of the structured interview, the students were having many difficulties while using the language regarding the four skills, namely, reading, writing, listening and speaking. As can be seen in Chart 3, 87% of the respondents were having difficulties while using the language (N=54), and as can be seen in Table 22, speaking is the skill that the students (24,2%) consider as the most difficult.

Chart 3: Distribution of Student-Answers for Question 2



Looking at the distribution of the student answers in Table 22, it can be said that twenty of the students did not identify which skill/s they were having difficulties with although they reported that they had difficulties (32.3%). On the other hand, most of the students (24%) were having difficulties with the speaking skill (N=15). Five of them (8%) had difficulties in both speaking and listening; another five of them (8%) said that only writing was difficult and four students said listening was problematic for them. one student reported that he was having difficulties with the reading skills. In addition, some students gave multiple answers to this question. They reported that they were having difficulties with speaking and writing (N=1); speaking, listening and reading (N=1); speaking, and listening and writing (N=1). One of the respondents stated that he was having difficulties with all four skill, namely, and speaking, listening, writing and reading. It is also important to note that speaking skill is mentioned not only by 15 students, but also by nine more students along with other skills, therefore, it can be said that 24 in total report that they had difficulties while using the speaking skill.

Table 22: Distribution of Student Opinions for Question 2

	Student Opinions	Frequency	Percentage
Skills students having difficulties with	Not identified	20	32,3
	Speaking	15	24,2
	Speaking + Listening	5	8,1
	Writing	5	8,1
	Listening	4	6,5
	Reading	1	1,6
	Speaking+Writing	1	1,6
	Speaking+Listening+Reading	1	1,6
	Speaking+Listening+Writing	1	1,6
	Speaking+Listening+Writing+Reading	1	1,6

4.4. The Results for Process Evaluation

The focus of process evaluation is the implementation of a program or a strategy. The main purpose is to provide feedback about needed modification if the implementation is inadequate. Four research questions were prepared in order to obtain more data about the implementation of the speaking program of the prep school.

4.4.1. Results for Research Question 10

The main aim of this research question is to find out what students and teachers think about the materials and the methods of the program. The research question was:

How do the teachers perceive the course materials, and teaching methods of the program?

Table 23 shows the frequencies and percentages of the perceptions on the importance of the materials used in the speaking courses. The use of the projection is reported to be the most important item in the questionnaire as it is rated by the 91.3%

of the instructors. This is followed by the pronunciation activities (87%) and dictionaries (82.6%). Similarly, both course books and computer labs are considered very important by the majority of the instructors (82.6%). According to Table 23, it can be seen that TV-video (69.6%) and drama activities (69.6%) are very important in the speaking classes, as well.

Table 23: Descriptive Statistics for Teachers' Emphasis on the Materials

Importance of		not really important	somewhat important	important	very important	Total
Projection	Frequency	0	0	2	21	23
	Percent	,0	,0	8,3	87,5	95,8
	Valid Percent	,0	,0	8,7	91,3	100,0
TV video	Frequency	1	3	3	16	23
	Percent	4,2	12,5	12,5	66,7	95,8
	Valid Percent	4,3	13,0	13,0	69,6	100,0
Dictionary	Frequency	0	0	4	19	23
	Percent	,0	,0	16,7	79,2	95,8
	Valid Percent	,0	,0	17,4	82,6	100,0
Course books	Frequency	0	1	3	19	23
	Percent	0	4,2	12,5	79,2	95,8
	Valid Percent	0	4,3	13,0	82,6	100,0
Language computer labs	Frequency	0	0	4	19	23
	Percent	,0	0	16,7	79,2	95,8
	Valid Percent	,0	0	17,4	82,6	100,0
Pronunciation	Frequency	0	0	3	20	23
	Percent	,0	,0	12,5	83,3	95,8
	Valid Percent	,0	,0	13,0	87,0	100,0
Drama	Frequency	0	3	4	16	23
	Percent	,0	12,5	16,7	66,7	95,8
	Valid Percent	,0	13,0	17,4	69,6	100,0

Similarly, according to teacher-questionnaire, teachers reported that they are not satisfied with the materials of the speaking program as seen in Table 24. In terms of materials, the teachers (47.8%) disagreed with the statement that they were satisfied with the materials they use in the speaking course (N=11).

Table 24: Descriptive Statistics for Teachers' Emphasis on the Material Use

		strongly disagree	disagree	uncertain	agree	Total
materials	Frequency	11	9	1	2	23
	Percent	45,8	37,5	4,2	8,3	95,8
	Valid Percent	47,8	39,1	4,3	8,7	100,0

4.4.2. Results for Research Question 11

This research question was designed in order to understand the problems that were affecting the teaching and learning process. The research question 11 was as follows:

How is the teaching and learning process affected during the implementation of the program?

Section 4 of the teacher questionnaire has two open-ended questions, which aimed to gather information about the practical and institutional problems the instructors face during the implementation of the program. More than two-quarters (56.8%) of the instructors reported that they experienced problems regarding the materials and physical equipment. In the same way, almost half of the instructors(48%) expressed that they had institutional problems about the implication of the program.

The most frequently reported problem (78%) was the insufficient speaking materials that were considered unattractive at the same time. Instructors claimed that the materials and the course books they were given to use in the speaking courses did not meet their needs in preparing the students for their department courses. In other words, instructors thought that the materials were helpful only for the proficiency exam of the prep program. Therefore, the student participation was lower than it was supposed to be, and students' lack of interest created disciplinary problems and unwillingness as to one third of teachers (29%).

