

AN EVALUATION OF PHD ELT PROGRAMS IN TURKEY

**TÜRKİYE'DEKİ İNGİLİZCE ÖĞRETMENLİĞİ DOKTORA
PROGRAMLARININ DEĞERLENDİRİLMESİ**

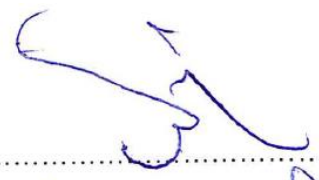
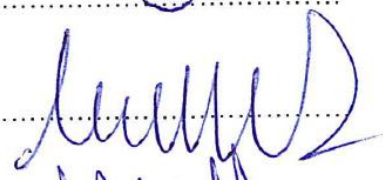



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This is to certify that we have read this dissertation, entitled “*An Evaluation of PhD ELT Programs in Turkey*”, and that in our opinion it is fully adequate, in scope and quality, as a dissertation for the Degree of Doctor of Philosophy in the Program of English Language Teaching.

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AN EVALUATION OF PHD ELT PROGRAMS IN TURKEY

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ABSTRACT

This current study aims to evaluate the PhD ELT programs in Turkey in terms of program descriptions, program content, and atmosphere in the department, as well as departmental support and program resources. The study seeks to further explore course components such as research component, linguistics component, educational sciences component, methodology component, and literature and culture courses component. The participants of the study were students enrolled in PhD ELT programs and graduates who had already graduated from those programs. The final aim of the study was to suggest a syllabus for these programs depending on the findings. The study was conducted to shed light on these programs. The study also serves as a needs analysis which was a very important point for the betterment of every ongoing program.

An extensive literature review was conducted in order to give a clear picture of the current status of English and the importance of program evaluation in the educational field of study. As data collection instrument, a questionnaire was used in order to get a thorough picture of the current status of these programs. The collected data were analyzed in order to make a general evaluation of PhD ELT programs. Then, the data were exposed to further statistical analysis in order to investigate the influence of every component and aspect listed above in the evaluation of PhD ELT programs on the part of participants. Finally, the last part of the study focused on the evaluation of PhD ELT programs of participating universities. These universities were Hacettepe University, Istanbul University, Boğaziçi University, Ankara University, Gazi University, Çanakkale University, Hacettepe University, Yeditepe University, Çukurova University, Anadolu University, Atatürk University, and Dokuz Eylül University. Based on the analysis of the responses given by the participants, a suggested program for the PhD ELT programs was formed in the last part of the dissertation.

Keywords: Curriculum, Program Evaluation, PhD ELT Programs, Postgraduate Education

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TÜRKİYE'DEKİ İNGİLİZCE ÖĞRETMENLİĞİ DOKTORA PROGRAMLARININ DEĞERLENDİRMESİ

Hülya KÜÇÜKOĞLU

ÖZ

Bu çalışmanın amacı Türkiye’de sunulan ELT doktora programlarını amaçlanan hedefler doğrultusunda öğrenci ve mezun görüşleri alınarak değerlendirmektir. Bu programlar değerlendirirken, program eğitimi sürecine dâhil olan tüm bileşenler de göz önüne alınarak irdelenmiştir. Bu bileşenler arasında bulunan dilbilim, metodoloji, eğitim bilimleri ve edebiyat ve kültür de değerlendirmiştir. Çalışmanın sonunda elde edilmesi amaçlanmış bir diğer konu ise, bu verilerin ışığında bu programlara katkı sağlamak, yeni program önerilerde bulunmak ve Türkiye’de sunulan ELT doktora bölümleri için bir program önermektir. Bu öneriler doğrultusunda programa katkı sağlayacağı düşünülen dersler ve alan bağlamında, değişen dünyanın beklentilerini karşılamakta yetersiz olduğu düşünülen derslerin de programdan çıkarılması öneriler arasında yer almaktadır.

Türkiye'deki doktora programlarının değerlendirmesi amacıyla alan taraması yapılmış ve bu doğrultuda ihtiyacı karşılamak üzere araştırma soruları oluşturulmuştur. Aynı alanda yapılan ve ELT yüksek lisans programlarının değerlendirilmesinde kullanılan veri toplama aracı bu çalışmanın amacına uygun olarak adapte edilmiş ve uygulanmıştır. Veri toplama sürecinin ardından toplanan veriler amaca uygun olan farklı istatistiksel analizler kullanarak değerlendirilmiştir. Değerlendirme sürecinde programın hedefleri ve çıktılarının öğrenci ve mezunlardan alınan veriler ışığında ele alınmış ve bu doğrultuda yorumlanmıştır.

Çalışmada ayrıca, çalışmanın uygulandığı dönemde yürütülen tüm ELT doktora programları değerlendirilmiş ve sonuçlar her bir üniversite ve her bir bileşen bağlamında ele alınmıştır.

Çalışmada veri toplanan üniversiteler: Hacettepe Üniversitesi, Gazi Üniversitesi, Orta Doğu Teknik Üniversitesi (ODTÜ), Atatürk Üniversitesi, Çukurova Üniversitesi, Yeditepe Üniversitesi ve İstanbul Üniversitesi. Boğaziçi Üniversitesi, Çanakkale Üniversitesi, Çukurova Üniversitesi, Anadolu Üniversitesi ve Ankara Üniversitesi'dir. Çalışmanın sonunda elde edilen veriler ışığında, ders önerilerinde bulunulmuştur.

Anahtar sözcükler: Öğretim Programı, Program Değerlendirmesi, ELT Doktora Programları, Lisansüstü Eğitim

Danışman: Prof. Dr. Mehmet DEMİREZEN, Hacettepe Üniversitesi, Yabancı Dil Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı

DECLARATION OF ETHICAL CONDUCT

I have prepared this dissertation in accordance with the dissertation writing rules and conventions of the Graduate School of Educational Sciences of Hacettepe University, and I hereby declare that:

All the information and documents have been obtained on the basis of academic rules,

All audio-visual and written information and results have been presented according to the rules of scientific standards,

In case of using other works, related studies have been cited in accordance with the scientific standards,

All cited studies have been fully referenced,

I did not do any distortion in the data set,

And any part of this dissertation has not been presented as any other thesis study at this or any other university.

Hülya Küçüköğlü

Hülya KÜÇÜKOĞLU

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LIST OF ABBREVIATIONS

- PhD: Doctor of Philosophy
- CHE: Council of Higher Education
- ELT: English Language Teaching
- CIPP: Content – Input – Process – Product
- MA: Master of Arts
- DTCF: Faculty of Letters
- COTE: Certificate for Overseas Teachers of English
- SFL: School of Foreign Languages
- ABET: Accreditation Board for Engineering and Technology
- CTE: The Certificate for Teachers of English
- DBE: The Department of Basic English
- DML: Department of Modern Languages
- FLTTC: Foreign Language Teacher Training College
- GSPE: Graduate Student Program Evaluation

1. INTRODUCTION

Learning and teaching English has become an indispensable tool for communication as English started to be used as a Lingua Franca worldwide by people who are originally from different countries and are in need for interaction for education, business, academic research, political or social purposes. The advance in speed and frequency of the international interactions has demonstrated that the 21st century human civilization has entered the “Age of Communication” (Wallace, 1991). English language started to serve as the common language of communication, research in science, industry and technology. English language has established itself as the world language of research and publication and it is being used by a multitude of universities and institutes all around the world as the language of instruction (Flowerdew and Peacock, 2001). It can clearly be seen that English is the most successful globalized language in history, with having the official status in 25 countries and co-official status in 27 countries (Wardhaugh, 1987, cited in Dogancay-Aktuna, 1998).

In the current dynamics of the expansion of globalization, English teaching and learning has become an inevitable part of curriculum designs all around the world as well as in Turkey. In Turkey, this situation brought the need for well-educated teachers who are capable in teaching English. As a result of this need, language teacher education programs have enhanced and ELT programs were established within newly established universities and the number ELT programs increased. According to the 2015 statistics taken from Higher Education Council, the total number of state and private universities is 193 in Turkey. 109 of these universities are state, while the other 84 are private. There are 86 English Language Teaching Departments in 95 Faculties of Education. Although the number of universities that offer undergraduate programs to serve the need for qualified teacher education is comparably high, the number is lower in graduate programs, especially PhD programs. PhD programs have a great importance, as it is one the most important aspects of being the scientific part of the education system. The number of PhD programs offering ELT was only 12, in 2013-2014 academic year.

PhD programs in ELT have an important place in teacher education in preparing academicians as well as preparing candidates to become teacher educators.

Konig (2003) suggests that in Turkey, the main aims for the teaching of English are usually for higher education, better job opportunities and for following technological and scientific improvements. As supported by Karaman and Bakırcı (2010) in their studies, the fundamental aim of post-graduate education is to promote human force that produces and uses knowledge and empower problem solving skills. In this sense, M.A. programs are considered as the basic building blocks of the academicians as they are the essential stepping stones to postdoctoral programs. Master's degree is one of utmost importance as these programs can be considered as a bridge to research based postdoctoral studies.

In Turkey, newly established universities are in need for well-educated academicians; therefore, M.A. and PhD in ELT programs have a significant place to serve as a source for this need. As Alhas (2006) mentions, the quality of postgraduate education is highly important in terms of coping with the current developments both in national and international context.

As a result of this significant place in the academic field, the PhD ELT programs need to be evaluated by researchers and policy makers in order to strengthen the quality of the education given. To get the most out of these programs, researchers have a responsibility to collect data on these ongoing programs in the form of program evaluation.

The area of teacher education and language teaching are the most experimental parts of the research area. It is for this reason that program evaluation is considered as one of the most important parts of these programs. The effectiveness of the program that has been used in the curriculum depends on program evaluation. Evaluating the program that is in use strengthens the quality of the teaching programs and improves the outcomes for the learners and the institute. The main aim of program evaluation is to improve the effectiveness of the program. Such extensive program evaluation studies may help to identify the strengths and weaknesses of the existing curriculums, improve the existing programs and identify the language development needs and expectations of the student teachers enrolled in these programs.

1.1. Statement of the Problem

Evaluating the ongoing programs through a comprehensive research study and discovering areas that need development plays a crucial part in the academic curricula. To our knowledge, the evaluation studies on English Language curriculum at Graduate level is few in number and almost none of the studies conducted search for PhD level of the Graduate Programs. Although there are a number of studies done on post- graduate education in the Turkish context, PhD ELT program evaluation has not been studied earlier. It is the goal of this study to have a critical look at these programs in the Turkish context and evaluate them. Therefore, the problem statement of this study is “What are the main characteristics of the PhD in ELT Departments in Turkey?” Based on this main problem statement, the following sub-problems are also within the problems of this study;

- the strengths and weaknesses of PhD ELT programs
- whether PhD ELT programs can keep up with the changes
- whether PhD ELT programs meet the needs of the students and graduates.

1.2. Significance of the Study

Making a comprehensive research study and discovering areas that need improvement is the main aim of this study. The study not only provides the necessary information to the insiders, but also gives a thorough picture of the ongoing programs to the stakeholders such as Council of Higher education, program designers, and academicians in the field in order to make the necessary changes.

In a direct sense, the study will inform the decision makers about the strengths and weaknesses of the ELT programs pertaining to PhD It will also help to figure out how effective the current program is in relation to evaluating and improving. This evaluation study will help decision makers to make relevant changes, additions and deletions to the program.

Additionally, the results will provide information regarding program description, content, instruction, departmental support, atmosphere in the department, program resources as well as; linguistic, literature culture, ELT methodology, research and

educational sciences components, all of which will definitely add up to the suggestions to improve the identified deficiencies in these programs.

One other significance of this study is that it will contribute to the scanty body of literature on the program evaluation of PhD ELT programs in Turkey. This current study is the only study conducted on program evaluation for PhD ELT programs in the Turkish context. By this means, the results of the study may be considered a hint for PhD ELT programs in understanding and modifying the deficiencies in these programs.

It is hoped that the results of the study will provide valuable insights into the effectiveness of the program and be used as a framework for designing and improving the studies at PhD ELT programs in Turkey.

1.3. Purpose of the Study

The purpose of this study is to determine the main characteristics of post-graduate education in ELT Departments which are offered in Turkish context in regards to PhD ELT programs. A comprehensive evaluation will also be conducted as a part of this dissertation study. The 12 universities that have been the subjects of the study were also rated among each other. By evaluating these programs it is intended to facilitate the ELT Departments to collect data on the ongoing programs in Turkish setting. The study is additionally proposed to guide the fundamental changes that may be required in the PhD ELT programs in Turkey. These progressions may embody changes, substitutions of courses, increases or oversights of courses in PhD ELT programs in Turkish setting.

1.3.1. Research Questions

This study has been conducted to identify, analyze, and evaluate the existing situation of the PhD ELT programs in the Turkish context concerning up until 2013-2014 academic year in terms of; program description, content, instruction, departmental support, atmosphere in the department, program resources as well as; linguistic, literature, culture, ELT methodology, research and educational sciences components. In order to evaluate the PhD ELT programs in Turkish context the following research questions were formed under the supervision of the experts in the field of English Language Teaching.

The present study will address the following research questions:

- RQ1-** What are students' perceptions of the importance given to the purposes of program by themselves and by their department?
- RQ2-** What are the students' perceptions of the general characteristics of the PhD programs?
- RQ3-** What are the students' perceptions in terms of the goals of the program?
- RQ4-** What are perceptions of the students' regarding the effectiveness of the program?
- RQ5-** How successful was the Main Course components in helping students' to become an academic?
- RQ6-** What are students' perceptions of the most important PhD courses offered in their PhD ELT program?
- RQ7-** What are the students' perceptions of the effectiveness/helpfulness of their advisors' during the dissertation writing process?
- RQ8-** What are the students' perceptions of the overall evaluation of their PhD ELT program?
- RQ9-** Do teaching experiences, gender and age differences make any differences in participants' perceptions?
- RQ10-** What are the students' perceptions of the courses to be included in the PhD ELT programs in the future?
- RQ11-** Are there any differences in participants' perceptions of the program in relation to the department they are currently working at?
- RQ12.** Is there any relationship between the program graduated and the participants' perceptions of offered courses in the program?

1.4. Limitations of the Study

The current research has some of limitations. Some of the limitations of this study include the number of graduates who took part in the study. The number of graduates who took part in the study is lower compared to the number of students.

The second limitation of the study was the imbalance in the number of participants from different PhD ELT programs in Turkey. The number of participants from some universities is comparably low. Although the survey was sent to all ELT Departments for the attention to their students and graduates, only the voluntary participants took the survey.

Another limitation of the present study is that it did not embrace perceptions of the professors who teach at these departments in order to see the differences in perception which requires another research.

The number of participants of the study is 116 in total. Although the number is comparably high for a research study, having a higher population of respondents would have given a better profile about the current situation of the PhD ELT programs offered in the Turkish context.

1.5. Definition of Terms

The terms frequently used in the study will be given below in order to facilitate the reading of this dissertation.

Curriculum: **1** an overall plan for a course or program, as in *the freshman composition curriculum*. **2** the total program of formal studies offered by a school or institution, as in *the secondary school curriculum* (Richards and Schmidt, 2002). Curriculum has also been defined by Parkay and Hass (2000) as a process “*that consists of planning experiences that lead to students’ learning and growth*” (p. 3).

Curriculum Design: Curriculum design aims to provide insights about the quality of program planning and organization (Mackay, 1994).

Syllabus: a description of the contents of a course of instruction and the order in which they are to be taught. (Richards and Schmidt, 2002).

Evaluation: There are many different ways to define the term evaluation which sometimes leads the reader in ambiguity. In general sense, it is the collection of information in a systematic way for the purpose of decision making. To collect data, evaluation may use both qualitative (e.g. interviews, observation, ratings) and also quantitative methods (e.g. Tests, surveys). The evaluation of individuals involves decisions about entrance to programs, placement, progress, and achievement. In evaluating both programs and individuals, tests and other

measures are frequently used (Richards and Schmidt, 2002). In the current study the term will be defined “as the systematic attempt to gather information in order to make judgments and decisions” about the program at issue (Lynch, 1996).

Summative Evaluation: Summative evaluation is conducted at the end of the program.

Formative Evaluation: Formative evaluation requires the assessment process to be carried out while the program is being established

Evaluation of Need: tries to identify and measure the level of unmet needs within an organization or community (Gaber, 2000).

Evaluation of Process: involves checking on the assumptions made while the program was being planned (Posavac and Carey, 2003).

Evaluation of Outcome: becomes a focus of evaluation when program managers expect some behavioral changes in people (Posavac and Carey, 2003).

Program: is the image of a series of courses linked with some common goal or end product (Lynch, 1996).

Program Evaluation: is a process that helps to find out whether the developed and organized experiences are producing the intended outcomes or results; it is a process that helps to diagnose the strengths and weaknesses of the plans and organizations (Tyler, 1949).

Program Design: is a series of tasks that contribute to the growth of consensus among the staff, faculty, administration, and students (Brown, 1995).

The Product-Oriented Approach: This approach: observes if the curriculum applied, meets its goals and objectives. This type of evaluation is built on the basis of summative evaluation model which takes place at the end of the concluded curriculum to find out its effectiveness.

The Static-Characteristic Approach: This approach intends to find out the effectiveness of the curriculum and it is carried out by outside experts.

The Process-Oriented Approach: This approach seeks every step of the implemented curriculum to understand how it works and the focus is on the analysis of the process.

The Decision-Facilitation Approach: The main purpose of this evaluation is to facilitate the developers and administrators to give their own decisions about the program implemented. CIPP, CSE, and Discrepancy Model are the outstanding models of this approach. Aim of this model is to provide information for authorities who make decisions on the curriculum (Demirel,2004).

Descriptive Data-Based Approach: The aim of this approach is to collect data from an ongoing program for the betterment of the program. (Rea-Dickens and Germaine.1992).

Descriptive Research: This is a research which aims to describe the previous or the current situation of a program reflected as it is without additions or subtractions. Its situation of a program tried to be described in their own conditions or as they really are (Karasar, 2005)

The Discrepancy Evaluation Model (DEM): The Discrepancy Evaluation Model (DEM), provides information on program assessment and program improvement. In the DEM model, evaluation is identified as the comparison of the actual performance to the desired standard. The evaluation information gathered by DEM facilitates rational decision making by career planning and placement counselors.

Mixed-Methods Studies: The basic purposes of the mixed methods approach are to provide direction for improving programs as they evolve and to assess their effectiveness after they have had time to produce results. Use of both quantitative and qualitative methods is intended to ensure dependable feedback on a wide range of questions; depth of understanding of particular programs; a holistic perspective; and enhancement of the validity, reliability, and usefulness of the full set of findings.

CIPP: This model makes provision for holistic evaluation. Its elements are systems oriented, structured to accommodate universal evaluation needs. They also notes the rarity of an evaluation model that offers process evaluation, CIPP model deals with products or outcomes not only at the conclusion of the program but also at various points during the program. Outcomes are then related to objectives; differences are noted between expected and actual results; and the decision maker decides to continue, terminate or modify the program.

2. REVIEW OF LITERATURE

2.1. Introduction

As program evaluation is the main purpose of this study, this chapter presents a review of program and program evaluation. To be more accurate, literature on curriculum, syllabus, course design and evaluation in so far will be discussed as these concepts are the key points of this current dissertation study. In the first part of the study, the current status of the English language in the world and an overlook at the status of English language in the Turkish Education System will be pointed out. The second part of the study will focus on the terms such as curriculum and program evaluation will thoroughly be discussed and significance of carrying out program evaluation and the approaches related to language program evaluation will be put forward. On the last part, studies done on program evaluation both in Turkey and abroad will be reviewed.

2.2. Current Status of English Language

The inevitable growth of interest in English Language has been growing gradually especially in the last decades. However, the spread of the English language and English language studies goes back to the 17th and 18th centuries, when Britain became the leading colonial nation. Crystal summarizes the history of the spread of English with these lines:

In the seventeenth and eighteenth centuries, English was the language of the leading colonial nation Britain. In the eighteenth and nineteenth centuries, it was the language of the leader of the industrial revolution-also Britain. In the late nineteenth century and the early twentieth, it was the language of the leading economic power-the USA. As a result, when new technologies brought new linguistic opportunities, English emerged as a first rank language in industries which affected all aspects of society-the press, advertising, broadcasting, motion pictures, sound recording, transport and communications (Crystal, 1997, pp. 110-111).

As Crystal (1997) summarizes, with the impact of colonization, British Empire took the first step to make English as the world language. When millions of people took off to live in the newly discovered continent of America, from British Isles, France, Spain and Italy, English had its role as an international language by means of technological, political, economic and academic relations. Starting from the nineteenth century till today, with its new role as the super power country, the United States took the preliminary steps to make the English language, as the common language among the world countries. English has gone beyond its

natural borders, nonnative speakers of English outnumber native speakers three to one as asserted by Crystal (1997). Throughout the years English has established itself as the world language of research and publication and it is being used by a multitude of universities and institutes of learning all around the world as the language of instruction (Flowerdew and Peacock, 2001). Toker (1999), also emphasizes the growing importance of the English language as; “the English language has become more common among world communities, especially since World War II, and accepted for international communication”. This situation has made learning a foreign language as one of the main elements of the formal curriculum. In Turkey the spread of English has become an important point as it is in the rest of the World. English is now taught at all levels from primary schools to university level studies. Currently, English, as a foreign language, is the only compulsory language taught at all levels of education, and German and French being elective languages in some schools (Kırkgöz, 2007). In order to maintain suitable language classes, evaluation studies also gained importance.

2.3. An Overlook at the Status of English language in the Turkish Education System

Being a newly established Republic, Turkey was also under the influence of scientific and technological developments as it was trying to modernize, improve and keep the pace with the other nations of the rest of the world. After the establishment of the Turkish Republic in 1923, modernization and westernization movements brought closer connections with Europe and the USA, which accelerated the spread of ELT in the country. Having strong political ties with the United States, led to give importance to foreign language learning and the number of schools teaching through the medium of English increased during this time. English gained precedence over other foreign languages particularly French, which was previously preferred in diplomacy, education and art (Kırkgöz, 2007). Doğançay-Aktuna (1998) suggests that after the 1980s, international ties had been strongly established and, in a rapidly globalizing world with liberalism and free enterprise, Turkey felt an even more urgent need to keep up in terms of foreign language proficiency.

As English became the *lingua franca* of the fast growing world, the number of schools conducting English education increased. According to the surveys done

by Ministry of National Education, in Turkey in the 1987–1988 academic year, there were 193 English-medium secondary schools (103 private, 90 state-owned). By the 2004–2005 academic year, the number of private secondary schools reached 650, and the number of Anatolian high schools were 415. (<http://rel.sagepub.com> retrieved at Hacettepe Univeristy on April 17, 2010).

As for the higher education, in 1936, Faculty of Letters (DTCF) was opened for the same reason. The main purpose of the establishment of this Faculty was to conduct research on the culture, language and history of the Turkish language. 21 philology departments were opened in DTCF, in order to help gaining this main aim. The 1950s mark the first phase of the spread of English through schooling that lasted until the late 1970s (Doğançay-Aktuna, 1998).

The strategies of the Higher Education Council cannot be separated from the education faculties which are also responsible for Foreign Language Teaching in the whole nation. A number of restructuring programs were designed to better the Education Faculties. Some important changes come forward in the 1997 ELT curriculum reform. One of the most important change was done in the curriculum of the education faculties. The curriculum of the teacher education departments at the undergraduate level in the ELT Departments of the Faculties of Education were revised because of the reform done in the curriculum of the high school program. The previous curriculum did not fit the needs of the future teachers of the 21st century in terms of practice.

Education is the most important aspect for the future of a country. Among all the other educational institutions, higher education institutions are the ones which should be considered as the core because they are the places where the leaders of the future are being educated. Higher education institutions carry the responsibility of the social and economic developments of a country, transferring the cultural values to the coming generations, enlightening the society with new findings for the sake of the humanity (Blackburn and Lawrence, 1995). It is also higher education institutes responsibility to higher the standards of the society. Higher Education Institutes influence the individuals as students and this situation effects the social upheaval (Bowen, 1980).

As the English language gained importance, the need for more effective ways to learn this world language gained importance accordingly. English, the common language of the world, English Language Teaching has become the number one issue for the governments and precautions are being taken in order to have the learners get the best solution. Turkish Government has taken a number of initiatives in revising the curriculum of both the ELT Departments in the Education Faculties and the curriculum of all the language classrooms throughout the country. Another thing which gained importance is teacher education institutions. In order to accommodate new educational measures into the existing system, curriculum and evaluation is done in order to see the need of change in the existing programs. In order to make innovation in ELT systems and adapting the existing system to new educational norms, program evaluation studies should be done. The need and importance of program evaluation appears particularly in the ELT curriculum and the assessment system. Evaluation is a central component of the educational process as it lets you know whether or not the time and effort you are putting in your programs worth it.

2.4. An Overview of Curriculum

The word curriculum originally comes from Latin meaning a racing chariot and from which is derived a racetrack, or a course to be run, and from this, a course of study (Ross, 2000, p.8). The rationale behind curriculum evaluation is to find out the efficacy of the planning procedures employed and assessing whether the content and objectives are appropriate (Richards, 2005). The concept of curriculum embodies the whole experiences that the students are required to learn at school. This experience covers the knowledge, skills, and values that are need to be achieved as the anticipated goals of the education process as well as the philosophical, social and administrative choices that play part in planning the educational program. Curriculum as a concept, has been defined in many different ways depending on the period of time when it is defined. One of the earliest definitions comes from researchers who regard curriculum as a system of production. To exemplify, Bobbitt (1923) defines curriculum as the series of things which children and youth must do and experience by developing ability to do the things well that make the affairs of adult life. Likewise Popham (1975) defines curriculum as the *“objectives that an educational system hopes its learners will*

achieve" (p. 96). In a broader sense *curriculum* refers to "what schools teach a specific educational activity planned for a particular student for a particular point of time" (Eisner, 2002, p. 25). In line with many other researchers such as Allen, (1984), Stem, (1984), Ross, (2000), Steinhouse, (1975), Kelly (1989), and Wilson (1990), defined the term in following words:

Anything and everything that teaches a lesson, planned or otherwise. Humans are born learning, thus the learned curriculum actually encompasses a combination of all of the below -- the hidden, null, written, political and societal etc.. Since students learn all the time through exposure and modeled behaviors, this means that they learn important social and emotional lessons from everyone who inhabits a school -- from the janitorial staff, the secretary, the cafeteria workers, their peers, as well as from the deportment, conduct and attitudes expressed and modeled by their teachers. Many educators are unaware of the strong lessons imparted to youth by these everyday contacts.

That is; everything within the educational system; the planned, the unplanned, the written and the unwritten is covered in the term "curriculum". However among all the definitions given, the one given by Her Majesty's Inspectorate in England and Wales can be considered as one of the broadest one. According to this definition, curriculum;

" ... [consists] of all those activities designed or encouraged within its organizational framework to promote the intellectual, personal, social and physical development of pupils " (DES, 1985a, para 11)

Olivia (1997) on the other hand, states the depth and multifaceted status of the concept of curriculum in his following description:

Curriculum is;

- *..what is taught in schools*
- *..a set of subjects.*
- *..content*
- *..a program of studies.*
- *..a set of materials*
- *..a sequence of courses.*
- *..a set of performance objectives*
- *..a course of study*

- *..is everything that goes on within the school, including extra-class activities, guidance, and interpersonal relationships.*
- *..everything that is planned by school personnel.*
- *..a series of experiences undergone by learners in a school.*
- *..that which an individual learner experiences as a result of schooling Olivia (1997).*

Olivia (2001) also defined the term as; “The curriculum field is by no means clear; as a discipline of study and as a field of practice, curriculum lacks clean boundaries...”. The idea is supported by the great number of other definitions indicated by the educational scientists in the field such as; Brown, (1995); Henderson and Hawthorne, (2000); Henson, (1995); Nunan, (1988a); Nunan (1989); Oliva, (1997); Pratt, (1980); Portelli, (1987). Studies show that there are more than 120 different definitions given by the researchers either broadly or narrowly.

According to some educators, the concept covers the subjects or subject matters. For others, it covers every experience that the student undergoes within the school system. Tanner and Tanner (1980) identified curriculum as “the learning experiences and intended outcomes formulated through systematic reconstruction of knowledge and experience, under the auspices of the school, for the learners’ continuous willful growth in personal-social competence” (p. 102). Furthermore, Wiles and Bondi (1985) see curriculum as a goal or collection of values that are activated during the development stage in the teaching process besides a learning plan.

Ornstein and Hunkins (2004) presents five different definitions for the concept of curriculum. These can be listed as follows;

- A curriculum can be defined as a plan for action or a written document that includes strategies for achieving desired goals or ends.
- A curriculum can be defined broadly- as dealing with experiences of the learner.

- Curriculum can be considered as a system for dealing with people and the processes or the organization of personnel and procedures for implementing that system.
- Curriculum can be viewed as a field of study.
- Curriculum can be considered in terms of subject matter or content.

Among the five definitions given by Ornstein and Hunkins (2004), the first definition can be considered as the one that covers the framework of this current study.

It must be noted that another valuable definition comes from White (1993) who asserts that “curriculum theory encompasses philosophy and value systems; the main components of the curriculum: purposes, content, methodology and evaluation; and the process whereby curricula are developed, implemented and evaluated”.

The evaluation of the curriculum is defined by Brown (1995), as; *“the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum and assess its effectiveness within the context of the particular institutions involved”*. *Every schooling system is in need of curriculum evaluation to improve the elements as well as the connectedness of the ongoing process of education* (White, 1988; Brown 1995).

Richards (2005) believes that, in order to find out if the objectives and the content goes along with the procedures and the assessment of an ongoing program, a continuous curriculum evaluation is needed.

Richards (2005) also asserts that curriculum evaluation should be applied to find out;

- *how the program works,*
- *how successfully it works,*
- *whether the program responds lo learners’ needs,*
- *whether further teacher training is required for teachers working in the program,*
- *whether students are learning sufficiently,*

According to Richards (2005), in order to find out the answers to the given statements, the following questions need to be answered:

- *Is the curriculum achieving its goals?*
- *What is happening in classrooms and schools where it is being implemented?*
- *Are those affected by the curriculum (e.g. teachers, students, administrators, parents, employers) satisfied with the curriculum?*
- *Have those involved in developing and teaching a language course done a satisfactory job?*
- *Does the curriculum compare favorably with others of its kind? (Richards, 2005)*

The need for clear curriculum evaluation is stated by a great number of researchers. To get a better understanding of the situation, in his book "The Elements of Language Curriculum, A Systematic Approach to Program Development" Brown (1995), categorizes every part of the teaching process into approaches, syllabuses, techniques, exercises or pedagogies. The process of teaching reveals with curriculum design with its components; needs assessment, goals and objectives, testing, materials, teaching, and program evaluation.

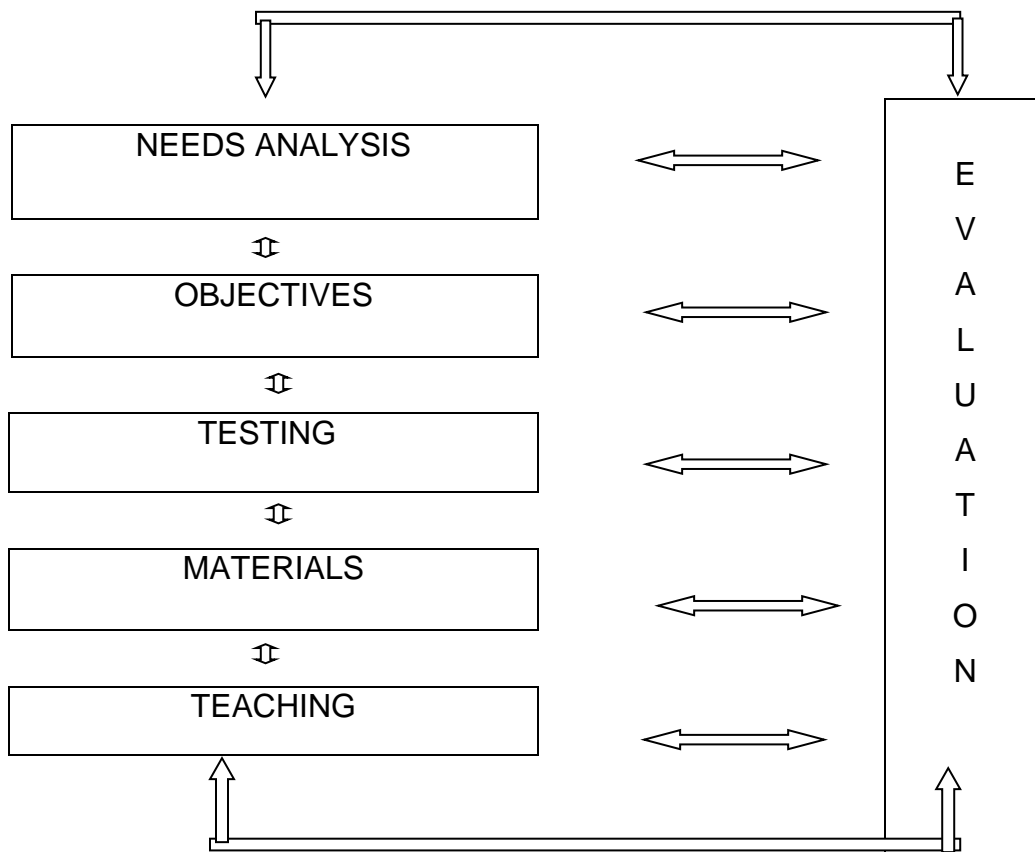


Figure 1. Brown's Systematic Approach to Designing and Maintaining Language Curriculum (Brown, 1995, p.20).

To summarize, evaluation is the heart of language curriculum as it includes, connects, and gives meaning to all the other elements (Brown, 1995). Additionally, curriculum evaluation helps to decide about the future of the program by answering whether the program will be maintained, to what extent expanded, and what needs to be revised or should be abandoned (Pratt, 1980).

2.4.1. Approaches to Curriculum Evaluation

There are several other approaches given to the term curriculum. According to Robert M. Gagne (1987), curriculum merges the subject matter, the statement of ends, sequencing of content, and pre-assessment of entry skills required of students when they begin the study of content. According to Richards and Platt and Platt (1993) curriculum is an educational program which illustrates

- *“(1) the educational purpose of the program (the ends),*

- *(2) the content teaching procedures and learning experience which will be necessary to achieve this purpose (the means),*
- *(3) some means for assessing whether or not the educational ends have been achieved". (p. 94)*

According to Brown, grouped curriculum evaluation into four different dimensions. These are product-oriented approaches, static-characteristic approaches, process-oriented approaches, and decision-facilitation (Brown, 1995: 219).

The main aim of The Product-Oriented Approach is to observe if the curriculum applied, meets its goals and objectives. This type of evaluation is built on the basis of summative evaluation model which takes place at the end of the concluded curriculum to find out its effectiveness. Tyler, Hammond, and Metfessel and Michael also other foremost researchers who suggested similar approaches such as Goal-based Evaluation Model (Tyler, 1942). This model also determines if the objectives of the program have been achieved. Demirel (2006: 179-180) lists the process of this type of model as follows:

- *Determination of the aims and objectives of the curriculum*
- *Classification of the objectives according to features that are desired to be achieved*
- *Stating the objectives in terms of behavior*
- *Identifying the situation which demonstrates whether the objective is achieved or not*
- *Development or selection of measurement techniques*
- *Collecting data about students' behavioral adequacy*
- *Comparing determined objectives to data collected in the previous step (Demirel, 2006: 179-180).*

The Static-Characteristic Approach intends to find out the effectiveness of the curriculum and it is carried out by outside experts.

In contrast to the Product-Oriented Approach, The Process-oriented Approach seeks every step of the implemented curriculum to understand how it works and the focus is on the analysis of the process. According to Fleischman and Williams

(1996), the purposes of this evaluation model is to describe an instructional curriculum and how it is implemented, and through this, understand why the objectives have been or have not been achieved. Scriven and Stake are the main supporters of this approach. As in Fleischman and Williams' studies, Scriven's model (1967) also focuses on the scrutiny of the process rather than the outcomes.

According to The Decision-Facilitation Approach, the main purpose of evaluation is to facilitate the developers and administrators to give their own decisions about the program implemented. CIPP (Content – Input – Process – Product), CSE (Center for the Study of Evaluation), and Discrepancy Model are the outstanding models of this approach. According to Demirel (2004), the aim of this model is to provide information for authorities who make decisions on the curriculum.

2.5. Definition and Importance of Program Evaluation

As being the core element of the components of curriculum, a whole number of researches of the field made definitions of evaluation. Program evaluation can be indicated as the most important part among the other components of curriculum as it gives feedback on the achievement of both the students and the curriculum and is the key elements to provide continuity of the program. As a central component of the educational process, program evaluation is certainly a critical and challenging mission. Kelly (1999) defines curriculum evaluation as the process by which we attempt to gauge the value and effectiveness of any particular piece of educational activity. One of the other earliest definitions comes from Popham who underlines the importance of evaluation by its function as an assessment tool. According to Popham (1975, cited in Brown, 1995), "systematic educational evaluation consists of a formal assessment of the worth of educational phenomena". Brown (1995) also underlines the importance of evaluation by highlighting its role as an assessment aside with the improvement of the program evaluated. Brown's definition also goes parallel with Tyler (1965) in relation with its focus on the improvement role of evaluation. He describes evaluation as the final step leading to program improvement.

According to Brown (1995), evaluation is "the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum

and assess its effectiveness within the context of the particular institutions involved”.

Program evaluation is defined by Demirel as (2006), “the whole of dynamic relations among the components of goals and objectives, content, teaching/learning processes, and evaluation”. Apart from providing the necessary information and the deficiencies of the ongoing program to the insiders, program evaluation also offers the relevant information about the program to the stakeholders, such as the Council of Higher education, in order to make the necessary changes. The outcome of program evaluation aims to find whether the ongoing program designed, developed, implemented can create the sought 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, 1998). As Johnson and Johnson (1992) suggests, a curriculum cannot be evaluated without reference to its context, aims and objectives, designers, managers, teachers and its resource base.

As Peacock (2009) asserts, evaluation of these programs is the starting point in the way towards professionalization of the field of ELT. It is also necessary for the improvement of the program; as a result of this, systematic evaluation should be placed at the very heart of a program (Rea-Dickins and Germaine, 1998). According to Brown (1995: 218), curriculum evaluation is “the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum and assess its effectiveness within the context of the particular institutions involved”.

2.5.1. Types of Evaluation

As Brown (1995) indicates from his below definition, "collecting and analyzing the relevant information necessary to promote the improvement of a curriculum and assess its effectiveness" is the main concern of program evaluation studies. Depending on the purpose of the study that is going to be conducted, the researcher chooses one of the evaluation models discussed by Richards (2005); formative, illuminative and summative.

In *formative evaluation*, the researcher focuses on the development and improvement of an ongoing program by asking the following questions:

- Has enough time been spent on particular objectives?
- Have the placement tests placed students at the right level in the program?
- How well is the textbook being received?
- Is the methodology teachers are using appropriate?
- Are teachers or students having difficulties with any aspect of the course?
- Are students enjoying the program? If not, what can be done to improve their motivation?
- Are students getting sufficient practice work? Should the workload be increased or decreased?
- Is the placing of the material adequate? (Richards, 2005: 288)

The purpose of this type of evaluation is to collect information about an ongoing program to improve its effectiveness.

Illuminative evaluation on the other hand, focuses on the teaching and learning process in order to get a better understanding about the different features of the certain program. To do this, answer to the following questions are studied by the researcher;

- How do students carry out group-work tasks? Do all students participate equally in them?
- What type of error-correction strategies do teachers use?
- What kinds of decisions do teachers employ while teaching?
- How do teachers use lesson plans when teaching?
- What type of teacher-student interaction patterns typically occur in classes?
- What reading strategies do students use with different kinds of texts?
- How do students understand the teachers' intentions during a lesson?
- Which students in class are most or least active? (Richards, 2005: 288)

This type of evaluation study aims to bring out a deeper look at a program with all of its aspects related about the teaching and learning as a process.