The classroom environment was reported to be another problem instructors had. More than two-thirds of the instructors (67%) claimed that technological equipment should have been used more in the speaking courses. A considerable amount of teachers (39%) reported that they could have used the projection more if the written material had been more suitable for this purpose. Additionally, old computers and projectors, and continuously breaking down of the equipment are other problems experienced while using the technological aids in the classrooms (47%). In other words, teachers believed that facilities for the teaching of speaking skill should be improved in the classrooms (N=15).

The third important problem was to be given less time to the speaking course in comparison with time allocated to the other skills (55%). Additionally, about the half of the instructors reported that administrators (47%) should have given more importance to what teachers suggested as solutions to their problems.

4.4.3. Results for Research Question 12

The research question 12 tried to find out the difference between what is stated in the curriculum document and what is actually being done in the classrooms.

The question was as follows:

How is the written curriculum different from what is performed in the class?

The second question of the questionnaire tried to gather information about the differences between the curriculum document and the enacted one. The implementation process of the speaking program showed differences regarding the facilities of the classrooms (58%), and aims and objectives of the program (36%). According to the instructors, the contribution of the audio-visual materials that they were able to use for the improvement of the students was insufficient when compared with what the curriculum suggested. Instructors (40%) reported that most of the time they had to skip the parts in the course book and materials as the visual aids did not work although there were technical supports sent by the administrators. In order to better understand the differences between the curriculum and its reflections in the classrooms, observations were also carried out in two A1 level classes. It was observed that, students did not want to participate in the lessons. Only five of the students out of nineteen were eager to take part in the speaking activities. As shown to the researcher prior the lesson, the teacher of the class had planned the lessons in a way that enabled all the students take part in the activities at least as a group. However, since the participation was low and little interest was shown to the activity, the time that was devoted for the speaking activity was considerably shorter than what had been planned by the teacher.

4.4.4. Results for Research Question 13

Research question 13 aimed to determine whether the instructors consider the speaking program as effective or not. The question was:

What are the instructors' perceptions on the effectiveness of the prep school curriculum?

In this part of the questionnaire, seven close-ended questions were prepared to gather information about the instructors' perceptions of the speaking program, and aims and objectives of the program. Of the respondents, about the 70% of the instructors agreed that the overall speaking program was satisfactory. As can be seen in Table 25, 40% of instructors disagreed that aims and objectives of the speaking program were suitable while 60% of those instructors agreed with the objectives and aims of the program.

Table 25: Descriptive Statistics for Teachers' Perceptions on the Overall Program, and Aims and Objectives of the Speaking Program

		strongly disagree	disagree	agree	strongly agree	Total
overall program	Frequency	1	7	12	4	23
	Percent	4,2	50,0	25,0	16,7	95,8
	Valid Percent	4,3	52,2	26,1	17,4	100,0
aims and objectives	Frequency	4	5	13	1	23
	Percent	16,7	62,5	12,5	4,2	95,8
	Valid Percent	17,4	65,2	13,0	4,3	100,0

4.5. The Results for Product Evaluation

The product dimension of the CIPP model aims to determine the extent to which identified needs were met, as well as identify the broad effects of the program. The evaluation should document both intended and unintended effects and negative

as well as positive outcomes (Gredler, 1996 as cited in Su, Shao-Wen., 2012). There are two sub-questions regarding the product stage in the study.

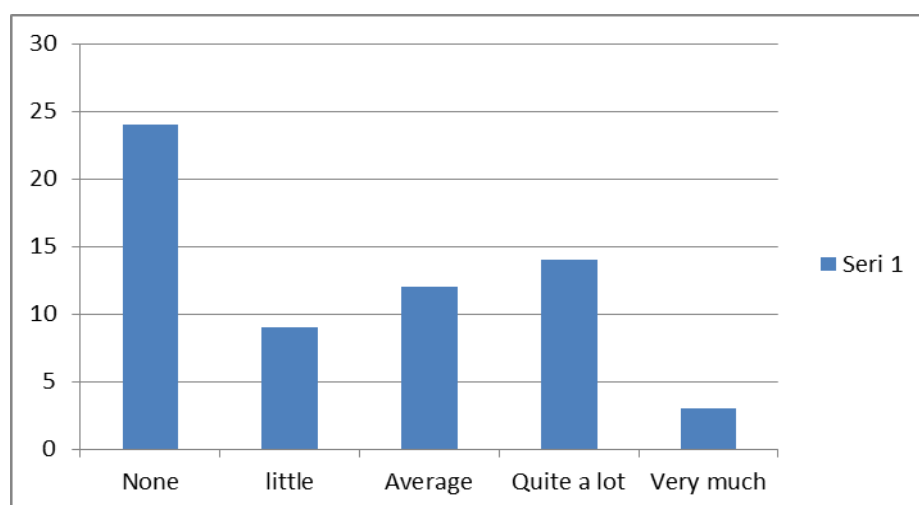
4.5.1. Results for Research Question 14

The research question tried to obtain information about how helpful was the speaking program for the students and teachers. The question was:

To what degree does the current program meet the needs and expectations of the students and teachers?

Chart 4 shows the distribution of the student answers to the research question. Table 26, on the other hand, shows the distribution of the details of the student-answers. Twenty-four students out of sixty-two reported that the speaking program did not meet their needs and expectations, at all (see Chart 4); six of them said that speaking lessons were helpful only little; twelve of them were not sure about how helpful the program was; fourteen of them said the speaking program was helpful a lot; and finally three of the students thought the speaking program was helpful very much.

Chart 4: Distribution of Student-Answers for Question 1



The statistics revealed that six of the students did not give any reasons why they thought the program was not helpful at all (9,7%). As Table 26 indicates, nine students reported that the speaking course was not about the terminology they needed in the department courses (14.5%); six students (9,7%) believed that speaking lessons were inadequate. Three of the students reported that they did not speak English in the department courses so they had no idea if the speaking program was helpful or not (4.8%). The speaking program was considered little helpful by one of the students. On the other hand, three of the participants thought that the speaking courses in the prep program encouraged them (4.8%); helped their writing (N=1), and helped them do presentations (N=1). Additionally 11.3% of the students reported them the speaking lessons helped a better understanding and communication (N=7), helped learning linguistic patterns (N=1) and helped them in the other courses (N=1) “quite a lot”. One of the students reported that the speaking course was helpful very much by helping him in foreign countries.

Table 26: Distribution of Student Opinions for Question 1

	Student opinions	Frequency	Percentage
None	No reason mentioned	6	9,7
	Speaking lessons were not based on our terminology	9	14,5
	Speaking lessons were inadequate	6	9,7
	We don't speak English in our lessons	3	4,8
Little	No reason mentioned	8	12,9
	There was no speaking part in English lessons	1	1,6
Average	No reason mentioned	7	11,3
	Encoureged me	3	4,8
	It helped my writing	1	1,6
	Helped me do presentations	1	1,6
Quite a lot	No reason mentioned	5	8,1
	Helped a better understanding and communication	7	11,3
	It helped learning linguistic patterns	1	1,6
	Helps me in the other courses	1	1,6
Very much	No-reason mentioned	2	3,2
	Helps me in foreign countries	1	1,6

Of the teacher questionnaire, questions 8, 9, 10 and 11 tried to gather information about the instructors' perceptions on whether or not the curriculum meets their expectations related to four skills. Table 27 showed that more than two-quarters of the instructors (56.5%) were uncertain if the English curriculum met their expectations in terms of listening skills. Additionally, 47.8% of the teachers expressed that they strongly disagreed that the English curriculum met their expectations in terms of speaking skills. According to Table 27, almost half of the instructors (47.8%) felt uncertain if the English curriculum met their expectations in terms of reading skills. Finally, more than half of the instructors (56.5%) agreed the English curriculum met their expectations in terms of writing skills.

Table 27: Descriptive Statistics for Teachers' Expectations of Four Skills

		strongly disagree	disagree	uncertain	agree	Total
meets expectations of listening skills	Frequency	0	3	13	7	23
	Percent	,0	12,5	54,2	29,2	95,8
	Valid Percent	,0	13,0	56,5	30,4	100,0
meets expectaions of speaking skills	Frequency	11	10	2	0	23
	Percent	45,8	41,7	8,3	,0	95,8
	Valid Percent	47,8	43,5	8,7	,0	100,0
meets expectations of reading skills	Frequency	0	4	11	8	23
	Percent	,0	16,7	45,8	33,3	95,8
	Valid Percent	,0	17,4	47,8	34,8	100,0
meets expectations of writing skills	Frequency	0	0	10	13	23
	Percent	0	0	41,7	54,2	95,8
	Valid Percent	0	0	43,5	56,5	100,0

Additionally, the teachers had negative opinions about the suitability of the program's objectives for the students' improvement. Almost half of the teachers (48.9%) emphasized that the program had no positive effect on the students' improvement in speaking.

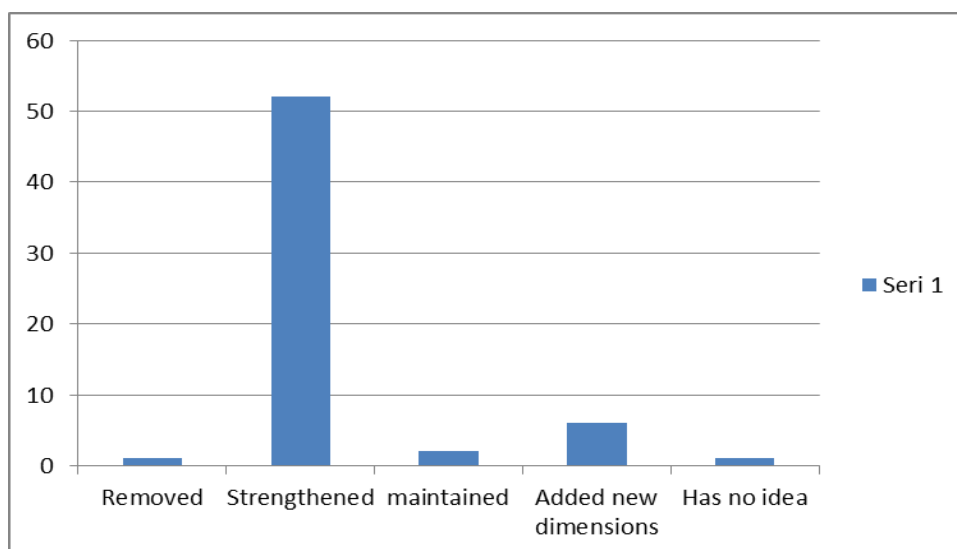
4.5.2. Results for Research Question 15

This research question was prompted so as to determine the aspects of the speaking program that were perceived as the most useful by both the students and the teachers.

Which aspects of the speaking course do the participants of the study perceive as most and least useful for their department courses?

The last part of the interview tries to gather information from the answers as about the aspects of the speaking program that should be removed, strengthened, maintained, added new dimensions. Chart 4 displays the distribution of the student answers to this question. Two students said the program should be maintained because there were enough activities and the education was enough for them to follow their undergraduate studies.