Summative evaluation that is done after the completion of the implementation of a program. The main concern of this type of evaluation is to reveal the overall efficiency and effectiveness of the program. Richards (2005) mentions about the following questions to be asked in order to make a clear evaluation on the mentioned purpose;

- How effective was the course? Did it achieve its aims?
- What did students learn?
- How well was the course received by students and teachers?
- Did the materials work well?
- Were the objectives adequate or do they need to be revised?
- Were the placement and achievement tests adequate?
- Was the amount of time spent on each unit sufficient?
- How appropriate were the teaching methods?
- What problems were encountered during the course? (Richards, 2005: 288)

Fitzpatrick et al (2004, p. 19) also mention formative and summative as the two basic types of evaluation. Researchers underline formative evaluation with an aim “to provide information for program improvement”. On the other hand the purpose of summative evaluation is “to serve decisions or assist in making judgments about program adoption, continuation or expansion” (Fitzpatrick and et al., 2004). That is, while the main focus is on the process in formative evaluation, it is on the product in summative evaluation. To better understand the difference of these two evaluation models, below table was given by Worthen and Sanders (1998).

Table 2.1 Differences between Formative and Summative Evaluation

<i>Basis for Comparison</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Purpose	To improve the program	To certify program utility
Audience	Program administrators and staff	Potential consumer
Who should do it?	Internal evaluator	External Evaluator
Major characteristics	Timely	Convincing
Measures	Often informal	Valid/reliable
Frequency of data collection	Frequent	Limited
Sample size	Often small	Usually large
Questions	What's working? What needs to be improved? How can it be improved?	With whom? At what cost? With what training?

Educational Evaluation: Alternative Approaches and Practical Guidelines by Blaine Rorthern and James R. Sanders (1998).

Another researcher distinguishes evaluation into two different aspects. Gilbert (2004) indicates these two aspects as intrinsic evaluation and extrinsic evaluation. In intrinsic evaluation model, the study focuses on the value of the objectives, consequences, outcomes and implications of programs which might not have been given in the program. On the other hand, extrinsic evaluation focuses on judging the aims and objectives that are aimed to be achieved and assumes that the outcomes of a program could be stated in measurable terms (Gilbert, 2004).

The main difference between the mentioned evaluation models is the time when the evaluation is applied. While the summative evaluation is applied after the implementation of a program, formative evaluation is applied while the program is being implemented, in order to make the necessary changes for the betterment of the program being implemented.

Even though the approaches and methods indicated by different researchers focus on a variety of areas, the main aim of program evaluation is to improve the quality of the programs.

2.5.2. Phases of Program Evaluation

Program evaluations studies are done in a well-organized plan to fulfill its function. Fleischman and Williams (1996) explain the steps of the evaluation process as:

- Defining the purpose and scope of the evaluation
- Specifying the evaluation questions
- Developing the evaluation design and data collection plan
- Collecting the data
- Analyzing the data
- Using the evaluation report for program improvement

Other than the steps to be taken presented by Fleischman and Williams (1996), Norris and Watanabe (2007) presents four evaluation measurements that needs to be considered in the process of evaluation. These measurements are indicated by the following questions:

- Utility: Is evaluation useful to the intended users?
- Feasibility: Is the evaluation plan realistic and practical?
- Propriety: Is evaluation conducted ethically?
- Accuracy: Is evaluation conducted appropriately and systematically, and can it be justified?

Identifying the purpose of evaluation is the first step to be taken in the evaluation process. The questions to be asked at this stage are put forward by (Varış, 1997; cited in Zincir, 2006) as “Why do we evaluate?” and “Who will participate in evaluation?” The purpose of the evaluation study vary in number depending on its expected outcome. The target group of the study may also be from a wide range of participants from program developers to students and the teaching staff. The study can be done in order to find out the effectiveness or the strengths and weaknesses of the program or the Rates of the program in general.

As the second step, the answers to the following question should be answered to identify the questions of the evaluation. “What will be evaluated?” (Varış, 1997; cited in Zincir, 2006). The questions of the study may focus on different components of the program such as the content, goal, the process of teaching, assessment, strengths, and weaknesses of the program as a whole and so on.

The next step deals with the data collection method and plan depending on the purpose of the study to be conducted. At this part of the evaluation process, the answer to the following question needs to be resolved. "How will the evaluation be carried out?" (Varış, 1997; cited in Zincir, 2006). Both the evaluation method and approaches to be used in the evaluation process such as formative, summative and so on, should be measured depending on the scope of the study. Data collection instrument such as surveys, interviews, observations and so on should also be also be decided at this stage.

As the fourth step of the evaluation process, data collection should be conducted to the target group. At this point, the reliability and the validity of the data collection tool has an overwhelming importance in order to get trustworthy results.

The fifth step focuses on the analysis of the data collected and writing a report on the results. At this point the following question should be the starting point during the report writing process: "What does the target group need to know about the evaluation results?" and "How can these results be best presented?" while analyzing the data, the researcher can use descriptive and inferential techniques or both in order to perform the results. The report of the study conducted should consist; the main goal of the evaluation, the methods used in order to conduct the study, the finding of the study and implications to the findings. The results then be submitted to the stakeholders in order to be used for the betterment of the program evaluated. Making use of the results of the evaluation study has a great importance as it is the last and the most important part of the evaluation process.

2.5.3. The Need for Program Evaluation

As an organization, it is the Higher Education Council's (HEC) responsibility to organize, plan, recognize and supervise all universities. This organization which is under the governance of the constitutional state body, is in control of every step of the educational system in higher education. This includes the program renewals, subtractions and additions on the ongoing programs which are in need of continuous program evaluation. Being part of this constitutional state body, education faculties and institutes are also part of the process of evaluation. As a result of its accelerating existing situation as a world language, the requirements of English as a world language, needed a change in terms of curriculum,

methodology and evaluation gained substantial importance. Grossman underlines the importance of English Language Teacher Education Programs as one of the most important ones which "has been reshaped to confirm the social necessities and educational developments in Turkey" (Grossman et al, 2007). This situation brought the need for continuous program evaluation in the academic programs. Although program evaluation is a need for every schooling system, the need in this sense focuses on the prospective English language teachers as they are the starting point of the language taught in schools. Therefore, in order to make the necessary changes, teacher education programs are needed to be evaluated through continuous program evaluation. The importance is asserted by Wallace (1991). According to Wallace (1991), teacher education programs need a clear philosophy, and the program content should reflect that philosophy.

The two main purposes of program evaluation is explained by Weir and Roberts (1994) as program accountability and program development. While the first one examines the effects of a program at its end points, the other is conducted while the program is still being carried out.

The importance and need for program evaluation is also stated by a number of researchers. Among them, Posavac and Carey (2003) explain six purposes of program evaluation by underlining the importance of planning and improving the ongoing programs in order;

To assess unmet needs

To document implementation

To measure results

To compare alternative programs

To provide information to maintain and develop quality

To detect negative side effects

Lynch (1996) states the two common goals of program evaluation as the evaluating the effectiveness of the program and/or assessing its quality against that of comparable programs. Nunan (1993) claims that the planned curriculum is usually "invisible", so there is a continuous need in order to observe its existence. Therefore, program evaluation is a significant tool for any ongoing program as it

gives feedback on the achievement of both the students and the curriculum, so continuity of the process is necessary of the sake of the improvement of the program.

According to French, Bell, and Zawacki (2000), a number of questions should be asked while evaluating a program. These are “What changes occurred?” or “Are we satisfied with the results?”. Program evaluations can be done as a continuous monitoring of the ongoing programs or as a single study of the program that is in progress on its process, outcome, and/or impact of the program.

Another description comes from Fleischman and Williams (1996) who describes evaluation as “*a tool which can be used to help teachers judge whether a curriculum or instructional approach is being implemented as planned, and to assess the extent to which stated goals and objectives are being achieved*”. Evaluation is a systematic process which done for the purpose of the betterment of a program. According to Stufflebeam and Shinkfield (2007), “*evaluation is the systematic process of delineating, obtaining, reporting, and applying descriptive and judgmental information about some object’s merit, worth, probity, feasibility, safety, significance, or equity*”. This idea is also endorsed by Yarbrough, Shulha, Hopson, and Caruthers, (2011). They describe evaluation as a “*systematic investigation of the value, importance, or significance of something or someone along defined dimensions*”. It can be indicated that the evaluation is a prerequisite process to strengthen the program. The progress of the program can also be a point to be considered depending on the evaluation conducted.

Patton emphasizes the importance of evaluation with its functional definition (1997, cited in Norris and Watanabe, 2007) as being “*the systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future programming*”. The function of evaluation is also stated by Ertürk (1975) and Demirel (2006) as “*the process of taking a decision on the effectiveness of the curriculum*”. In accordance with many other researchers, Worthen and Sanders's definition (1973, cited in Brown, 1995), indicates that evaluation reveals the "quality, effectiveness or value of a program, product, project, process, objective or curriculum". Therefore, the systematic application of program evaluation gives a significant input for the stakeholders of the field, to

design the programs accordingly. By the data collected from the evaluation process, decision makers can make the necessary modifications, additions, or subtractions that are needed in the program.

Additionally, Posner (2004) presents three different explanations of curriculum evaluation by underlining its main purposes of use. Posner (2004) affirms that “*if curriculum is regarded as a document including a content outline, scope and sequence, or syllabus, curriculum evaluation is defined as a judgment regarding the value or worth of such a document; if curriculum is accepted as the experiences of the students, curriculum evaluation is a judgment about the value of the educational experiences; and if curriculum refers to learning objectives, curriculum evaluation is a judgment of the actual outcomes of the educational process*”.

The continuous feedback given to the stakeholders, program designers and the program participants is the key element for the efficiency, applicability, the value and the effectiveness of the program. The validity of Rates then, mainly relies on the evaluation process.

It is for that reason that without the evaluation studies, there is “a lack of cohesion in and among the elements, and if left in isolation, any of the elements may become meaningless” (Brown, 1995).

Wiles (2005), elaborates the functions of curriculum evaluation as having the following purposes:

- *to make explicit the philosophy and the rationale of the instructional design,*
- *to collect data for making judgments about the effectiveness of programs,*
- *for use as a decision-making tool,*
- *to rationalize changes proposed and implemented,*
- *to control the learner’s Rates through exams* Wiles (2005).

Research done on the field indicates that program evaluation is one of the core points of curriculum development and perceptions of the students and graduates are an important source for evaluation. There have been a number of studies conducted in the field of English Language Teaching in terms of program evaluation with slightly different perspective, different focus areas and in different

levels of the field studies. Almost none of the studies done on program evaluation was done English Language Programs in PhD level which is mainly to be evaluated within this dissertation study.

2.6. Related Studies on Evaluation Studies

When we look at the program evaluation studies conducted in Turkey, it can clearly be seen that there is a lack of systematic evaluation both in graduate and undergraduate level of studies. It is important to conduct regular studies as systematic study is the core element of evaluation studies. However, the literature on teacher education programs point out the fact that there was only a little written study conducted on program evaluation in teacher education (Galluzo and Craig 1990, cited in Fradd and Lee, 1997). More specifically, “there is relatively little published work available on ELT initial teacher training evaluation” (Weir and Roberts, 1994, p. 124).

The number of case studies on the field of language education programs especially in higher education is also limited in number. The main reason for this may be related to Weir and Roberts' (1994) following explanation; “there is relatively little published work available on ELT initial teacher training evaluation” (Weir and Roberts, 1994, p. 124). This idea was supported by a number of scientists such as Galluzo and Craig (1990). They indicate that, “.. the literature on teacher education programs indicates how little has been written about program evaluation in teacher education (Galluzo and Craig, 1990, cited in Fradd and Lee, 1997)

It is for these reasons that in this part of the literature review, studies from different educational levels and disciplines will be discussed which were conducted both in Turkey and abroad in order to better understand the evaluation studies. Even though the focus will be on the studies conducted on ELT departments and higher education level, studies done on other contexts which uses the same approach as this current study, will also be reviewed. The reviewed studies were chosen as they have three common contexts with the present study;

- they spotlight mostly on graduate studies (Only a few undergraduate evaluation studies were also reviewed in order to show the variety of interested bodies on program evaluation studies)

- studies conducted summative evaluation approach,
- the results of the studies based on the opinions of the "insiders", (i.e., faculty, students, and alumni, who actually represents the participants who are part of the body in the related programs).

2.6.1. Studies in the Turkish Context

There are a limited number of studies conducted on program evaluation in the Turkish context which aimed to evaluate the existing language teaching programs at higher education, namely PhD level. The studies done on program evaluation and design mainly focus on the curriculums of the preparatory schools and language courses. There is only a few studies done that mainly focuses on students' language needs, feelings and attitudes towards their programs (Baştürkmen and Al-Huneidi, 1996; Ekici, 2003; Erozan, 2005) at graduate programs.

The conducted studies reviewed in this dissertation study are mainly related to curriculum and program evaluation of a single course. Some of the studies focus on the evaluation process only and some based on summative evaluation whereas others are formative. At this point, it is inevitable to underline the main respects of the discussed studies. First reason to choose the reviewed studies is that they are mainly conducted as graduate studies and they are conducted as a summative evaluation just like the present study. However, a wide range of studies were aimed to be reviewed to show the significance and the need for evaluation studies by trying to give examples from a variety of contexts.

To begin with, one of the most recent study was conducted by Kırmızı (2011) at M.A. level at Hacettepe University. The purpose of this study was to evaluate M.A. ELT programs offered in Turkish context. By the help of this study, Kırmızı aimed to draw attention to these programs and supply the necessary information to form a base to the field.

In the process of research, to bring the necessary changes to the evaluated programs was also being anticipated. The study was conducted in 16 universities which offer M.A. ELT programs. Total of 90 participants took part in the study who are students, graduates, teachers, lecturers, and research assistants. The participants were asked a number of survey questions given in four different

sections as well as some interview questions. The first section collected the demographic information about the participants. The second section probed the motivation of the participants in conducting a master degree. The third section focuses on a selection of components such as program description, departmental support, and atmosphere in the departments, program content, program instruction, and program resources. The last section dealt with the evaluation of the courses offered at these departments and their course components. Participants were also asked to identify their need for different courses.

The results of the study indicated that the students' choice of enrolling a master degree is mainly because of their favor in continuing further academic studies. The choice of university was primarily related to the "graduate program's reputation". Participants of the study also indicated that they view the program as a means of a major step for further academic studies and as an instrument of personal development.

The components of the courses were grouped under five different parts. These are:

- Linguistic Component,
- ELT Methodology Component,
- Literature and Culture Component,
- Research Component, and
- Educational Sciences Component.

Concerning the evaluation of these components, results indicated that participants appreciated two of the components in M.A. ELT programs compared to others. These components are the research component and ELT methodology component. The least favored component was the Literature and Culture Component.

The results also put forward that M.A. ELT programs offer a respectful atmosphere for the participants. The quality of the professors in M.A. ELT departments were also highly rated. One point to be considered by the departments is that they need to obtain better support to their students. One other point to be reconsidered is the program resources such as internet connection and computerized

classroom. The results point out the need for more enrichment on this issue. One interesting result is that the participants did not find the program quite up-to-date and they needed more technology related courses. Consequently, technology integration and course updates are two main points to be reconsidered in M.A. ELT programs. As an overall evaluation, the results showed that the participants are generally in favor of their programs and they would choose the same department and same university if they had a chance to choose again. However, they also mentioned the need for reconstructing some parts of the program. The results of the study vary among different universities and the study underlined the differences among the participated universities. The study shed a light to the ELT field of study as being one of the few studies done on M.A. level. The study conducted by Kırmızı has significance as being the starting point of this current study.

One other study was carried out by Kanatlar (1996) at M.A. level. The study was a summative study aiming to find out the Rates of the TEFL program at Bilkent University in Ankara. The study involved both questionnaires and interviews. In his study, Kanatlar expected to find out if the courses were designed to meet the needs of the students. He also wanted to find out if the resources and the materials used are satisfactory. The study was conducted both the students and the program administrators. The results showed that the program was satisfactory and it met the needs of the students. The results also indicated that the program made positive changes in the Professional lives of the students. The need for some changes was also suggested by the participants. The most striking result of the study can be considered about the responsibilities and positions of the student participants; the participants indicated no change in their current position.

Another study was carried out by Çanga (2002) at Middle East Technical University which explored the professional lives of the students and the alumni members of Construction and Management department. The study was a summative study in nature as this current study. The data was collected through a questionnaire developed by the researcher. Results indicated that the master's degree was beneficial as it gave the alumni a chance of promotion as well as a prestigious reputation. The results also showed that the degree that they get from the mentioned department developed their professional skills.

Yalabık (1999) conducted an evaluation study in Middle East Technical University, Engineering Department. The study aimed to find out if the program was obtainable to get a equivalence certificate from Accreditation Board for Engineering and Technology (ABET). The results showed that the department was "substantially equivalent" to the similar programs.

One other evaluation study was conducted at Bilkent University in in-service teacher education program at School of English Language. The aim of the study was to evaluate the COTE (Certificate for Overseas Teachers of English). The study was conducted by Daloğlu (1996) who used eclectic evaluation model which simply integrates two different models, namely Tyler's approach and Stufflebeam's formative evaluation (CIPP model). Both qualitative and quantitative data were collected from the teaching staff, graduates and students who are/were part of the COTE courses. The results of the study suggest that the COTE courses met the needs of most of the participants. The contributors of the study indicated that they felt more self-confident in teaching after having completed the course. However, there was still some need for additions and subtractions that can be made in order to better fit the needs of the participants. There were also some reconstructions needed for some components of the program.

A similar evaluative study was conducted by Şahin (2006), on the in-service teacher training program at Middle East Technical University (METU), the School of Foreign Languages (SFL). The aim of the study was to find out the efficacy of the The Certificate for Teachers of English (CTE) program which was run by the two English departments of METU; The Department of Basic English (DBE) and the Department of Modern Languages (DML). The participants were asked to evaluate the program to find out if the program was in line with its indicated goals and objectives. The participants were also asked to make the necessary suggestions to improve the program. The results put forward that the program met its main objectives however there was a need for a change in some components of the program.

Karataş (2007) conducted an evaluative study on English II instruction program conducted in Modern Languages Department, Yıldız Teknik University, School of Foreign Languages. The study collected data both from the students and the teachers by using CIPP (context, input, process and product) model. The results of

the study revealed a substantial difference between the student and the teacher perceptions. In relation to the context of the program, a considerable difference was pointed out between the suitability of the expected outcomes and the students' improvement. In terms of the input elements, the students had a higher opinion compared to the teachers. The teachers had concerns about the audio-visual materials applied within the program context. The rating was higher in the process element in terms of the teacher views. Teachers indicated that the students were provided by the sufficient language needs such as the availability of the activities, expected level of participation, variety of languages skills and so on. The results indicated a need for the betterment of the syllabus as it was not sufficient enough for the students' needs in terms of knowledge for various job areas.

Erozan (2005) evaluated the language improvement courses in undergraduate program of English Language Teaching (ELT) at Eastern Mediterranean University. In this evaluation study, both qualitative and quantitative data were collected from the six participants who teach language improvement courses. The results of the study indicate that the mentioned courses were effective in terms of the specified goals of the program. Then again, there were some aspects of the program that needed adjustments in order to better fit the expectations and needs of the students as well as the instructors. More specifically, the participants underlined the need for enhancement for the practice component of the language improvement courses. One other issue to be reconsidered was the need for more authentic material use within the body of the courses applied. They also indicated the necessity of inter-subject and intra-subject relationships between the courses.

A study conducted by Tunç (2010) aimed to evaluate Ankara University Preparatory School program in terms of its effectiveness. The study was utilized among the 12 instructors and 406 students. The data collection was done through questionnaire and interview questions developed by the researcher. The results of the study indicated that the program functions according to its main goals. The areas to be improved were identified as the variety of the materials used, assessment tools, and the physical conditions of the teaching atmosphere and the content of the courses.

Tezel's (2006) study aims to put forward a different perspective to evaluation studies by choosing the participants from the "insiders" who are part of the faculty. The participants of this graduate level study were students, faculty members and the alumni of the particular program. The evaluation study conducted to M.A. TESOL program at Bilkent University, through Graduate Program Self-Assessment (GPSA) questionnaires, qualitative interviews, and a separate questionnaire which was applied to the members of the alumni of the specific program. The results of this descriptive study reveals that the participants were satisfied with the environment for learning, scholarly excellence, the quality of teaching in the program, and faculty concern for students. These results reflect both the students' and the alumni's perceptions about the program. The participants also indicated that the program helped them in their professional development. The points that can be considered as the weaknesses of the program are as follows:

- 1- There is a need for a wider range of courses offered within the program.
- 2- Departmental Procedures and Employment Assistance parts were lowly rated by the participants which might highlight the need for more support coming from the department in employment opportunities and career advising. The need for taking part in the decision- making process about the departmental issues was another point indicated by the participants.
- 3- The results on Available Resources was also rated low. The low opinion of the participants on the available sources such as library holdings reveals the need for more physical and financial support from the administration of the University.
- 4- Resource Accessibility is another part of the study having a poor result. The need for counseling and health care, financial given to the assistance to students, and campus services such as parking need to be improved according to the results given by the participants. The interaction among the students was another point voted as a requirement among the contributors of the study.

A comparative study was conducted by Gerede (2003) at Anadolu University, Intensive English Program. The mentioned evaluation study was done in order to find out the possible improvements that may have occurred between the previous curricula and the present one. The researcher used questionnaires and interviews

in order to collect data. The main aim of the evaluation study was to highlight the needs of the students on five English-medium departments at Anadolu University. The results indicated that there were only a few noteworthy differences between the two compared curricula and a need for reconstruction was also mentioned by the students.

Another theme-based curriculum evaluative study was done at Middle East Technical University (METU) by Topçu (2005) to examine the goals and objectives of Department of Basic Education students and teachers in relation with the program. To collect the necessary data, the researcher used questionnaires as well as focus group interviews. Results showed that the perception of the teachers were far more different than the students on the negative side. While the students indicated more satisfaction from the program compared to the teachers. The focus of the negatively indicated issues stated by the teachers were mostly on the quality and implementation of the materials and the lack of communication with the administration. Time limitation was another point highlighted by the teachers as a weak point while conducting the teaching program. In terms of the materials used during the application of the program, materials for the reading skills were rated as the most effective while the writing materials were the most ineffective. The results of the study pointed out the need for a construction in terms of the material used.

Güllü (2007) investigated an evaluation study on students perceptions of the effectiveness and usefulness of the program conducted at an English program at Kozan Vocational School of Çukurova University. Two instruments were used to collect data; one was a questionnaire in which the program was evaluated from different point of views, the other one was the interview done by the researcher to get a better understanding of the students' ideas on the program. The results indicated a certain amount of difficulty that the students face in terms of the content of the courses given considering the level of English they have. Lack of physical equipment and motivation were two other points to be revised for the sake of the program. Therefore the results indicated that the program needs improvement in order to better address the needs of the students.

Akar (2009) carried out a study on the effectiveness of a foreign language teacher training college (FLTTC) located in Poland. The researcher used a case study as well as a survey to collect data. The results indicated that the need for the

language was significantly because of a better job opportunity. The results revealed that the students were satisfied by the content of the program and the need for a change on the program was not necessary.

Tiryaki (2009) carried out an evaluation study to discover the perceptions of the program coordinators, instructors and the students on the curriculum of English Language Preparatory Program at Ankara University, School of Foreign Languages. To examine the present situation of the program descriptive method of evaluation was used. The data was collected through a questionnaires and interviews. In total, the questionnaires were carried out to 65 instructors and 300 students and the interviews were administered to 15 instructors and 6 coordinators. Qualitative and quantitative data have been gathered for the results indicated that speaking and listening skills needed more emphasis as the students do not develop the relevant level of proficiency in these skills. There is also a need indicated by the participants in terms of the development of the curriculum.

The study conducted by Erişen (2001) aims to acquire the opinions of undergraduate students, practicing teachers and the faculty members on the quality of the teacher education in colleges of technical education. The data was collected from the faculty and the undergarduate students from three universities; namely, Gazi, Fırat, and Marmara universities and teachers from four different technical high schools in Ankara. The questionnaire with 135 questions was applied in fifteen categories. These categories aimed to find out issues on student admission to the college, standards of the philosophy, goal, and content of the educational program, standards of teaching-learning strategies, and so forth (Erişen, 2001). The results indicated that the standards are in the expected level however there was a lack of realization of these standards especially in technical education colleges.

2.6.2. Evaluation Studies in Higher Education Abroad

The studies on evaluation vary according to the way they are conducted. While some studies evaluate as one course within the curriculum, some others make a thorough evaluation.

One other study was carried out by Kayla, Wheelless, and Howard in (1981). The aim of this research study was to develop a reliable instrument in order to get

students' opinions. As the existing data collection instruments did not meet the need of the researchers, they worked out on an instrument with 39 items which was called Graduate Student Program Evaluation (GSPE) questionnaire. This questionnaire had six main parts; curriculum, academic advising, administrative procedures, faculty and teaching, university facilities, and learning environment. The researchers conducted the study to 350 Master and doctoral students as well as the the faculty, graduate students, and graduate assistants from West Virginia University. The results indicated that with the use of the newly developed data collection instrument, the students had a chance to evaluate almost every aspect of the program.

Another study was conducted by Fradd and Lee (1997) on a master program in Florida. The results of the program indicated that there was scarcity of literature on Master program evaluation. The participants' contributions on the program evaluation study which was conducted, seriously contributed to the improvement of the program.

Halbach's (1999) study was conducted at the University of Alcala in Spain, on a methodology course in an undergraduate level of students. In order to collect information on the perceptions of the trainees' about the course given, the data was collected through learner diaries. The research outcomes indicated that there are certain amount of aspects of the course that needed improvement. Among these, an important point was pointed out by the participants; the need for combination of theory and practice within the course. One other point was the need for more encouragement on the side of the critical attitude in trainees which will help them overcome the pressure of being criticized about the work they conduct on the course topics.

Another TESOL teacher preparation evaluation was conducted by Fradd and Lee (1997). The study was applied as a conceptual framework the teachers' role as a leader in the process of program evaluation and improvement. In this case the data was collected from the teachers to understand their perceptions on their professional development. The teachers were asked to analyze the strengths and weaknesses of the program. Taking into consideration of the areas that needed improvement, a sample for a more efficient model was aimed to be developed.

The significant part of this mentioned study was having the voices of the teachers to get their insights in the process of the betterment of a TESOL program.

Dushku (1998) conducted a formative evaluation for the design and implementation of an ELT aid Project in Albania at the University of Tirana. The study was conducted as a project evaluation research in which two British Council (BC) project advisors were interviewed. In addition to the interviews, the researcher conducted a survey to 17 teachers in the English Department. The recorded data was analyzed by taking the Albanian social and professional context into consideration. The results of the study indicated the need for contextual relevance and effectiveness for the local culture of Albania.

One other project evaluation was conducted by Mackay, Wellesley and Bazergan (1995) in Indonesia on the basis of "self-evaluation", in other words, "collaborative evaluation" approach. The study evaluated the Overseas Development Administration of British Council's Institutional English Language Training Project. The language center staff was asked to evaluate their practices. The results of the study indicated that collaborative evaluation model was considered as successful in terms of starting an organized improvement in the practices of the center staff even if the collaborative program was newly practiced.

Rhodes and Torgunrud (1989) applied a research study in Canada in order to identify the needs of a revised curriculum of the teachers and the students. One other aim of the study was to find out the effectiveness of the program procedures in providing the needed support and identify the means of improvement. The data was collected through teacher administrator and consultant interviews on their ideas about curriculum implementation. The results of the study pointed out the need for curriculum implementation.

Another study was conducted in South Korea by Nam (2005) regarding the perceptions of the students and the English teachers on the curriculum and instruction of the the new communication-based, university level program. The needs of the EFL curriculum of the South Korean students was also explored as a part of the evaluation study within the context of the country. The results of the study indicated that the students' perceptions were different that the teachers' on the negative side in terms of the effectiveness of the new curriculum. The finding

also revealed that the current communication-based EFL curriculum does not fulfill the requirements of the students owing to some barriers that exist in the institutional system which lays behind the curriculum. The students indicated that the curriculum comprised a number of weaknesses that need improvement.

Al-Darwish (2006) carried out a dissertation study to investigate the perceptions of the Kuwaiti English language teachers and the supervisors in regards to the effectiveness of the program taught. The findings indicated that the teachers were mostly in favor of communicative language teaching although the current curriculum was mostly teacher-centered. The need for more mother tongue use was another issue that the teachers strongly approved for introduction to reading, writing, and simple grammar lessons. The level of English that the teachers have were indicated as low by the the teachers and the researcher. The teachers highlighted the lack of practice they had during their college studies. They asserted that the theoretical studies outnumbered the practical studies which left them out with a low level of English.

Finally, there are three evaluative case studies conducted by Weir and Roberts (1994) in different educational settings. The first case study was carried out in a Latin American setting aiming to evaluate a teacher training program in Paraguay for the purpose of development. There were sixteen areas to be evaluated;

1. teaching,
2. program content,
3. liaison
4. resources,
5. intake and entry levels,
6. assessment,
7. internal administration,
8. staff characteristics,
9. staff roles,
10. funding and staff levels,
11. graduates,

12. stakeholder concerns.
13. accountability,
14. program structure,
15. mission, program aims, course objectives, and
16. monitoring and evaluation systems,

One other case study was applied in Nepal for the accountability of a 4-week INSET project. The study was a comparative field base study focusing the learning gains of 750 students who are taught by eleven untrained and eleven trained teachers. Finding out the language performance of the students of these teachers were the main aim of this comparative study.

Other than these two studies, Jeffcoate (2000) evaluated a course in Education Department of the University of Liverpool, England. The course evaluated was an English grammar course particularly taught through drama. The evaluation was done by using a pre- test and a post- test to understand the amount of learning acquired. The researcher also obtained information about the opinions of the participants in order to get a view of the effectiveness of the course. The results of the study indicated that although one-third of the students failed the course, all the students attained certain level of knowledge and stated satisfaction with the course.

As it can be seen from the reviewed studies below, generally the topics related to program evaluation, are mainly on the sources, goals, curriculum of the program and the methods of teaching, program evaluation is conducted in order to find out the current situation of an ongoing program. The results of the studies reviewed indicate the need for program evaluation in regular basis so as to underline the problematic situation of the existing program and make the necessary changes according to the needs and expectations of the stakeholders. As Brown (1995) also indicates, curriculum evaluation is “the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum and assess its effectiveness within the context of the particular institutions involved” (p.218). It is for this reason that data should be collected from the stakeholders at all levels in regular basis for the betterment of any program at any level applied.

2.7. PhD Programs and Their Components in Turkey

Post graduate education is the key stage in educating academicians as future professors at university settings. According to Karaman and Bakırcı (2010), the fundamental aim of post-graduate education is to promote human force that produces and uses knowledge and empower problem solving skills. Corresponding with the prestigious nature, PhD departments are the building blocks of the post graduate studies as it is the final step to be taken in order to become an academic. As a result of this significant place in the academic field, the PhD programs in ELT need to be evaluated by researchers and policy makers in order to strengthen the quality of the education given. To get the most out of these programs, researchers have a responsibility to collect data on these ongoing programs in the form of program evaluation. Türker (2001) clearly states the importance of the post graduate education and numbers the fundamental steps to be taken in for a feasible and systematic evaluation:

1. Collecting data and setting future objectives based on the data
2. Determining the present situation in post graduate education programs
3. Ensuring that the evaluation is merely based on academic criteria
4. Paying utmost attention to impartiality
5. Making sure that the suggested changes are applied to the programs

Evaluating these programs in this case, is one of the most essential steps to be taken at these departments in order to keep the programs up-to-date. As Alhas (2006) mentions, the quality of postgraduate education is highly important in terms of coping with the current developments both in national and international context.

2.7.1. Stages of Post Graduate Education

The stages for post graduate education can be considered of three underlying phases. The first phase consists of the formal education in which the students get the fundamentals of the PhD education. In this phase, the students are given courses that will help them get into their field of study. As this stage is the starting point of a long journey to be an academician, it can be considered as the heart of the whole process of PhD education. The learners' attitude towards the area of study is mainly the outcome of this first stage. The effectiveness of this first step will pave the way to a successful career as an academician. The first stage will

help the students to get through the second stage and the final stage more productively and effectively. The second stage covers the period in which the students collect information and try to encounter written sources in determining the dissertation topic. The final stage is the writing stage, in which students are supposed to complete their PhD dissertation (Kurnaz and Alev, 2009).

Therefore the components of the first stage need to be carefully planned and established with the relevant information and also appropriate tools. At this stage the learners need to be well equipped with the up-to-date information, as well as an atmosphere which is adequate for their academic, professional and administrative needs. The need for a proper guidance covers;

- the general attitude of the teaching staff,
- methods of teaching,
- tools to be used during the teaching process,
- departmental support given by the faculty,
- adequate sources to reach the information,
- well-designed courses to serve the general purpose of the program and so on.

This dissertation study will cover the below named areas as well as other areas indicated at the introduction part of the study by using a number of research stages and criteria. It is a well-known fact that the use of criteria is important in determining the level of Rates of postgraduate education. (Çıkrıkçı-Demirtaşlı, 2002)

2.7.2. Motivation to get a PhD degree

The conducted research study covers the areas that is aimed to be evaluated in a selection of areas. Among these areas, the motivation of the students to conduct PhD education is explored. Some of the variables on motivation to conduct PhD studies are given below:

- primary career choice,
- becoming an academic,
- becoming a teacher in a state school, or

- recommendation of friend, acquaintance, or colleague.

In the conducted survey, motivation to conduct a PhD study were collected under four headings. These are;

- educational,
- research and development,
- psycho-social, and
- socio-economical.

Erkılıç (2009) conducted a survey very similar to the present study with a wider population. The number of participants in Erkılıç's study was 3225. The results of the study indicate that the main factors of conducting graduate studies were as follows;

- to become well-informed and well- equipped about the developments and innovations in the field,
- to increase professional qualifications, and
- to develop the necessary skills in relation to the area of study and finally,
- to become an academician

The mentioned reasons for the PhD studies clearly indicate that the participants choose graduate education for the purpose of personal enrichment and professional development. Being an important part of teaching as a profession, PhD students also need to develop a professional identity by conducting graduate studies. As Demirezen (2007) indicates, "*Professional identity formation and development are individual maturation processes which begin during one's vocational training for the profession. They develop by the entry into the profession, and continue in a lifelong process*". There was not considerable evidence to show that graduate education is conducted for financial reasons. The point needs to be underlined because it illustrates the type of motivation for such study is an intrinsic motivation.

2.7.3. Stated Mission of PhD ELT Programs in Turkey

The mission statements of the universities mainly focus on the research component of the program as conducting research and *making the unknown*

known, are the main elements of being an academician. Another point emphasized is providing the students with the most up-to-date knowledge and contemporary skills in language teaching. Donating students with theoretical and applied aspects of the field is another point underlined in the mission words of the PhD ELT programs. One other point is the enhancement that these programs will bring to the field of language teaching in Turkey both in practice and in theory.

Other points that were emphasized are;

- Getting familiar with the educational technology,
- Improving teaching and assessment on the basis of general educational principles,
- Developing relationship with the community of TEFL both in and outside our country,

The stated goals of the PhD ELT programs clearly show the need for renewals of the conducted programs which can only be done by a comprehensive evaluation study which is the main aim of this dissertation study.

2.7.4. Particular Aims of PhD ELT Programs

The main aim and requirements of post graduate education is arranged under the related article of Higher Education Law in the document of Regulations. The article states that postgraduate education encompasses M.A. degree and PhD degree. Although there a lot of universities that offer M.A. programs, the number is considerably low in PhD programs. The Council of Higher Education named the aims of graduate programs as:

... to equip learners with the ability to discover information by doing research, and the ability to assess and evaluate this information. M.A. programs are comprised of 21 credits, which are required to be gained by taking at least seven courses, besides a dissertation and a seminar course. Seminar course and dissertation do not have credits; they are evaluated on the basis of "passing" or "not passing". Students can select two elective courses from the undergraduate program provided that they have not taken any during the undergraduate education. Moreover, learners can also select courses from other relevant departments provided that the written permission of the institution is provided. (Regulations on Graduate Education, The Council of Higher Education (translated by Kırmızı, 2011).

2.7.5. Purposes of PhD ELT Programs in Turkey

Education is the most important aspect for the future of a country. The development of a country is mainly based on educated individuals who are donated with knowledge. Knowledge is the key component of a productive and wealthy society. In order to attain knowledge, the only way is to get an education with high quality. Designing the educational policies are the most important missions of the higher education Institutions There has been many factors that had effected language policies during different eras. Among all the other educational institutions, higher education institutions are the ones which should be considered as the core because they are the places where the leaders of the future are being educated. Higher education institutions carry the responsibility of the social and economic developments of a country, transferring the cultural values to the coming generations, enlightening the society with new findings for the sake of the humanity (Blackburn and Lawrence, 1995: 389). It is also higher education institutes responsibility to higher the standards of the society. When Higher Education Institutes influence the individuals as students and this situation effects the social upheaval (Bowen, 1980). As the number of educated people increases in a society, the change for the good becomes inevitable. Arslan and Kara (2010) found that individuals with postgraduate education tend to take action towards the unwanted situations and in the encountered difficulties. Their study indicated that postgraduate education made contribution to the development in in-service training. Catching up with the new developments occurring in the world also highly depends on this issue. English, as being the common language of the world, English Language Teaching has become the number one issue for the governments and precautions are being taken in order to have the learners get the best solution. Education faculties are the key points at this point as these are the places which shape the educational policies of a country.

One other purpose of education, namely post graduate education, is to prepare academicians who will serve to construct a developed society. Another major goal of universities is to "educate qualified manpower who will contribute to the development of the nation by keeping up with the latest technological advances in many fields" (Sevinç, 2001). Post-graduate education in this sense, has the main

functioning role in terms of portraying the society changes. Kırmızı (2011), lists the fundamental functions of post graduate education as follows;

- knowledge production and dissemination
- helping to improve educational policies and educational institutes,
- providing skilled personnel for the public or market
- training scientists for educational institutions. (p:27-28)

All in all, it is the role of the academicians to develop the society and bring it to a high level of wealth and prosperity.

2.8.1. Courses Offered in PhD ELT Programs

This section covers the contents of the courses offered in PhD ELT programs that are the subjects of this dissertation study in the national context. The course contents are given according to universities that they are offered.

2.8.1.1. Program Components of PhD ELT Program

The courses offered in the PhD ELT programs can be grouped under five main headings. These are:

- Literature and Culture Component
- Linguistics Component
- Educational Sciences Component
- Research Component
- ELT Methodology Component

The definitions to these programs are given below.

2.8.1.2. Literature and Culture Component

The literature courses offered in the language teacher education curriculum both in graduate and undergraduate level are still under the discussion of the researchers in the field. Although many studies conducted on the use of literature in language teaching which indicates the benefits (Arıkan, 2011; Sarıcoban and Küçükoğlu, 2011; Hişmanoğlu, 2005), there are also other studies indicating the vice versa. Maley (2001) asserts that the literature component is either an integral part of the

curriculum or it is seen as irrelevant to ELT part of the curriculum. Among all the discussions, the literature courses are still being conducted in the curriculum of teacher education programs in graduate and undergraduate level. Literature and Culture Component embodies courses like;

- *Use literary texts in language teaching*
- *Literature in English Language Education*
- *Literature in the Teaching of English*
- *Literature and the Adolescent Experience Language,*
- *Development and Reading Literature,*
- *Literature and Foreign Language Teaching*
- *Advanced Studies in English Literature Culture*
- *Critical Approaches to Literature*
- *Textual Analysis in English Novel*
- *Textual Analysis in American Novel*
- *Advanced Studies in Teaching English Poetry*
- *Advanced Studies in Teaching English Fiction*

2.8.1.3. ELT Methodology Component

Studies on program evaluation indicate that Methodology component is one of the mostly favoured two components. The reason for this may be because the methodology component combines practice with the theory in teaching. The courses that cover this component is mainly related with learning as a whole. The profile of the learners, the expected actions of the teachers in specific circumstances are all considered as part of this component. Some of the courses offered in this context are;

- *Teaching Reading in the English Language Classroom*
- *Curriculum Design in Language Studies*
- *Syllabus Design and Materials Development/Evaluation*
- *Curriculum Development for English for Specific Purposes*

- *English Language Teaching Curriculum*

2.8.1.4. Research Component

Research component is considered as one of the most important components of language teaching education especially in graduate level, namely PhD as this component has an outstanding importance in becoming a researcher. It is also the core element of conducting research studies which is among the missions of becoming an academician. As indicated by Köksal and Razi (2011), "*..research is considered to be essential in the field of foreign language (FL) teaching and professionals in this field are expected to conduct research studies..*". It is for this reason that, especially in the graduate level, the learners should be well-equipped with the needed skills, in order to conduct efficient research studies.