Chart 5: Distribution of Student-Answers for Question 4



In addition to the student answers, teachers were asked the same question. The majority of the teachers (N=18) suggested that the most useful aspect of the program was “the opportunity given to the students to learn how to express themselves through pair-work activities and dialogues”. In this way, the instructors think, the students “interact in a foreign language and can have the chance of increasing their self-confidence”.

In order to determine the aspects that should be strengthened, students were asked questions in the interviews. As can be seen in the chart, 83,9% of the respondents (N=52) claimed that the speaking program should be strengthened. Additionally, six of the students said that new dimensions should be added to the speaking program.

The respondents provided detailed information about how to strengthen the speaking program. Since the least useful aspect of the program was First of all, 48,4% of the students suggested that speaking activities should be given more time (N=30). According to Table 28, respondents also state that speaking lessons should be like having chit-chats (N=2), popular and enjoyable topics should be included (N=2), there should be games (N=2), speaking quizzes (N=1), and a conversation club (N=1). Additionally, as indicated in Table 28 that the speaking courses should be related to the departmental courses (N=2), and should include our cultural elements (N=2).

According to the results, students reported that some new dimensions should be added to the speaking program. As can be seen in Table 28, two respondents suggested that there should be speaking classes for different departments; students should practice with native speakers (N=1) and foreign students (N=1); there should be drama activities (N=1) and academic English classes (N=1).

On the other hand, one student said the speaking program should be totally removed since he “never used English in his department courses”. He also claimed that the speaking lessons were “waste of time and teachers could have spent more time on grammar”.

Table 28: Distribution of Student Opinions for Question 4

	Student opinions	Frequency	Percentage
Strengthened	speaking activities should be given more time	30	48,4
	No reason mentioned	11	17,7
	speaking lessons should be like having chit-chats	2	3,2
	should be related to the departmental courses	2	3,2
	should include popular and enjoyable topics	2	3,2
	there should be games	2	3,2
	There should be speaking quizzes	1	1,6
	there should be a conversation club	1	1,6
	should include our culture	1	1,6
Added new dimensions	there should be speaking classes for different departments	2	3,2
	we should practise with native speakers	1	1,6
	we should practise with foreign students	1	1,6
	there should be drama	1	1,6
	there should be academic English classes	1	1,6

As for the teachers, some new dimensions should be added to the program according to the questionnaire results. For instance, three teachers suggested that “more hours should be allocated to the speaking classes”, and two teachers stated that “there should be conversation clubs for the students who want to practice more.” On the other hand, almost half of the teachers (N=10) stated that the materials and the course books should change as they are not useful for the students for their undergraduate studies.

Consequently, the key findings of the study can be summarized as follows:

- Objectives of the prep school were clearly stated in the curriculum in general, however, there was not a specifically designed a syllabus for each skill, and aims and goals of the speaking program were not stated in a detailed way, which created confusion in teachers' mind.
- Students perceived themselves inadequate in the speaking and writing skills most. They neither feel competent in grammar and vocabulary; however, they stated that they were good at listening and reading. All the skills received the utmost importance both for the students and for the instructors, as the data showed.
- The results revealed that teachers mostly preferred to use the course books while teaching. Although the teachers emphasized the importance of using different teaching methods and aids, they either stated that they never or rarely preferred different methods or equipment, or that the materials were unsatisfactory and the equipment should be improved.
- As also stated in the literature reviewed, it was not surprising to observe that the students considered the speaking skill as the most difficult skill, as the study indicated.
- The findings of the study showed that English language is very important for the students; however, they did not think that the speaking program was good enough to meet their expectations. Similarly, the English courses offered at the prep school were far beyond to meet their expectations for more than half of the students.
- Based on the findings, it can be seen that the teaching and learning process was affected by some technical and institutional problems, which also created

disciplinary problems amongst the students and dissatisfaction amongst the teachers.

- Another important finding of the study revealed that most of the time teachers did not apply the curriculum while teaching for several reasons.
- According to the findings, the aims and objectives of speaking program were satisfactory for the instructors to some extent. In terms of four skills, the curriculum was considered inadequate; nevertheless, speaking program was not seen much problematic. Thus, some suggestions as to how to improve and strengthen the program were made both by the students and by the instructors within the framework of the study.

CHAPTER 5

CONCLUSION

5.1. Summary of the Study

The aim of this study was to evaluate the effectiveness of the speaking curriculum of the Preparatory School program of a public university through the perspectives of instructors and students. The researcher chose to conduct an evaluation study in line with context, input, process and product components of the CIPP evaluation model developed by Stufflebeam (1971) since this model is based on evaluating and redesigning programs by defining the needs of participants in terms of context, strategies, plans, activities, interaction, and assessment.

The CIPP Model requires engagement of multiple perspectives, use of a wide range of qualitative and quantitative methods, and triangulation procedures to assess and interpret a multiplicity of information (Stufflebeam, 2007). Thus, in this study, both qualitative and quantitative data was collected through questionnaires and interviews in order to evaluate the program. Observations in the classes were also designed as a part of the study in order to obtain more data related to the implementation of the program. Written documents such as the A1 level syllabus, exam results, and the needs analysis conducted by the institution to create a speaking program for the prep were used to get more information about the prep school.

After the detailed examination of the data collected throughout the study, the speaking program of the prep school was evaluated study in line with context, input, process and product components of the CIPP evaluation. The final chapter deals with the discussion of the results, conclusions drawn from the findings and implications for practice and future research.

5.2. Conclusions

Based on the main research motivation, the main research question is “what aspects of the speaking curriculum need to be added, removed, strengthened, or maintained?”. Under this main research question are the sub-questions related designed in accordance with the CIPP model.