Some of the courses related with research component are;

- Research Projects in ELT
- Qualitative Research.
- Research Techniques in ELT
- Action Research in Teacher Education
- Classroom Research
- Advanced Research Methods

2.8.1.5. Linguistic Component

The main aim of the Linguistics component is to raise the attention of the graduate students, namely, PhD students' on the linguistic features of the language. Another important role of this component is the role it has in preparing the PhD level students on applied linguistics. This component can also be named as a core element of the program of graduate studies. Some of the courses under this component are;

- *Foundations of Educational Linguistics*
- *Second Language Acquisition*
- *Seminars in Applied Linguistics I*
- *Theoretical Linguistics*

- *Special Topics in Applied Linguistics*
- *Foreign Language Teaching and Educational Linguistics*

2.8.1.6. Courses Offered in Some National Universities

In Turkey there are only a limited number of universities that offer PhD ELT studies. The number of universities that offer PhD ELT courses were 12 in number when this dissertation study was first put into practice, so the aim was to collect data from all the universities that offer this program. However, during the time of data collection period two of the universities stopped offering the program. A number of other universities were added to this list. The newly established programs were not included in this dissertation study as the students at these programs have started their studies for a short period of time ago and the data collection period had already been ended during that time.

The curriculum of PhD ELT programs requires both elective and compulsory courses. The names given to the courses with a similar content are generally alike to each other. The courses vary in terms of "must" and "elective" depending on the application of the University. The courses offered at PhD ELT programs at METU were all elective courses at the time of the period this study was first handled, however in the last year, METU has also changed its procedures and started to offer both elective and must courses. In all universities, the number of credits that the PhD ELT programs require is 21.

Below the PhD ELT programs of the universities that this study consists is given in order to make a clear picture of the situation in terms of the courses offered. Two of the universities PhD ELT programs cannot be seen as these programs are not offering the program anymore.

Table 2.2 Doctorate Program at Hacettepe University

<i>Hacettepe University Doctorate Program</i>			
Course Code	Course Title	Credit	Status
İDÖ 700	Special Studies	0	Must
İDÖ 701	Foreign Language Teaching and Educational Linguistics	3	Must
İDÖ 702	Foreign Language Teaching and Problems of Learning	3	Elective
İDÖ 706	Seminar on Foreign Language Teaching	0	Must
İDÖ 707	Material Evaluation and Development in English Language Teaching	2	Elective
İDÖ 709	Contemporary Approaches in Foreign Language Teaching	2	Elective

İDÖ 710	Teacher Development Policies in Foreign Language Teaching	3	Elective
İDÖ 711	Cultural Issues in Language Teaching	3	Must
İDÖ 712	Literature and Foreign Language Teaching	2	Elective
İDÖ 713	Multilingualism and Language Education	3	Elective
İDÖ 714	Contrastive Studies in Foreign Language Teaching	2	Elective
FLED 790	Doctoral Dissertation	0	

Table 2.3 Doctorate Program at Boğaziçi University

<i>Boğaziçi University Doctorate Program</i>			
Course Code	Course Title	Credit	Status
FLED 602	Advanced Research Methods	4	Must
FLED 631	Teacher Training in English as a Foreign Language	4	Elective
FLED 634	Field Work	4	Elective
FLED 611	Aspects of Bilingualism	4	Must
FLED 680 689, 691, 699	Special Topics in Applied Linguistics	4	Elective
FLED 603	Acquisition of Literacy Skills in Bilingual/Multilingual Children	4	Elective
FLED 681	Seminar in Applied Linguistics	4	Elective
FLED 682	Special Topics in Applied Linguistics	4	Must
	Doctoral Dissertation	0	

Table 2.4 Doctorate Program at Gazi University

<i>Gazi University Doctorate Program</i>			
Course Code	Course Title	Cre dit	Status
1640132	Assessment and Evaluation in ELT	3	Must
1640132	Use of Neurolinguistics Programming and Drama in ELT	3	Must
1640133	Academic Discourse	3	Must
1640134	Current Trends in ELT	3	Must
4640130	Seminar: Principles of Foreign Language Learning and Teaching	3	Must
1640236	Psycholinguistics and Neurolinguistics	3	Must
1640235	Learning Strategies and Student Self-Management	3	Must
4640230	Seminar: Fundamentals of Foreign Language Teaching and Learning	3	Must
1640130	Use of Literature in Foreign Language Teaching I	3	Must
1640132	Use of Literature in Foreign Language Teaching II	3	Must
4640131	Pragmatics	3	Must
1640133	Syllabus, Material Development, Evaluation and Adaptation	3	Must
1640134	Curriculum Development and Course Design	3	Must
4640130	Syllabus, Material Development, Evaluation and Adaptation	3	Elective
1640236	Cross-Cultural Communication	3	Elective
1640235	International Language Education Policies	3	Elective
4640230	Foreign Language Teacher Education	3	Elective
1640130	Academic Discourse	3	Elective
1640132	Use of Literature and Literature Texts in Foreign Language Classrooms	3	Elective
4640131	Use of Literature to Build Context	3	Elective
1640133	New Trends and Approaches in Teaching to Young Learners	3	Elective
1640134	Integrated Language Skills Teaching	3	Elective
4640130	Academic Writing and Scientific Publication	3	Elective
1640236	Technology Use in ELT	3	Elective
1640235	Use of Child Literature in Foreign Language Teaching	3	Elective
4640230	Interactive Web-Based Foreign Language Teaching and Learning	3	Elective

Table 2.5 Doctorate Program at Anadolu University

Anadolu University Doctorate Program			
Course Code	Course Title	Credit	Status
İNÖ612	Theoretical Linguistics	3	Must
DYS000	Qualification Exam	0	Must
İNÖ892/ İNÖ890	Doctoral Dissertation		Must
ARY618	Qualitative Research Methods in ELT	3	Must
İNÖ606	Seminar	3	Must
İST630	Use of statistical methods in Foreign Language Education	3	Must
İNÖ608	Discourse analysis, Pragmatics and ELT	3	Elective

Table 2.6 Doctorate Program at Middle East Technical University (METU)

Middle East Technical University (METU) Doctorate Program			
Course Code	Course Title	Credit	Status
ELT601	Current Issues in English Language Teaching	3	Elective
ELT602	Approaches To English Language Teacher Education	3	Elective
ELT603	English Language Teaching Curriculum	3	Elective
ELT604	Seminar in Applied Linguistics	3	Elective
ELT605	Sociolinguistics	3	Elective
ELT606	Program Evaluation in English Language Teacher	3	Elective
ELT607	Instructional Design In English Language Teacher	3	Elective
ELT608	Pragmatics And Discourse Analysis	3	Elective
ELT609	Classroom Research	3	Elective
ELT610	Statistical Methods in Elt	3	Elective
ELT611	Psycholinguistics	3	Elective
ELT612	Computer assisted Linguistic Analysis	3	Elective
ELT699	PhD Dissertation	0	Elective
Middle East Technical University (METU) Doctorate Program NEW Program			
Course Code	Course Title	Credit	Status
ELT 506	Second Language Acquisition	3	Must
ELT 554	Quantitative Research Methods in Language Research	3	Must
ELT 555	Qualitative Research: Theory and Methods	3	Must
ELT 602	Approaches to Eng.Lang.Teacher Education	3	Must
ELT 613	Concepts and Theoretical Considerations In ELT	3	Must
ELT 601	Current Issues In ELT	3	Elective
ELT 603	Eng. Language Teaching Curriculum	3	Elective
ELT 604	Seminar In Applied Linguistics	3	Elective
ELT 605	Sociolinguistics	3	Elective
ELT 606	Program Evaluation in Eng.Lang.Teach.	3	Elective
ELT 607	Instructional Design in Eng.Lang.Teach	3	Elective
ELT 608	Pragmatics and Discourse Analysis	3	Elective
ELT 609	Classroom Research	3	Elective
ELT 611	Psycholinguistics	3	Elective
ELT 612	Computer Assisted Linguistic Analysis	3	Elective
ELT 699 /901-	PhD Dissertation/Special Studies	0	Non Credit

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Table 2.7 Doctorate Program at Dokuz Eylül University

<i>Dokuz Eylül University Doctorate Program</i>			
Course Code	Course Title	Credit	Status
EBE 6002	Program Development and implementation	3	Elective
EBE 6020	Statistical Analyses in Researches	3	Elective
EBE 6021	Ottoman Social History (from 15th to 19th century)	3	Elective
EBE 6022	Action Research in Teacher Education	3	Elective
EBE 6023	Professional Development Opportunities for Teachers	3	Elective
EBE 6024	Academic Writing for Graduate Students	3	Elective
EBE 6025	Eliciting Understanding in Educational Studies	3	Elective
EBE 6027	Radiation in our Everyday Life and Education	3	Elective
EBE 6028	Development Through Life: Psychosocial Implications for School Practice	3	Elective
EBE 6029	Learning Strategies and Skills	3	Elective
EBE 6031	Development and Learning	3	Elective
EbE 6032	Planning and Evaluation In Education	3	Elective
YDİ 6099	PhD Dissertation	0	
YDİ 6001	Advanced Studies in Applied Linguistics	2	Elective
YDİ 6005	20th Century Literary Criticism	2	Elective
YDİ 6006	Critical Approaches to Literature	2	Elective
YDİ 6007	Teaching Literature in ELT Classes	2	Elective
YDİ 6009	Advanced Studies in English Literature Culture	2	Elective
YDİ 6011	The Psychology of Second Language Teaching	2	Elective
YDİ 6013	Textual Analysis in English Novel	2	Elective
YDİ 6014	Textual Analysis in American Novel	2	Elective
YDİ 6015	Theoretical Linguistics	2	Elective
YDİ 6017	Comparative Linguistics	2	Elective
YDİ 6019	Advanced Studies in Teaching English Fiction	2	Elective
YDİ 6021	Advanced Studies in Teaching English Poetry	2	Elective
YDİ 6023	Advanced Studies in Teaching English Drama	2	Elective
YDİ 6025	Semiotics	2	Elective
YDİ 6027	Research Techniques in ELT	2	Elective
YDİ 6028	Testing and Evaluation Techniques	2	Elective
YDİ 6029	Contemporary Issues in English Language Education	2	Elective
	Qualification Exam		

Table 2.8 Doctorate Program at Yeditepe University

<i>Yeditepe University Doctorate Program</i>			
Course Code	Course Title	Credit	Status
EDEN 601	Acquisition of Bilingualism	4	Must
EDEN 602	Advanced Research methods	4	Must
EDEN 603	Teacher Education	4	Must
EDEN 634	Field Work	4	Must
ELECTIVE		4	Elective
ELECTIVE		4	Elective
DYS000	Qualification Exam	0	Must
İST630	Use of Statistical Methods İn Foreign Language Teaching	3	Must
İNÖ608	Discourse Analysis, Pragmatics and ELT	3	Elective

Table 2.9 Doctorate Program at Çanakkale University

<i>Çanakkale University Doctorate Program</i>			
Course Code	Course Title	Credit	Status
YİDE6002	Field work in Applied Linguistics	3	Must
YİDE6005	Fundamental issues in Foreign Language Teacher Education	3	Must
EBE6002	Seminar	0	Must
YİDE6003	The Philosophy of Educational Research	3	Must
YİDE6013	Classroom research	3	Elective
YİDE6009	ELTP Evaluation	3	Elective
YİDE6011	Current trends in SLA Research	3	Elective
YİDE6012	Discourse Analysis in the Language Classroom	3	Elective
YİDE6006	ESP and EAP in LT	3	Elective
YİDE6004	Distance Education in ELL	3	Elective
YİDE6016	Intercultural Communication	3	Elective
YİDE6014	Diversity in Language Teaching	3	Elective
EBE6000	Doctoral Dissertation	0	Elective

Table 2.10 Doctorate Program at Çukurova University

<i>Çukurova University Doctorate Program</i>			
Course Code	Course Title	Credit	Status
ELT-801	Discourse and Communication Analysis	3	Must
ELT-807	Seminars in Applied Linguistics I	3	Must
ELT-811	Teacher Education in ELT	0	Must
ELT-813	Current Trends in Language and Literature	3	Must
ELT-815	Language Learning Theories	3	Elective
ELT-817	Seminar in First Language Acquisition	3	Elective
ELT- 819	Research in Teaching Turkish as a Foreign Language	3	Elective
ELT-802	Project Design	3	Elective
ELT-806	Statistical Analysis in ELT	3	Elective
ELT-810	Personal and Professional Development	3	Elective
ELT- 814	SLA Research for Language Teaching	3	Elective
ELT- 816	Second Language Syntax	3	Elective
ELT-818	Current Issues in Teacher Training	0	Elective
ELT- 820	Foreign Language Learning Policies		
	Doctoral Dissertation	0	

Table 2.11 Doctorate Program at Atatürk University

<i>Atatürk University Doctorate Program</i>			
Course Code	Course Title	Credit	Status
INO-708	Applied Linguistics	3	Must
INO-710	History of The English Language	3	Must
INO-720	Classroom Interaction in ELT	3	Must
INO-722	Poetry Translation	3	Must
ELT- 820	Foreign Language Learning Policies		
	Doctoral Dissertation	0	

The course content of Ankara University and İstanbul University could not be found as these programs are not being offered any longer.

The above-given tables indicate the programs offered at the participant universities. These programs present the courses offered at these departments in their latest versions as published in their web pages. The program may have additions and subtractions depending on the decisions taken by the departments individually. There are some points to be mentioned about the tables about the selection of courses opened at these departments. The tables indicate that the elective courses offered vary in number at and subject in different universities. Among the participant universities, the highest number of must and elective

courses are offered at Gazi University. The number of must and elective courses is 33 at Anadolu University. The number is 29 at Gazi University. In Gazi University, the number of must and elective courses is offered evenly. Yeditepe and Atatürk universities offer limited number of courses. Atatürk University offers only six courses all of which are must courses except for one. Yeditepe University, on the other hand, offers seven must courses.

In general sense, the courses offered as elective courses vary among universities. Among these universities, Çukurova offers "*Research in Teaching Turkish as a Foreign Language Personal*" and "*Professional Development*" courses. These courses are not offered at other universities. Dokuz Eylül University, for instance, offer a high number of literature courses such as; "*20th Century Literary Criticism*", "*Critical Approaches to Literature*", "*Teaching Literature in ELT Classes*", "*Advanced Studies in English Literature Culture*", "*The Psychology of Second Language Teaching*", "*Textual Analysis in English Novel*", "*Textual Analysis in American Novel*" and so on. The number of courses on Literature and Culture Component may indicate the student need or satisfaction on these courses. The importance given to linguistic courses at Boğaziçi may be indicated as the same. Linguistic courses are given in two different contexts at Boğaziçi University. These courses are; "*Seminar in Applied Linguistics*", and "*Special Topics in Applied Linguistics*".

There are also two courses offered at Dokuz Eylül University which are particularly different than the PhD ELT curriculum of other universities. These are "*Academic Writing for Graduate Students*" and "*Ottoman Social History*" (from 15th to 19th century) courses. These two courses do not seem to be offered at any other universities. Some of the other courses offered specifically distinctive than the others are as follows; Atatürk University, "*History of English Language and Poetry Translation*", Çanakkale University; "*Distance Education in ELL*", Middle East Technical University; "*Computer Assisted Linguistic Analysis*". The courses offered at Middle East Technical University (METU) were all elective courses until the present year. It is indicated that the situation has changed according to the needs of the department and the students. As for Hacettepe University, the number of elective and must courses are almost even and variety of new courses are opened as elective courses in order to follow the current trends in the field of Foreign

Language Teaching. It is also important to point out the recent changes conducted at this department within the last two years. The students are offered a variety of new elective courses that will make them feel more confident as future academicians.

2.8.2. Integration of the Courses within a Language Program

Each course offered in an educational program, serves for the purpose of a variety of areas to build the blocks of the educational process. Every pre-designed educational program lays a rational behind the lengthy process before it is actually offered. The process indicates some standards that need to be covered in order to get the best results as an outcome. The standards are offered after a careful research done by the program designers in order to best fit the needs and the goals of a program. Additions and subtractions to the program are done by taking a number of criteria taken into consideration. One of the most important criteria to be taken into account is indicated by Zeichner and Gore (1990), who believe that learning can only take place when there is coherence between theory and practice. It is also indicated that the result would be a disappointment if a logical order is not built between the components of the program.

Hence, it is essentially important to design a well-integrated and a coherent program in order to have a sequence between the courses offered. Darling-Hammond (2006) clearly underlines the importance of a coherent syllabus in the following lines:

"...course work in highly successful programs is carefully sequenced based on a strong ..theory of learning to teach; courses are designed to intersect with each other, are aggregated into a well-understood landscape of learning, and are tightly interwoven with the advisement process and students' work in schools. Subject matter learning is brought together with content pedagogy through courses that treat them together; program sequences also create cross-course links... Virtually all of the closely interrelated courses involve applications in classrooms where observations or student teaching occur.. (p.223)".

As the quote indicates, the basic building blocks of a well-designed and well equipped program, underlies a well demonstrated sequencing and logical ordering. Howey and Zimpher, (1989:242) demonstrate the importance of coherence by its role in allowing the learners and the teachers to "*explicate, justify, and build consensus on fundamental conceptions as the role of the teacher, the nature of teaching and learning, and the mission of the school...*". This will let

learners and the teachers to achieve “*shared faculty leadership by underscoring collective roles as well as individual course responsibilities*”.

All in all, it is the inspiration of this study, to evaluate the programs in order to find out the coherence and sequence of the programs offered at PhD ELT departments. A contrastive analysis is conducted on the curriculum design and development of the courses offered at this level of education in order to get an idea in the Turkish context.

3. METHODOLOGY

3.1. Introduction

In this chapter the methodological principles of the study will be presented. The first part of the chapter focuses on the research design that was used to collect the data of the study. In the next part of the study, the participants of the study that the study was embodied will be presented. The third and the fourth parts will focus on the data collection instruments that were used in the study and the validity and reliability of these tools. Data collection and analysis procedures will be presented in the fifth part of the study.

3.2. Research Design

The purpose of this study is to evaluate the ongoing PhD ELT programs that are offered in the Turkish context. In order to explore these programs a descriptive study was conducted as the researcher aimed to evaluate the current beliefs of the subject groups. The effectiveness of these programs was evaluated from the perspectives of students and the graduates of these programs. In this evaluation study qualitative and quantitative data were both collected. The researcher used multiple data collection instruments to increase the reliability of the evaluation data. In order to collect quantitative data, a questionnaire consisting of 200 items in 5 sections was used. The items in the questionnaire were adopted from the dissertation study conducted by KIRMIZI (2011) in order to get students' and graduates' views about the methods, aims, content, goals of PhD ELT programs, and evaluation of the offered courses. As for the qualitative data, open ended questions which have been formulated upon expert opinions in the field were used. In order to get more reliable results, both descriptive and inferential statistics were used in the analysis of the study.

As the main aim of the researcher, the study was designed as a descriptive research in order to understand the current situation of the PhD ELT programs. The study also aims to offer subtractions and additions to these programs in order to bring new insights in the field of ELT. The approach used in this current study is described as "descriptive data-based approach" by Rea-Dickens and Germaine

(1992) since the aim of this approach is to collect data from an ongoing program for the betterment of the program.

3.3. Population and Sampling

A total of 116 people participated in the study. The contexts for this study are the 12 universities that are presently conducting PhD ELT programs in Turkey at the time of the data collection period. There were 43(32.2%) male and 73(67.8%) female participants in this research and they ranged in age from 25 to 46 and above. A large proportion of the participants was within the '25 to 35' age group (F = 78; 67.3 %), and a small proportion was within the '46+' (F = 7; 6.0 %).

The participants of the study were students and graduates of the PhD ELT programs from 12 different universities in the Turkish context. As the participants are from different parts of the country, the researcher used online survey in order to reach the population of the study. The link of the online survey was sent to the participants as an e-mail message. Names and email addresses of most of the participants from 12 different universities were obtained from the Internet pages of universities. In order to make the list, the researcher visited around 100 web sites of different universities and search for the CVs in order to reach the target group. Using every information that could be found about the target group, the primary list was prepared. The link of the survey was also shared on the virtual group platforms of both the graduates and the students of the ELT PhD departments. The link was also shared in the mailing lists of some departments by the help of the academicians who are working at these departments. Also some of the professors of the related departments shared the link in the e-mail groups of their students. In order to reach the target group, the researcher densely made use of the virtual platform and shared the link of the survey on the related groups on Facebook. All of the group pages were directly related with ELT and PhD programs. The researcher sent total of 448 e-mail messages to possible respondents. Among those expected respondents, 116 participants responded the questionnaire. The responses received from the 116 participants based on the purposeful voluntary bases. According to the researcher's knowledge, this number can be considered as a considerably high number for a dissertation study. It can be said that the researcher has reached the expected return from the participants.

A detailed description of the participants' demographic information will be given in the data analysis and discussion section.

3.4. Data Collection Instruments

The researcher made use of both qualitative and quantitative data. Qualitative data were collected through open-ended survey questions. Quantitative data were collected through questionnaires (Nunan, 1992, p. 143). The researcher used multiple data collection instruments to increase the reliability of the evaluation data. The importance of collecting multiple data sources is emphasized by a number of researchers. Patton (1990, p.244-246) asserted that the use of multiple data sources such as interviews, observations and document analysis enables the researcher or evaluator to validate and cross-check findings. He also indicated that a multimethod, triangulation approach increases both the validity and the reliability of evaluation data (1990: 245). In his study Patton further claimed that the evaluator can build on the strengths of each type of data collection while minimizing the weaknesses of any single approach.

The data collection survey of the current study was adapted from Kırmızı's (2011) data collection tool for his PhD dissertation who had also studied program evaluation of ELT MA programs. The data for the current study was collected through a questionnaire that contains five parts. In the first part of the questionnaire, demographic information about the participants was collected. The second part consisted questions which aimed to collect information about the participants' belief about the PhD ELT program they graduated or still studying. In order to gain this information, following items were used.

- The influential factors that led each participant to begin their PhD study.
- The factors that effected their decision to enroll in their program.
- The level of importance that the department/program assigns/assigned to the given purposes
- The level of importance that the department/program should assign to the given purposes

The third part of the questionnaire was used by Kırmızı (2011) in collecting data for his PhD dissertation studies and Kırmızı adapted the questionnaire from

Peacock's (2009) comprehensive study on program evaluation. The researcher used the same scale for her study as the aim of both studies are similar to each other. In this part of the study the participants were given statements on evaluation scale and its subscales. They were given 5-point scale to respond to the statements and were asked to rate the statements according to their personal opinions. This part of the survey focuses on collecting data on:

- Program Description
- Departmental Support
- Atmosphere in the Department
- Program Instruction
- Program Resources
- Program Content
- Overall Evaluation

The fourth and fifth parts of the survey study were also adapted from Kirmızı's (2011) dissertation study which was prepared by the researcher himself. The researcher of the current research was given permission to use and adapt the data collection tool prepared by Kirmızı. Kirmızı had approved the use of his data collection tool in this current study.

The fourth part of the survey focuses on the evaluation of program components and the participants were asked to rate the five major program component with a 5-point scale. The program components were as follows:

- Linguistics Component
- Literature and Culture Component
- ELT Methodology Component
- Research Component
- Educational Sciences Component

The next part of the survey is a subsection of the fourth part of the survey. This subsection was designed to evaluate the courses offered at PhD ELT programs. The participants were asked to rate the given courses in terms of importance given

by them. The next subsection of the fourth part introduces both currently offered courses and the suggested courses. The participants were asked to decide if they prefer these courses to be on the program or not and later decide if they want that specific course to be an “elective” or a “compulsory course”. This part of the study aims to take the participants' opinions on the offered courses in PhD ELT programs. This part also aims to take any suggestions made by the participants for the betterment of the evaluated programs.

The last part of the survey aims to collect data from the graduates of these programs in terms of their perceptions on the support they got from their advisors and from their department during the process of writing their dissertation. They were also asked to give an overall evaluation about the departments they have graduated.

The survey was applied to the students and graduates of the PhD ELT departments of 12 universities in the Turkish context.

The collected data reflected the learner profile of the graduates' and the students' of the PhD ELT programs of the mentioned universities. The data also aims to give a clear picture about the perceptions of the graduates' and the students' on the learner preferences, general program traits, courses, and facilities.

3.5. Validity and Reliability of the Tools

The internal consistency reliability level of the instrument used as a whole was $\alpha = 0.98$, which indicates a high level of reliability. Additionally, the internal consistency reliability level for section 2 was $\alpha = 0.85$, for section 3 was $\alpha = 0.97$, and for section 4 was $\alpha = 0.96$. The reliability level of this current study is considered to have met the requirements of social sciences which is expected to be .70 least.

Table 3.1. The Reliability Scale of the Data Collection Instruments

<i>Data Collection Instrument</i>	<i>Cronbach alpha (α)</i>
Questionnaire (All Parts)	.98
Questionnaire Part II	.85
Questionnaire Part III	.97
Questionnaire Part IV	.96

3.6. Data Collection and Analysis Procedures

The data collection period covered summer 2013 to summer 2014. As the population of the study covered 1 private and 11 public university that offered PhD ELT programs all through Turkey, data collection period took for about a year to be completed. In order to collect data, the following steps were taken by the researcher:

As the participants of the study were not gathered uniformly at a single area or educational setting, the survey was designed as an online survey. The link for the survey questions were sent to the participants through e-mail. Each participant was sent an individual e-letter which was addressed to his/her name. After giving a personal background about the study and the researcher, the purpose of the study was explained in the e-letter sent. The participants then asked to complete the survey. E-mail addresses of the participants were gathered from the web sites of each university. Some of the e-mail addresses of the graduates were taken from the related staff of the departments and the survey was sent to them by using the same method. In some departments, the graduates and the students had a social networking platform on the internet to get connected. The link of the survey was also sent to these social platforms by their departments. The researcher also used the social networking sites in order to reach the participants. Also for some universities, the head of the related departments were called by phone and the need for help was indicated in person.

A total of 116 participants from the following universities completed the online survey on a voluntary basis;

- Onsekiz Mart University (Çanakkale) -State University
- Yeditepe University (İstanbul) - Private University
- Hacettepe University (Ankara) -State University
- Atatürk University (Erzurum) -State University
- Boğaziçi University (İstanbul) -State University
- Çukurova University (Adana) -State University
- Gazi University (Ankara) -State University

- Istanbul University (İstanbul) -State University
- METU University (Ankara) -State University
- Ankara University (Ankara) -State University
- Dokuz Eylül University (İzmir) -State University
- Anadolu University (Eskişehir) -State University

The data collected was analyzed by using SPSS statistical package 22. Descriptive statistics such as mean and frequency (percentages) were used to characterize the data and provide statistical information about the participants' demographic background on other related issues. The participants' ratings for items, more specifically for agree/disagree parts, were computed and reported as an "overall" positive attitude throughout the data analysis process. Regarding the effectiveness and the Rates of the program, a mean of ≥ 3.50 was considered as the cut-off point throughout the study. The table below clearly illustrates the Likert-type item value distribution carried out in this research.

Table 3.2. Likert-Type Item Value Distribution

<i>Options</i>	<i>Limitation</i>
1	1.00- 1.79
2	1.80-2.59
3	2.60-3.39
4	3.40- 4.19
5	4.20-5.00

Furthermore, inferential statistics was also used to find out the relationship and probable differences among groups in relation to the variables measured in the study. As the study used questionnaires based on Likert scale, and due to the fact that items in the scales measured different aspects of the program, the item by item analysis of the data was mainly carried out throughout the study.

Moreover, since the data were not normally distributed, nonparametric tests such as Kruskal Wallis test and Mann Whitney U test were used to determine whether there were statistically significant differences across groups regarding their perceptions of the programs.

Correlation analysis was also used to find out a possible relationship between the participants' department of graduation, i.e. their MA program, and their favored courses at the PhD ELT program. In order to triangulate the data collection procedure, the participants were also asked to write their perceptions of courses offered in the programs as part of the study. In fact, this latter section of the questionnaire acted as a written mini-interview giving enough room and freedom for the participants to express their concerns and have their voices heard, and also for the researcher to have an unbiased and comprehensive account of the issues under investigation.

3.7. Ethical Considerations

As the survey was conducted online, the submission of the completed forms was assumed as the participants consent to take part in the study. They were assured that responses to the survey will be kept strictly confidential and no responses would be linked to their name.

4. DATA ANALYSIS AND DISCUSSION

4.1. Introduction

This section of the chapter provides information regarding the participants' demographic characteristics in terms of their gender, age, the universities they received their M.A. degrees, their jobs, the universities they graduated from or are still continuing their studies there, teaching experience, and types of schools they are teaching.

As shown in Table 4.1, a total of 116 people participated in the study. There were 43(32.2%) male and 73(67.8%) female participants and they ranged in age from 25 to 46 and above. A large proportion of the participants was within the '25 to 35' age group (F = 78; 67.3 %), and a small proportion was within the '46+' (F = 7; 6.0 %). That is, the number of novice teachers participated in the study was more than those with 'more experience. The age range of the participants indicates that the study mostly reflects the ideas of this certain group.

Table 4.1. Distribution of participants in terms of gender and age

<i>Variables</i>	<i>Situation</i>	<i>Frequency</i>	<i>Percent</i>
Gender	Male	43	32.2
	Female	73	67.8
Age	25 -35	78	67.3
	36-45	31	26.7
	45+	7	6.0
Total		116	100.0

The results of descriptive analysis, as shown in Table 4.2, revealed that 83.6% of the participants are currently teaching while 16.4% do not teach anywhere. Of those who were not teaching, 3 participants were still continuing their courses, 7 participants had completed courses, 6 participants had passed Qualifying Exam, and 3 participants were graduated. Furthermore, a large proportion of the participants (85.3%) teach at state universities whereas 14.7% teach at private universities. As expected, 95.7% of them teach at universities, 3.4% at high school, and only .9% at primary schools. This suggests that state universities provide better opportunities, possibly more fringe benefits, social support, and provisions, for their employees and have been more successful in employing

teachers and instructors than private universities. From the results, it can be also be inferred that graduate studies are mostly preferred by teachers who teach at University level.

Table 4.2. Distribution of participants in terms of present state of teaching, type of school, level of students, and years of teaching experience

<i>Variables</i>	<i>Situation</i>	<i>Frequency</i>	<i>Percent</i>
Currently teaching	Yes	97	83.6
	No	19	16.4
Type of school	Private	17	14.7
	State	99	85.3
	Primary	1	.9
Level of students	High school	4	3.4
	University	111	95.7

As Table 4.3 indicates, nearly five in ten (46.6%) of the participants are employed by ELT departments and 32.8% by preparatory schools. Furthermore, 4.3 % work at Department of Modern Languages, 3.4% at Literature-related department, 1.7% at EAP or ESP Groups, 1.7% at High School, .9% at linguistics, and finally, 10% work at other departments. Depending on the demographic information nearly half of the participants were instructors and research assistants who work at ELT departments. It can be concluded, therefore, that a great majority of the participants work at university level departments.

Table 4.3. Distribution of participants in terms of departments

<i>Departments</i>	<i>Frequency</i>	<i>Percent</i>
Department of Modern Languages	5	4.3
EAP or ESP Groups	2	1.7
ELT department	54	46.6
High School	2	1.7
Linguistics	1	.9
Literature-related department	4	3.4
Preparatory class	38	32.8
Other	10	8.6
Total	116	100.0

The results also revealed that 30.2% of the participants' teaching experience fell within '0-5' years of teaching experience, 29.3% within '6-10' years, 25.9% within '11-15' years, and 14.7% within 15+ years of teaching experience. The careful scrutiny of the results indicated a descending order of teaching experiences among participants. That is, the number of novice teachers participated in the study was more than those with '15+' years of experience.

Table 4.4. Distribution of participants in terms of years of teaching experience

<i>Years of Teaching experience</i>	<i>Frequency</i>	<i>Percent</i>
0-5	35	30.2
6-10	34	29.3
11-15	30	25.9
15+	17	14.7
Total	116	100.0

There were 32 (28%) graduate and 21 (18%) student in the study. That is they were still continuing to take the courses. Besides, 43 (37%) had passed qualifying exam while 20(17%) had completed their coursework.

Table 4.5. Distribution of Participants in Terms of Graduation

<i>Departments</i>	<i>Frequency</i>	<i>Percent</i>
Graduate	32	28
Student/still continuing the coursework	21	18
Passed Qualifying Exam	43	37
Completed the coursework	20	17
Total	116	100.0

The findings indicated that nearly 5 in ten (42%) of the participants were instructors and 18% worked as research assistant. Moreover, 17% of the participants were academician, 15% were lecturer, 5% English teachers. A small number of the participants worked in different occupations which ranged from 1% as editor to 2% as TEFL instructor. These are given in Table 4.6 below.

Table 4.6. Distribution of participants in terms of their current occupation

<i>Departments</i>	<i>Frequency</i>	<i>Percent</i>
Academician	20	17
Lecturer	17	15
Teacher	6	5
TEFL instructor	2	2
Instructor	49	42
Editor	1	1
Research assistant	21	18
Total	116	100.0

As seen in Table 4.7, in terms of BA graduation, a great majority (82.6%) of the participants graduated from ELT departments and 11.2% graduated from English Language and Literature departments. Surprisingly, only one participant (0.9%) graduated from other departments. Furthermore, a small proportion of the participants graduated from linguistics and Translation and Interpretation departments (2.6% each). These findings suggest that ELT B.A. graduates followed by English Language and Literature are more interested in continuing their studies and promoting themselves for more professional and academic environments in PhD ELT programs than those from other departments.

Table 4.7. Distribution of Participants According to the Undergraduate Programs

<i>Departments</i>	<i>Frequency</i>	<i>Percent</i>
English Language and Literature	13	11.2
English Language Teaching	96	82.8
Linguistics	3	2.6
Translation and Interpretation	3	2.6
Other	1	.9
Total	116	100.0

Likewise, as shown in Table 4.8, in terms of MA graduation, a great majority (86.2%) of the participants graduated from ELT departments, 3.4% graduated from English Language and Literature departments, and 0.9% graduated from department of linguistics. Unlike undergraduate programs, 2.6% of the participants graduated from Curriculum and Instruction departments. Additionally, nearly seven in ten (6.9%) of the participants graduated from other departments, suggesting that there are people from other departments who also would like to get an M.A. degree in ELT due to job promotion purposes and the relevance to their current educational and professional field or to change their field in the hope of being employed as an English language instructor in ELT departments. These findings highlights the fact that language teaching and other disciplines such as Literature, Linguistics, Translation and Interpretation, Curriculum and Instruction, and other departments are all interrelated. The findings of the study also underline the importance of the fact that language teaching is a preferred opportunity not only for the graduates of ELT departments but also by the graduates of other disciplines.

Table 4.8. Distribution of Participants According to the M.A. Degrees

<i>Departments</i>	<i>Frequency</i>	<i>Percent</i>
Curriculum and Instruction	3	2.6
English Language and Literature	4	3.4
English Language Teaching	100	86.2
Linguistics	1	.9
Other	8	6.9
Total	116	100.0

As Figure 1 illustrates, a large proportion of the participants (56%) either graduated from or still continuing their education at Hacettepe university (23.3%), Gazi University (19.8%), and Çukurova University(13.8%) and Middle East Technical University or METU (11.2%). The rest of the participants were almost distributed equally among other universities in Turkey, Dokuz Eylül University having the lowest number.

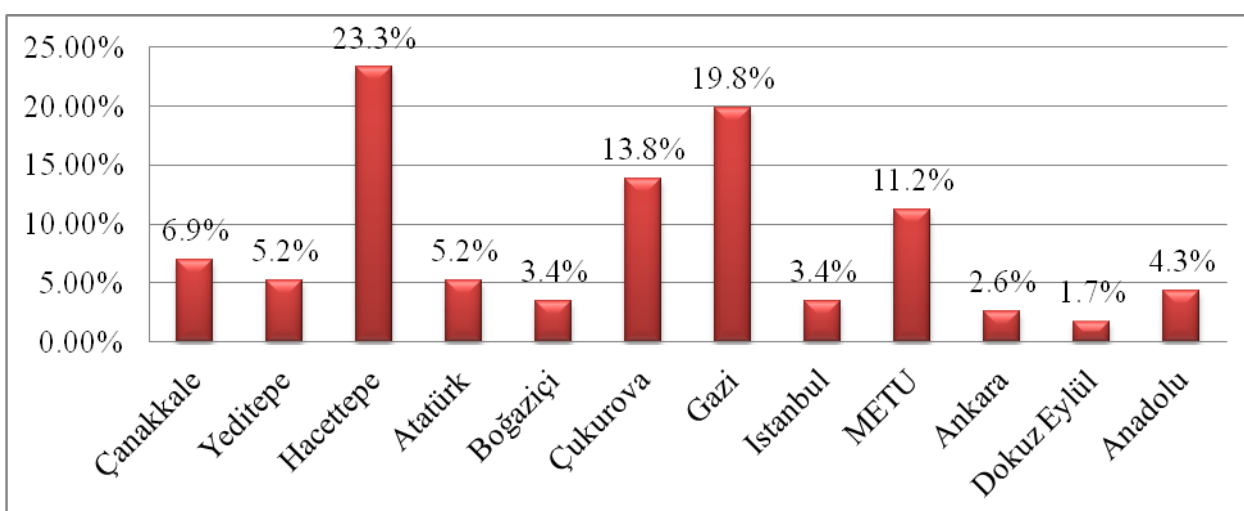


Figure 2. Distribution of Participants in terms of Universities

4.2. The Participants' Profiles

Section two deals with issues related to participant profiles including professional career choice, the aim for doing PhD, and factors that exert more influence on the participants to study for a PhD degree in ELT.

4.2.1. Professional career choice

As shown in Table 4.9, 86.2 % of the participants planned for becoming a “researcher in an academic setting” after the completion of their PhD program, 2.6% selected “management or administration”, 1.7% opted for “researcher in a non-academic setting”, and, equally, 1.7% selected becoming an “English teacher in state school”. The scrutiny of the results revealed that a small proportion of the participants opted for becoming “English teacher in private school” and/or a mix of available options. Strange enough, becoming a “researcher in an academic setting” is the most preferred professional career choice among the participants. It can be concluded, therefore, that the number of those who initially wanted to become teacher at private or state schools is extremely low.

Table 4.9. Professional Career Choice of the Participants

<i>Items</i>	<i>Frequency</i>	<i>%</i>
English teacher in private school	2	1.7
English teacher in state school	2	1.7
Management or administration	3	2.6
Other non-academic position	1	.9
Researcher in a non-academic setting	2	1.7
Researcher in an academic setting	100	86.2
Researcher in an academic setting, English teacher in state school	1	.9
Researcher in an academic setting, English teacher in state school, English teacher in private school	1	.9
Researcher in an academic setting, Management or administration	1	.9
Researcher in an academic setting, Researcher in a non-academic setting	1	.9
Researcher in an academic setting, Researcher in a non-academic setting, Management or administration, other non-academic position	1	.9
Researcher in an academic setting, Researcher in a non-academic setting, Management or administration, other non-academic position, English teacher in state school, English teacher in private school	1	.9
Total	116	100.0

When asked about the reason why they wanted to get a PhD degree in ELT, 81.9% of the participants stated that they wanted to become academic and change their job in future while 4.3% of them selected “get a promotion or pay-rise, become an academic, change my job, work in an administrative position”, and “get a promotion or pay-rise, become an academic” options as their major purpose of getting PhD degree. Besides, 0.9% of the participants selected “become an academic”, 0.9% selected “change my job” options only, 1.7% selected “change my job” options, 2.6% opted for “get a promotion or pay-rise” and, likewise, 2.6% wanted to become an academic and work in an administrative position. The other options are given in Table 4.10 below. It is understood from the participants’ self-report that the driving force for applying for PhD courses is job change and promotion as well as becoming an academic.