5.2.1. Context Evaluation

The aim of gathering data in the context stage was to answer the sub-questions related to this stage. The first research question was about the aims, goals, and objectives of the speaking curriculum. Data were collected through examination of a set of written documents on goals and the objectives of the institution. The results regarding the context dimension of the program indicated that the objectives of the speaking program of preparatory school were stated clearly but not in a detailed way .According to Ediger (2006), it is vital to state each objective carefully so that teachers and learners can understand what is to be achieved. Stating only the general objectives cannot contribute to the achievement, and there should be detailed information related to each and every skill specifically in order to reach satisfactory levels of comprehending the curriculum. Thus, it can be concluded that the program was deficient in objective dimension since the speaking dimension of the curriculum was not stated in detail.

The research question 2 was related to the language needs of the students as stated by the students themselves. The perceptions of the students related to their status are also important in understanding their needs related to the language. According to the questionnaire results, the skill that students see themselves less competent in the speaking skill. As Khamkhien (2010) acknowledges, speaking, as a

productive skill, seems the most important of all the four language skills because it can distinctly show the correctness and language errors that a language learner makes. Therefore, it is not surprising that the participating students were deeply in need of better speaking abilities and also they aimed to be “very good” at speaking.

The course contents and course materials were also examined as the third research question in order to evaluate the context dimension of the speaking program. The course syllabus revealed that there was one course book with a workbook and some additional materials used in the lessons. However, there was no specific material regarding speaking stated in the curriculum. As a result, it can be concluded that the program lacked sufficient focus on the speaking skill.

To conclude, considering the main research question that tried to detect what should be added and strengthened in the program regarding the context dimension of the evaluation model, some suggestions can be made. The speaking program’s objectives and aims should be specifically stated and well defined, while the overall objectives of the prep school program should be maintained. A new dimension to the teaching methods should be added by increasing the variety of the course materials. No aspect of the context dimension should be removed regarding the overall program, on the contrary there should be additions and adaptations in order to maintain and even strengthen the program.

5.2.2. Input Evaluation

Input evaluation is designed to provide information and determine how to use resources to meet program goals. In this respect, the characteristics of the participants are important in the input stage in order to decide the resources and strategies of the program. Therefore, the fourth research question was designed in

order to obtain more data related to the human factor in the input stage. As Nation & Newton (2009) claim, there are five factors that have been shown to have major effects on the learning of speaking, namely, the age of the learner, the learner's first language, the learner's current stage of proficiency development, the experience and attitudes of the learner, and the conditions for teaching and learning (Nation & Newton, 2009, p.115). Therefore, these factors have to be considered when designing a lesson and a program for the speaking skill.

The research question 5 tried to define the resources and equipment that were planned to be used for the speaking courses. According to the data collected through the teacher questionnaire revealed that teaching of the speaking skill mostly relied on the course-book and dictionary usage, and projectors, although they are available in the classes, were not used because of technical problems. Therefore, problems may arise mostly through intensive use of course-book that consist of language practice activities focusing on specific grammar points, information-gap activities or discussions on an assigned topic. As Nation & Newton (2009) emphasizes, too, none of these activities teaches patterns of real interaction and it should be concluded that diversity in the usage of the visual aids are needed to be included in the speaking program.

According to the results gathered from the questionnaires regarding the students' and teachers' overall perceptions on four skills, grammar and vocabulary learning, the findings showed that the students perceived the speaking skill as the most important. As for the instructors, all four skills are equally important in language learning. However, after having examined the interview results, it was found out that the speaking skill was considered the most difficult skill, at the same time. Students' own perceptions in the related areas could be attributed to the lack of

opportunities for real life practices. These results also provided parallel evidence related to the literature reviewed. Many L2 learners believe that speaking ability is the most important measure of knowing a language (Genç, 2007) although one of the least developed skills of L2 learners is the ability of speaking. Therefore, it can be concluded that speaking skill should be encouraged more in the curriculum.

When it comes to the students' perceptions of emphasis on English courses in general, it is revealed that student do not approve the idea of having many topics within a limited time of lessons. As suggested in the literature, even in a classroom time, teachers would be able to assign tasks giving opportunities for communication (Flyman, 1997, as cited in Genç, 2007). Thus, in general students seem to be satisfied with the English course, though speaking skill stays as the skill that is the least satisfactory for the students. Any improvement on the speaking program, therefore, will have a considerably positive effect over the quality of the curriculum of the prep school.

The results of the student questionnaire indicated that students consider knowing the English language very important, especially in finding a job, therefore they want to learn English very well. However, about the medium of instruction, they seem to be confused since many of them think medium instruction should be English , and again many of them medium of instruction is not important. Still, they seem to be satisfied with the medium of instruction as it is because only some of them agree with the Turkish instruction.

As for the speaking program, students seem to be satisfied however, as indicated by the results of the data, some changes should be considered. Students mostly prefer familiar topics and native teachers as compared with cultural topics and Turkish teachers. The debate about who is going to teach the skill, a native

speaker or a non-native speaker, cannot be decided easily as suggested in the literature. According to Nation & Newton (2009), this creates the problem of embedding the speaking skill to the program in an effective and efficient way, as it can be seen in this study. Therefore, a clear-cut decision should be made while designing the speaking program, and all the classes should be assigned a teacher accordingly in order to have the same opportunity in their speaking classes, and to prevent inequality between the classes with a native teacher and classes with a non-native teacher.

In conclusion, for the input dimension of the program, the teachers expressed negative opinions about the contribution of the audio-visual materials used in the program for the improvement of the students. Therefore, different teaching equipment and aids should be given place in the teaching and learning process. The speaking skill is seen as the most important skill to be able to use the learnt language; therefore, this aspect should be strengthened by the addition of various materials and resources to meet the program goals.