Table 4.10. Reasons for getting a PhD degree in ELT

<i>Items</i>	<i>Frequency</i>	<i>%</i>
become an academic	2	1.7
become an academic, change my job	95	81.9
become an academic, work in an administrative position	3	2.6
change my job	2	1.7
get a promotion or pay-rise	3	2.6
get a promotion or pay-rise, become an academic	4	3.4
get a promotion or pay-rise, become an academic, change my job, work in an administrative position	5	4.3
get a promotion or pay-rise, become an academic, work in an administrative position	1	.9
work in an administrative position	1	.9
Total	116	100.0

4.2.2. The Influence of Factors in Deciding to do PhD Studies

As shown in Table 4.11, the most important factor for doing PhD program is “personal intellectual enrichment”. Indeed, 97.4% of the participants rated “personal intellectual enrichment” as the most influential factor to do PhD studies. Moreover, 93.1% of the participants rated “advanced degree required for career advancement” as the second most favored factor, while 92.2% stated that “primary career choice”, was the third most important factor in their choice of PhD program. Surprisingly, less than 50% of the participants (43.1%) would like to do their PhD studies to get higher income. Finally, 44.8% of the participants found ‘Change of career’ as the most important factor in their desire to do PhD studies.

Table 4.11. Factors influential in deciding to do PhD program

<i>Items</i>	<i>1-The least important</i>		<i>2-Not important</i>		<i>3-Important</i>		<i>4- Very important</i>		<i>M</i>	<i>SD</i>
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>		
Primary career choice	4	3.4	5	4.3	34	29.3	73	62.9	3.54	.70
Advanced degree required for Career advancement	4	3.4	4	3.4	28	24.1	80	69.0	3.61	.68
Change of career	36	31.0	28	24.1	29	25.0	23	19.8	2.35	1.11
Increased income-earning potential	30	25.9	36	31.0	37	31.9	13	11.2	2.29	.96
Personal intellectual enrichment	1	.9	2	1.7	21	18.1	92	79.3	3.78	.45

The results, as shown in Table 4.12, indicate that the most important factor in enrolling the program is the “reputation of the graduate program”. Nearly four in ten (37.9%) of the participants stated that the reputation of the program was important, whereas 31.9% rated the reputation of the program as a very important factor in program enrollment. Stated otherwise, 69.8% of the participants entered PhD programs because of the reputation of the graduate program. The “opportunity to work with particular faculty member” with 62.1%, “job opportunities are good for graduates of this program” with 57.7%, and “Encouragement of program faculty while deciding” with 48.3% ratings were considered as the next three important factors in program enrollment. Factors like “received fellowship, assistantship, or scholarship”, “Recommendation of undergraduate advisor”, “recommendation of friend, acquaintance, or colleague”, and practical issues like “the proximity of the campus of family members” and “campus visit” were also found to be moderating on the program selection. However, “availability of housing in the area” was not so important in selecting PhD programs.

Table 4.12. Factors important for enrolment in PhD programs and Department Selection

<i>Items</i>	<i>1-The least important</i>		<i>2-Not important</i>		<i>3-Important</i>		<i>4-Very important</i>		<i>M</i>	<i>SD</i>
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>		
Opportunity to work with particular faculty member	16	13.7	28	24.1	29	25.0	43	37.1	2.88	1.06
Graduate program's reputation	12	10.2	23	19.8	44	37.9	37	31.9	2.93	.94
Received fellowship, assistantship, or scholarship	45	38.7	28	24.1	21	18.1	22	19.0	2.20	1.15
Recommendation of friend, acquaintance	48	41.3	37	31.9	24	20.7	7	6.0	1.93	.93
Recommendation of undergraduate advisor	48	41.3	28	24.1	29	25.0	11	9.5	2.04	1.02
Job opportunities are good for graduates	20	17.1	29	25.0	34	29.3	33	28.4	2.71	1.05
Encouragement of program faculty while deciding	28	24.1	32	27.6	35	30.2	21	18.1	2.44	1.04
Campus visit	64	55.1	25	21.6	19	16.4	8	6.9	1.77	.97
Location of campus	55	47.4	27	23.3	23	19.8	11	9.5	1.93	1.02
Proximity of family members	62	53.4	21	18.1	19	16.4	14	12.1	1.88	1.08
Availability of housing in the area	74	63.7	27	23.3	11	9.5	4	3.4	1.53	.80

The findings indicate the general profile of the participants in a clear sense. 73 out of 116 participants are between 25-35 years of age. This may be interpreted as the average age of the PhD candidates. The results also indicate that the 84 participants out of 116 were the ones who are still conducting their PhD studies. Only 32 of the responses came from graduates of this program. One other point to be mentioned at this stage is the high number of participation from specific universities. These universities are Hacettepe, Gazi and Çukurova. It is the researchers' opinion that the study mainly reflects the ideas of this group of participants mostly.

RQ1-What are students' perceptions of the importance given to the purposes of program by themselves and by their department?

The results of descriptive statistics, as shown in Table 4.13, revealed that on the whole a great majority of the participants (84.8%) stated that “preparing scholars and researchers” was the most important purpose of a PhD program. On the other hand, 83.7% of the participants rated the “Preparing PhD candidates for more advanced study” as the second most important purpose of the PhD program. Besides, “providing personal enrichment” with 79.3% and “preparing teachers” with 74.2% were found to be the next most important purposes of PhD programs. It can be concluded, therefore, that further academic study and personal enrichment are given much importance by the PhD departments/programs.

Table 4.13. The Importance Assigned on the Purposes of PhD programs by the Departments

<i>Items</i>	<i>1= Very little</i>		<i>2= little</i>		<i>3= much</i>		<i>4= very much</i>		<i>M</i>	<i>SD</i>
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>		
Preparing scholars and researchers	5	4.3	13	11.2	35	30.2	63	54.3	3.37	.81
Preparing teachers	8	6.9	22	19.0	51	44.0	35	30.2	3.00	.86
Preparing other practitioners	16	13.7	37	31.9	40	34.5	23	19.8	2.63	.95
Preparing PhD candidates for more advanced study	5	4.3	14	12.1	30	25.9	67	57.8	3.40	.83
Providing personal enrichment	9	7.7	15	12.9	32	27.6	60	51.7	3.26	.93

Likewise, the results, see Table 4.14, indicated that an overwhelming number of the participants expect the department/program should assign much importance to “preparing scholars and researchers”, “providing personal enrichment”, and “Preparing PhD candidates for more advanced study” with 97.7%, 97.4%, and 93.7% rating, respectively. These findings suggest that both departments and the PhD candidates have the same opinion about main mission of the PhD programs.

Table 4.14. The importance expected to be assigned for PhD programs purposes by the ELT departments

<i>Items</i>	<i>1= Very little</i>		<i>2= little</i>		<i>3= much</i>		<i>4= very much</i>		<i>M</i>	<i>SD</i>
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>		
Preparing scholars and researchers	2	1.7	1	.9	17	14.7	96	82.8	3.81	.47
Preparing teachers	4	3.4	20	17.2	36	31.0	56	48.3	3.27	.83
Preparing other practitioners	13	11.1	26	22.4	42	36.2	35	30.2	2.88	.97
Preparing PhD candidates for more advanced study	1	.9	4	3.4	19	16.4	92	79.3	3.77	.50
Providing personal enrichment	2	1.7	1	.9	20	17.2	93	80.2	3.78	.49

4.3. The participants’ opinions on the General Characteristics of PhD Programs

This section presents the participants’ opinions on a number of issues with respect to the general characteristics of PhD programs they are attending or they have attended. These issues include; scholarly excellence, quality of teaching, faculty concern for students, departmental procedures, available resources, curriculum, and students’ perceptions of the relevance of the curriculum to their future needs. These issues are dealt with in details in the following sections.

RQ2- What are the students’ perceptions of the general characteristics of the PhD programs?

4.3.1. Program Description

The section provides general information about the participants’ opinions about the programs they are attending or they have attended. Put differently, the section deals with issues such as respect shown to students by the department, opportunity to take courses from other departments, the validity of the candidacy

exam, quality of professors in the departments, and the number of support and clerical staff in the departments.

The overall analysis of the items revealed that the highest mean score ($M=4.34$, $SD=.89$) were observed in item 9 which emphasizes the quality of the professors employed by the ELT departments, while the lowest mean score ($M=2.56$, $SD=1.24$) was ascribed to item 3 which puts emphasis on the existing tensions in the department affecting PhD candidates. The item by item analysis of the program components are given below in details.

Item 1. Students in my program are treated with respect by faculty

The findings revealed that 36.2 % of the participant “agreed” and 46.6% of them “strongly agreed” with item, while only 5.2% disagreed with this item. This suggests that 82.2% of the learners are treated with respect by the members of the programs they are attending.

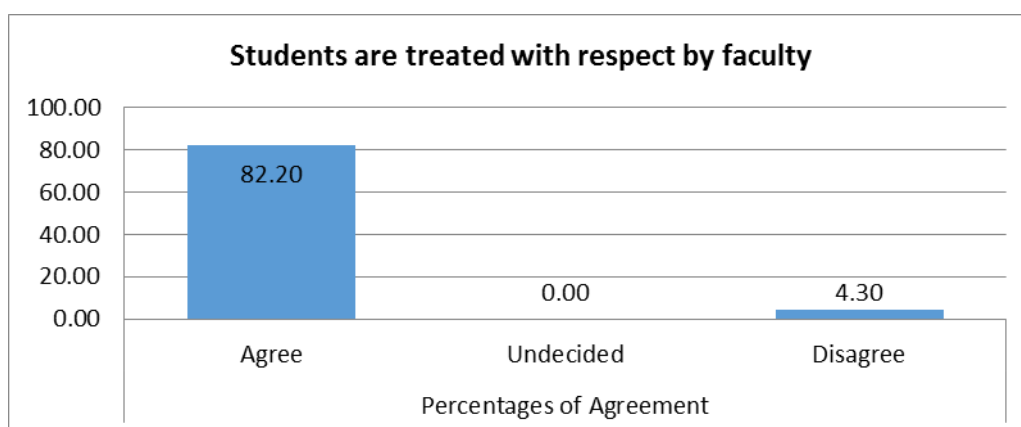


Figure 3. Satisfaction on the respect given to the students by the faculty

Item 2. Rapport between faculty and students in the program is good.

The results showed that 83.6 % of the participants agreed with the statement, 12.1% were undecided, and 4.3% disagreed with the statement indicating that there is a warm and friendly atmosphere in PhD ELT departments.

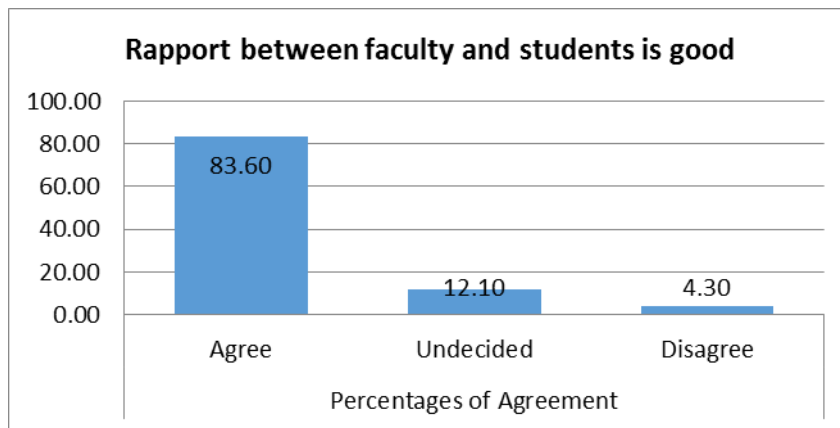


Figure 4. Satisfaction on the rapport in the program

Item 3. There are tensions in the faculty which affect PhD candidates.

According to the findings of the study, more than half of the participants (51.7%) disagreed with the existence of tensions in their departments. Interestingly, 25 % of the participants were undecided, while 23.6% confirmed the existence of tensions in the ELT departments which can potentially affect the educational outcomes in the PhD based on the findings, it can be concluded that tensions between faculty members, like frictions between professors, are not so important factors in the PhD ELT departments.

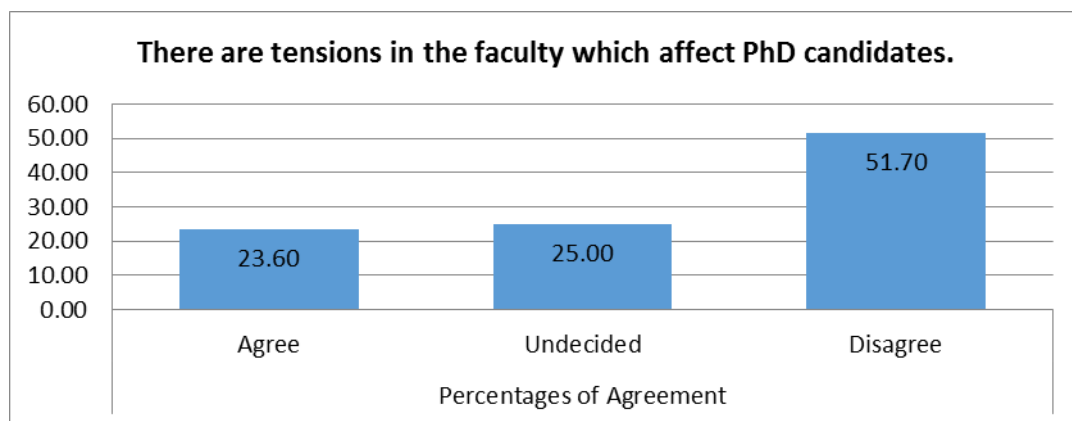


Figure 5. Tension in the faculty

Item 4. The program meets/met my needs.

The results indicated that 77.6% of the participants agreed with this statement, while 9.5% disagreed with it. However, 12.9% were undecided over the efficiency of the ELT programs. That is, the findings revealed that PhD ELT programs were useful enough to meet the candidates' expectations from these programs and that the participants can get the most out of the programs they attend.

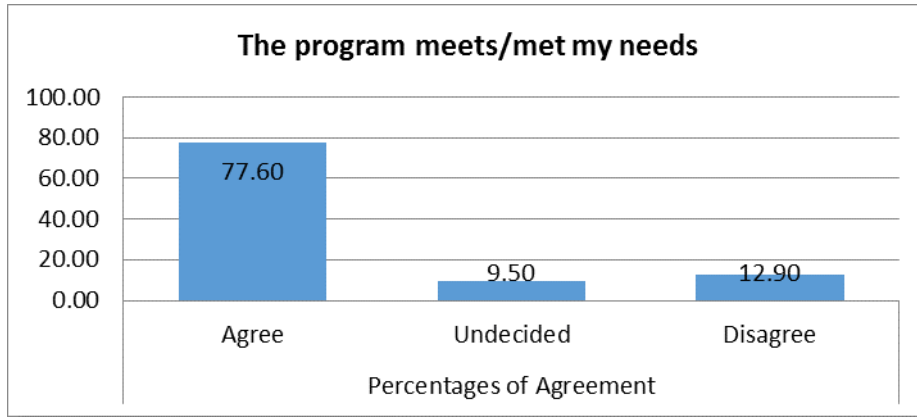


Figure 6. Satisfaction on the program in terms of meeting the needs

Item 5. The program encourages taking courses outside the department.

The percentage of those who agreed with the statement was 28.4%, whereas 48.3% disagreed with statement. However, 23.3% stated that they are undecided. These findings indicate that most PhD ELT programs do not encourage taking courses from other departments.

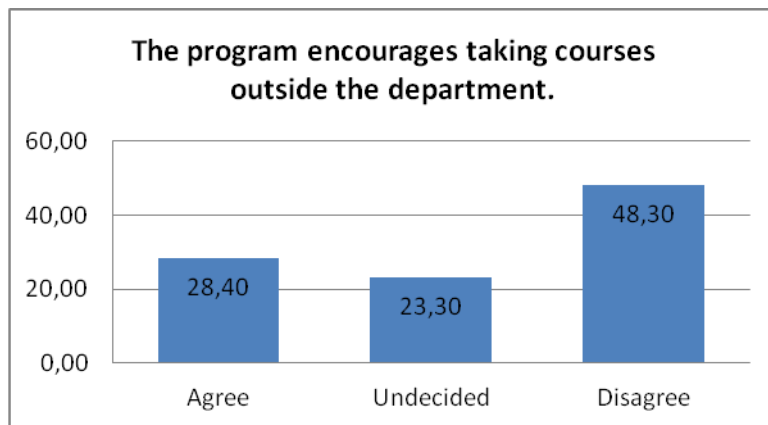


Figure 7. Satisfaction on the encouragement in taking courses outside the department

Item 6. The candidacy exam was a good test of my knowledge.

According to the results, 31.9% of the participants agreed with statement, 26.7% strongly agreed, while 25% remained undecided. However, 16.4% disagreed with the statement the candidacy exam was a good test of their knowledge. This emphasizes the appropriateness of the candidacy exams, suggesting that the participants are tested properly in the candidacy exams in ELT departments.

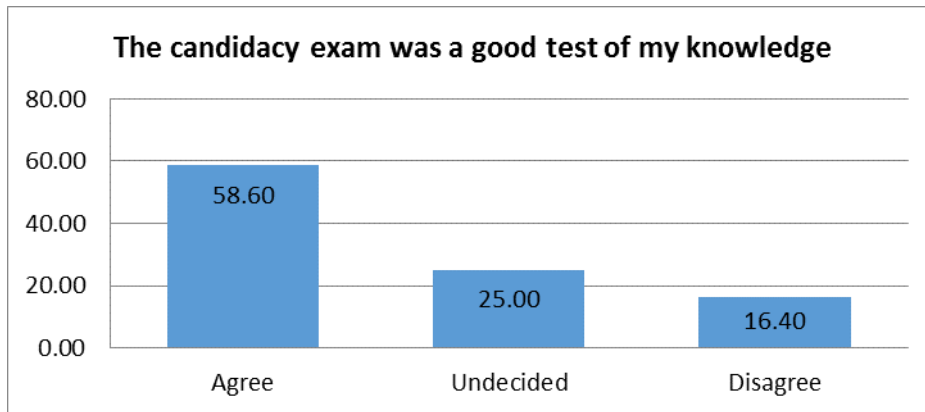


Figure 8. Satisfaction on the candidacy exam in testing knowledge.

Item 7. The candidacy exam was a good test of my ability to be a scholar.

The percentage of those who agreed with this statement was 26.7%, and the percentage of those who strongly agreed with this statement was again 26.7%. That is, more than 50% of the participants agreed with the statement. On the other hand, 29.3% of the participants stated that they were undecided, while, on the whole, 17.2% disagreed with the statement. Similar to item 6, these findings indicate that the participants perceive that candidacy exams they are good tests of their knowledge and skills.

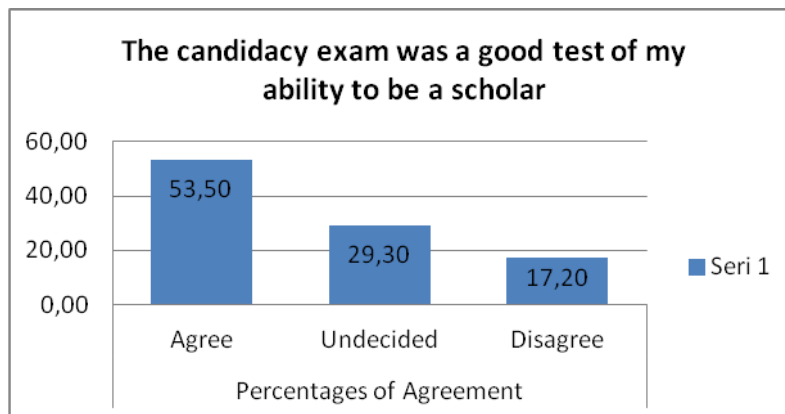


Figure 9. Satisfaction on the candidacy exam to test the ability to be a scholar

Item 8. Interaction between the department and related disciplines or programs on the campus is satisfactory.

The findings revealed that less than 50% of the participants (46.5%) agreed with this statement and 29.3% of them disagreed with. However, 24.1% of the participants stated that that they are undecided. Based on these findings, one can, therefore, conclude that the participants perceive that interaction between the

department and related disciplines or programs on the campus is moderately satisfactory.

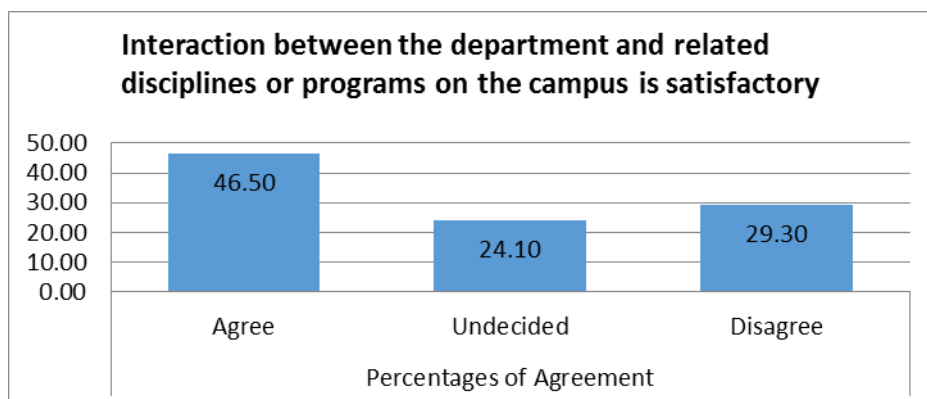


Figure 10. Satisfaction on the interaction between the departments
Item9. The PhD ELT program employs/employed qualified professors

The percentage of those who strongly agreed with the statement is 55.2%, and the percentage of those who agreed is 30.2%. On the whole, 85.4% of the participants stated that PhD ELT programs employ qualified professors. While 10.3% of the participants were undecided, 4.3% disagreed with the statement. These findings suggest that most of the participants perceive that their departments employ qualified professors and this would enrich the quality of education offered by these departments.

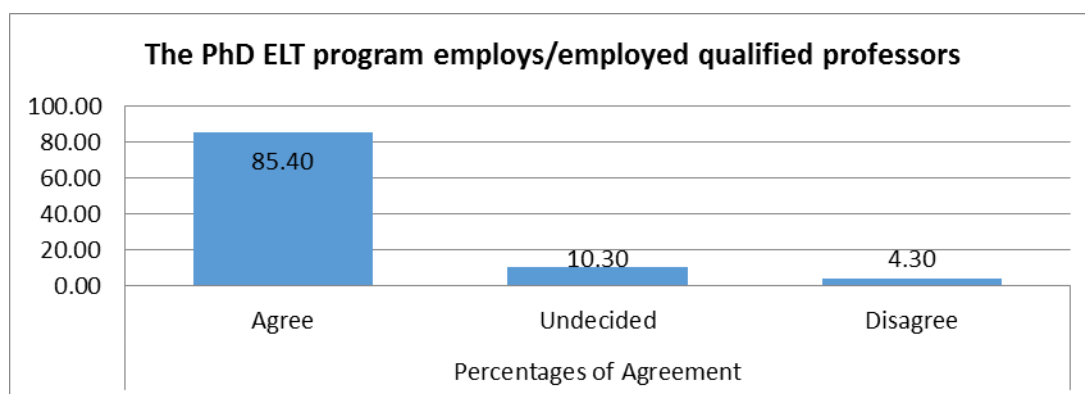


Figure 11. Satisfaction on the employment of qualified professors
Item 10. Number of support and clerical staff (including student assistants) in the department is satisfactory.

The results revealed that the percentage of those who strongly agreed with the statement was 31%, and the percentage of those who agreed was 33.6%, and 17.2% of the participants stated that they were undecided. On the contrary, 18.1%

of the participants disagreed with the statement, suggesting that on the whole the departments seem to keep a satisfactory number of support and clerical staff including student assistants.

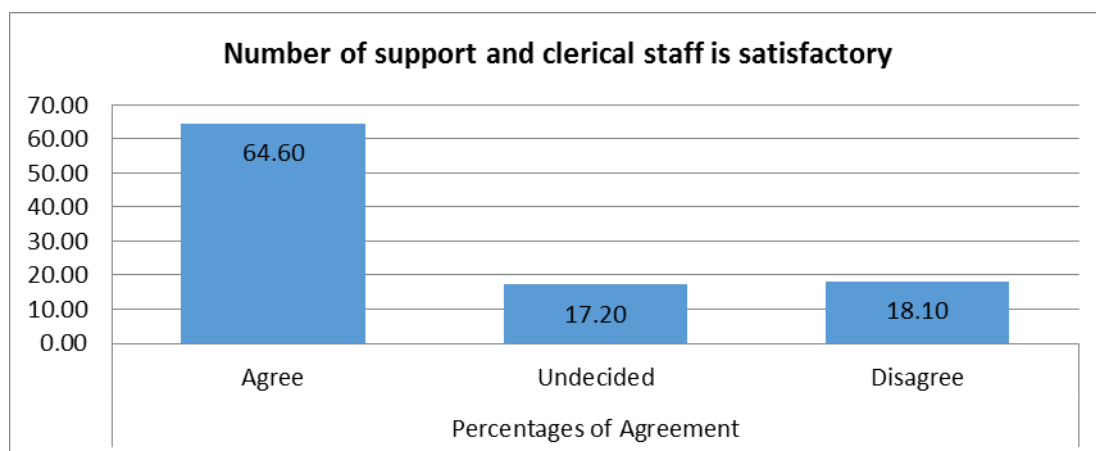


Figure 12. Satisfaction on the support given and the number of clerical staff

To sum up, drawing on the findings of the study, Table 4.15, in relation to the general program description, it can be understood that most of the participants are satisfied with the PhD ELT departments they are attending or graduated from. They perceive that they are treated with respect, the attitudes of faculty members toward students are positive, departments try to employ quality professors, and the candidacy exams properly test the candidates' knowledge and their ability to be qualified scholars in future.

Table 4.15. The participants' perceptions of program description

Items		1= Strongly Disagree	2= Disagree	3= Undecided	4= Agree	5= Strongly Agree	Mean	SD
1. PhD candidates in my program are treated with respect by the faculty.	N	3	3	14	42	54	4.21	.94
	%	2.6	2.6	12.1	36.2	46.6		
2. Rapport between faculty and PhD candidates in the program is good.	N	2	3	14	52	45	4.16	.86
	%	1.7	2.6	12.1	44.8	38.8		
3. There are tensions in the faculty which affect PhD candidates.	N	27	33	29	17	10	2.56	1.24
	%	23.3	28.4	25	14.7	8.6		
4. The program meets/met my needs.	N	3	8	15	54	36	3.96	.98
	%	2.6	6.9	12.9	46.6	31		
5. The program encourages taking courses outside the department.	N	30	26	27	20	13	2.65	1.33
	%	25.9	22.4	23.3	17.2	11.2		
6. The candidacy exam was a good test of my knowledge.	N	5	14	29	37	31	3.64	1.12
	%	4.3	12.1	25	31.9	26.7		

7. The candidacy exam was a good test of my ability to be scholar.	N	5	15	34	31	31	3.58	1.14
	%	4.3	12.9	29.3	26.7	26.7		
8. Interaction between the department and related disciplines or programs on the campus is satisfactory.	N	10	24	28	31	23	3.28	1.24
	%	8.6	20.7	24.1	26.7	19.8		
9. The PhD ELT program employs/employed qualified professors.	N	2	3	12	35	64	4.34	.89
	%	1.7	2.6	10.3	30.2	55.2		
10. Number of support and clerical staff (including student assistants) in the department is satisfactory.	N	6	15	20	39	36	3.72	1.18
	%	5.2	12.9	17.2	33.6	31		

4.3.2. Departmental Support

Departmental support is concerned with the amount of support provided by the department including helping the graduates to find jobs, the flexibility of the department on important issues, and the extent to which the program is helpful in providing career support graduates. As shown in table 4.16, the highest mean score ($M=4.17$, $SD=.93$) was obtained for item 13 which puts much emphasis on the helpfulness of the faculty for the PhD ELT program students' whereas the lowest mean score was observed in Item 11 ($M=3.15$, $SD=1.06$) which focuses on the role of the department in helping graduates find appropriate employment. There are three items in this section which are discussed in details below.

Item 11. The department actively helps graduates of PhD program find appropriate employment.

The findings revealed that the percentage of participants who strongly agreed with the statement was 35.3%, and the percentage of those who disagreed was 22.4%, while 42.2% were undecided. These findings suggest that the departmental does not actively support the graduates of PhD programs find appropriate employment.

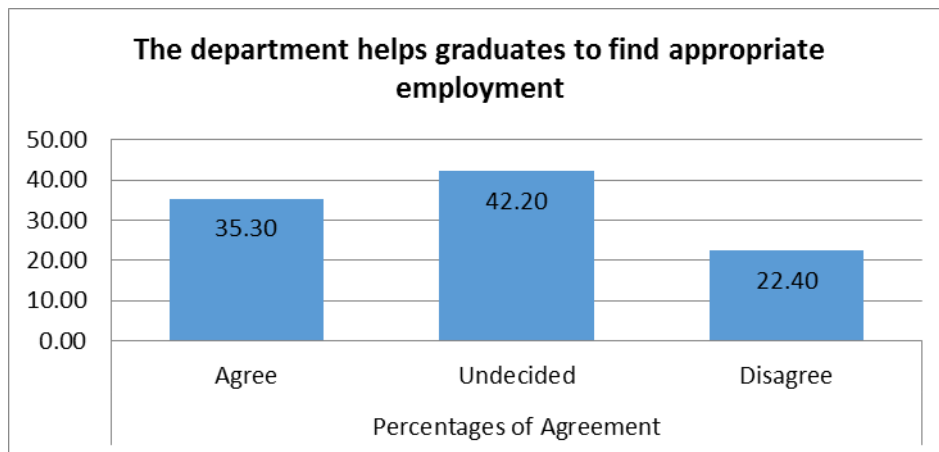


Figure 13. Satisfaction on finding an employment

Item 12. The program provided/is providing me with very good preparation for my future professional work.

According to the results of the study, all in all, 75% of the participants stated that they agree with the statement and 12.9% disagreed with the statement. Moreover, 12.1% of the participants were undecided. The findings indicate that the departments are good at preparing for future professional work.

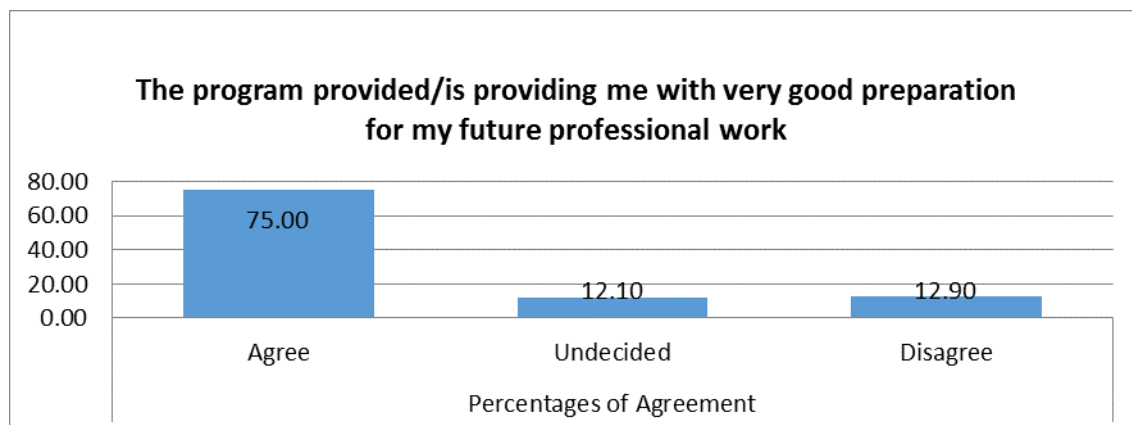


Figure 14. Satisfaction on preparation for future professional work

Item 13. The faculty is/was helpful for the PhD ELT program students.

The findings revealed that the percentage of those who strongly agreed with the statement was 85.4%, and the percentage of those who disagreed was 6.9%, while 7.8 % of the participants stated that they were undecided. The high percentage of agreement with this item depicts the general picture of the departmental support for the participants. Indeed, the findings suggest that a great majority of the participants receive adequate help from their departments, and

departments are actively helpful to PhD students regarding their career development.

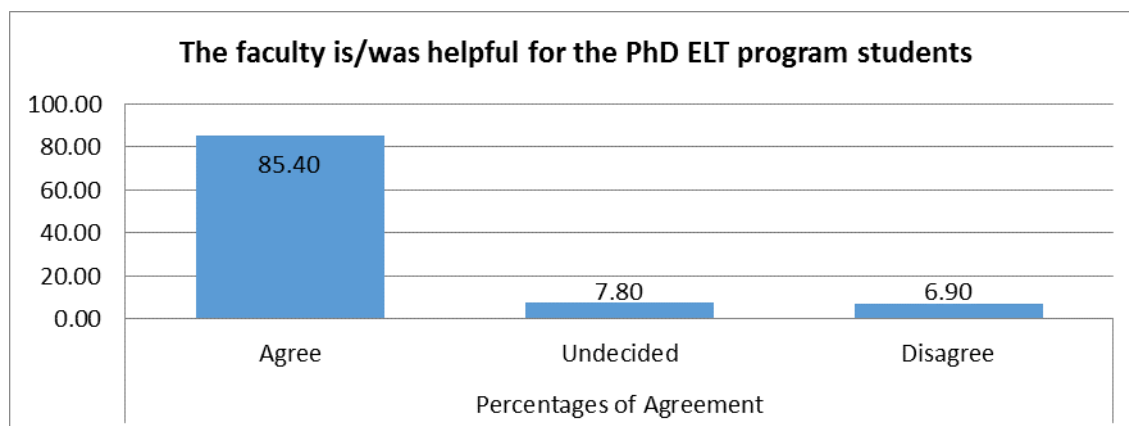


Figure 15. Satisfaction on the helpfulness of the program

Below the perceptions of the participants in terms of departmental support is given on a table.

Table 4.16. The participants' Perceptions of Departmental Support

Items		N	1= Strongly Disagree	2= Disagree	3= Undecided	4= Agree	5= Strongly Agree	Mean	SD
			%	%	%	%	%		
11. The department actively helps graduates find appropriate employment.	N	10	16	49	29	12	3.15	1.06	
	%	8.6	13.8	42.2	25	10.3			
12. The program provided/is providing me with very good preparation for my future professional work.	N	3	12	14	44	43	3.96	1.07	
	%	2.6	10.3	12.1	37.9	37.1			
13. The faculty is/was helpful for the PhD ELT program students.	N	3	5	9	51	48	4.17	.93	
	%	2.6	4.3	7.8	44	41.4			

4.3.3. Atmosphere in the Department

The results of descriptive statistics, Table 4.17, revealed that, on the whole, the highest mean score (M=4.21,SD=.89) was observed in item 14, while the lowest mean score was ascribed to item 17(M=3.94,SD=.94). These findings clearly portray the picture of greater sympathy in the department and emphasize the existence of mutual respect among PhD candidates and professors.

Item 14. The department has a humane environment characterized by mutual respect by students and professors.

On the whole, 84.5% of the participants agreed with the statement and the percentage of those who totally disagreed with the statement was 5.1% with 10.3% undecided. It is clear from these findings that the atmosphere in ELT departments is humane, and this friendly situation is enhanced through mutual respect between professors and students.

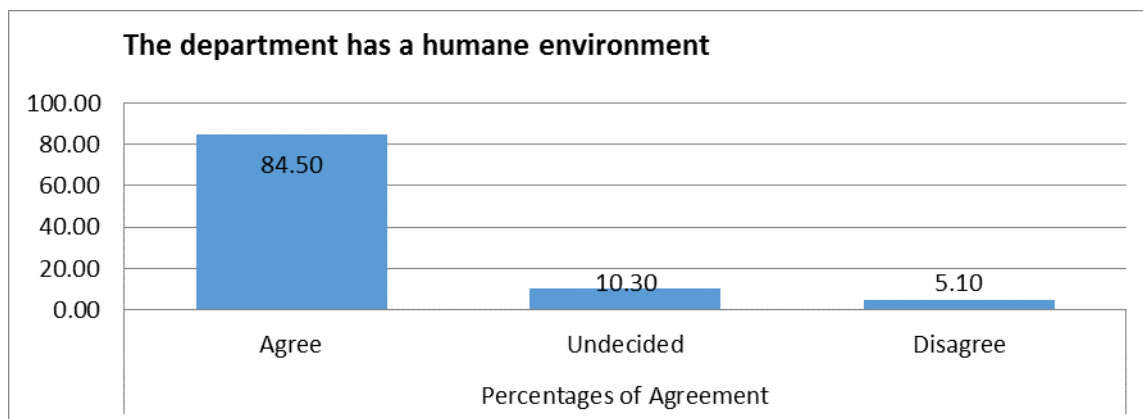


Figure 16. Satisfaction about the environment in the department

Item 15. The program head is/was in cooperation with the faculty administration.

By the same token, a large proportion of the participants (83.7%) agreed that the program head is/was in cooperation with the faculty administration, while a small number of them (6.9%) disagreed with the statement. On the other hand, the percentage of those who were undecided was also considerably low (9.5%).

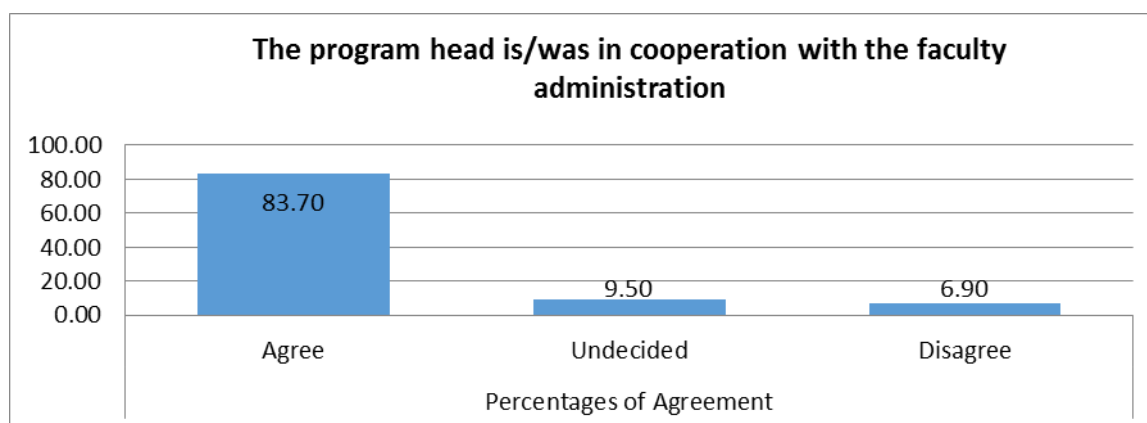


Figure 17. Satisfaction about the cooperation of the program head

Item 16. PhD students tend to help and support each other to meet the academic demands of the department.

The results indicated that a great majority of the participants agreed that the PhD students desire to support each other in order to meet the academic demands of the department, 6.9% disagreed with the statement, while 8.6% of them stated that they were undecided. Put differently, the findings showed higher degrees of cooperation among the participants to achieve their educational goals.

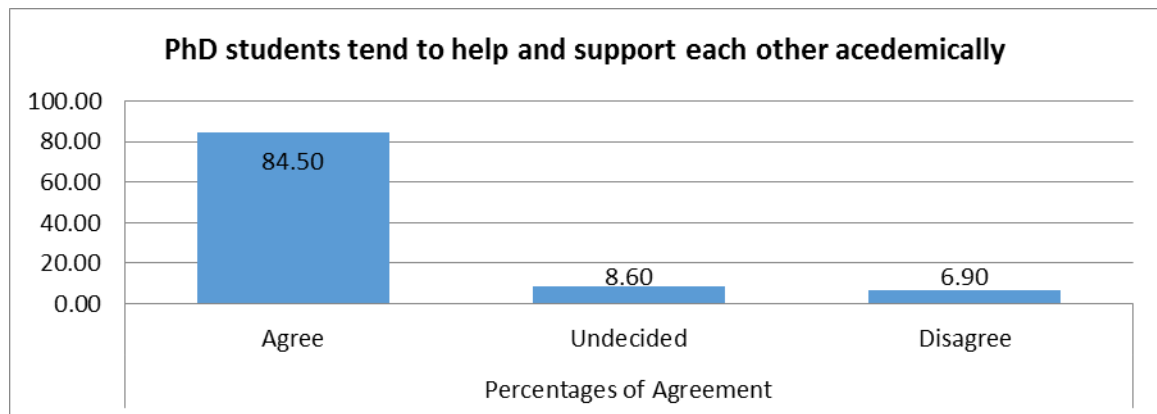


Figure 18. Satisfaction about the support between the students

Item 17. There is good communication between faculty and PhD students regarding student needs, concerns and suggestions.

The percentage of those who strongly agreed with the statement was 31.9%, and the percentage of those who agreed was 40.5%. Moreover, while a small number of the participants (8.7%) disagreed with the item, nearly 2 in ten (19%) of them preferred to be undecided. Similar to the findings of the study in previous items, the participants perceive that the departments provide and maintain higher levels of quality of communication in the departments in relation to the students' needs, concerns and suggestions.

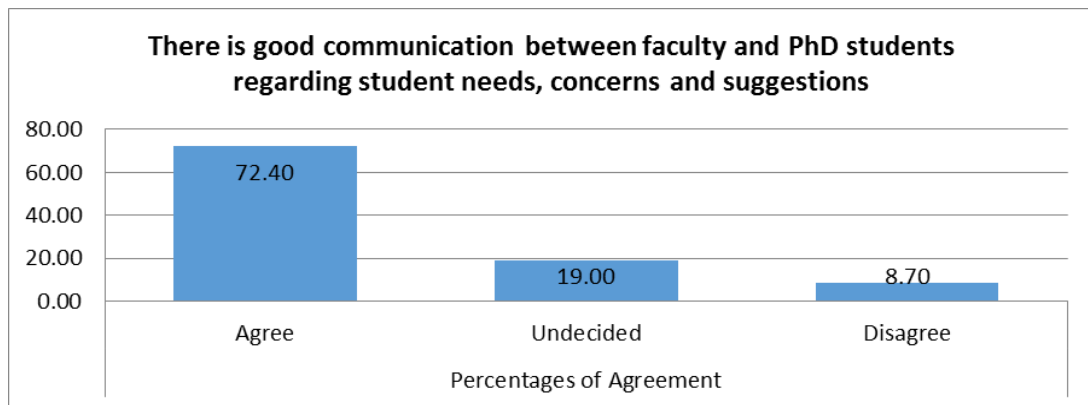


Figure 19. Satisfaction about the communication between faculty and PhD students

On the whole the results reveal that the participants have positive attitudes towards the existing atmosphere in the department, especially regarding humane environment, cooperation with the faculty administration, and the support to meet the academic needs of the department. Additionally communication between faculty and PhD candidates regarding student needs is relatively low. Therefore the departments need to provide more opportunities for their students to communicate what they mean and need in a friendlier and communicative atmosphere. The results also go in line with Kırmızı's (2011) study. The outcome of Kırmızı's study points out that the general atmosphere in the M.A. ELT departments is adequate to the needs of the students. The results also illustrate the satisfaction of the students in terms of the support they get from the professors in their academic development. However, the results of Tezel's (2006) study is relatively low compared with the current study. The mean score was rated as 2.60 which can be considered as low as it was below 3.00. The respond coming from the participants also differ from each other. While the score was rated as higher by the students and the alumni, the faculty members rated "the communication between two parties" as not satisfactory.

Table 4.17. The participants' Perceptions of Atmosphere in the Department

<i>Items</i>		<i>1= Strongly Disagree</i>	<i>2= Disagree</i>	<i>3= Undecided</i>	<i>4= Agree</i>	<i>5= Strongly Agree</i>	<i>Mean</i>	<i>SD</i>
14. The department has a humane environment characterized by mutual respect by PhD candidates and professors.	N	2	4	12	47	51	4.21	.89
	%	1.7	3.4	10.3	40.5	44		
15. The program head is/was in cooperation with the faculty administration.	N	3	5	11	46	51	4.18	.95
	%	2.6	4.3	9.5	39.7	44		
16. PhD candidates tend to help and support each other to meet the academic demands of the department.	N	1	7	10	49	49	4.19	.89
	%	.9	6	8.6	42.2	42.2		
17. There is good communication between faculty and PhD candidates regarding student needs, concerns and suggestions.	N	1	9	22	47	37	3.94	.94
	%	.9	7.8	19	40.5	31.9		

4.3.4. Program Instruction/Evaluation Methods

The results of descriptive statistics, as shown in Table 4.18, indicated that the highest mean score was obtained for item 23(M=4.20, SD=.98) and the lowest mean score was observed in item 21(M=3.6,SD=1.16). Indeed, the participants perceive that the program was successful in preparing good researchers on the field of ELT and that program is not so highly equipped with the necessary instructional technologies and other resources as expected.

Item 18. Quality of instruction in my courses is satisfactory.

The results revealed that the percentage of those who totally agreed with the statement was 84.5%, and the percentage of those who totally disagreed was 4.3%, whereas 11, 2% of the participants stated that they were undecided. As seen, a great majority of the participants stated that the quality of instruction is satisfactory. This indicates that students and graduates perceive that the quality of instruction is satisfactory in their departments.

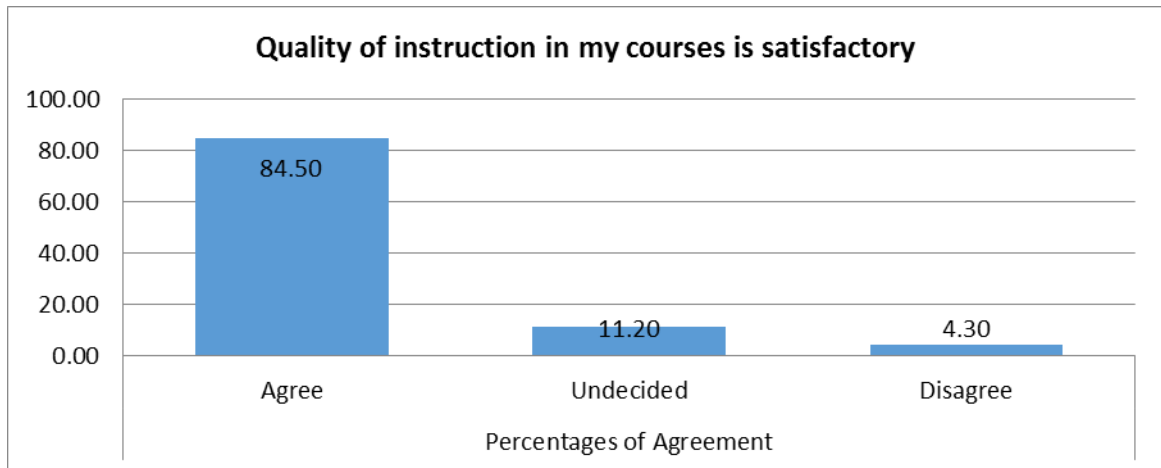


Figure 20. Satisfaction about the instruction of the courses

Item 19. The program has/had good linkage between different courses.

The percentage of those who totally agreed with the statement was 69.8%, and the percentage of those who disagreed was 11.2%. However, 19% of the participants were undecided. This suggests that the programs have established a good linkage between different courses.

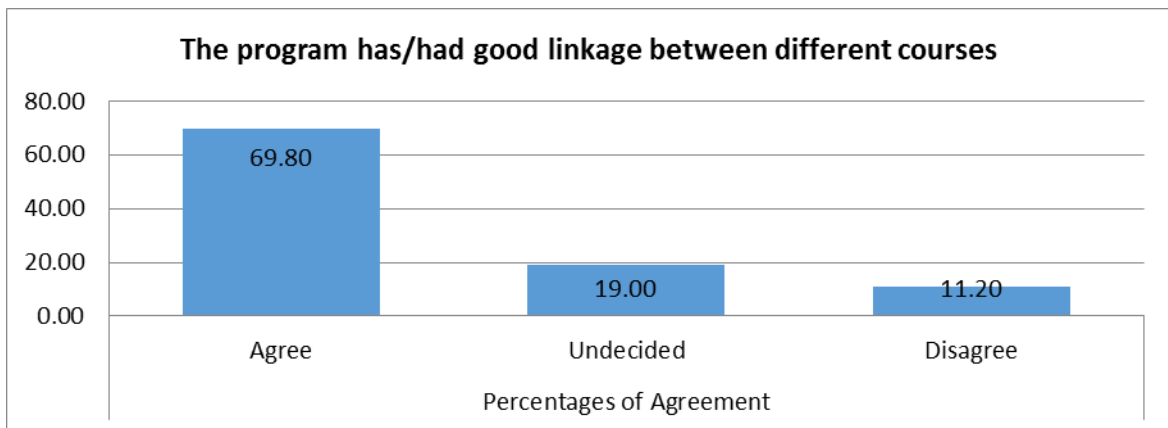


Figure 21. Satisfaction about the linkage between different courses

Item 20. The program balances/balanced teacher-centered and student-centered learning on its courses.

The findings indicated that 78.5% of the participants totally agreed with the statement, whereas 9.5% disagreed with the statement. However, the percentage of those who were undecided was 12.1%. These findings indicate that PhD ELT programs have been highly rated, according to the participants, in establishing a good balance of teacher-centered and student-centered learning.

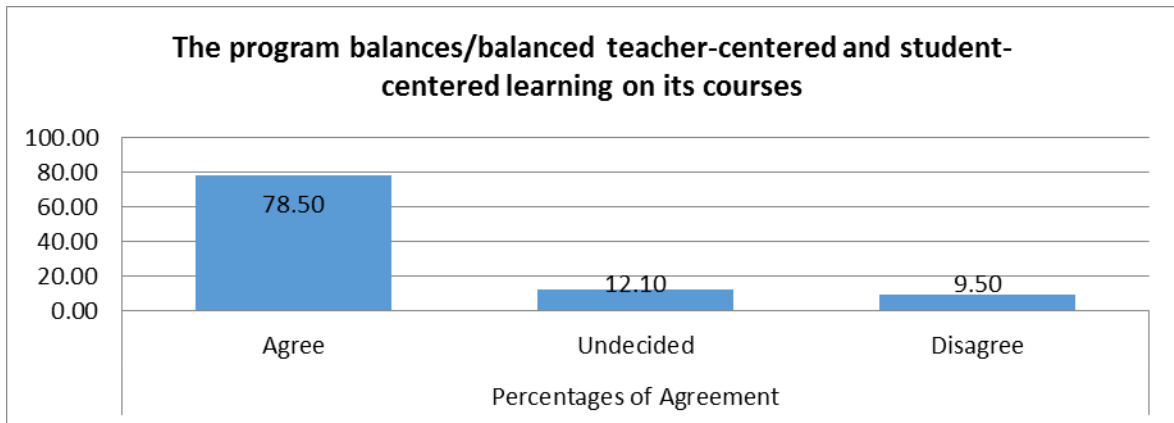


Figure 22. Satisfaction about the balance between teacher-centered and student-centered teaching

Item 21. The program equips/ equipped with the necessary instructional technologies and other resources.

The percentage of those who totally agreed with the statement was 65.5%, while the percentage of those who disagreed was 17.2%. Likewise, 17.2% of the participants stated that they were undecided. According to the findings of the study, a relatively substantial proportion of the participants perceive that their programs equip or equipped them with the necessary instructional technologies and other resources.

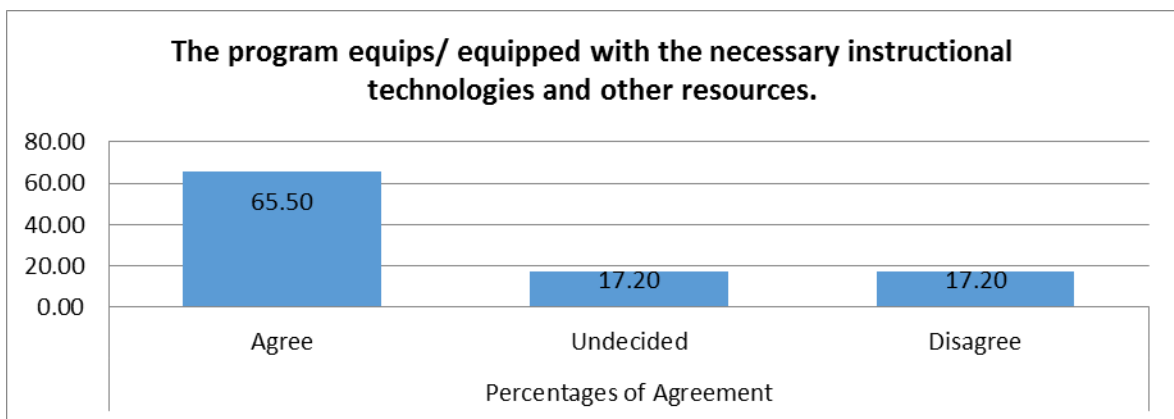


Figure 23. Satisfaction on the necessary instructional technologies and other resources.

Item 22. The program encourages/encouraged me to be a reflective teacher when I start teaching.

The findings of the study revealed that 80.1% of the participants agreed with the statement 9.4% of them disagreed. On the other hand, 10.3% of the participants stated that they were undecided. These findings indicated that programs were highly rated in fulfilling their objective to transform the students into reflective teachers.

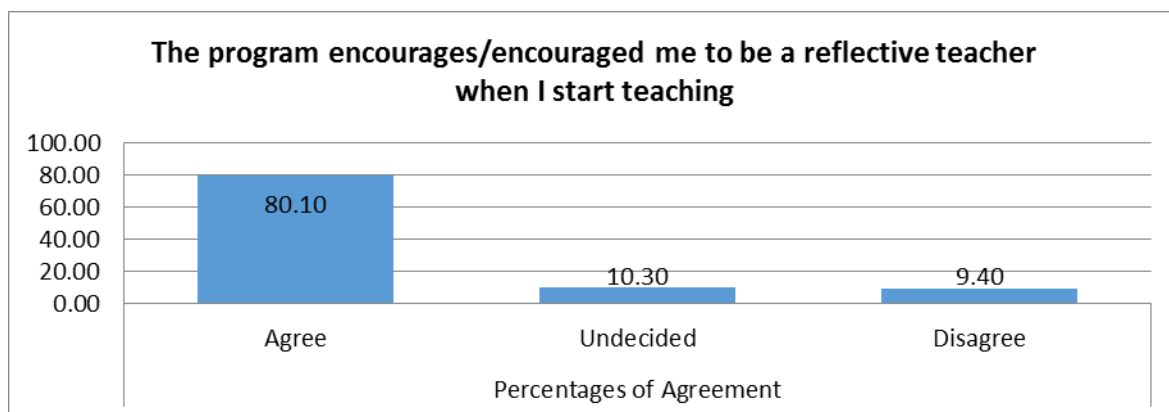


Figure 24. Satisfaction about the encouragement to be a reflective teacher

Item 23. The department promotes intellectual development.

The percentage of those who totally agreed with the statement was 86.2%, and the percentage of those who disagreed was 6.9%. Strangely, 6.9% of the participants stated that they were undecided. As seen, an overwhelming number of the participants perceive that promotion of intellectual development is one of the most important functions of PhD and that the programs have been highly rated in living up to this important goal.

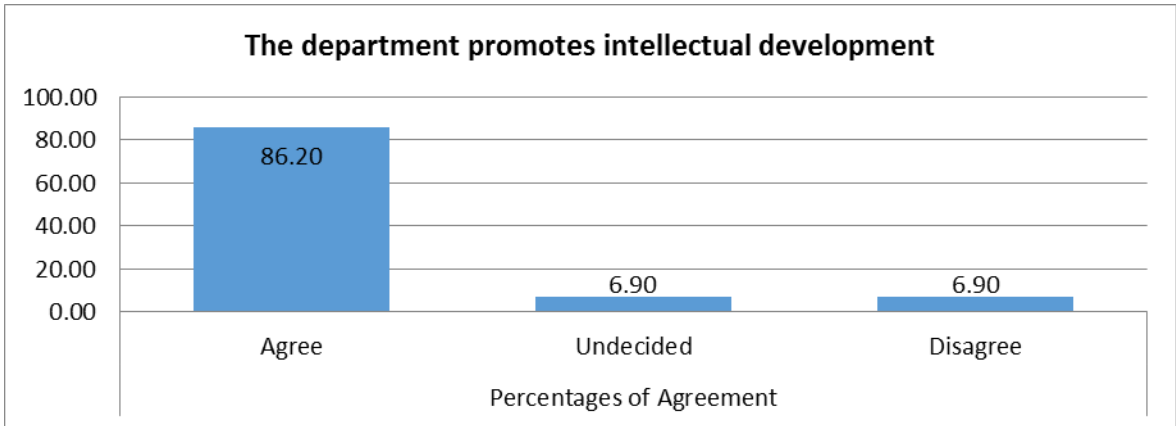


Figure 25. Satisfaction about departmental support for the intellectual development Item 24. The program puts/put emphasis on the balance between theory and practice.

More than seven in ten (71.6%) of the participants agreed with this statement, suggesting that is establishing a balance between theory and practice can result in more dependable educational outcomes in PhD programs. However, 13.7% of the participants disagreed with this statement and 14.7% of them stated that they were undecided. The implication is that PhD departments understand the value of keeping balance between theory and practice and put due emphasis on the issue.

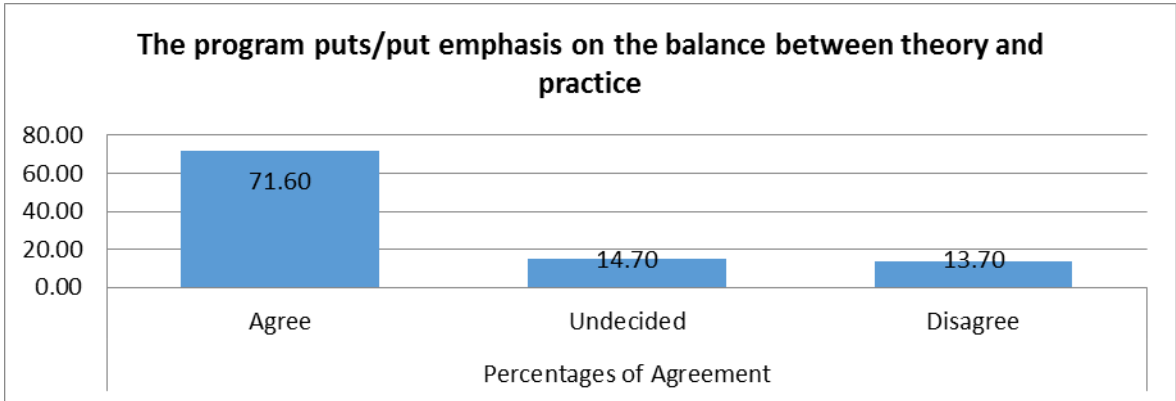


Figure 26. Satisfaction ratings on the balance between theory and practice. Item 25. The program prepares/prepared me to teach English in the classroom.

A great majority of the participants (81.1%) stated that they agree with this statement, while a small number of them (5.1%) disagreed with the statement. On the other hand, is 13.8 of the participants stated that they were undecided. The findings put emphasis on the effectiveness of the programs in preparing English teachers.

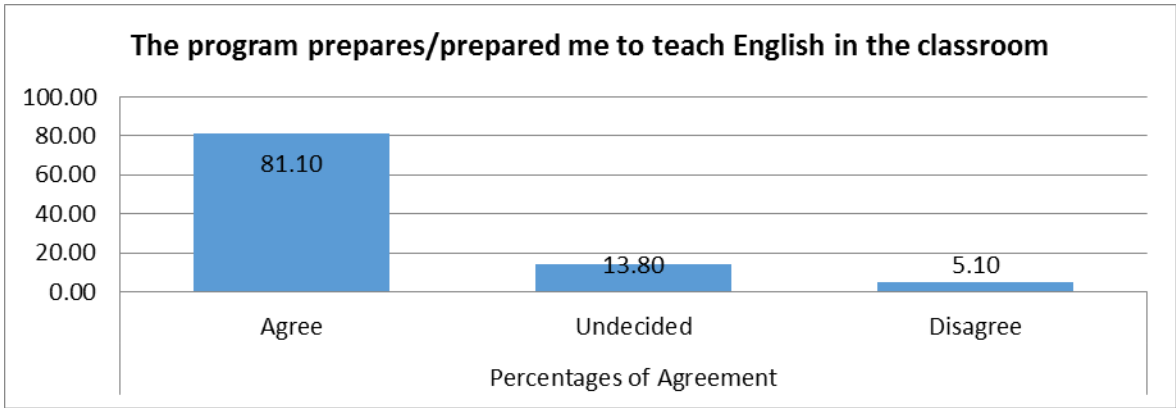


Figure 27. Satisfaction on the preparation to teach English in the classroom
Item 26. I receive/received valuable feedback from my professors.

The findings indicated that 78.4% of the participants totally agreed with the statement, while 10.3% of them disagreed and 11.2 % of them stated that they were undecided. These findings show that the students are potentially able to appreciate the importance of the feedback provided by the professors during the program.

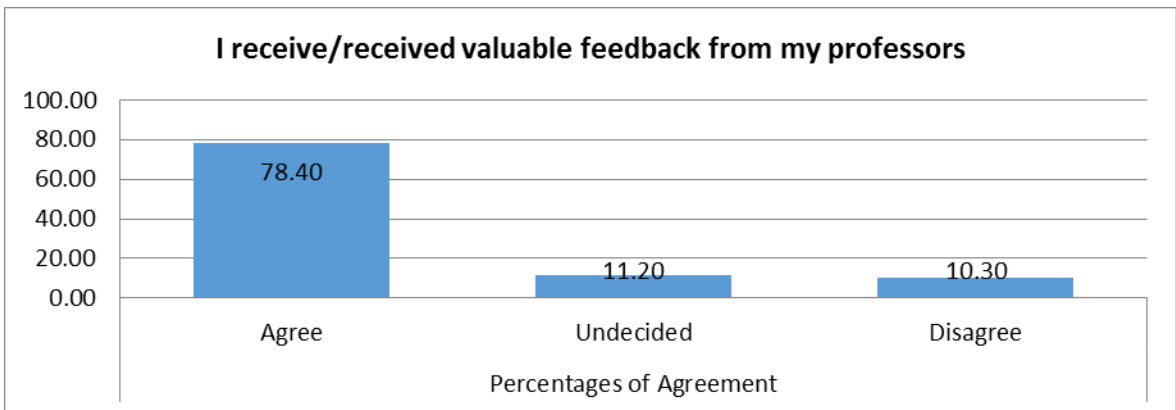


Figure 28. Satisfaction on receiving valuable feedback

Table 4.18. The Participants' Perceptions of Program Instruction/Evaluation Methods

<i>Items</i>		<i>1= Strongly Disagree</i>	<i>2= Disagree</i>	<i>3= Undecided</i>	<i>4= Agree</i>	<i>5= Strongly Agree</i>	<i>Mean</i>	<i>SD</i>
18. Quality of instruction in my courses is satisfactory.	N	4	1	13	55	43	4.13	.90
	%	3.4	.9	11.2	47.4	37.1		
19. The program has/had good linkage between different courses.	N	4	9	22	48	33	3.83	1.03
	%	3.4	7.8	19	41.4	28.4		
20. The program balances/balanced teacher-centered and student-centered learning on its courses.	N	1	10	14	54	37	4.00	.93
	%	.9	8.6	12.1	46.6	31.9		
21. The program equips/ equipped with the necessary instructional technologies and other resources.	N	8	12	20	47	29	3.66	1.16
	%	6.9	10.3	17.2	40.5	25		
22. The program encourages/encouraged me to be a reflective teacher.	N	4	7	12	49	44	4.05	1.02
	%	3.4	6	10.3	42.2	37.9		
23. The department promotes intellectual development.	N	3	5	8	50	50	4.19	.93
	%	2.6	4.3	6.9	43.1	43.1		
24. The program puts/put emphasis on the balance between theory and practice.	N	4	12	17	43	40	3.88	1.10
	%	3.4	10.3	14.7	37.1	34.5		
25. The program prepares/prepared me to be a good researcher on the field of ELT.	N	4	2	16	38	56	4.20	.98
	%	3.4	1.7	13.8	32.8	48.3		
26. I receive/received valuable feedback from my professors.	N	4	8	13	34	57	4.13	1.08
	%	3.4	6.9	11.2	29.3	49.1		

4.3.5. Classroom Management and Cooperation Skills

Item 27. The program teaches /taught me classroom management skills.

Less than four in ten (37.1%) of the participants totally agreed with the given statement. While 38.8% of the participants disagreed, 24.1% were rated the item as undecided. This indicates that the PhD programs were rated low in teaching classroom management skills.

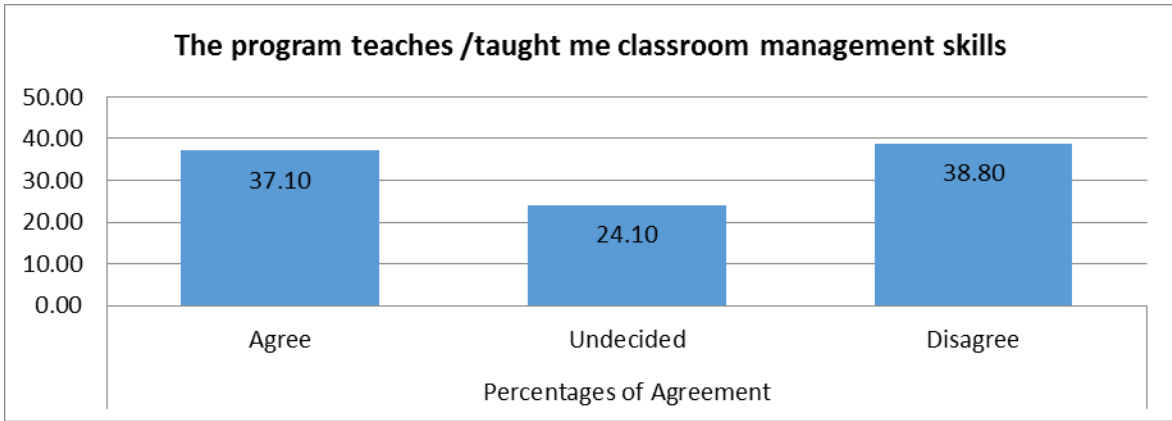


Figure 29. Satisfaction on receiving classroom management skills

Item 28. The program teaches /taught me how to prepare and use foreign language teaching materials.

The findings showed that 56.9% of the participants agreed with the statement, while nearly two in ten (19.8%) of them disagreed and 24.1% stated that they are undecided. The findings indicated that the programs that the participants attend at were moderately rated in teaching their students the necessary skills as to how prepare and use foreign language teaching materials.

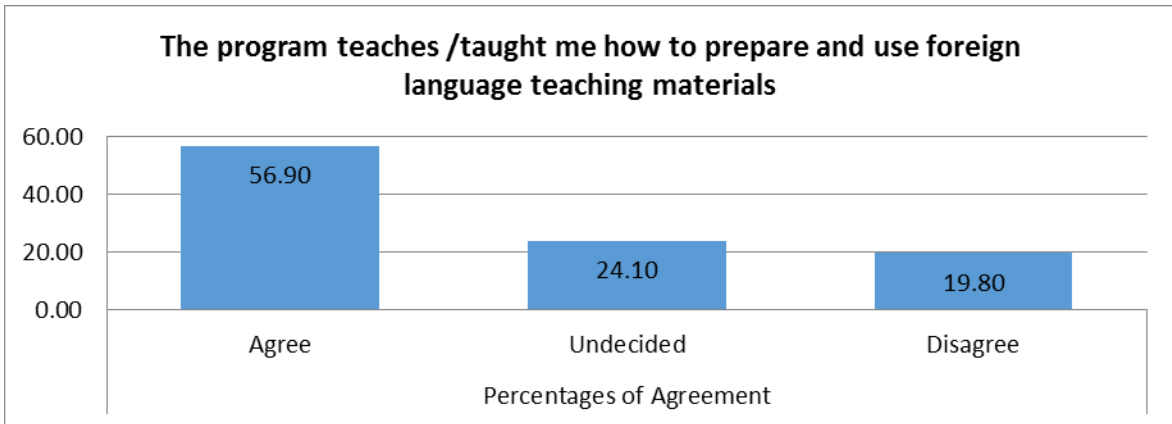


Figure 30. Satisfaction on preparing and using foreign language teaching materials.

Item 29. The program teaches /taught me how to adapt foreign language teaching materials.

Nearly six in ten (59.5%) of the participants agreed with this statement, 18.1% disagreed, and 22.4% were undecided. As seen, like item 28, the participants averagely rated their departments in teaching them how to adapt foreign language teaching materials.

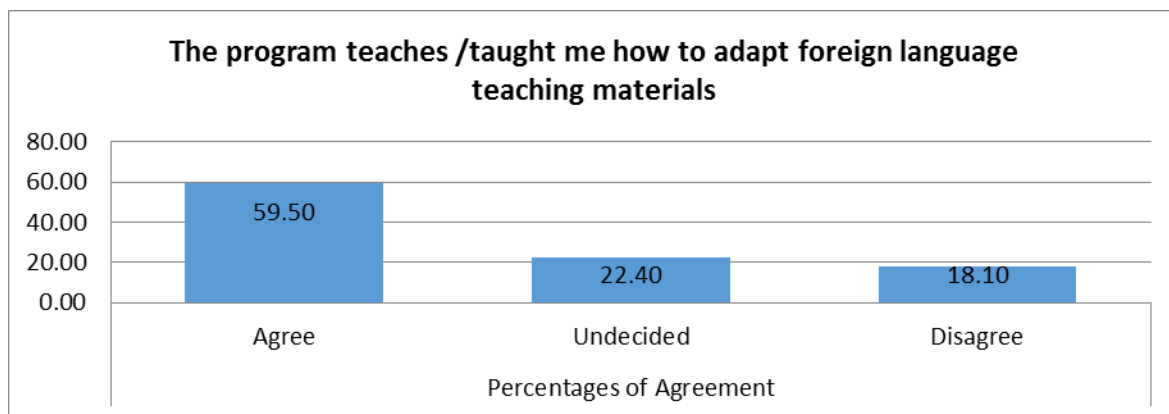


Figure 31. Satisfaction on adapting foreign language teaching materials.

All in all, as shown in Table 4.19, the highest mean scores ($M=3.60$, $SD=1.18$) and ($M=3.54$, $SD=1.18$) were observed in items 28 and 29, whereas the lowest mean score ($M=3.02$, $SD=1.27$) was ascribed to item 27. These findings suggest that the programs are not highly rated in teaching their students the skills needed for preparation, use, and adaptation of foreign language teaching materials. Furthermore, the participants indicated that they are not fully satisfied with the teaching of classroom management and cooperation skills given by their departments.

Table 4.19. The Participants' Perceptions of Classroom Management and Cooperation Skills

Items		1= Strongly Disagree	2= Disagree	3= Undecided	4= Agree	5= Strongly Agree	Mean	SD
		N	N	N	N	N		
27. The program teaches /taught me classroom management skills.	N	14	31	28	24	19	3.02	1.27
	%	12.1	26.7	24.1	20.7	16.4		
28. The program teaches /taught me how to prepare and use foreign language teaching materials.	N	8	15	27	38	28	3.54	1.18
	%	6.9	12.9	23.3	32.8	24.1		
29. The program teaches /taught me how to adapt foreign language teaching materials.	N	8	13	26	39	30	3.60	1.18
	%	6.9	11.2	22.4	33.6	25.9		

The responds to *Items 26, 27* and *29* indicate that the participants are not fully satisfied with a number of points. These can be listed as follows:

- the PhD programs were satisfactory in teaching classroom management skills
- the PhD programs were moderately rated in teaching their students the necessary skills as to how prepare and use foreign language teaching materials.

- the PhD programs were moderately rated in teaching them how to adapt foreign language teaching materials.

These points show that the participants of the study are aware of their needs in terms of the listed points. The low scores give an idea about the perceptions of the participants which brings out the need for reconstruction on these points.

The results are supported by a number of other studies. "Having lack of classroom management skills" is a point that was indicated by Bezzina (2006) in his list of points that the teachers face. Korukçu and Alan (1996, 2003; cited in Gültekin, 2007) identified "classroom management, lesson planning, textbook use, and test preparation as problematic areas to be reconsidered.

Preparing and adopting foreign language teaching materials are part of the profession especially in the field of English Language Teaching (ELT). The need, in this sense should be taken into account in order to prepare the future academicians to the field in a more adequate way.

4.3.6. Program Resources

Item 30. The institution offers sufficient computer and Internet support

The findings revealed that percentage of those who totally agreed with the statement was 56.9% and the percentage of those who disagreed was 27.5%. However, 15.5 % of the participants stated that they were undecided. As seen, nearly half of the participants gave either negative answer or were undecided, suggesting that some departments do not offer sufficient technological help to their students.

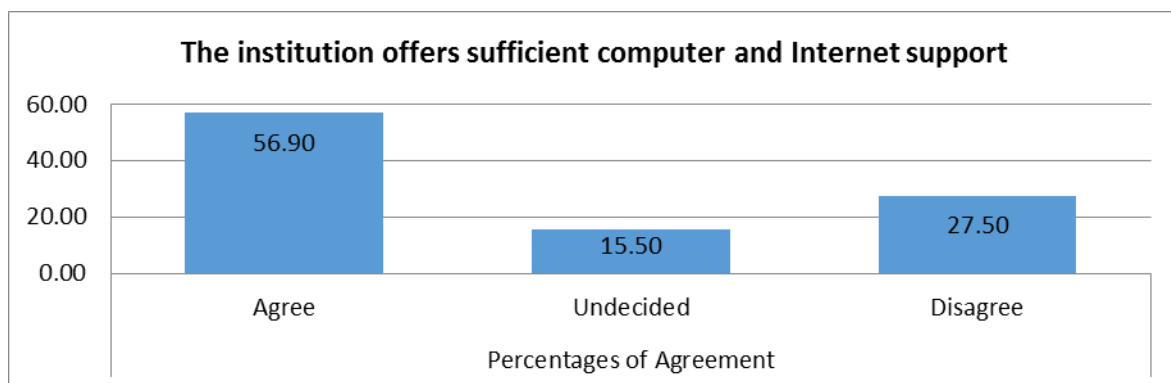


Figure 32. Satisfaction on offering sufficient computer and Internet support

Item 31. University library holdings are relevant to the field.

As seen in Table 4.20, 59.5% of the participants totally agreed with the statement, 15.5% of them totally disagree, and 25% of the participants stated that they were undecided. The findings indicate that the participants are moderately satisfied with the offerings of libraries.

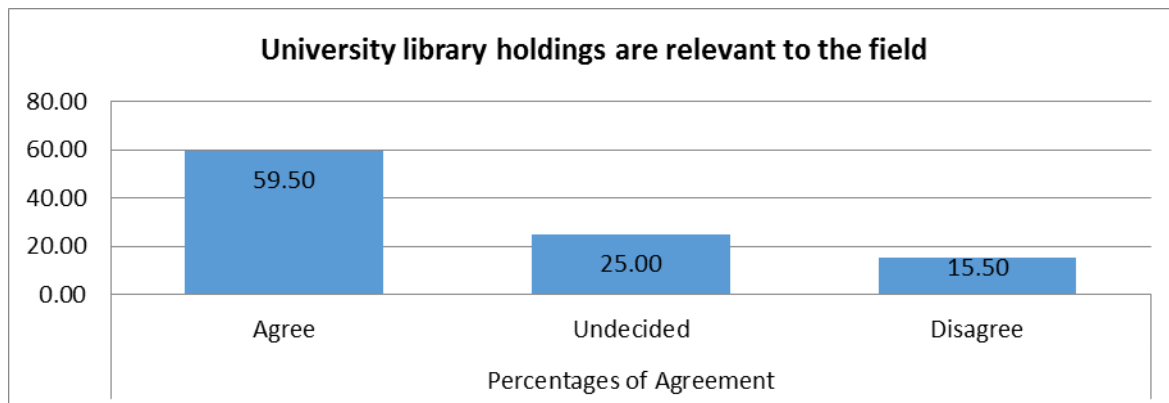


Figure 33. Satisfaction on the relevancy of the university library holdings

Item 32. Specialized facilities, such as laboratories or studios, and equipment needed for teaching are satisfactory.

The findings of the study showed that less than four in ten (36.2%) of the participants totally agreed with this statement, while 31.9% of them disagreed. Surprisingly, 31.9% of the participants were undecided. These findings clearly depict the current situation of the PhD departments in terms of equipment needed for teaching. All in all, it seems that PhD specialized facilities, such as laboratories or studios, and equipment needed for teaching are not satisfactory in the departments surveyed.

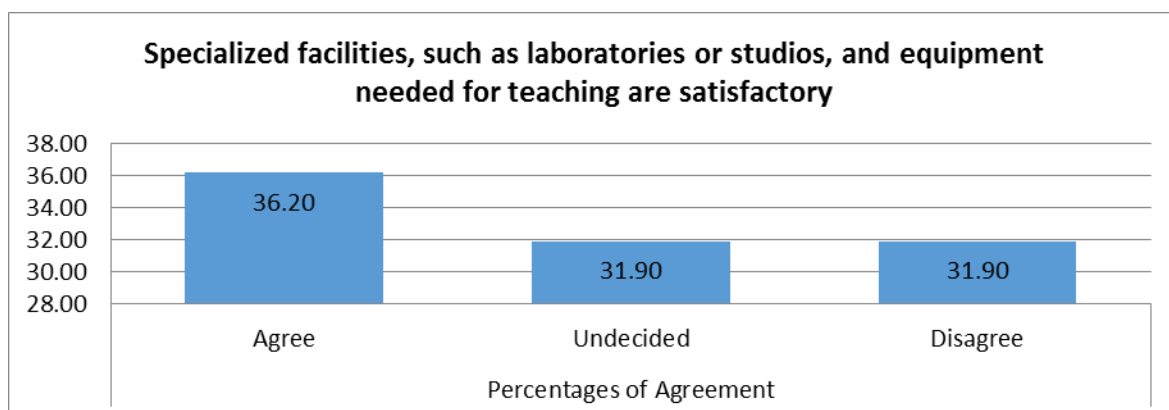


Figure 34. Satisfaction on the specialized facilities

Item 33. Overall adequacy of financial resources in support of the program is satisfactory.

The percentage of those who agreed with this statement was 33.7%, while 37% disagreed with the item, suggesting that most of the students are dissatisfied with the overall adequacy of financial resources in the departments. Strange as it may seem, 36.2% of the participants were undecided. This indicates that they were either indifferent to such issues or they may not intend to give their opinions because of the predicament of financial resources.