5.2.3. Process Evaluation

According to Stufflebeam (2007), the main purpose of the process evaluation is to provide feedback about needed modification if the implementation is inadequate. For this reason, first, data was collected through the teacher questionnaire in order to define the teachers' perceptions on course materials, and teaching methods of the program. According to the questionnaire results, instructors held the opinion that the materials were not sufficient. Almost all the teachers agreed upon the importance of different teaching aids in the classes. Therefore, different teaching aids should be used and materials should be revised for an effective

curriculum. Shortly, it can be concluded that material dimension of the program should be improved as it did not serve its purpose completely.

To gather information about the practical and institutional problems the instructors face during the implementation of the program, a question related to the factors affecting the teaching and learning process was prepared and used in the teacher questionnaire. More than half of the instructors reported that they experienced problems regarding the materials and physical equipment. In the same way, almost half of the instructors expressed that they had institutional problems about the implication of the program. Instructors claimed that the materials and the course books they were given to use in the speaking courses did not help preparing the students for their department courses. In other words, instructors thought that the materials were helpful only for the proficiency exam of the prep program. Therefore, the student participation was lower than it was supposed to be. This case was also supported by the data coming from the observations. Teachers believe that facilities for the teaching of speaking skill should be improved in the classrooms (N=15) , too. The third important problem was to allocate less time to the speaking course in comparison with time allocated to the other skills

In addition, Stufflebeam (1971) acknowledges that process evaluation should provide a comparison of the actual implementation with the intended program. In order to evaluate this aspect of the speaking program, the research question about the differences between the curriculum document and the classroom practicum was designed and asked to the teachers:

According to the instructors, the contribution of the audio-visual materials that they were able to use for the improvement of the students was insufficient when compared with what the curriculum suggested. Instructors reported that most of the

time they had to skip the parts in the course book and materials as the teaching aids did not work properly. It was neither fun nor educative having to learn a foreign language in such an environment. This shows parallelism to what Demirbulak (2013) suggest. There is a wide gap between not only the official curriculum and the classroom curriculum but also among the classroom curricula even within the same school and this conflict should be overcome for the best of the students (Demirbulak, 2013).

Observations were also carried out in order to evaluate this aspect of the process evaluation. It was observed that students did not want to participate in the lessons and seemed unwilling while the teachers were trying to encourage them to speak. The time that was devoted for the speaking part was considerably shorter than what the curriculum suggested for those activities. For this reason the teachers preferred to skip some activities in the speaking part and seemed to be satisfied with only a few student responses.

Research question 13 aimed to determine whether the instructors consider the speaking program as effective or not. Of the respondents, about the 70% of the instructors agreed that the overall speaking program was satisfactory. Nevertheless, some changes regarding the speaking program should be taken into consideration, immediately. The results of the data collected for this question shows parallelism with the results of the first research question, which detected the deficiency in the speaking curriculum as well as the instructors.

To sum up, regarding the process element of the main research question, we can conclude that the medium of instruction should be maintained however, some aspects of the speaking program should be strengthened. For instance, the infrastructure of the facilities and the materials should be supported before a

curriculum is implemented. It should be made sure that the physical conditions should be restored and equipment should be made to work properly. In addition, problems with the administration in terms of time allocated to speaking lessons should be resolved, and that various attractive materials should be chosen while preparing the curriculum. New dimensions such as having conversation clubs, drama activities and games should be added to the program. Different opportunities should be provided to the students to make them use the language more often, for example social platforms might be prepared in order to gather international students and prep school students. The time concerns should be removed, because speaking is considered the most important skill and it deserves to be allocated more time compared to what is scheduled on the current program. Considering all these additions adaptations and changes, the speaking program can be implemented in the classroom as it is planned in the written curriculum, thus, avoiding institutional and behavioral problems.

5.2.4. Product Evaluation

Stufflebeam (2007) explains that product evaluation identifies and assesses project outcomes and asks, “Did the project succeed?”. For this reason, the research question 14 tried to collect data in more detail about how much the current speaking program meets the needs and expectations of the students and teachers. According to the student interview results, speaking lessons were inadequate in terms of helping the students in their undergraduate studies. As for the results of the teacher questionnaire arises the same comment about the speaking lessons being insufficient in enabling the students to follow the departmental courses in English. Moreover, to take the research to a further step, the students were asked which aspects of the

speaking course were considered as most useful and that should be maintained for their department courses. Two students said the program should be maintained because there were enough activities and the education was enough for them to follow their undergraduate studies. In addition, the most useful aspect of the program was “the opportunity given to the students to learn how to express themselves through pair-work activities and dialogues”. In this way, the instructor think, the students “interact in a foreign language and can have the chance of increasing their self-confidence”. Still, looking at the results of the overall data, it can be inferred that the rest of the students believe that some improvements should be made and the program should be strengthen, which was explained in the research question 16.

The main concern of the students is to be able to understand the undergraduate courses better with the English taught in the prep class. As for the teachers, some new dimensions should be added to the program, for instance, time allocated for the speaking lessons should be longer and there should be opportunities for outside the class, such as conversation classes.

To conclude, as the reviewed literature emphasizes, too, although students are taught classes aiming to develop all the four skills, they still feel that classroom-based speaking practice does not prepare them for the real world. This is because mostly speaking classes consist of language practice activities focusing on specific grammar points, information-gap activities or discussions on an assigned topic (Genc, 2007). None of these activities teaches patterns of real interaction. So before the speaking program is prepared the main concern should be about what we can do to be more helpful for the students in the classroom and to prepare them for real interaction. The time allocated for the speaking classes, and the teaching aids and technological equipment should be taken into consideration in a more detailed way.