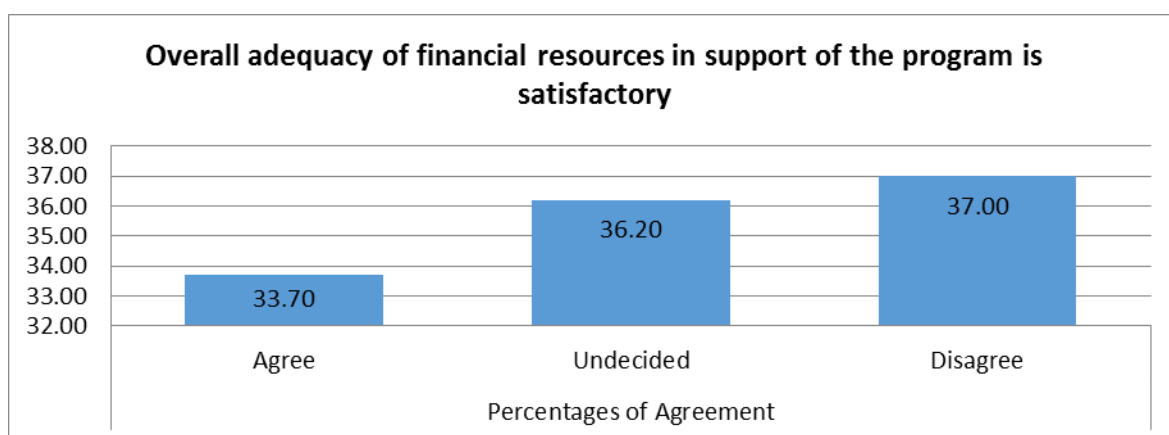


Figure 35. Satisfaction on the adequacy of the financial resources

Table 4.20. PhD Students' and Graduates' Opinions on Program Resources

Items		N	1= Strongly Disagree	2= Disagree	3= Undecided	4= Agree	5= Strongly Agree	Mean	SD
			%	%	%	%	%		
30. The institution offers sufficient computer and Internet support	N	12	20	18	32	34	3.48	1.34	
	%	10.3	17.2	15.5	27.6	29.3			
31. University library holdings are relevant to the field.	N	4	14	29	35	34	3.69	1.12	
	%	3.4	12.1	25	30.2	29.3			
32. Specialized facilities, such as laboratories or studios, and equipment needed for teaching are satisfactory.	N	16	21	37	20	22	3.09	1.29	
	%	13.8	18.1	31.9	17.2	19			
33. Overall adequacy of financial resources in support of the program is satisfactory.	N	17	26	42	15	16	2.88	1.22	
	%	14.7	22.4	36.2	12.9	13.8			

As seen, programs moderately provide support in terms of technological and library resources and computer and Internet connection support. The lowest mean score ($M=2.88$, $SD=1.22$) was observed in the overall financial resources in support of the programs. This suggests that departments need betterment in their financial support which will, in turn, result in the improvement of the department in terms of sufficient computer and Internet support, relevancy of university library holdings, and specialized facilities, such as laboratories or studios, and equipment

needed. In their study Barron and Goldman (1994) underlined the importance of making use of computer technologies and indicate that the teachers lose the chance to see and use effective teaching practices if they lack sufficient technological tools during their educational studies. Importance of active use of technological tools was also supported by Koç (2009) in his dissertation study based on the active use of web technologies in the learning environments. The results of Koç's study indicated that the need for more technology is notified by the participants of his study. The outcomes of his study also imply that "a web-support system should be provided by the institution, not only for supporting in-service training programs but for serving all teachers in their efforts for professional development".

Also Koszalka et al. (2002: 182) present the importance of technology as a tool to increase "motivation, skill and knowledge development, and access to information, and problems such as cultural considerations, infrastructure, and support".

4.3.7. Program Content

Item 34. The courses offered within the program follow a logical sequencing.

The findings revealed that 73.2% of the participants agreed with this statement, while 14.6% disagreed with the item and 12.1% were undecided. Therefore, it is understood that the courses offered within the program follow a logical sequencing in ELT programs.

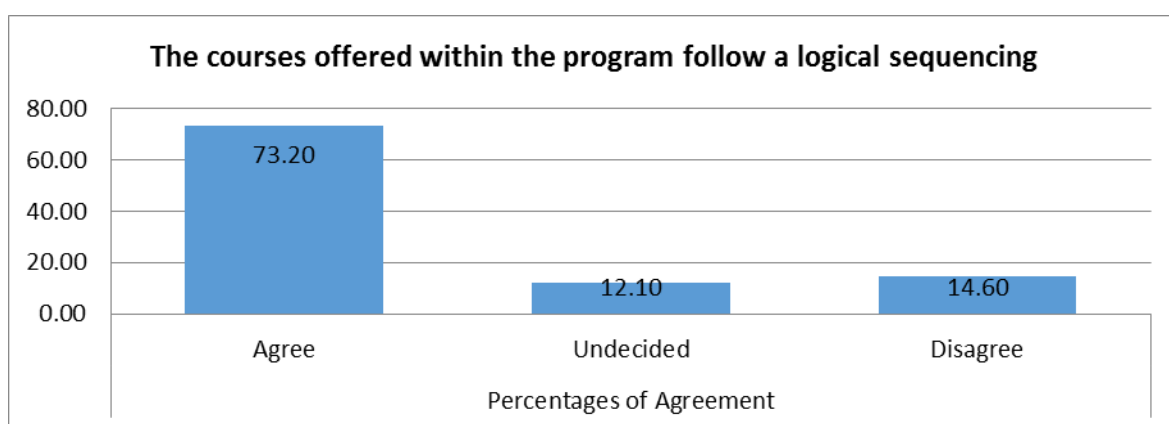


Figure 36. Satisfaction on the logical sequencing of the program

Item 35. The program is up-to-date.

Likewise, 75% of the participants agree with this statement, whereas 12% disagreed and 13% stated that they were undecided. Thus, it seems that most of PhD ELT programs are up-to-date and cover the current trends in the field.

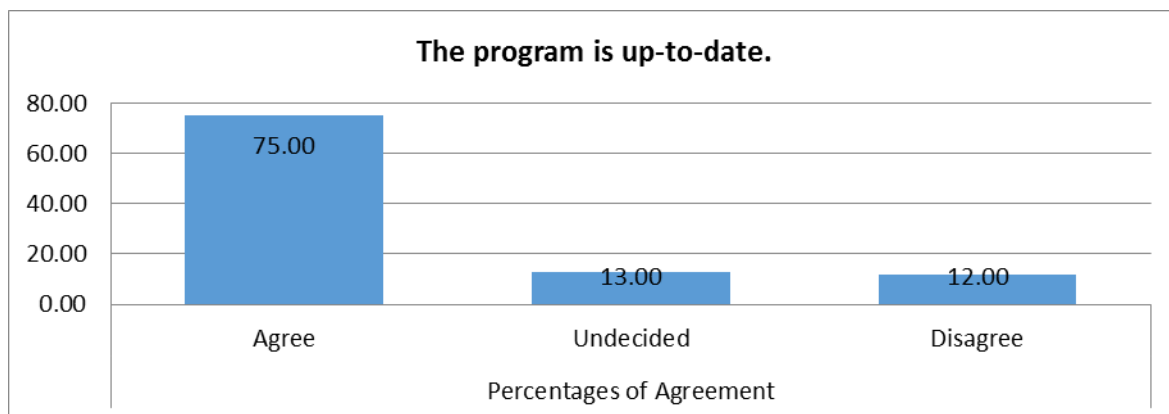


Figure 37. Satisfaction of the program about being up-to-date

Item 36. The program allocates sufficient time for each course.

The findings showed that the number of those totally agreed with the statement was 81.9%, while only 5.2% disagreed with it and 12.9% were undecided. It is understood, therefore, that the programs allocate sufficient time for each course within the program. This is further supported by comparing the mean scores for each item. Indeed, the highest mean score ($M=4.19$, $SD=.85$) was obtained for this statement.

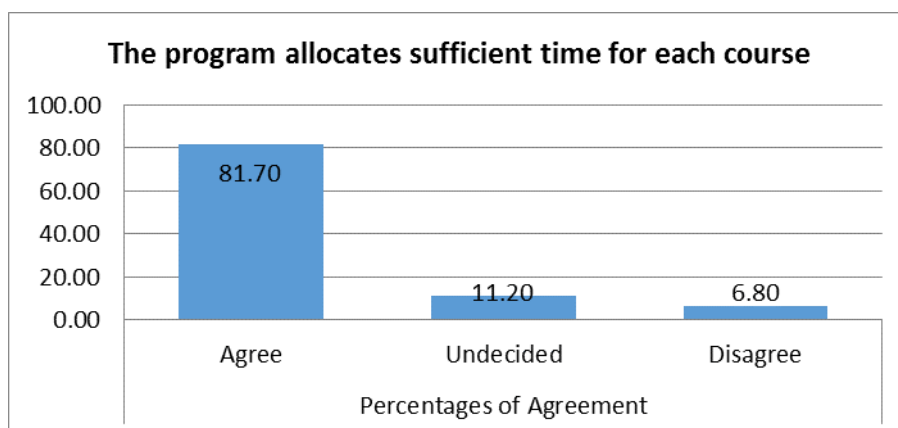


Figure 38. Satisfaction of the program of allocating sufficient time for each course

Item 37. The program gives/gave me adequate training in making research in ELT.

The findings revealed that 81.7% of the participants agreed with the statement, while 6.8% of them totally disagreed with it and 11.2% remained undecided. Therefore, more than eight in ten of the participants believe that their programs adequately train them to be good researchers in their field.

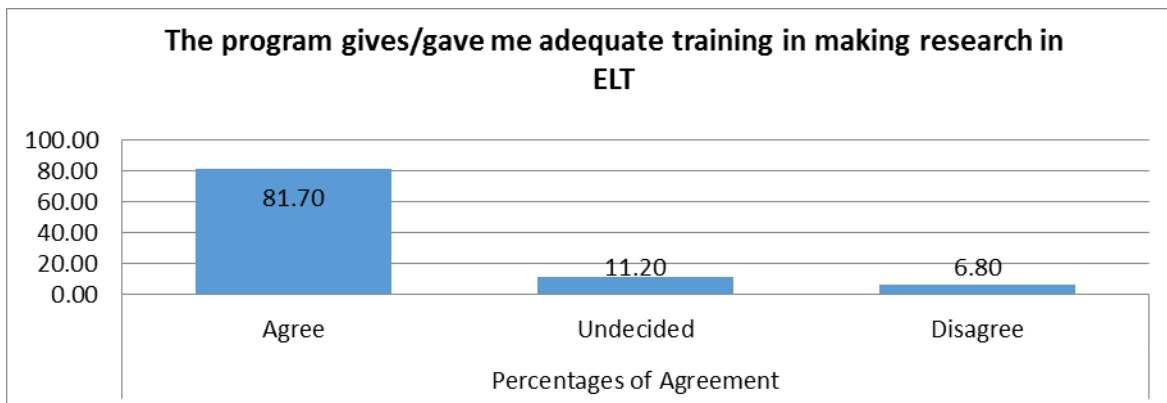


Figure 39. Satisfaction of the program on giving adequate training in making research in ELT

Item 38. The program gives /gave me adequate training for the needs of the local context (Turkey).

The findings of the study indicated that 65.5% of the participants agreed with this statement, whereas 11.2% disagreed and 23.3% were undecided. It is clear from the findings that a moderate proportion of the participants perceive that the programs give adequate training according to the needs of local context.

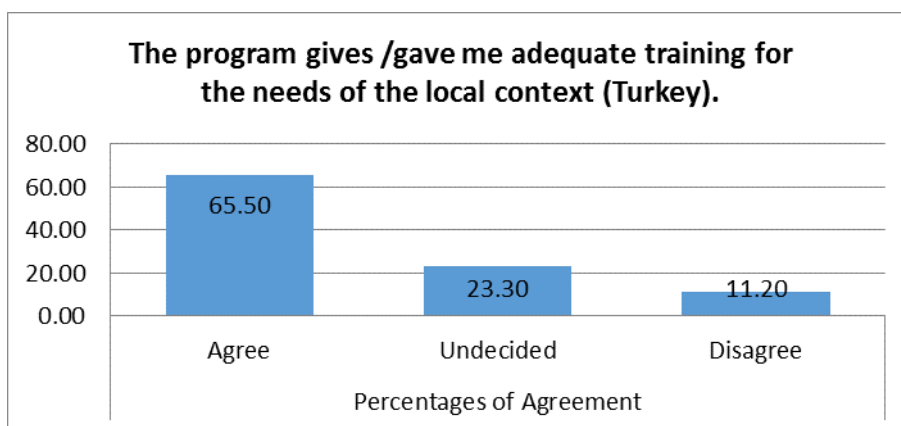


Figure 40. Satisfaction of the program on giving adequate training for the needs of the local context

Item 39. The program gives/gave me adequate training in teaching skills.

Nearly seven in ten (66.3%) of the participants totally agreed that the PhD ELT programs offer adequate training in teaching skills. However, 21.9% of the

participants disagreed with the statement and 19.8% were undecided. The findings indicate that the programs should reconsider their teaching programs so as to allocate more importance to training in teaching language skills.

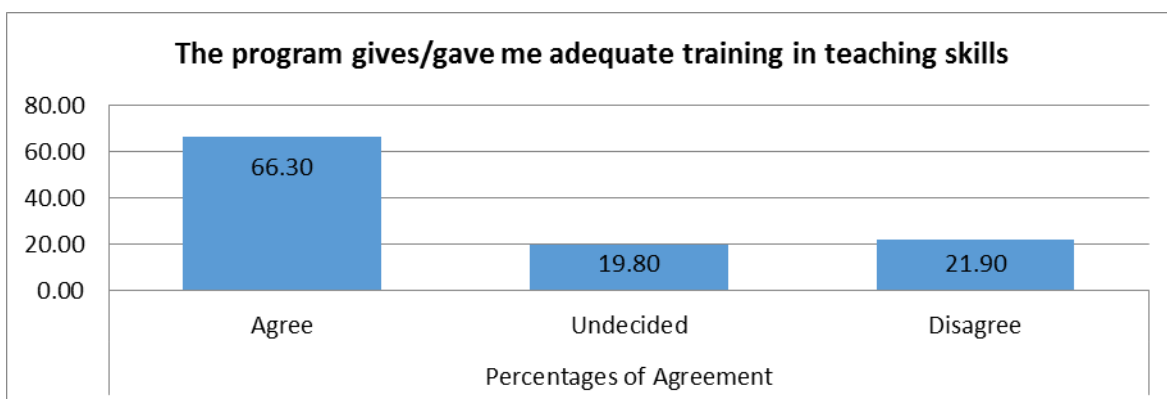


Figure 41. Satisfaction of the program on giving adequate training in teaching skills
Item 40. Teaching methods used in graduate courses (e.g., lectures, seminars, audiovisual aids) are well-tailored for our needs.

The findings revealed that 65.5% of the participants totally agreed that teaching methods used in graduate courses are well-tailored for our needs, while a small number of them (8.6%) disagreed with the statement. On the other hand, a considerable number of the participants (25.9%) stated that they were undecided. Thus, the teaching methods in the programs are moderately well-tailored for the students' needs.

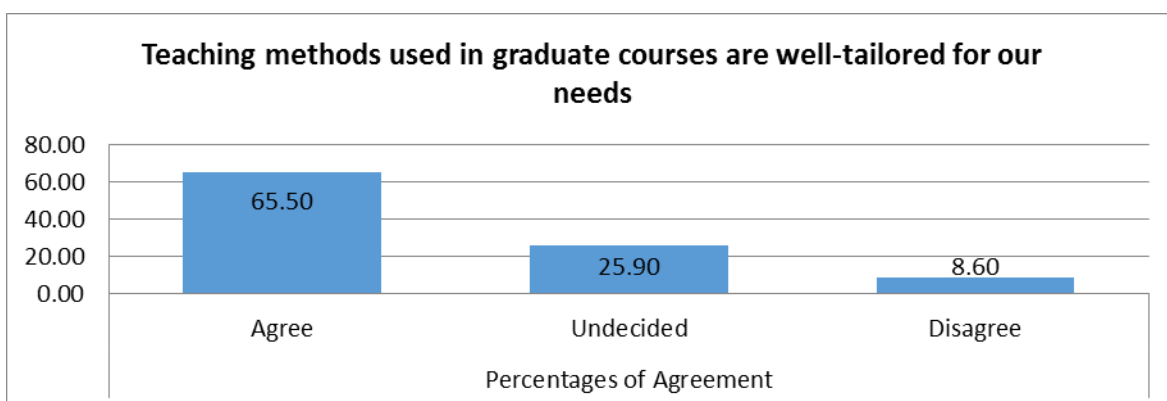


Figure 42. Satisfaction of having well-tailored graduate courses
Item 41. There is a variety of PhD level course and program offerings.

Nearly six in ten (58.6%) of the participants agreed with this statement, while 21.6% of them disagreed and 19.8% of them were undecided. These findings indicate that the departments do not offer a wide variety of PhD level course and program offerings as expected by the students. Indeed, as shown in Table 4.21,

the lowest mean score ($M=3.59$, $SD=1.26$) in the program content section was observed in this item.

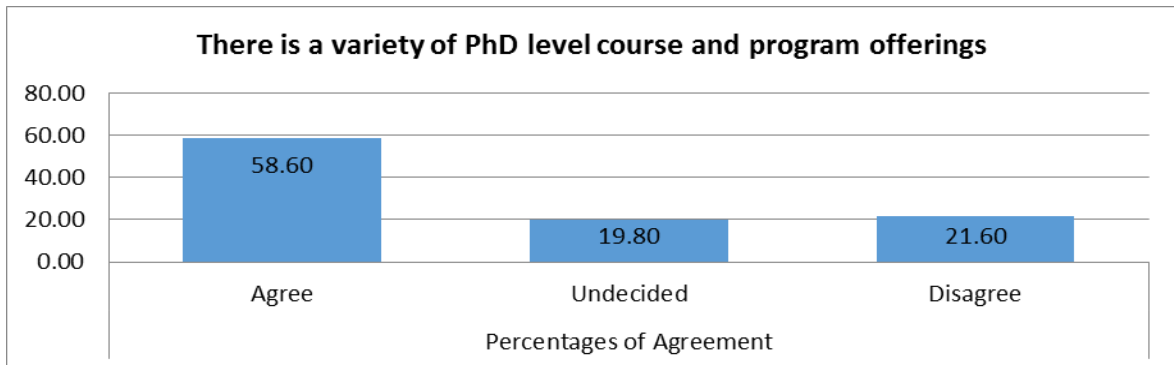


Figure 43. Satisfaction of having variety of PhD level courses and offerings
Item 42. The program is/was relevant to my needs.

The findings showed that a satisfactory number of the participants (75.9%) agreed with the statement, while a small number of them (8.7%) disagreed and 15.5% of them stated that they were undecided. It is understood therefore, that the programs offered in these departments are relevant to the students' educational needs.

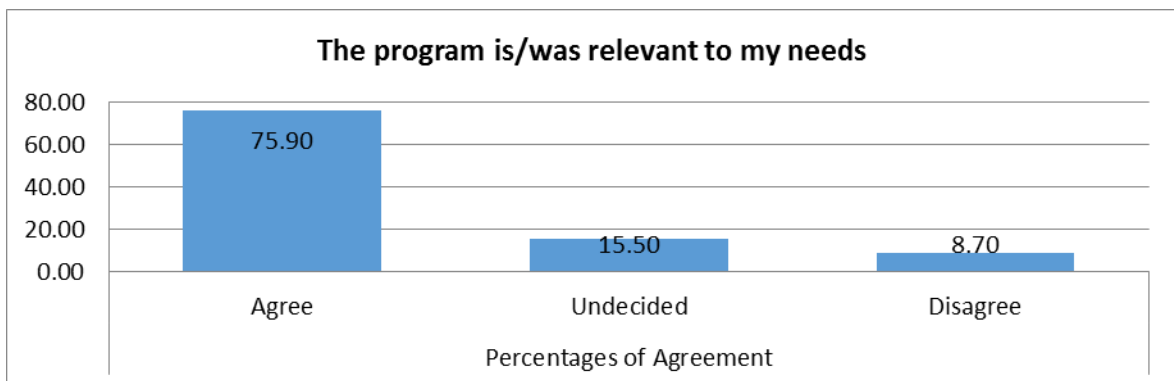


Figure 44. Satisfaction on the relevancy to the student needs
Item 43. The program encourages/encouraged me to reflect on my past experiences as a language learner.

Nearly eight in ten (77.6%) of the participants agreed that the programs encourage them to reflect on their past experiences as language learners. However, 9.4% of them totally disagreed with the statement, while 12.9% were undecided.

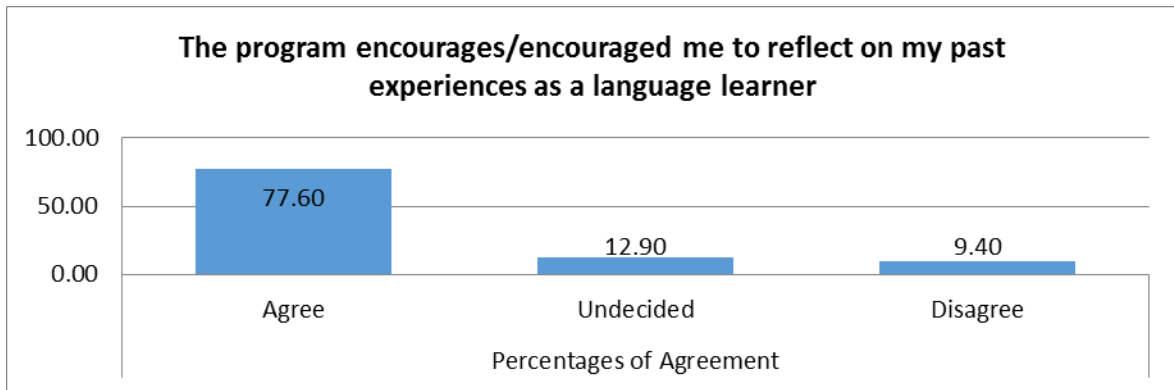


Figure 45. Satisfaction about the encouragement to reflect on past experiences as a language learner

Item 44. The program teaches /taught me how to follow the current trends in ELT.

The findings revealed that 80.1% of the participants totally agreed with the statement, while 10.4% of them disagreed and 9.5% of them stated that they were undecided. These findings indicate that the programs were highly rated in teaching their students to follow current trends in ELT programs.

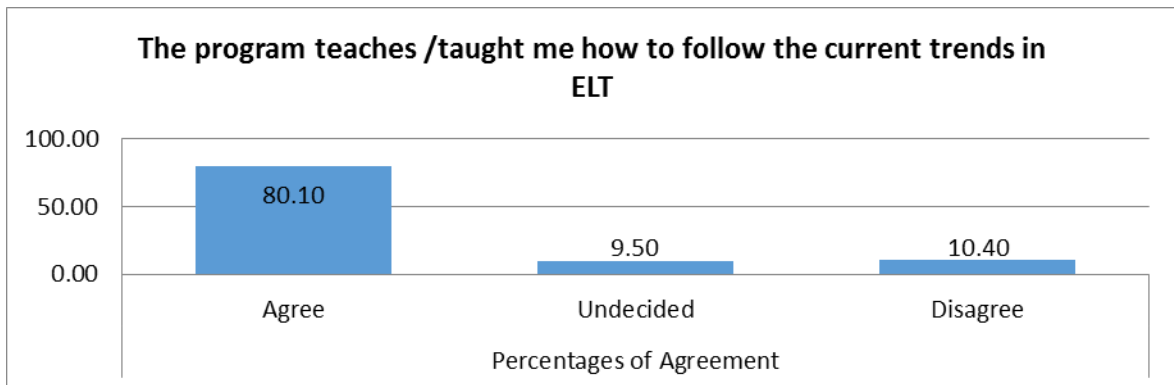


Figure 46. Satisfaction on teaching how to follow the current trends in ELT

Item 45. The program avoids/avoided overlapping information between different courses.

The results showed that 56.9% participants totally agreed with this statement and 19.8% disagreed with it. However, 23.3% of the participants were undecided. This suggests that a moderate proportion of the participants perceive that the programs are able to avoid overlapping information between different courses.

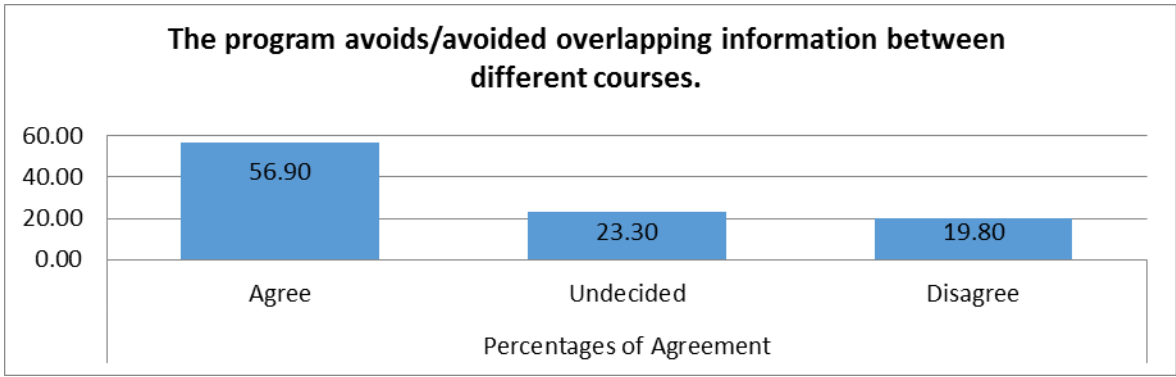


Figure 47. Satisfaction on avoiding overlapping information between different courses

Item 46. The program gives/gave adequate training in research methods.

More than seven in ten (73.2%) of the participants agreed with the statement, whereas 14.6% of them disagreed with it. On the other hand, 12.1% stated that they were undecided. Therefore, the programs adequately train the PhD candidates in research methods.

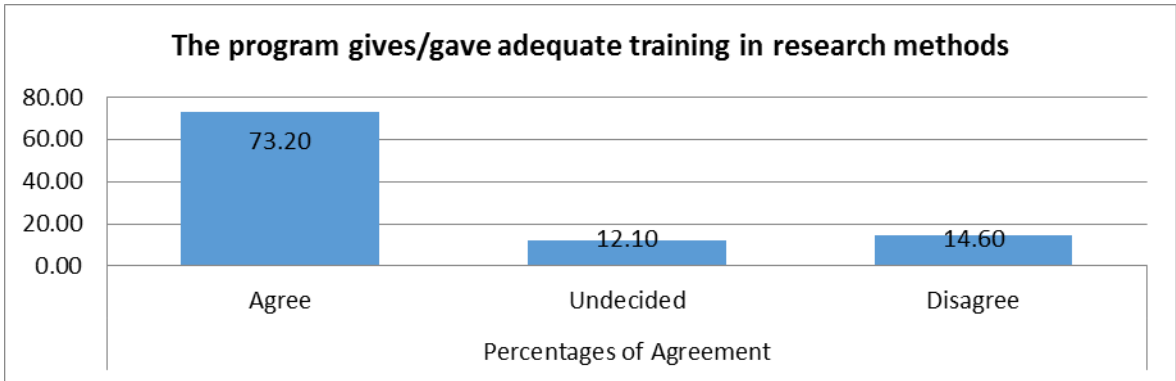


Figure 48. Satisfaction on giving adequate training in research methods

Below, the students' and graduates' opinions on program contents is given in table.

Table 4.21. PhD Students' and Graduates' Opinions on Program Contents

<i>Items</i>		<i>1= Strongly Disagree</i>	<i>2= Disagree</i>	<i>3= Undecided</i>	<i>4= Agree</i>	<i>5= Strongly Agree</i>	<i>Mean</i>	<i>SD</i>
34. The courses offered within the program follow a logical sequencing.	N	4	13	14	44	41	3.90	1.11
	%	3.4	11.2	12.1	37.9	35.3		
35. The program is up-to-date.	N	2	12	15	37	50	4.04	1.06
	%	1.7	10.3	12.9	31.9	43.1		
36. The program allocates sufficient time for each course.	N	0	6	15	46	49	4.19	.85
	%	0	5.2	12.9	39.7	42.2		
37. The program gives/gave me adequate training in making research in ELT.	N	4	4	13	41	54	4.18	1.00
	%	3.4	3.4	11.2	35.3	46.6		
38. The program gives /gave me adequate training for the needs of the local context (Turkey)	N	3	10	27	40	36	3.82	1.04
	%	2.6	8.6	23.3	34.5	31		
39. The program gives/gave me adequate training in teaching skills.	N	1	15	23	44	33	3.80	1.02
	%	.9	12.9	19.8	37.9	28.4		
40. Teaching methods used in graduate courses (e.g., lectures, seminars, audiovisual aids) are well-tailored for our needs.	N	2	8	30	41	35	3.85	.98
	%	1.7	6.9	25.9	35.3	30.2		
41. There is a variety of PhD level course and program offerings.	N	9	16	23	33	35	3.59	1.26
	%	7.8	13.8	19.8	28.4	30.2		
42. The program is/was relevant to my needs.	N	1	9	18	45	43	4.03	.95
	%	.9	7.8	15.5	38.8	37.1		
43. The program encourages/encouraged me to reflect on my past experiences as a language learner.	N	4	7	15	43	47	4.05	1.04
	%	3.4	6	12.9	37.1	40.5		
44. The program teaches /taught me how to follow the current trends in ELT.	N	3	9	11	41	52	4.12	1.03
	%	2.6	7.8	9.5	35.3	44.8		
45. The program avoids/avoided overlapping information between different courses.	N	3	20	27	39	27	3.57	1.10
	%	2.6	17.2	23.3	33.6	23.3		
46. The program gives/gave adequate training in research methods.	N	7	10	14	41	44	3.90	1.17
	%	6	8.6	12.1	35.3	37.9		

The results show that most of the students find the program up-to-date (75% of the participants agreed with the statement) and that the programs offered in these departments are relevant to the students' educational needs (75.9% agreed with the statement). The percentages to both of the items are parallel to Kırmızı's study. %75 of the participants indicated that the program is up-to-date and %78 pointed out that the program is relevant to their needs. However, the results still

indicate that there are 25% participants who are not decided or satisfied by these points.

Taking adequate training in teaching language skills (%66) and the teaching methods (%65) in the programs are two significant points to be underlined by the departments as these two points were rated approximately % 66,5 satisfaction. These two points can be considered as the weak points of the program that need a spotlight in order to increase the satisfaction level of the participants.

One other important point to be highlighted is the number and variety of the courses offered in PhD ELT programs. Only six in ten (58.6%) of the participants agreed with this statement and %41.4 of the participants indicated that they are expecting a wider variety of PhD ELT level courses and program offerings in their PhD ELT programs. The importance can also be seen as the lowest mean score (M=3.59, SD=1.26) in the program content section was observed in this item. Tezel's (2006) study points out this item as part of the points to be reconsidered. The results of his study also indicate the need for wider variety of courses to be offered in their course catalog.

4.3.8. Overall Evaluation

Item 47. What I have learned in this program will be valuable for my future.

The percentage of those who totally agreed with the statement was 92.2%, and the percentage of those who disagreed was .9%, whereas 6.9% of the participants stated that they were undecided. Therefore, a huge number of the participants rated this item positively, suggesting that what students have learned in their programs will be useful in their future career.

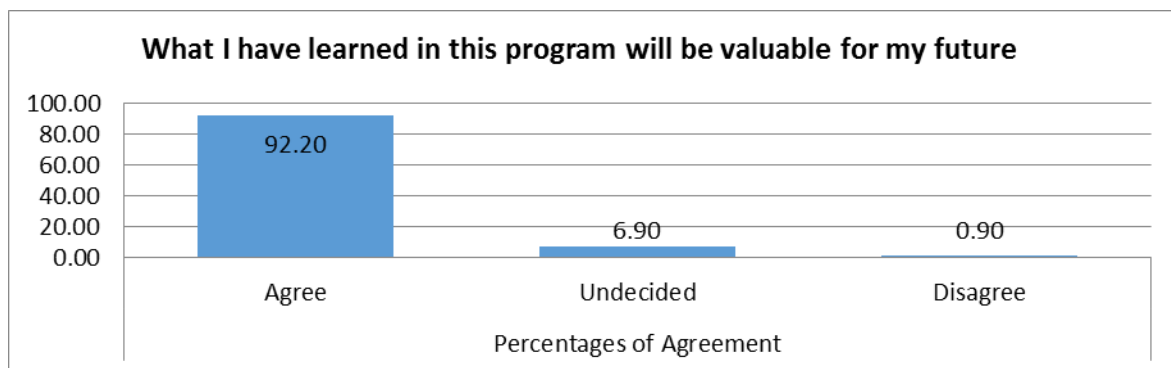


Figure 49. Satisfaction about the valuable learnings given by the program

Item 48. The program increases/increased my powers of self-evaluation.

Nearly nine in ten (87.9%) of the participants agreed that the programs were a great help in increasing their power of self-evaluation, while 9.5% of them disagreed. However, only 2.6% of the participants were undecided.

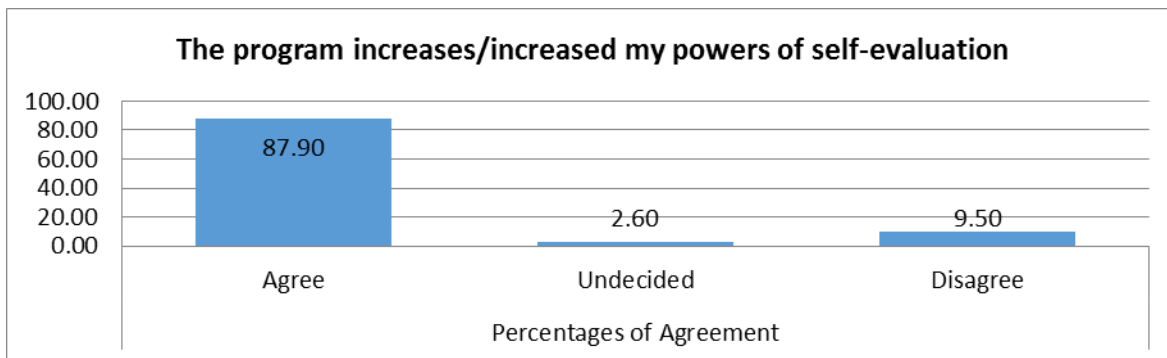


Figure 50. Satisfaction on the powers of self-evaluation

Item 49. By the end of this program, I feel/felt competent enough to do research on ELT.

The findings revealed that the percentage of those who totally agreed with the statement was 87.9% (M= 4.33, SD=.93) which is the highest mean score obtained for the items in this section, and the percentage of those who totally disagreed was 6%. The results also indicated that only 6% were undecided. These findings emphasize the effectiveness of the programs in transforming the PhD candidates into successful researchers in the field of ELT.

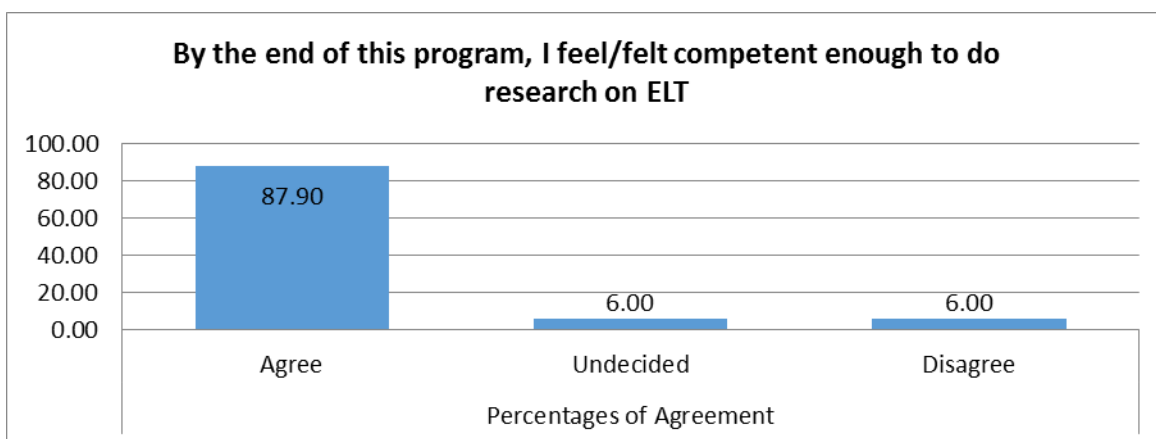


Figure 51. Satisfaction of feeling competent enough to do research on ELT.

Item 50. I have developed the knowledge and necessary skills required for my chosen career.

The findings indicated that 85.3% of the participants totally agreed with this statement. However, only 5.1% of the participants disagreed, while 9.5% of them were undecided. It is understood, therefore, that the programs greatly help the students develop the necessary knowledge and skills required for their careers.

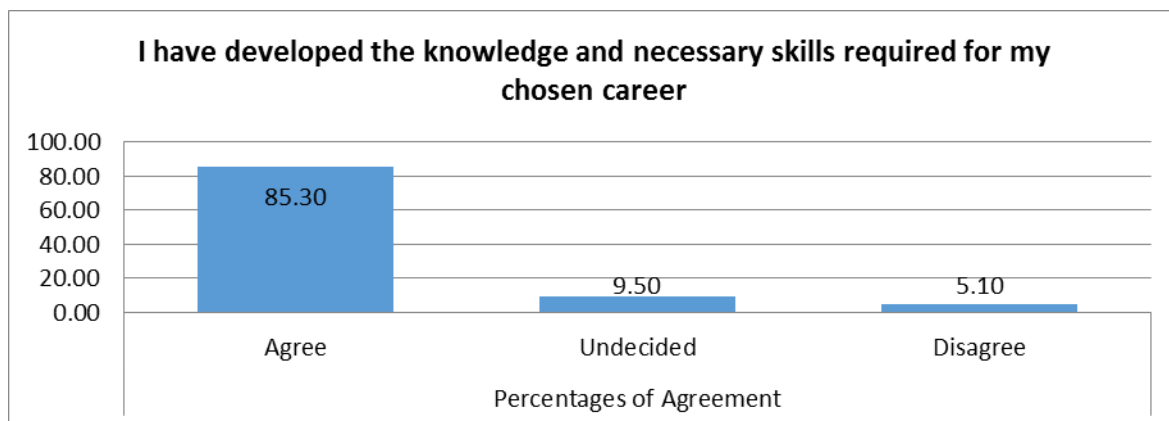


Figure 52. Satisfaction of developing knowledge and necessary skills required for chosen career.

Item 51. By the end of this program, I felt/feel that I will be able to carry out research in my field on ELT-related studies.

Nearly nine in ten (87.9%) of the participants totally agreed with this statement, whereas only 4.3% of them disagreed with it. However, 7.8% of the participants were undecided. Like item 49, it is clear that the programs are highly rated in training students for research purposes in ELT-related studies.

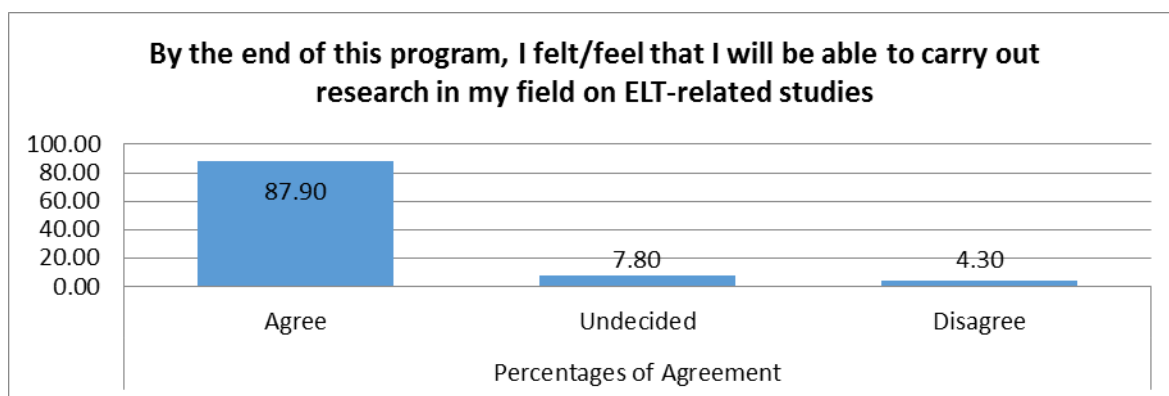


Figure 53. Satisfaction of feeling confident to carry out research in the field on ELT-related studies.

Item 52. The variety of the courses opened in the program meets the needs of the PhD candidates.

The percentage of those who totally agreed with the above statement was 72.4%, and the percentage of those who totally disagreed was 11.2%. However, 16.4% of

the participants were undecided. Therefore, the programs seem to be adequately rated in offering variety of ELT-related programs.

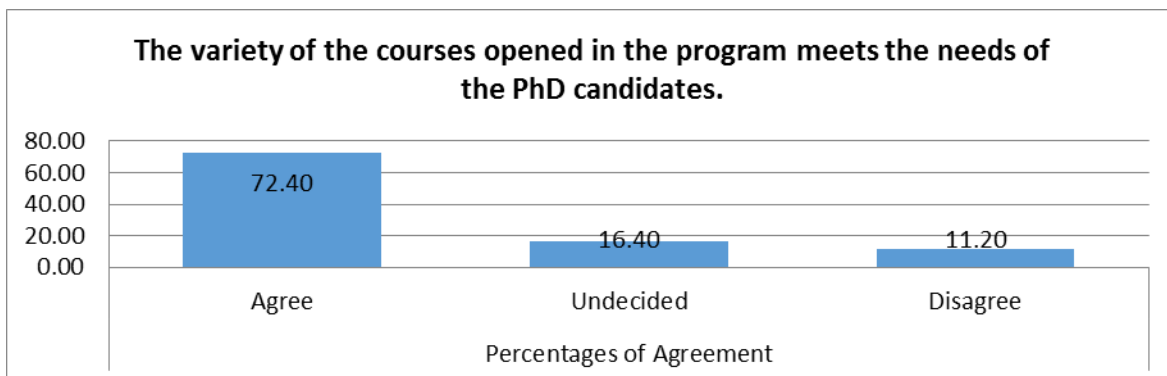


Figure 54. Satisfaction of the variety of the courses opened in the program
Item 53. The total number of credits that a PhD candidate should take during the course period is enough for the program.

The findings indicated that 80.2% of the participants agree that the total number of credits that a PhD candidate should take during the course period is enough for the program, while 8.6% of them disagreed with the statement. On the other hand, 11.2% of the participants were undecided.

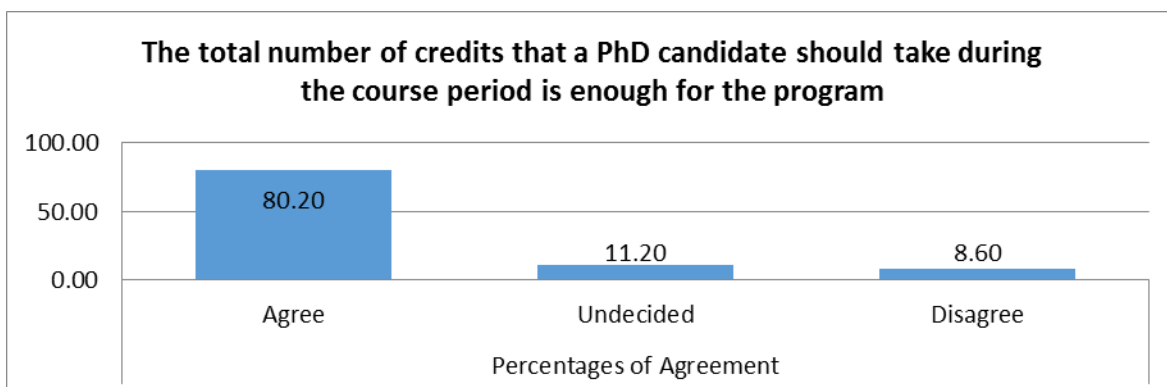


Figure 55. Satisfaction on the number of credits taken
Item 54. Overall I was satisfied with the quality of my learning experiences at the ELT department.

According to the findings, the percentage of those who totally agreed with the statement was 83.6%, and the percentage of those who totally disagreed was 6.9%, while 9.5% of the participants were undecided. These findings indicate that most of the participants are satisfied with their programs and the quality of their learning experiences at the ELT departments.

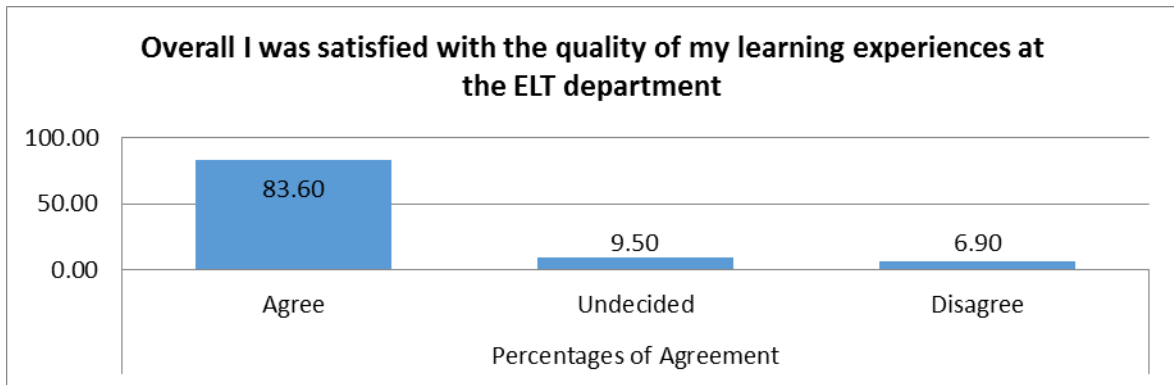


Figure 56. Satisfaction of the overall quality of the learning

Table 4.22 indicates, the students' and graduates' opinions on overall evaluation of the program.

Table 4.22. PhD Students' and Graduates' Opinions on Overall Evaluation

<i>Items</i>		<i>1= Strongly Disagree</i>	<i>2= Disagree</i>	<i>3= Undecided</i>	<i>4= Agree</i>	<i>5= Strongly Agree</i>	<i>Mean</i>	<i>SD</i>
47. What I have learned in this program will be valuable for my future.	N	0	1	8	39	68	4.50	.66
	%	0	.9	6.9	33.6	58.6		
48. The program increases/increased my powers of self-evaluation.	N	1	10	3	39	63	4.31	.94
	%	.9	8.6	2.6	33.6	54.3		
49. By the end of this program, I feel/felt competent enough to do research on ELT.	N	3	4	7	39	63	4.33	.93
	%	2.6	3.4	6	33.6	54.3		
50. I have developed the knowledge and necessary skills required for my chosen career.	N	2	4	11	42	57	4.27	.90
	%	1.7	3.4	9.5	36.2	49.1		
51. By the end of this program, I felt/feel that I will be able to carry out research in my field on ELT-related studies.	N	3	2	9	37	65	4.37	.89
	%	2.6	1.7	7.8	31.9	56		
52. The variety of the courses opened in the program meets the needs of the PhD candidates.	N	4	9	19	45	39	3.91	1.05
	%	3.4	7.8	16.4	38.8	33.6		
53. The total number of credits that a PhD candidate should take during the course period is enough for the program.	N	5	5	13	45	48	4.08	1.04
	%	4.3	4.3	11.2	38.8	41.4		
54. Overall I was satisfied with the quality of my learning experiences at the ELT department.	N	3	5	11	45	52	4.19	.95
	%	2.6	4.3	9.5	38.8	44.8		

4.4. Evaluation of Courses and Program Goals

RQ3-What are the students' perceptions in terms of the goals of the program?

4.4.1. The students' Perceptions of the Goals of the Program

The results, as shown in Table 4.23, indicated that 78.5% of the participants perceive that linguistics component is important, 91.4% stated that ELT Methodology Component is important, 89.7% stated that research component is important, 72.4% stated that Educational Sciences Component is important, and 15.6% stated that Literature Component is important. The least important component, according to the participants, was literature component. Indeed, 31% of the participants stated that literature component is not important at all, 25.9% stated that it is minimally important, while 27.6% were undecided. The scrutiny of mean scores showed that, regarding the goals of the program, the most important component was Research Component (M=4.60, SD=.89), the second most important component was ELT Methodology Component (M=4.47, SD=.82), and the third most important component was Linguistics Component (M=4.05, SD=.89) followed by Educational Sciences Component (M=3.86, SD=1.11) and Literature Component (M=2.35, SD=1.21).

Table 4.23. The Importance of Program Components in Relation to the Goals of the Program

		1 <i>Not important at all</i>	2 <i>Minimally important</i>	3 <i>undecided</i>	4 <i>important</i>	5 <i>Extremely important</i>	Mean	SD
Linguistics Component	N	0	9	16	51	40	4.05	.89
	%	0	7.8	13.8	44	34.5		
Literature Component	N	36	30	32	9	9	2.35	1.21
	%	31	25.9	27.6	7.8	7.8		
ELT Methodology Component	N	1	5	4	34	72	4.47	.82
	%	.9	4.3	3.4	29.3	62.1		
Research Component	N	1	3	8	17	87	4.60	.80
	%	.9	2.6	6.9	14.7	75		
Educational Sciences Component	N	6	9	17	47	37	3.86	1.11
	%	5.2	7.8	14.7	40.5	31.9		

Research Component ($M=4.60$, $SD=.89$) and ELT Methodology Component ($M=4.47$, $SD=.82$) were found to be the first two most important components of the program. The need for more research and methodology components is highlighted by the participants. It is an important point to be considered by the program designers. Other studies such as Kırmızı's (2011), support this idea with similar results.

A large proportion of the participants revealed that the least important component was literature component. The participants also indicated that literature is not a component related to English Language Teaching studies; however a number of studies conducted on the use of literature in language classes proves the benefits. According to Krashen (1985, 1993, 1999), "the language experience needs to be contextualized and comprehensible". Arıkan also signifies the importance of literature in language classes in his following word. "... reading is the solid rock around which all other skill-based activities are situated" (Arıkan, 2008). The low ratings indicated by the participants may be underlined as a point to be reconsidered in terms of the content of the courses given at these departments.

RQ4- Perceptions of the students' regarding the effectiveness of the program.

4.4.2. The Effectiveness of Program Components in Becoming an Academic

Likewise, the results revealed that Research Component (87.9%), ELT Methodology Component (84.5%), Linguistics Component (69.8%), and Educational Sciences Component (63.8%) were the most useful components of the program in helping the students to become an academic, respectively. However, Literature Component with 18.1 % was found to be the least useful component of the program. These findings are further supported by the analysis of the mean scores, Table 4.24, observed for each component with the highest mean score ($M=4.47$, $SD=.87$) in Research Component and the lowest mean score ($M=2.31$, $SD=1.26$) in Literature Component.

Table 4.24. The Effectiveness of Program Components in Becoming an Academic

		<i>1. The least useful</i>	<i>2. Not useful</i>	<i>3. Undecided</i>	<i>4. Useful</i>	<i>5. The most useful</i>	<i>Mean</i>	<i>SD</i>
Linguistics Component	N	3	14	18	41	40	3.87	1.10
	%	2.6	12.1	15.5	35.3	34.5		
Literature Component	N	43	23	29	13	8	2.31	1.26
	%	37.1	19.8	25	11.2	6.9		
ELT Methodology Component	N	3	5	10	40	58	4.25	.96
	%	2.6	4.3	8.6	34.5	50		
Research Component	N	2	3	9	26	76	4.47	.87
	%	1.7	2.6	7.8	22.4	65.5		
Educational Sciences Component	N	5	12	25	43	31	3.72	1.10
	%	4.3	10.3	21.6	37.1	26.7		

RQ5- How Successful were the Main Course components in helping students' to become an academic?

4.4.3. The Rates of Linguistic Courses

As for the Rates of the programs in helping the students to become an academic, the results revealed that Second Language Acquisition component (90.5%), and Linguistics for English Language Teaching (80.2%) were the most highly rated components of the program, respectively, followed by Brain-based Learning and Language Teaching (48.3%) and Phonology and Morphology with 45.47% were found to be the least important component of the program. Put differently, as shown in Table 4.25, the participants perceive that Second Language Acquisition component (M=4.47, SD=1.26) was the most highly rated component and Phonology and Morphology was the least highly rated (M=3.24, SD=1.34) component which helped the students to become an academic.

Table 4.25. The Rates of Linguistic Courses

		<i>1. Very little</i>	<i>2. Little</i>	<i>3. Undecided</i>	<i>4. Much</i>	<i>5. Very much</i>	<i>Mean</i>	<i>SD</i>
Phonology and Morphology	N	15	22	26	26	27	3.24	1.34
	%	12.9	19	22.4	22.4	23.3		
Second Language Acquisition	N	1	4	6	33	72	4.47	.81
	%	.9	3.4	5.2	28.4	62.1		
Linguistics for English Language Teaching	N	1	8	14	35	58	4.22	.96
	%	.9	6.9	12.1	30.2	50		
Brain-based Learning and Language Teaching	N	12	15	33	29	27	3.38	1.26
	%	10.3	12.9	28.4	25	23.3		

As seen in Table 4.26, the analysis of total mean scores for all universities revealed that Çanakkale, Atatürk, Dokuz Eylül, and Anadolu universities were found to be lowly rated in linguistic courses since the participants from these universities reported mean scores lower than 3.50. Moreover, Boğaziçi University with the highest mean score ($M=4.25$) followed by Hacettepe University ($M=4.25$), and Ankara University ($M=4.00$) were found to be the most highly rated universities in offering linguistic courses.

Table 4.26. The Rates of Linguistic Courses Based on Universities

<i>University</i>	<i>Courses</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Evaluation</i>
Çanakkale	Phonology and Morphology	8	2.63	1.50	Rated low
	Second Language Acquisition	8	4.50	.75	Rated high
	Linguistics for English Language Teaching	8	3.38	1.30	Rated low
	Brain-based Learning and Language Teaching	8	3.13	1.24	Rated low
	Total		3.41		
Yeditepe	Phonology and Morphology	6	3.50	.83	Rated high
	Second Language Acquisition	6	4.83	.40	Rated high
	Linguistics for English Language Teaching	6	4.33	.51	Rated high
	Brain-based Learning and Language Teaching	6	3.50	1.04	Rated high
	Total		4.04		
Hacettepe	Phonology and Morphology	27	4.07	1.14	Rated high
	Second Language Acquisition	27	4.81	.39	Rated high
	Linguistics for English Language Teaching	27	4.44	.93	Rated high
	Brain-based Learning and Language Teaching	27	3.56	1.21	Rated high
	Total		4.22		
Atatürk	Phonology and Morphology	6	2.83	1.32	Rated low
	Second Language Acquisition	6	4.33	1.21	Rated high
	Linguistics for English Language Teaching	6	3.83	1.16	Rated high
	Brain-based Learning and Language Teaching	6	3.00	1.09	Rated low
	Total		3.49		
Boğaziçi	Phonology and Morphology	4	4.25	.95	Rated high
	Second Language Acquisition	4	4.00	2.00	Rated high
	Linguistics for English Language Teaching	4	4.00	1.41	Rated high
	Brain-based Learning and Language Teaching	4	4.75	.50	Rated high
	Total		4.25		
Çukurova	Phonology and Morphology	16	3.19	1.32	Rated low
	Second Language Acquisition	16	4.56	.51	Rated high
	Linguistics for English Language Teaching	16	4.44	.72	Rated high
	Brain-based Learning and Language Teaching	16	3.13	1.45	Rated low
	Total		3.83		
Gazi	Phonology and Morphology	23	2.78	1.24	Rated low
	Second Language Acquisition	23	4.43	.66	Rated high
	Linguistics for English Language Teaching	23	4.22	.90	Rated high
	Brain-based Learning and Language Teaching	23	3.39	1.27	Rated low
	Total		3.75		
Istanbul	Phonology and Morphology	4	3.25	1.50	Rated low
	Second Language Acquisition	4	4.50	.57	Rated high
	Linguistics for English Language Teaching	4	3.75	1.50	Rated high
	Brain-based Learning and Language Teaching	4	2.75	1.70	Rated low
	Total		3.56		
METU	Phonology and Morphology	12	2.75	1.35	Rated low
	Second Language Acquisition	12	4.25	.96	Rated high
	Linguistics for English Language Teaching	12	4.50	.79	Rated high
	Brain-based Learning and Language Teaching	12	3.50	1.31	Rated high
	Total		3.75		

Table 4.26. The Rates of Linguistic Courses Based on Universities (Continued)

Ankara	Phonology and Morphology	3	3.00	1.73	Rated low
	Second Language Acquisition	3	4.33	.57	Rated high
	Linguistics for English Language Teaching	3	4.67	.57	Rated high
	Brain-based Learning and Language Teaching	3	4.00	1.00	Rated high
	Total		4.00		
Dokuz Eylül	Phonology and Morphology	2	3.00	1.41	Rated low
	Second Language Acquisition	2	3.00	.00	Rated low
	Linguistics for English Language Teaching	2	3.50	.70	Rated high
	Brain-based Learning and Language Teaching	2	1.50	.70	Rated low
	Total		2.75		
Anadolu	Phonology and Morphology	5	2.80	1.78	Rated low
	Second Language Acquisition	5	3.80	1.64	Rated high
	Linguistics for English Language Teaching	5	3.80	1.09	Rated high
	Brain-based Learning and Language Teaching	5	3.40	.89	Rated high
	Total		3.45		

4.4.4. ELT Methodology Courses

The results, as shown in Table 4.27, revealed that, among ELT Methodology Courses, overall 87.9% of the participants stated that "Approaches to English Language Teaching" was a successful course and 83.6% believed that "Teaching Language Skills" was also a highly rated course. Furthermore, according to the participants, "Teaching Grammar in ELT" (62.9%) and "Teaching English to Young Learners" were moderately rated courses in helping students to become an Academic. Indeed, "Approaches to English Language Teaching" was the most highly rated course ($M=4.37$, $SD=.84$), whereas "Teaching English to Young Learners" was moderately rated in this regard ($M=3.48$, $SD=1.30$).

Table 4.27. ELT Methodology Courses

		<i>1. Very little</i>	<i>2. Little</i>	<i>3. Undecided</i>	<i>4. Much</i>	<i>5. Very much</i>	<i>Mean</i>	<i>SD</i>
Approaches to English Language Teaching	N	1	4	9	39	63	4.37	.84
	%	.9	3.4	7.8	33.6	54.3		
Teaching English to Young Learners	N	11	19	20	35	31	3.48	1.30
	%	9.5	16.4	17.2	30.2	26.7		
Teaching Language Skills	N	1	8	10	39	58	4.25	.94
	%	.9	6.9	8.6	33.6	50		
Teaching grammar in ELT	N	6	12	25	39	34	3.72	1.14
	%	5.2	10.3	21.6	33.6	29.3		

The results further revealed that all universities seem to have a rated PhD ELT programs high with respect to ELT methodology courses, with all universities reporting higher mean scores ($M > 3.50$). As seen in Table 4.28, Ankara the highest mean score ($M = 4.41$) followed by Yeditepe, Çanakkale, Hacettepe, and Istanbul universities, all having mean scores above 4 ($M > 4.00$).

Table 4.28. The Rates of ELT Methodology Courses Based on Universities

<i>University</i>	<i>Courses</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Evaluation</i>
Çanakkale	Approaches to English Language Teaching	8	4.50	.53	Rated high
	Teaching English to Young Learners	8	3.88	.83	Rated high
	Teaching Language Skills	8	4.50	.53	Rated high
	Teaching grammar in ELT	8	4.00	.92	Rated high
	Total		4.22		
Yeditepe	Approaches to English Language Teaching	6	4.33	.51	Rated high
	Teaching English to Young Learners	6	4.17	.75	Rated high
	Teaching Language Skills	6	4.67	.51	Rated high
	Teaching grammar in ELT	6	4.17	.40	Rated high
	Total		4.33		
Hacettepe	Approaches to English Language Teaching	27	4.63	.68	Rated high
	Teaching English to Young Learners	27	3.52	1.15	Rated high
	Teaching Language Skills	27	4.41	.79	Rated high
	Teaching grammar in ELT	27	3.89	.93	Rated high
	Total		4.11		
Atatürk	Approaches to English Language Teaching	6	3.83	1.16	Rated high
	Teaching English to Young Learners	6	3.83	1.16	Rated high
	Teaching Language Skills	6	3.67	1.36	Rated high
	Teaching grammar in ELT	6	3.33	1.63	Rated low
	Total		3.66		
Boğaziçi	Approaches to English Language Teaching	4	4.00	.81	Rated high
	Teaching English to Young Learners	4	3.25	1.70	Rated low
	Teaching Language Skills	4	3.75	.95	Rated high
	Teaching grammar in ELT	4	3.00	.81	Rated low
	Total		3.50		
Çukurova	Approaches to English Language Teaching	16	4.44	.81	Rated high
	Teaching English to Young Learners	16	3.56	1.41	Rated high
	Teaching Language Skills	16	4.13	1.08	Rated high
	Teaching grammar in ELT	16	3.44	1.41	Rated low
	Total		3.89		
Gazi	Approaches to English Language Teaching	23	4.39	.78	Rated high
	Teaching English to Young Learners	23	3.39	1.53	Rated high
	Teaching Language Skills	23	4.35	.83	Rated high
	Teaching grammar in ELT	23	3.78	1.20	Rated high
	Total		3.98		
Istanbul	Approaches to English Language Teaching	4	4.50	.57	Rated high
	Teaching English to Young Learners	4	3.50	1.29	Rated high
	Teaching Language Skills	4	4.25	1.50	Rated high
	Teaching grammar in ELT	4	4.00	.81	Rated high
	Total		4.06		
METU	Approaches to English Language Teaching	12	3.92	1.37	Rated high
	Teaching English to Young Learners	12	3.00	1.41	Rated low
	Teaching Language Skills	12	4.08	1.16	Rated high
	Teaching grammar in ELT	12	3.50	1.56	Rated high
	Total		3.62		

Table 4.28. The Rates of ELT Methodology Courses Based on Universities (Continued)

Ankara	Approaches to English Language Teaching	3	4.67	.57	Rated high
	Teaching English to Young Learners	3	4.33	.57	Rated high
	Teaching Language Skills	3	4.33	.57	Rated high
	Teaching grammar in ELT	3	4.33	.57	Rated high
	Total		4.41		
Dokuz Eylül	Approaches to English Language Teaching	2	4.50	.70	Rated high
	Teaching English to Young Learners	2	2.00	1.41	Rated low
	Teaching Language Skills	2	3.50	2.12	Rated high
	Teaching grammar in ELT	2	4.00	.00	Rated high
	Total		3.50		
Anadolu	Approaches to English Language Teaching	5	4.20	.83	Rated low
	Teaching English to Young Learners	5	3.00	1.58	Rated high
	Teaching Language Skills	5	4.20	.83	Rated high
	Teaching grammar in ELT	5	3.20	1.09	Rated high
	Total		3.65		

4.4.5. The Rates of Literature Courses in Become an Academic

The results of descriptive statistics for Literature component revealed that 69% of the participants stated that "Cultural Aspects of Language Teaching" is rated higher than "Literature in the Teaching of English" (29.3%). Nearly five in ten (48.3%) of the participants stated that "Literature in the Teaching of English" course has little impact on the Rates of the program and the students as well. Additionally, as seen in Table 4.29, the highest mean score was observed in "Cultural Aspects of Language Teaching" ($M=3.84$, $SD=1.20$), while the lowest mean score was ascribed to "Cultural Aspects of Language Teaching" ($M=2.72$, $SD=1.38$). These findings suggest that the cultural aspects of the literature component plays greater role in students' becoming an Academic than the literature aspect.

Table 4.29. The Rates of Literature Courses in Becoming an Academic

		<i>1. Very little</i>	<i>2. Little</i>	<i>3. Undecided</i>	<i>4. Much</i>	<i>5. Very much</i>	<i>Mean</i>	<i>SD</i>
Literature in the Teaching of English	N	29	27	26	16	18	2.72	1.38
	%	25	23.3	22.4	13.8	15.5		
Cultural Aspects of Language Teaching	N	7	12	17	37	43	3.84	1.20
	%	.6	10.3	14.7	31.9	37.1		

Regarding literature courses, the scrutiny of mean scores, Table 4.30, for each university revealed that only Ankara, METU, and Istanbul universities seem to have a highly rated PhD ELT programs with Ankara and METU universities reporting the highest mean scores ($M>3.62$) followed by Istanbul University ($M>3.58$).

Table 4.30. The Rates of Literature Courses Based on Universities

<i>University</i>	<i>Courses</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Evaluation</i>
Çanakkale	Literature in the Teaching of English	8	1.75	.70	Rated low
	Cultural Aspects of Language Teaching	8	3.63	1.40	Rated high
	Total		2.69		
Yeditepe	Literature in the Teaching of English	6	2.33	1.50	Rated low
	Cultural Aspects of Language Teaching	6	3.00	1.54	Rated low
	Total		2.66		
Hacettepe	Literature in the Teaching of English	27	2.78	1.39	Rated low
	Cultural Aspects of Language Teaching	27	4.07	1.17	Rated high
	Total		3.42		
Atatürk	Literature in the Teaching of English	6	2.50	1.64	Rated low
	Cultural Aspects of Language Teaching	6	3.67	1.03	Rated high
	Total		3.08		
Boğaziçi	Literature in the Teaching of English	4	2.75	1.70	Rated low
	Cultural Aspects of Language Teaching	4	3.50	1.29	Rated high
	Total		3.12		
Çukurova	Literature in the Teaching of English	16	2.38	1.25	Rated low
	Cultural Aspects of Language Teaching	16	3.69	.94	Rated high
	Total		3.03		
Gazi	Literature in the Teaching of English	23	3.17	1.46	Rated low
	Cultural Aspects of Language Teaching	23	4.00	1.20	Rated high
	Total		3.58		
Istanbul	Literature in the Teaching of English	4	3.50	1.29	Rated high
	Cultural Aspects of Language Teaching	4	3.75	1.25	Rated high
	Total		3.62		
METU	Literature in the Teaching of English	12	3.00	1.12	Rated low
	Cultural Aspects of Language Teaching	12	4.25	1.21	Rated high
	Total		3.62		
Ankara	Literature in the Teaching of English	3	2.67	2.08	Rated low
	Cultural Aspects of Language Teaching	3	3.33	2.08	Rated low
	Total		3.00		
Dokuz Eylül	Literature in the Teaching of English	2	3.00	2.82	Rated low
	Cultural Aspects of Language Teaching	2	3.00	1.41	Rated low
	Total		3.00		
Anadolu	Literature in the Teaching of English	5	2.20	1.30	Rated low
	Cultural Aspects of Language Teaching	5	3.80	1.30	Rated high
	Total		3.00		

4.4.6. The Rates of Research-related Courses in Gaining the Competencies of a Qualified Researcher

The results, as seen in Table 4.31, revealed that nearly nine in ten (89.6%) of the participants stated that Research Methods was the most highly rated research-related course followed by Research Projects in ELT as the second most highly rated course with an 81.9% rating. Seminar with 66.4% and Special Studies with

63.8% rating weren't rated as high. These findings suggest that the participants highly appreciate practical aspects of the research-related courses.

Table 4.31. The Rates of Research-related Courses in Becoming an Academic

		<i>1. Very little</i>	<i>2. Little</i>	<i>3. Undecided</i>	<i>4. Much</i>	<i>5. Very much</i>	<i>Mean</i>	<i>SD</i>
Research Methods	N	3	1	8	23	81	4.53	.86
	%	2.6	.9	6.9	19.8	69.8		
Research Projects in ELT	N	4	5	12	26	69	4.30	1.04
	%	3.4	4.3	10.3	22.4	59.5		
Special Studies	N	10	10	22	35	39	3.72	1.25
	%	8.6	8.6	19	30.2	33.6		
Seminar	N	11	13	15	37	40	3.71	1.30
	%	9.5	11.2	12.9	31.9	34.5		

The findings also indicated that participants from all universities seem to agree that their departments offer highly rated research-related courses except for Ankara and Dokuz Eylül universities, with Dokuz Eylül having the lowest mean score ($M=2.86$), followed by Ankara ($M=3.41$). On the other hand, the highest mean score was obtained for Boğaziçi ($M=4.50$) followed by Yeditepe, Çanakkale, Hacettepe, Istanbul, and METU all having mean scores above 4 ($M>4$).

Table 4.32. The Rates of Research-related Courses Based on Universities

University	Courses	N	Mean	SD	Evaluation
Çanakkale	Research Methods	8	4.75	.46	Rated high
	Research Projects in ELT	8	4.50	.75	Rated high
	Special Studies	8	4.50	.75	Rated high
	Seminar	8	3.50	1.41	Rated high
	Total		4.31		
Yeditepe	Research Methods	6	4.83	.40	Rated high
	Research Projects in ELT	6	4.83	.40	Rated high
	Special Studies	6	3.83	1.32	Rated high
	Seminar	6	4.33	1.21	Rated high
	Total		4.45		
Hacettepe	Research Methods	27	4.59	.88	Rated high
	Research Projects in ELT	27	4.52	.97	Rated high
	Special Studies	27	3.85	1.26	Rated high
	Seminar	27	4.11	1.15	Rated high
	Total		4.27		
Atatürk	Research Methods	6	4.83	.40	Rated high
	Research Projects in ELT	6	3.67	1.50	Rated high
	Special Studies	6	3.00	1.41	Rated low
	Seminar	6	3.50	1.04	Rated high
	Total		3.75		
Boğaziçi	Research Methods	4	5.00	.00	Rated high
	Research Projects in ELT	4	4.75	.50	Rated high
	Special Studies	4	4.25	.95	Rated high
	Seminar	4	4.00	1.41	Rated high
	Total		4.50		
Çukurova	Research Methods	16	4.37	.71	Rated high
	Research Projects in ELT	16	4.12	.88	Rated high
	Special Studies	16	3.50	1.31	Rated high
	Seminar	16	3.37	1.40	Rated low
	Total		3.84		
Gazi	Research Methods	23	4.48	.94	Rated high
	Research Projects in ELT	23	4.17	1.15	Rated high
	Special Studies	23	3.74	1.13	Rated high
	Seminar	23	3.57	1.30	Rated high
	Total		3.99		
Istanbul	Research Methods	4	4.25	.95	Rated high
	Research Projects in ELT	4	4.00	.81	Rated high
	Special Studies	4	4.00	.81	Rated high
	Seminar	4	4.25	.95	Rated high
	Total		4.12		

Table 4.32. The Rates of Research-related Courses Based on Universities (Continued)

METU	Research Methods	12	4.83	.57	Rated high
	Research Projects in ELT	12	4.42	1.08	Rated high
	Special Studies	12	3.50	1.62	Rated high
	Seminar	12	3.67	1.43	Rated high
	Total		4.10		
Ankara	Research Methods	3	3.67	2.30	Rated high
	Research Projects in ELT	3	3.67	2.30	Rated high
	Special Studies	3	3.33	2.08	Rated low
	Seminar	3	3.00	1.73	Rated low
	Total		3.41		
Dokuz Eylül	Research Methods	2	3.00	.00	Rated low
	Research Projects in ELT	2	3.50	.70	Rated high
	Special Studies	2	3.00	.00	Rated low
	Seminar	2	2.00	.00	Rated low
	Total		2.86		
Anadolu	Research Methods	5	4.20	1.30	Rated low
	Research Projects in ELT	5	4.40	1.34	Rated high
	Special Studies	5	3.40	1.34	Rated low
	Seminar	5	3.60	1.67	Rated high
	Total		3.90		

4.4.7. The Rates of Courses Related to the Discipline of Education

According to the findings of the study, as shown in Table 4.33, and the participants' self-report, Materials Evaluation and Development in ELT (78.5%) and Curriculum Development (73.3%) were the most highly rated courses in educational sciences component followed by English Language Testing (72.4%), Psychology for language learner/ learning (67.4%), and Instructional Technology in ELT (62.1%) were the other highly rated courses that have the potential to help students to become an academic. Additionally, the lowest percentages and mean scores were observed in Classroom Management in ELT ($M=3.48$, $SD=1.30$), Philosophy and History of Language Teaching ($M=3.57$, $SD=1.31$), and Curriculum Development for English for Specific Purposes ($M=3.69$, $SD=1.16$).

Table 4.33. The Rates of Courses Related to Discipline of Education

		<i>1. Very little</i>	<i>2. Little</i>	<i>3. Undecided</i>	<i>4. Much</i>	<i>5. Very much</i>	<i>Mean</i>	<i>SD</i>
Psychology for language learner/ learning	N	4	9	26	31	46	3.91	1.11
	%	3.4	7.8	22.4	26.7	39.7		
Curriculum Development	N	5	6	20	38	47	4.00	1.08
	%	4.3	5.2	17.2	32.8	40.5		
Curriculum Development for English for Specific Purposes	N	7	10	29	36	34	3.69	1.16
	%	6	8.6	25	31	29.3		
Materials Evaluation and Development in ELT	N	6	5	14	48	43	4.01	1.06
	%	5.2	4.3	12.1	41.4	37.1		
Instructional Technology in ELT	N	8	7	29	22	50	3.85	1.23
	%	6.9	6	25	19	43.1		
English Language Testing	N	9	4	19	35	49	3.96	1.19
	%	7.8	3.4	16.4	30.2	42.2		
Classroom Management in ELT	N	9	23	21	29	34	3.48	1.30
	%	7.8	19.8	18.1	25	29.3		
Philosophy and History of Language Teaching	N	11	16	21	32	36	3.57	1.31
	%	9.5	13.8	18.1	27.6	31		

Finally, the analysis of mean scores based on universities, Table 4.34, indicated that Dokuz Eylül, Atatürk, and Anadolu universities seem to be rated low in offering courses related to discipline of education, with Dokuz Eylül University reporting the lowest mean score ($M=2.38$). However, Çanakkale, and Hacettepe were found to be highly rated universities offering educational courses with the highest mean scores ($M=4.39$) and ($M=4.00$), respectively.

Table 4.34 .The Rates of Courses Related to Discipline of Education

<i>University</i>	<i>Courses</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Evaluation</i>
Çanakkale	Psychology for language learner/learning	8	4.75	.70	Rated high
	Curriculum Development	8	4.63	.74	Rated high
	Curriculum Development for English for Specific Purposes	8	4.38	.74	Rated high
	Materials Evaluation and Development in ELT	8	4.38	.74	Rated high
	Instructional Technology in ELT	8	4.25	1.03	Rated high
	English Language Testing	8	4.50	.53	Rated high
	Classroom Management in ELT	8	3.75	1.16	Rated high
	Philosophy and History of Language Teaching	8	4.50	.53	Rated high
	Total		4.39		
Yeditepe	Psychology for language learner/learning	6	3.83	.75	Rated high
	Curriculum Development	6	4.00	.63	Rated high
	Curriculum Development for English for Specific Purposes	6	3.83	.40	Rated high
	Materials Evaluation and Development in ELT	6	3.67	.51	Rated high
	Instructional Technology in ELT	6	4.00	.63	Rated high
	English Language Testing	6	4.50	.54	Rated high
	Classroom Management in ELT	6	3.17	.98	Rated low
	Philosophy and History of Language Teaching	6	3.17	1.32	Rated low
	Total		3.77		
Hacettepe	Psychology for language learner/learning	27	4.07	.95	Rated high
	Curriculum Development	27	4.15	1.19	Rated high
	Curriculum Development for English for Specific Purposes	27	3.81	1.21	Rated high
	Materials Evaluation and Development in ELT	27	4.30	.99	Rated high
	Instructional Technology in ELT	27	3.93	1.20	Rated high
	English Language Testing	27	4.26	1.19	Rated high
	Classroom Management in ELT	27	3.67	1.30	Rated high
	Philosophy and History of Language Teaching	27	3.85	1.29	Rated high
	Total		4.00		
Atatürk	Psychology for language learner/learning	6	3.67	1.50	Rated high
	Curriculum Development	6	2.83	1.16	Rated low
	Curriculum Development for English for Specific Purposes	6	3.33	1.36	Rated low
	Materials Evaluation and Development in ELT	6	3.33	1.36	Rated low
	Instructional Technology in ELT	6	3.33	1.50	Rated low
	English Language Testing	6	3.33	1.36	Rated low
	Classroom Management in ELT	6	4.00	1.54	Rated high
	Philosophy and History of Language Teaching	6	2.50	.83	Rated low
	Total		3.29		

Table 4.34 .The Rates of Courses Related to Discipline of Education (Continued)

Boğaziçi	Psychology for language learner/learning	4	4.50	.57	Rated high
	Curriculum Development	4	4.50	.57	Rated high
	Curriculum Development for English for Specific Purposes	4	3.50	1.29	Rated high
	Materials Evaluation and Development in ELT	4	4.25	.95	Rated high
	Instructional Technology in ELT	4	4.00	1.41	Rated high
	English Language Testing	4	4.50	.57	Rated high
	Classroom Management in ELT	4	3.00	1.82	Rated low
	Philosophy and History of Language Teaching	4	2.75	.50	Rated low
	Total		3.88		
Çukurova	Psychology for language learner/learning	16	4.19	.83	Rated high
	Curriculum Development	16	3.81	1.16	Rated high
	Curriculum Development for English for Specific Purposes	16	3.56	1.31	Rated high
	Materials Evaluation and Development in ELT	16	3.75	1.34	Rated high
	Instructional Technology in ELT	16	4.00	1.15	Rated high
	English Language Testing	16	3.56	1.54	Rated high
	Classroom Management in ELT	16	3.38	1.31	Rated low
	Philosophy and History of Language Teaching	16	3.56	1.31	Rated high
	Total		3.73		
Gazi	Psychology for language learner/learning	23	3.96	1.18	Rated high
	Curriculum Development	23	4.09	.99	Rated high
	Curriculum Development for English for Specific Purposes	23	3.61	1.11	Rated high
	Materials Evaluation and Development in ELT	23	4.13	.86	Rated high
	Instructional Technology in ELT	23	3.87	1.35	Rated high
	English Language Testing	23	3.96	.97	Rated high
	Classroom Management in ELT	23	3.43	1.47	Rated low
	Philosophy and History of Language Teaching	23	3.74	1.35	Rated high
	Total		3.85		
Istanbul	Psychology for language learner/learning	4	3.75	1.50	Rated high
	Curriculum Development	4	4.50	.57	Rated high
	Curriculum Development for English for Specific Purposes	4	4.50	.57	Rated high
	Materials Evaluation and Development in ELT	4	4.50	.57	Rated high
	Instructional Technology in ELT	4	4.00	1.15	Rated high
	English Language Testing	4	2.75	1.70	Rated low
	Classroom Management in ELT	4	3.50	1.29	Rated high
	Philosophy and History of Language Teaching	4	3.75	1.50	Rated high
	Total		3.90		

Table 4.34 .The Rates of Courses Related to Discipline of Education (Continued)

METU	Psychology for language learner/learning	12	3.25	1.48	Rated low
	Curriculum Development	12	4.17	1.03	Rated high
	Curriculum Development for English for Specific Purposes	12	3.83	1.26	Rated high
	Materials Evaluation and Development in ELT	12	4.17	1.19	Rated high
	Instructional Technology in ELT	12	3.92	1.44	Rated high
	English Language Testing	12	4.25	1.05	Rated high
	Classroom Management in ELT	12	3.58	1.37	Rated high
	Philosophy and History of Language Teaching	12	3.25	1.54	Rated low
	Total		3.80		
Ankara	Psychology for language learner/learning	3	3.67	1.15	Rated high
	Curriculum Development	3	4.00	1.00	Rated high
	Curriculum Development for English for Specific Purposes	3	3.67	1.15	Rated high
	Materials Evaluation and Development in ELT	3	3.67	.57	Rated high
	Instructional Technology in ELT	3	3.33	.57	Rated low
	English Language Testing	3	3.67	.57	Rated high
	Classroom Management in ELT	3	3.67	1.15	Rated high
	Philosophy and History of Language Teaching	3	3.67	1.15	Rated high
	Total		3.67		
Dokuz Eylül	Psychology for language learner/learning	2	2.50	.70	Rated low
	Curriculum Development	2	2.50	.70	Rated low
	Curriculum Development for English for Specific Purposes	2	2.50	2.12	Rated low
	Materials Evaluation and Development in ELT	2	2.50	2.12	Rated low
	Instructional Technology in ELT	2	1.50	.70	Rated low
	English Language Testing	2	2.00	1.41	Rated low
	Classroom Management in ELT	2	2.50	.70	Rated low
	Philosophy and History of Language Teaching	2	3.00	.00	Rated low
	total		2.38		
Anadolu	Psychology for language learner/learning	5	3.00	.70	Rated low
	Curriculum Development	5	3.20	1.09	Rated low
	Curriculum Development for English for Specific Purposes	5	2.60	.54	Rated low
	Materials Evaluation and Development in ELT	5	3.20	1.09	Rated low
	Instructional Technology in ELT	5	3.60	1.34	Rated high
	English Language Testing	5	3.60	1.14	Rated high
	Classroom Management in ELT	5	2.80	1.09	Rated low
	Philosophy and History of Language Teaching	5	3.00	1.87	Rated low
	Total		3.13		

4.4.8. The Participants' Perceptions of a PhD ELT Program According to their Degree of importance

RQ6-What are student's perceptions of the most important PhD courses offered in their PhD ELT program?