As was suggested in the literature, objectives and aims of the program should be clearly defined and speaking skill should be equally weighted regarding all four skills. Materials and topics of discussions should be chosen in a way to encourage the students and attract their attraction. In such a technological world, the speaking classes should not be centered only on the course books and written material, but the use of communicative activities should be replaced in the curriculum, as well.

Consequently, considering the main research question, the speaking program should be made more effective for the improvement of the students at the prep school of this particular university. As for the product dimension of the speaking program, the syllabus was not enough to provide the student with the necessary English knowledge for various job areas therefore it should be immediately strengthened and the above-mentioned dimensions should be added to the program for this purpose. Speaking lessons should be maintained, and opportunities of the students to interact with each other should be provided all the time.

5.3. Pedagogical Implications

Based on the results of the study, it was found out that the program needed some revisions and improvements. The following recommendations and suggestions might contribute to the improvements and/or revisions in the objectives, content, and material dimensions of the program.

The results of the questionnaires, interviews, observations and research on written documents indicated that the instructors and students expressed discontentment about the context component of the program since current curriculum lacked well-defined objectives. Hence, a detailed curriculum could be designed including all the dimensions related to the four skills clearly indicated. More

specifically, aims of the speaking program could be defined and stated in an organized and understandable way and the instructors should be well informed about the goals and objectives to be achieved in the program.

This study also revealed that the students perceived the speaking skill as most important but most difficult at the same time. More suitable instructional methods and a communicative approach could be implemented. In addition, as suggested by some students, communication with native speakers during the classes can provide good language practice, and extra-curricular activities could be offered to the students who are eager to have better speaking skills. Additionally, to develop activities that are more appealing, and to provide students with more chance to practice could help both students and instructors in the speaking classes.

In conclusion, it can be said that this study could contribute to future directions in research and practice in the field, especially in Turkey. The results of the study may provide an insight to curriculum development in ELT by helping teachers, administrator and decision makers increase their awareness about designing a new curriculum and improvement of the current curriculum they are applying.

5.4. Implications for Further Research

This thesis aimed to explore the effectiveness of the speaking curriculum of the Preparatory School program of a public university through the perspectives of instructors and students in line with context, input, process and product components of the CIPP evaluation model developed by Stufflebeam (1971). The researcher gathered data only from the A1 level students and instructors who has the speaking program as a pilot study. Collecting data from students whose background knowledge of English is defined as A1 level in CEF according to the proficiency and

placement tests administered by the prep school would give a better insight about the perceptions of students regarding the speaking skill. For this reason, the researcher did not endeavor to collect data from all the students of the program. However, future studies may focus on all the levels present in the prep school in order to have a general idea about the perceptions of all prep school students regarding the speaking skill. In addition, a comparative analysis could be conducted among all the students from different levels in the prep school in order to obtain more information on the relevant subject as a further study.

This study made use of the mixed-method design in order to collect data. Student and teacher questionnaires, interviews, observations and written documents such as exams, exam results and syllabus of the A1 level were used as the main data gathering tools. However, interviews were conducted with sixty-two students, and instructors were not interviewed at all., the study would have been strengthened by the inclusion of interviews carried out with each and every instructor in the institution, however, this was not possible considering the amount of time instructors would spend for the interview. In addition, observations were only carried out in two of the classes out of twenty-five. In order to make the evaluation more comprehensive, another study could apply these tools to all the students in all levels in the preparatory school.

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APPENDIX A: STUDENT QUESTIONNAIRE

Thank you for your participation in this research. Your cooperation will be highly appreciated. Your responses will only be used for this research and be kept confidential.

Thank you for your cooperation

Section 1: Background Questions

1. Gender: Female Male

2. How old are you? a. 18-21 b. 22-26 c. 27-35 d. 36 - more

3. Please write the information related to your schools below:

Type of school	Average hour of English per week
Primary school	
Secondary school	
High school	

4. Your department: _____

5. Do you work? a. Yes b. No

6. Have you ever been abroad? yes no

7. If your answer to the question 6 is yes, please write which country you went to, for what purpose, and for how long.

Country	Purpose	How long

8. Please state your competency level and your aims for the skills listed below.

Competency level				SKILL	aimed competency level			
little	medium	good	very good		little	medium	good	very good
				READING				
				LISTENING				
				WRITING				
				SPEAKING				
				GRAMMAR				
				VOCABULARY				

9. How important are the skills listed below for you?

SKILL	IMPORTANCE LEVEL			
	NOT VERY IMPORTANT	A LITTLE IMPORTANT	IMPORTANT	VERY IMPORTANT
READING				
LISTENING				
WRITING				
SPEAKING				
GRAMMAR				
VOCABULARY				

10. How did you define your competency level for the above-mentioned skills?

- a. According to the proficiency exam of the university
- b. According to national language exams such as KPDS
- c. According to international language exams such as TOEFL
- d. Other (please explain) _____

11. What does it mean to you “to be able to speak English as your mother tongue”? Is it your aim to speak English as your mother tongue?

SECTION 2: Please choose the most suitable answer.

	1=Strongly Disagree	2= Disagree	3= Uncertain	4= Agree	5= Strongly Agree
12. Studying English makes me relaxed.	1	2	3	4	5
13. I will be happy if the topics are lessened in English courses.	1	2	3	4	5
14. I will be happy if the English class hours are lessened.	1	2	3	4	5
15. I enjoy studying English in my free time.	1	2	3	4	5
16. I am afraid of English courses.	1	2	3	4	5
17. If it is possible, I will take another language course instead of English.	1	2	3	4	5
18. I study English because I have to.	1	2	3	4	5
19. English courses meet my expectations related to listening skills.	1	2	3	4	5
20. English courses meet my expectations related to speaking skills..	1	2	3	4	5
21. English courses meet my expectations related to reading skills.	1	2	3	4	5
22. English courses meet my expectations related to writing skills.	1	2	3	4	5
23. Knowing English makes people gain respect in society.	1	2	3	4	5
24. Knowing English is important in finding a job.	1	2	3	4	5
25. I would like to speak English very well.	1	2	3	4	5
26. I find English medium of instruction very helpful.	1	2	3	4	5

27. Instead of teaching in English, foreign language should be taught more effectively.	1	2	3	4	5
28. It makes the instruction more efficient and productive to have the medium of instruction in Turkish and to apply an intensive English program.	1	2	3	4	5
29. Having immersion program limits creativity.	1	2	3	4	5
30. Choosing the topics discussed in English classes from the students' own life makes them feel confident in speaking English.	1	2	3	4	5
31. Native teachers should be teaching in speaking classes.	1	2	3	4	5
32. Turkish teachers should be teaching in speaking classes.	1	2	3	4	5
33. Topics related to our country and people should be given more importance in speaking courses.	1	2	3	4	5
34. Related topics should be chosen in speaking courses.	1	2	3	4	5
35. Topics related to the culture of English-speaking countries should be given more importance in speaking courses.	1	2	3	4	5
36. Topics related to the life in different countries and their cultures should be given more importance in speaking courses.	1	2	3	4	5

APPENDIX B: TEACHER QUESTIONNAIRE

Thank you for your participation in this research. Your cooperation will be highly appreciated. Your responses will only be used for this research and be kept confidential.

Thank you for your cooperation

Section 1: Background Questions

1. Gender: Female Male
2. How old are you? a. 22-30 b. 30-40 c. 40 – more
3. How long have you been teaching English? _____ years.
4. How important do you think are the English skills for your students?

SKILL	IMPORTANCE LEVEL			
	NOT VERY IMPORTANT	A LITTLE IMPORTANT	IMPORTANT	VERY IMPORTANT
READING				
LISTENING				
WRITING				
SPEAKING				
GRAMMAR				
VOCABULARY				

Section 2: Please choose the most suitable answer.

	1=Strongly Disagree	2= Disagree	3= Uncertain	4= Agree	5= Strongly Agree
5. The overall speaking program was effective and satisfactory.	1	2	3	4	5
6. The aims and objectives of the speaking program were suitable for the prep school students.	1	2	3	4	5
7. I am satisfied with the materials we use in the speaking course.	1	2	3	4	5
8. The English curriculum met my expectations in terms of listening skills.	1	2	3	4	5
9. The English curriculum met my expectations in terms of speaking skills.	1	2	3	4	5

APPENDIX C: INTERVIEW SCHEDULE

1. How helpful is it for your undergraduate studies to have taken Speaking courses in the prep school?

2. Are you having any difficulties while using the language (in terms of reading, writing, speaking, listening skills)? What kind of difficulties are they?

3. What are the skills that you feel comfortable with and that you have difficulties with?

4. Which aspects of the Speaking program should be _____?
 - A) removed
 - B) strengthen
 - C) maintained
 - D) added new dimensions

APPENDIX D: NVIVO CODING REPORT

Node Structure

Hierarchical Name	Nickname	Aggregate	User Assigned Color
Node			
Nodes\\average		No	None
Nodes\\grammar		No	None
Nodes\\interview questions		Yes	None
Nodes\\interview questions\Q1		No	None
Nodes\\interview questions\Q2		No	None
Nodes\\interview questions\Q3		No	None
Nodes\\interview questions\Q4		No	None
Nodes\\listening		No	None
Nodes\\listening\difficult		No	None
Nodes\\listening\easy		No	None
Nodes\\reading		Yes	None
Nodes\\reading\difficult		No	None
Nodes\\reading\easy		No	None
Nodes\\solutions		Yes	None
Nodes\\solutions\academic		No	None
Nodes\\solutions\group activities		No	None
Nodes\\solutions\mataterials		No	None
Nodes\\solutions\practice needed		No	None
Nodes\\solutions\strengthened		No	None
Nodes\\speaking		Yes	None
Nodes\\speaking\difficult		No	None
Nodes\\speaking\easy		No	None
Nodes\\speaking\speaking activities		No	None
Nodes\\speaking\speaking activities\clubs		No	None
Nodes\\speaking\speaking activities\games		No	None
Nodes\\speaking\speaking activities\time		No	None
Nodes\\speaking\speaking helped		Yes	None
Nodes\\speaking\speaking helped\average		No	None
Nodes\\speaking\speaking helped\little		No	None
Nodes\\speaking\speaking helped\quite a lot		No	None
Nodes\\speaking\speaking helped\very much		No	None
Nodes\\speaking\speaking maintained		No	None

Hierarchical Name	Nickname	Aggregate	User Assigned
Nodes\\speaking\speaking not helpful		No	None
Nodes\\speaking\speaking not helpful\no English at department		No	None
Nodes\\speaking\speaking terminology		No	None
Nodes\\speaking\speaking topics		No	None
Nodes\\speaking=speakers		No	None
Nodes\\speaking=speakers\nforeign students		No	None
Nodes\\speaking=speakers\nnative teachers		No	None
Nodes\\use of language		No	None
Nodes\\use of language\can use	question 2	No	None
Nodes\\use of language\cannot use	question 2	No	None
Nodes\\use of language\everyday language	everyday	No	None
Nodes\\vocabulary		No	None
Nodes\\writing		Yes	None
Nodes\\writing\difficult		No	None
Nodes\\writing\easy		No	None