The findings, as shown in Table 4.35, revealed that the most important PhD courses ($M > 4$) among the participants were Advanced Research Methods ($M=4.46$, $SD=1.11$), Doctoral Dissertation ($M=4.45$, $SD=1.11$), Contemporary Trends in Foreign Language Teaching ($M=4.31$, $SD=1.15$), Teacher Education in ELT ($M=4.29$, $SD=1.21$), Statistical Methods in ELT ($M=4.24$, $SD=1.08$), Teacher Training in English as a Foreign Language ($M=4.24$, $SD=1.14$), Foreign Language Teaching and Learning Problems ($M=4.16$, $SD=1.21$), Foreign Language Education and Educational Linguistics ($M=4.15$, $SD=1.11$), Approaches to English Language Education ($M=4.13$, $SD=1.13$), and Program Evaluation in English Language Teaching ($M=4.10$, $SD=1.06$).

On the other hand, the results revealed that for 72.5% English Teaching Materials Evaluation and Development, for 69.8% of the participants Foreign Language Teaching Seminar, for 67.2% Foreign Language Learning Policies, for 63.8% Personal and Professional Development for 62.1% Psycholinguistics, for 61.2% Intercultural Approaches to Language Instruction, for 56.9% Multilingualism, for 56.1% ESP and EAP in Language Teaching, for 56% Special Studies, for 52.6% Aspects of Bilingualism, for 50.7 %Computer assisted Linguistic Analysis, for 50% Distance Education in English Language Learning, for 50% Research in Teaching Turkish as a Foreign Language, and for 49.1% World Englishes were important courses of the PhD ELT program. These findings indicate that nearly all participants perceive that the courses offered in the PhD ELT programs are important. The difference is only the matter of degree. That is, except for “World Englishes” whose percentage was below fifty (49.1%), scores for almost all courses fell above 50%.

Table 4.35. The Importance of Courses Offered in a PhD ELT Program

		<i>1. The least important</i>	<i>2. Minimally important</i>	<i>3. undecided</i>	<i>4. Moderately important</i>	<i>5. Extremely important</i>	<i>Missing</i>	<i>Mean</i>	<i>SD</i>
Foreign Language Teaching Seminar	N	3	15	15	33	48	2	3.95	1.15
	%	2.6	12.9	12.9	28.4	41.4	1.7		
Teacher Education in ELT	N	8	5	8	17	75	3	4.29	1.21
	%	6.9	4.3	6.9	14.7	64.7	2.6		
English Teaching Materials Evaluation and Development	N	10	6	11	38	46	5	3.94	1.24
	%	8.6	5.2	9.5	32.8	39.7	4.3		
Approaches to English Language Education	N	6	8	5	40	53	4	4.13	1.13
	%	5.2	6.9	4.3	34.5	45.7	3.4		
Foreign Language Education and Educational Linguistics	N	5	7	10	33	55	6	4.15	1.11
	%	4.3	6	8.6	28.4	47.4	5.2		
Foreign Language Teaching and Learning Problems	N	8	6	6	30	59	7	4.16	1.21
	%	6.9	5.2	5.2	25.9	50.9	6		
Contemporary Trends in Foreign Language Teaching	N	6	6	7	21	71	5	4.31	1.15
	%	5.2	5.2	6	18.1	61.2	4.3		
Multilingualism	N	6	10	26	32	34	8	3.72	1.16
	%	5.2	8.6	22.4	27.6	29.3	6.9		
Distance Education in English Language Learning	N	7	16	23	31	27	12	3.53	1.22
	%	6	13.8	19.8	26.7	23.3	10.3		
Intercultural Approaches to Language Instruction	N	5	15	15	35	36	10	3.77	1.19
	%	4.3	12.9	12.9	30.2	31	8.6		
Special Studies	N	5	9	29	36	29	8	3.69	1.09
	%	4.3	7.8	25	31	25	6.9		
Aspects of Bilingualism	N	8	11	24	36	25	12	3.57	1.18
	%	6.9	9.5	20.7	31	21.6	10.3		
Computer assisted Linguistic Analysis	N	6	9	27	28	31	15	3.68	1.17
	%	5.2	7.8	23.3	24.1	26.7	12.9		
Special Topics/Seminar in Applied Linguistics	N	4	10	22	37	33	10	3.80	1.09
	%	3.4	8.6	19	31.9	28.4	8.6		
Advanced Research Methods	N	7	2	7	12	84	4	4.46	1.11
	%	6	1.7	6	10.3	72.4	3.4		
Field work	N	5	8	14	22	53	14	4.08	1.19
	%	4.3	6.9	12.1	19	45.7	12.1		
World Englishes	N	6	14	27	29	28	12	3.57	1.18
	%	5.2	12.1	23.3	25	24.1	10.3		

Table 4.35. The Importance of Courses Offered in a PhD ELT Program (Continued)

Program Evaluation in English Language Teaching	N	4	8	7	42	46	9	4.10	1.06
	%	3.4	6.9	6	36.2	39.7	7.8		
Doctoral Dissertation	N	8	1	4	18	80	5	4.45	1.11
	%	6.9	.9	3.4	15.5	69	4.3		
Foreign Language Learning Policies	N	8	5	16	33	45	9	3.95	1.20
	%	6.9	4.3	13.8	28.4	38.8	7.8		
Statistical Methods in ELT	N	6	3	9	33	59	6	4.24	1.08
	%	5.2	2.6	7.8	28.4	50.9	5.2		
Psycholinguistics	N	3	15	16	37	35	10	3.67	1.24
	%	2.6	12.9	13.8	31.9	30.2	8.6		
Personal and Professional Development	N	8	3	15	32	42	16	3.97	1.19
	%	6.9	2.6	12.9	27.6	36.2	13.8		
ESP and EAP in Language Teaching	N	7	10	19	35	30	15	3.70	1.19
	%	6	8.6	16.4	30.2	25.9	12.9		
Teacher Training in English as a Foreign Language	N	6	5	7	26	60	12	4.24	1.14
	%	5.2	4.3	6	22.4	51.7	10.3		
Research in Teaching Turkish as a Foreign Language	N	6	13	24	23	35	15	3.67	1.24
	%	5.2	11.2	20.7	19.8	30.2	12.9		

4.5. The Participants' Perceptions of writing Dissertation Process

This section presents the results of PhD students' perceptions of the contributions of dissertation advisors to the process of writing dissertations, the students' self-evaluation of writing dissertation, and overall evaluation of the PhD program and their willingness to choose such programs in future. It should be noted here that this section represents the opinions of graduates and those who had finished their courses, or had passed the Qualifying exam. Therefore, only 95 participants were expected to rate the items in this part. However, 16 participants (17%) had left the items unchecked and the perceptions of only 79 participants are given below.

RQ7- What are the students' perceptions of the effectiveness/helpfulness of their advisors' during the dissertation writing process?

4.5.1. The Student's Perceptions of the Effectiveness/helpfulness of their Advisors during writing their dissertations

The results revealed that less than 50% of the participants agreed with the effectiveness/helpfulness of their advisors' during writing their dissertations. The scrutiny of the mean scores indicated that all participants perceive that their

advisors were not that much helpful and effective during writing their dissertations. Though moderate, the highest mean score ($M=3.37$, $SD=.95$) was observed in “providing personal enrichment”, and the lowest was obtained for “ Doing research for your dissertation” ($M=3.25$, $SD=.98$), while mean scores for Finding a dissertation topic and Writing the dissertation proposal, as shown in Table 4.36, were approximately the same.

Table 4.36. The Helpfulness of Advisors during the Process of writing Dissertation

		1. Not Helpful at All	2. Not Very Helpful	3. Somewhat Helpful	4. Very Helpful.	Missing	Mean	SD
Finding a dissertation topic	N	7	6	23	44	15	3.29	.94
	%	6	5.2	19.8	37.9	16		
Writing the dissertation proposal	N	6	7	25	41	16	3.28	.91
	%	5.2	6	21.6	35.3	17		
Doing research for your dissertation	N	8	6	23	42	16	3.25	.98
	%	6.9	5.2	19.8	36.2	17		
Providing personal enrichment	N	6	8	16	49	16	3.37	.95
	%	5.2	6.9	13.8	42.2	17		

The scrutiny of mean scores based on the universities revealed that participants from METU, Hacettepe, Gazi, and Istanbul universities seemed to perceive that their programs and professors were more helpful than other universities in terms of finding a dissertation topic, writing the dissertation proposal, doing research for their dissertation, and providing personal help during writing their dissertation. Additionally, Ankara, Dokuz Eylül, Atatürk, and Boğaziçi universities were found to be less helpful to their students, respectively. Other universities, as seen in Table 4.37, moderately provided support for their students.

Table 4.37. The Helpfulness of Advisors during the Process of Writing Dissertation Based on University

<i>University</i>		<i>N</i>	<i>Mean</i>	<i>SD</i>	
Çanakkale	a)	Finding a dissertation topic	4	3.50	.57
	b)	Writing the dissertation proposal	4	3.50	.57
	c)	Doing research for your dissertation	4	3.00	.81
	d)	Providing personal enrichment	4	3.50	.57
	Total			3.38	
Yeditepe	a)	Finding a dissertation topic	5	3.60	.54
	b)	Writing the dissertation proposal	5	2.60	1.51
	c)	Doing research for your dissertation	5	3.00	1.22
	d)	Providing personal enrichment	5	3.00	1.41
	Total			3.05	
Hacettepe	a)	Finding a dissertation topic	16	3.56	.81
	b)	Writing the dissertation proposal	16	3.63	.80
	c)	Doing research for your dissertation	16	3.38	1.02
	d)	Providing personal enrichment	16	3.69	.79
	Total			3.57	
Atatürk	a)	Finding a dissertation topic	3	1.67	1.15
	b)	Writing the dissertation proposal	3	2.00	1.00
	c)	Doing research for your dissertation	3	3.00	1.73
	d)	Providing personal enrichment	3	2.33	1.52
	Total			2.25	
Boğaziçi	a)	Finding a dissertation topic	2	2.50	2.12
	b)	Writing the dissertation proposal	2	3.00	1.41
	c)	Doing research for your dissertation	2	3.50	.70
	d)	Providing personal enrichment	2	2.50	2.12
	Total			2.88	
Çukurova	a)	Finding a dissertation topic	12	3.08	1.08
	b)	Writing the dissertation proposal	12	2.92	.90
	c)	Doing research for your dissertation	12	3.08	1.08
	d)	Providing personal enrichment	12	3.08	.99
	Total			3.04	
Gazi	a)	Finding a dissertation topic	18	3.56	.61
	b)	Writing the dissertation proposal	18	3.39	.69
	c)	Doing research for your dissertation	18	3.50	.61
	d)	Providing personal enrichment	18	3.61	.50
	Total			3.52	
Istanbul	a)	Finding a dissertation topic	4	3.50	1.00
	b)	Writing the dissertation proposal	4	3.75	.50
	c)	Doing research for your dissertation	4	3.50	.57
	d)	Providing personal enrichment	4	3.50	1.00
	Total			3.56	

Table 4.37. The Helpfulness of Advisors during the Process of Writing Dissertation Based on University (Continued)

METU	a)	Finding a dissertation topic	7	3.14	1.06
	b)	Writing the dissertation proposal	7	3.86	.37
	c)	Doing research for your dissertation	7	4.00	.00
	d)	Providing personal enrichment	7	4.00	.00
	Total			3.75	
Ankara	a)	Finding a dissertation topic	1	4.00	.
	b)	Writing the dissertation proposal	1	1.00	.
	c)	Doing research for your dissertation	1	1.00	.
	d)	Providing personal enrichment	1	1.00	.
	Total			1.75	
Dokuz Eylül	a)	Finding a dissertation topic	2	2.00	1.41
	b)	Writing the dissertation proposal	2	2.50	.70
	c)	Doing research for your dissertation	2	1.50	.70
	d)	Providing personal enrichment	2	2.50	.70
	Total			2.13	
Anadolu	a)	Finding a dissertation topic	5	3.20	.83
	b)	Writing the dissertation proposal	5	3.60	.54
	c)	Doing research for your dissertation	5	2.80	1.09
	d)	Providing personal enrichment	5	3.20	1.09
	Total			3.20	

4.5.2. The Student's Perceptions of Professional Development during writing their Dissertation

The findings indicated that 55.2% of the participants agreed that they have been able to work with the dissertation advisor of their choice, 63.8% stated that they had developed skills to pursue their own research agenda, 52.1% agreed that they had developed skills to write journal articles, and 62.9% indicated that they had developed skills to present papers effectively. As seen in Table 4.38, the highest mean score ($M=3.66$, $SD=.63$) was observed in "I developed skills to pursue my own research agenda", while the lowest mean score was ascribed to "I have been able to work with the dissertation advisor of my choice". These findings indicate that the participants are not satisfied with their programs in respect to the right to choose their own advisors, level of professional self-development and the skills necessary for writing journal articles and presenting papers effectively.

Table 4.38. The participants' Perceptions of their Professional Development during Writing their Dissertation

		<i>1. Strongly disagree</i>	<i>2. Disagree</i>	<i>3. Agree</i>	<i>4. Strongly agree</i>	<i>Missing</i>	<i>Mean</i>	<i>SD</i>
I have been able to work with the dissertation advisor of my choice	N	10	5	14	50	16	3.32	1.05
	%	8.6	4.3	12.1	43.1	17		
I developed skills to pursue my own research agenda	N	1	4	16	58	16	3.66	.63
	%	.9	3.4	13.8	50	17		
I developed skills to write journal articles	N	1	6	21	51	16	3.54	.69
	%	.9	5.2	18.1	44	17		
I developed skills to present papers effectively	N	1	5	23	50	16	3.54	.67
	%	.9	4.3	19.8	43.1	17		

Likewise, the inspection of mean scores per university, as shown in Table 4.39, demonstrated that participants from Ankara, METU, Çanakkale, Hacettepe, Boğaziçi, Atatürk, Anadolu, and Gazi universities perceived that they had gained higher levels of Professional Development during writing their dissertation, respectively, while participants from Dokuz Eylül and Yeditepe universities reported lower levels of professional development during the process of writing their dissertation, respectively.

Table. 4.39. The participants' Perceptions of their Professional Development during Writing their Dissertation Based on University

University		N	Mean	SD
Çanakkale	a) I have been able to work with the dissertation advisor of my choice	4	3.75	.50
	b) I developed skills to pursue my own research agenda	4	3.75	.50
	c) I developed skills to write journal articles	4	3.75	.50
	d) I developed skills to present papers effectively	4	3.75	.50
	Total		3.75	
Yeditepe	a) I have been able to work with the dissertation advisor of my choice	5	2.80	1.30
	b) I developed skills to pursue my own research agenda	5	3.00	1.22
	c) I developed skills to write journal articles	5	3.00	1.41
	d) I developed skills to present papers effectively	5	3.00	1.41
	Total		2.95	
Hacettepe	a) I have been able to work with the dissertation advisor of my choice	16	3.50	1.03
	b) I developed skills to pursue my own research agenda	16	3.75	.57
	c) I developed skills to write journal articles	16	3.69	.47
	d) I developed skills to present papers effectively	16	3.63	.61
	Total		3.64	
Atatürk	a) I have been able to work with the dissertation advisor of my choice	3	3.00	1.73
	b) I developed skills to pursue my own research agenda	3	4.00	.00
	c) I developed skills to write journal articles	3	4.00	.00
	d) I developed skills to present papers effectively	3	3.33	.57
	Total		3.58	
Boğaziçi	a) I have been able to work with the dissertation advisor of my choice	2	4.00	.00
	b) I developed skills to pursue my own research agenda	2	4.00	.00
	c) I developed skills to write journal articles	2	3.00	1.41
	d) I developed skills to present papers effectively	2	3.50	.70
	Total		3.62	
Çukurova	a) I have been able to work with the dissertation advisor of my choice	12	2.67	1.23
	b) I developed skills to pursue my own research agenda	12	3.67	.65
	c) I developed skills to write journal articles	12	3.58	.66
	d) I developed skills to present papers effectively	12	3.58	.66
	Total		3.38	
Gazi	a) I have been able to work with the dissertation advisor of my choice	18	3.50	.85
	b) I developed skills to pursue my own research agenda	18	3.61	.60
	c) I developed skills to write journal articles	18	3.50	.61
	d) I developed skills to present papers effectively	18	3.50	.61
	Total		3.52	

Table. 4.39. The participants' Perceptions of their Professional Development during Writing their Dissertation Based on University (Continued)

Istanbul	a)I have been able to work with the dissertation advisor of my choice	4	3.00	1.41
	b)I developed skills to pursue my own research agenda	4	3.75	.50
	c)I developed skills to write journal articles	4	3.25	.95
	d)I developed skills to present papers effectively	4	3.25	.95
	Total		3.31	
METU	a)I have been able to work with the dissertation advisor of my choice	7	4.00	.00
	b)I developed skills to pursue my own research agenda	7	4.00	.00
	c)I developed skills to write journal articles	7	3.86	.37
	d)I developed skills to present papers effectively	7	3.86	.37
	Total		3.93	
Ankara	a)I have been able to work with the dissertation advisor of my choice	1	4.00	.
	b)I developed skills to pursue my own research agenda	1	4.00	.
	c)I developed skills to write journal articles	1	4.00	.
	d)I developed skills to present papers effectively	1	4.00	.
	Total		4	
Dokuz Eylül	a)I have been able to work with the dissertation advisor of my choice	2	1.50	.70
	b)I developed skills to pursue my own research agenda	2	3.00	.00
	c)I developed skills to write journal articles	2	3.00	.00
	d)I developed skills to present papers effectively	2	3.00	.00
	Total		2.62	
Anadolu	a)I have been able to work with the dissertation advisor of my choice	5	3.60	.54
	b)I developed skills to pursue my own research agenda	5	3.40	.89
	c)I developed skills to write journal articles	5	3.40	.89
	d)I developed skills to present papers effectively	5	3.80	.44
	Total		3.55	.50

RQ8- What are the students' perceptions of the overall evaluation of their PhD ELT program?

4.5.3. The Student's Perceptions of Overall Evaluation of the Program

When asked about the overall evaluation of the PhD program, nearly six in ten of them stated that they had either a very good experience (25.9%) or an excellent one (29.3%). Likewise, 52.6% of the participants stated that the program had a very good quality (25%), or an excellent quality (27.6%). Finally, five in ten of the participants stated that the PhD ELT program was either very good at meeting their expectations (22.4%), or excellent (28.4%). On the whole, as shown in Table

4.40, the participants are moderately satisfied with their experience in the PhD program, its quality, and its effectiveness in meeting their educational and professional expectations.

Table 4.40. Overall Evaluation of the PhD Program

		<i>1. Poor</i>	<i>2. Fair</i>	<i>3. Very good</i>	<i>4. Excellent</i>	<i>Missing</i>	<i>Mean</i>	<i>SD</i>
Your experience in the PhD program	N	2	13	30	34	16	3.22	.81
	%	1.7	11.2	25.9	29.3	17		
The quality of the PhD program	N	3	14	29	32	16	3.15	.84
	%	2.6	12.1	25	27.6	17		
The PhD ELT program met my expectations	N	7	13	26	33	16	3.08	.97
	%	6	11.2	22.4	28.4	17		

The analysis of mean scores also indicated that only participants from METU, and Boğaziçi reported positive attitudes toward their programs, suggesting that these universities were highly rated to provide quality PhD programs and meet the expectations of their students. However, as shown in Table.4.41, participants from Dokuz Eylül and Atatürk universities did not seem to have better experience on their programs and believed that the PhD ELT programs in their departments did not meet their expectations. The findings also revealed that other universities surveyed in the study were moderately rated in providing quality ELT programs for their students.

Table 4.41. Overall Evaluation of the PhD Program

	<i>University</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>
Çanakkale	a. Your experience in the PhD program	4	3.25	.95
	b. The quality of the PhD program	4	3.00	.81
	c. The PhD ELT program met my expectations	4	3.00	.81
	Total		3.08	
Yeditepe	a. Your experience in the PhD program	5	3.40	.89
	b. The quality of the PhD program	5	3.20	.83
	c. The PhD ELT program met my expectations	5	3.00	1.22
	Total		3.20	
Hacettepe	a. Your experience in the PhD program	16	3.25	.68
	b. The quality of the PhD program	16	3.13	.80
	c. The PhD ELT program met my expectations	16	3.00	.96
	Total		3.13	
Atatürk	a. Your experience in the PhD program	3	2.33	.57
	b. The quality of the PhD program	3	3.00	1.00
	c. The PhD ELT program met my expectations	3	2.67	1.52
	Total		2.66	
Boğaziçi	a. Your experience in the PhD program	2	3.50	.70
	b. The quality of the PhD program	2	3.50	.70
	c. The PhD ELT program met my expectations	2	3.50	.70
	Total		3.50	
Çukurova	a. Your experience in the PhD program	12	3.17	1.03
	b. The quality of the PhD program	12	3.00	.85
	c. The PhD ELT program met my expectations	12	2.92	1.08
	Total		3.03	
Gazi	a. Your experience in the PhD program	18	3.28	.66
	b. The quality of the PhD program	18	3.28	.82
	c. The PhD ELT program met my expectations	18	3.17	.85
	Total		3.24	
Istanbul	a. Your experience in the PhD program	4	3.50	.57
	b. The quality of the PhD program	4	3.25	.50
	c. The PhD ELT program met my expectations	4	3.50	.57
	Total		3.41	
METU	a. Your experience in the PhD program	7	3.71	.48
	b. The quality of the PhD program	7	3.86	.37
	c. The PhD ELT program met my expectations	7	3.86	.37
	Total		3.80	
Ankara	a. Your experience in the PhD program	1	3.00	.
	b. The quality of the PhD program	1	3.00	.
	c. The PhD ELT program met my expectations	1	3.00	.
	Total		3	
Dokuz Eylül	a. Your experience in the PhD program	2	1.50	.70
	b. The quality of the PhD program	2	1.00	.00
	c. The PhD ELT program met my expectations	2	1.00	.00
	Total		1.17	
Anadolu	a. Your experience in the PhD program	5	3.00	1.00
	b. The quality of the PhD program	5	3.00	1.00
	c. The PhD ELT program met my expectations	5	3.00	1.00
	Total		3	

4.5.4. The Student's Perceptions of their Prospective Career

And finally, when the participants were asked “If you were to start graduate career again, would you choose the same university, the same department, and the same dissertation advisor?”, less than 50% stated that they would probably choose the same university (17.2%), the same department (12.1%) and the same dissertation advisor. However, 38.8% of the participants stated that they would definitely choose the same university, 47.4% would definitely choose the same department, and 44.8% would definitely choose the same dissertation advisor. As seen in Table 4.42, the highest mean score ($M=3.52$, $SD=.82$) was obtained for the same department, whereas the lowest mean score ($M=3.31$, $SD=.90$) was ascribed for “the same university”. Like the previous sections, the findings revealed that the PhD ELT students surveyed in the present research were moderately inclined (17.2%) to choose the same university, department, and dissertation advisors if they were to start graduate career again in future.

Table 4.42. The participants' opinions on their prospective university, department, and advisors

		1. definitely would not	2. probably would not	3. probably would	4. definitely would	Missing	Mean	SD
Would you select the same university?	N	6	8	20	45	16	3.31	.90
	%	5.2	6.9	17.2	38.8	17		
Would you select the same department?	N	4	6	14	55	16	3.52	.82
	%	3.4	5.2	12.1	47.4	17		
Would you select the same dissertation advisor?	N	7	8	12	52	16	3.36	.96
	%	6	6.9	10.3	44.8	17		

Furthermore, an inspection of mean scores regarding the participants perceptions of prospective university, department, and advisors, i.e. their reaction if they were given further chance to choose their university, department, and advisors, revealed that participants from METU, Çanakkale, Istanbul, Hacettepe, and Gazi universities seemed to be satisfied with their universities, departments, and advisors, indicating that they would choose the same universities, departments, and advisors if once again they were given the chance. However, as seen in Table 4.43, the participants from Dokuz Eylül and Ankara universities reported negative

attitudes toward their universities, departments, and advisors and were not likely to choose them again if they were given the opportunity to do so. The participants from other universities were found to be moderately willing to choose the same universities, departments, and advisors.

Table 4.43. The participants' opinions on their prospective university, department, and advisors

	<i>University</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>
Çanakkale	a. Would you select the same university?	4	3.75	.50
	b. Would you select the same department?	4	3.75	.50
	c. Would you select the same dissertation advisor?	4	4.00	.00
	Total		3.83	
Yeditepe	a. Would you select the same university?	5	3.20	1.30
	b. Would you select the same department?	5	3.20	1.30
	c. Would you select the same dissertation advisor?	5	3.20	1.30
	Total		3.20	
Hacettepe	a. Would you select the same university?	16	3.31	1.07
	b. Would you select the same department?	16	3.81	.40
	c. Would you select the same dissertation advisor?	16	3.75	.57
	Total		3.62	
Atatürk	a. Would you select the same university?	3	3.00	1.73
	b. Would you select the same department?	3	3.00	1.73
	c. Would you select the same dissertation advisor?	3	3.00	1.73
	Total		3	
Boğaziçi	a. Would you select the same university?	2	3.50	.70
	b. Would you select the same department?	2	3.00	1.41
	c. Would you select the same dissertation advisor?	2	2.50	2.12
	Total		3	
Çukurova	a. Would you select the same university?	12	3.00	.85
	b. Would you select the same department?	12	3.17	.83
	c. Would you select the same dissertation advisor?	12	2.92	1.16
	Total		3.03	
Gazi	a. Would you select the same university?	18	3.44	.70
	b. Would you select the same department?	18	3.72	.75
	c. Would you select the same dissertation advisor?	18	3.50	.78
	Total		3.55	
Istanbul	a. Would you select the same university?	4	3.75	.50
	b. Would you select the same department?	4	3.75	.50
	c. Would you select the same dissertation advisor?	4	3.50	1.00
	Total		3.67	
METU	a. Would you select the same university?	7	3.86	.37
	b. Would you select the same department?	7	4.00	.00
	c. Would you select the same dissertation advisor?	7	4.00	.00
	Total		3.95	
Ankara	a. Would you select the same university?	1	3.00	.
	b. Would you select the same department?	1	2.00	.
	c. Would you select the same dissertation advisor?	1	1.00	.
	Total		2	
Dokuz Eylül	a. Would you select the same university?	2	1.00	.00
	b. Would you select the same department?	2	1.50	.70
	c. Would you select the same dissertation advisor?	2	2.00	1.41
	Total		1.50	
Anadolu	a. Would you select the same university?	5	3.40	.89
	b. Would you select the same department?	5	3.60	.54
	c. Would you select the same dissertation advisor?	5	3.20	.83
	Total		3.40	

4.6. The Participants Perceptions of General Evaluation of the Program Based on University

The participants from all universities seem to agree with item 1 ($M > 3.50$) except for those from Dokuz Eylül University. This indicates that there are no frictions between faculty members, professors or students in most of the Universities surveyed. The highest mean ($M = 4.83$) score was seen in Middle East Technical University (METU) followed by Ankara, Istanbul and Boğaziçi Universities ($M \geq 4.50$). However, the lowest mean score was observed in Dokuz Eylül University ($M < 3.50$). This shows the existence of frictions among faculty members and students.

The results showed that the participants from all universities agree with item 2 indicating that there is a good rapport between faculty and PhD candidates in the program ($M > 3.50$). The highest mean scores ($M \geq 4.50$) were found in Boğaziçi and METU, while the lowest mean score was seen in Dokuz Eylül University.

The findings showed that only participants from Istanbul University seem to agree ($M = 4.00$) that there are tensions in the faculty which affect PhD candidates. This indicates that other universities have been able to overcome the tensions which might affect the students. METU, Boğaziçi, Gazi, Atatürk, Anadolu, and Hacettepe universities with lower mean scores ($M < 3.00$) were the highly rated universities in this respect.

Participants from Dokuz Eylül and Atatürk universities with the lowest mean scores ($M < 3.50$) were found to disagree with the statement. This indicates that the PhD ELT programs are not able to live up to their goals and programs do not meet the students' needs. However, other universities were highly rated ($M > 3.50$) with the highest mean scores in Ankara, Boğaziçi, and Yeditepe universities ($M \geq 4.50$)

Participants from Ankara ($M = 4.00$) and Atatürk ($M = 3.50$) universities seem to agree that their program encourages taking courses outside the department, while others disagree with this statement.

The participants from Dokuz Eylül, Atatürk, and Anadolu disagreed with the item and stated that the candidacy exam was not a good test of their knowledge, whereas participants from other universities agreed with the item. The highest mean scores were found in Çanakkale University ($M = 4.13$) and Ankara University

($M= 4.00$). However, the lowest mean score was observed in Dokuz Eylül ($M= 1.50$) followed by Atatürk ($M= 3.33$), and Anadolu universities ($M= 3.40$).

The participants from Ankara, Istanbul, Çanakkale, Gazi, Hacettepe, and Çukurova universities seem to agree with this statement ($M > 3.50$) with Ankara and Istanbul as the most highly rated ones, suggesting that the candidacy exam was a good test of their ability to be scholar. These findings indicate that 50% of the universities surveyed offered candidacy exams which had to potential to test the participants' ability to be a scholar.

The participants from five universities, i.e. Ankara, METU, Atatürk, Anadolu, and Çanakkale, agreed with the statement ($M > 3.50$), while participants from other universities disagree with the statement and Dokuz Eylül University was the least highly rated ($M=1.50$) university to provide satisfactory interaction between the department and other disciplines in the campus.

Except for the participants from Dokuz Eylül University who disagreed with the statement ($M < 3.50$), participants from other universities in the study agreed with the statement. In other words, most of PhD ELT program in these universities seem to employ qualified professors with METU the most highly rated one ($M=4.83$) followed by Ankara, Gazi, Boğaziçi, Çukurova, Yeditepe, Anadolu, Hacettepe, and Çanakkale universities, respectively.

The findings of Table 4.44, revealed that participants from Dokuz Eylül, Istanbul, and Çanakkale disagreed that the number of support and clerical staff (including student assistants) in the department is satisfactory, with Dokuz Eylül University reporting the lowest mean score ($M=1.50$). However, participants from the other universities surveyed agreed with this statement, with METU having the highest mean score ($M=4.50$) followed by Ankara ($M=4.33$) and Gazi ($M=4.13$).

Table 4.44. Perceptions of Participants on Program Description

<i>Items</i>	<i>University</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	
1. PhD candidates in my program are treated with respect by the faculty.	Çanakkale	8	4.00	1.41	Agree
	Yeditepe	6	3.50	1.37	Agree
	Hacettepe	27	4.00	1.03	Agree
	Atatürk	6	3.83	1.16	Agree
	Boğaziçi	4	4.50	.57	Agree
	Çukurova	16	4.31	.70	Agree
	Gazi	23	4.48	.59	Agree
	Istanbul	4	4.50	.57	Agree
	METU	12	4.83	.38	Agree
	Ankara	3	4.67	.57	Agree
	Dokuz Eylül	2	3.00	.00	Disagree
	Anadolu	5	3.80	1.30	Agree
	2. Rapport between faculty and PhD candidates in the program is good.	Çanakkale	8	3.88	1.35
Yeditepe		6	3.67	1.36	Agree
Hacettepe		27	4.15	.77	Agree
Atatürk		6	4.17	1.16	Agree
Boğaziçi		4	4.75	.500	Agree
Çukurova		16	4.06	.85	Agree
Gazi		23	4.26	.75	Agree
Istanbul		4	4.25	.95	Agree
METU		12	4.50	.52	Agree
Ankara		3	4.33	.57	Agree
Dokuz Eylül		2	3.50	.70	Agree
Anadolu		5	4.00	1.00	Agree
3. There are tensions in the faculty which affect PhD candidates.		Çanakkale	8	2.88	1.45
	Yeditepe	6	3.33	1.21	Disagree
	Hacettepe	27	2.74	1.45	Disagree
	Atatürk	6	2.33	.81	Disagree
	Boğaziçi	4	2.25	1.25	Disagree
	Çukurova	16	2.31	.79	Disagree
	Gazi	23	2.26	1.28	Disagree
	Istanbul	4	4.00	.81	Agree
	METU	12	2.08	1.16	Disagree
	Ankara	3	3.33	.57	Disagree
	Dokuz Eylül	2	3.00	1.41	Disagree
	Anadolu	5	2.40	.89	Disagree

Table 4.44. Perceptions of Participants on Program Description (Continued)

4.The program meets/met my needs.	Çanakkale	8	4.13	.64	Agree
	Yeditepe	6	4.50	.54	Agree
	Hacettepe	27	3.93	1.03	Agree
	Atatürk	6	3.33	1.36	Disagree
	Boğaziçi	4	4.50	.57	Agree
	Çukurova	16	3.88	.88	Agree
	Gazi	23	3.83	1.02	Agree
	Istanbul	4	4.00	.81	Agree
	METU	12	4.42	.66	Agree
	Ankara	3	4.67	.57	Agree
	Dokuz Eylül	2	2.00	.00	Disagree
	Anadolu	5	3.80	1.30	Agree
	5.The program encourages taking courses outside the department.	Çanakkale	8	2.88	1.35
Yeditepe		6	2.33	1.21	Disagree
Hacettepe		27	1.85	1.16	Disagree
Atatürk		6	3.50	1.37	
Boğaziçi		4	3.25	1.70	Disagree
Çukurova		16	2.63	1.14	Disagree
Gazi		23	2.78	1.12	Disagree
Istanbul		4	2.25	1.89	Disagree
METU		12	3.25	1.42	Disagree
Ankara		3	4.00	1.00	Agree
Dokuz Eylül		2	1.50	.70	Disagree
Anadolu		5	3.60	1.14	Agree
6.The candidacy exam was a good test of my knowledge.		Çanakkale	8	4.13	.83
	Yeditepe	6	3.50	1.22	Agree
	Hacettepe	27	3.81	1.07	Agree
	Atatürk	6	3.33	1.50	Disagree
	Boğaziçi	4	3.50	1.29	Agree
	Çukurova	16	3.75	1.00	Agree
	Gazi	23	3.57	1.19	Agree
	Istanbul	4	3.75	1.25	Agree
	METU	12	3.58	1.24	Agree
	Ankara	3	4.00	1.00	Agree
	Dokuz Eylül	2	1.50	.70	Disagree
	Anadolu	5	3.40	.89	Agree

Table 4.44. Perceptions of Participants on Program Description (Continued)

7. The candidacy exam was a good test of my ability to be scholar.	Çanakkale	8	3.88	.99	Agree
	Yeditepe	6	3.33	1.50	Disagree
	Hacettepe	27	3.63	1.27	Agree
	Atatürk	6	3.33	1.50	Disagree
	Boğaziçi	4	3.00	.81	
	Çukurova	16	3.63	1.02	Agree
	Gazi	23	3.70	.92	Agree
	Istanbul	4	4.00	1.41	Agree
	METU	12	3.67	1.15	Agree
	Ankara	3	4.33	1.15	Agree
	Dokuz Eylül	2	1.50	.70	Disagree
	Anadolu	5	3.20	.83	Disagree
8. Interaction between the department and related disciplines or programs on the campus is satisfactory.	Çanakkale	8	3.50	.53	Agree
	Yeditepe	6	2.67	1.21	Disagree
	Hacettepe	27	2.81	1.38	Disagree
	Atatürk	6	3.67	1.03	Agree
	Boğaziçi	4	3.25	2.06	Disagree
	Çukurova	16	3.38	.88	Disagree
	Gazi	23	3.35	1.15	Disagree
	Istanbul	4	3.25	2.06	Disagree
	METU	12	3.92	1.08	Agree
	Ankara	3	4.67	.57	Agree
	Dokuz Eylül	2	1.50	.70	Disagree
	Anadolu	5	3.60	1.14	Agree
9. The PhD ELT program employs/employed qualified professors	Çanakkale	8	4.13	.64	Agree
	Yeditepe	6	4.50	.83	Agree
	Hacettepe	27	4.22	1.08	Agree
	Atatürk	6	3.67	1.36	Agree
	Boğaziçi	4	4.50	1.00	Agree
	Çukurova	16	4.50	.63	Agree
	Gazi	23	4.52	.66	Agree
	Istanbul	4	4.00	.81	Agree
	METU	12	4.83	.38	Agree
	Ankara	3	4.67	.57	Agree
	Dokuz Eylül	2	2.00	.00	Disagree
	Anadolu	5	4.40	.89	Agree

Table 4.44. Perceptions of Participants on Program Description (Continued)

10. Number of support and clerical staff (including student assistants) in the department is satisfactory.	Çanakkale	8	3.38	1.30	Disagree
	Yeditepe	6	3.50	1.22	Agree
	Hacettepe	27	3.56	1.21	Agree
	Atatürk	6	3.50	1.04	Agree
	Boğaziçi	4	3.75	1.50	Agree
	Çukurova	16	3.50	1.31	Agree
	Gazi	23	4.13	1.05	Agree
	Istanbul	4	3.25	1.25	Disagree
	METU	12	4.50	.67	Agree
	Ankara	3	4.33	.57	Agree
	Dokuz Eylül	2	1.50	.70	Disagree
	Anadolu	5	3.60	.89	Agree

As seen in Table 4.45, Dokuz Eylül and Gazi Universities have the lowest mean score in program description, whereas other universities have acceptable mean scores ($M > 3.50$) with Ankara university reporting the highest mean score ($M = 4.30$).

Table 4.45. Sum of the Means for the Perceptions of Participants on Program Description

<i>University</i>	<i>N</i>	<i>Mean</i>	<i>Evaluation</i>
Çanakkale	8	3.68	Rated high
Yeditepe	6	3.48	Rated high
Hacettepe	27	3.47	Rated high
Atatürk	6	3.47	Rated high
Boğaziçi	4	3.72	Rated high
Çukurova	16	3.60	Rated high
Gazi	23	3.24	Rated low
Istanbul	4	3.72	Rated high
METU	12	3.96	Rated high
Ankara	3	4.30	Rated high
Dokuz Eylül	2	2.1	Rated low
Anadolu	5	3.58	Rated high

The participants from all universities in the study stated that they disagree with item 11 since the mean scores were all lower than 3.50, with Dokuz Eylül, Istanbul and Yeditepe reporting lower scores than the others, respectively. This means that the departments from universities agreed that do not actively help graduates find appropriate employment. Unlike item 11, the participants all agreed that their programs provided/is providing them with very good preparation for their future professional work, with METU, Istanbul, Boğaziçi, Anadolu, and Hacettepe

universities having higher mean scores ($M \geq 4.00$), respectively, and Dokuz Eylül University with the lowest mean score ($M=2.00$). As for item 13, apart from Dokuz Eylül University, participants from other universities seem to agree that their faculty is/was helpful for the PhD ELT program students, with METU and Hacettepe having the highest mean score ($M=4.50$).

Table 4.46. Opinions of Participants on Departmental Support

<i>Items</i>	<i>University</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	
11.The department actively helps graduates find appropriate employment.	Çanakkale	8	3.13	.35	Disagree
	Yeditepe	6	2.83	.98	Disagree
	Hacettepe	27	3.48	.97	Disagree
	Atatürk	6	3.33	1.03	Disagree
	Boğaziçi	4	3.00	1.63	Disagree
	Çukurova	16	3.13	1.02	Disagree
	Gazi	23	3.13	1.05	Disagree
	Istanbul	4	2.00	1.15	Disagree
	METU	12	3.25	1.35	Disagree
	Ankara	3	3.33	.57	Disagree
	Dokuz Eylül	2	1.50	.70	Disagree
	Anadolu	5	3.00	1.22	Disagree
12.The program provided/is providing me with very good preparation for my future professional work..	Çanakkale	8	3.75	1.03	Agree
	Yeditepe	6	3.83	1.16	Agree
	Hacettepe	27	4.00	1.07	Agree
	Atatürk	6	3.67	1.21	Agree
	Boğaziçi	4	4.25	.95	Agree
	Çukurova	16	4.00	.96	Agree
	Gazi	23	3.83	1.30	Agree
	Istanbul	4	4.25	.95	Agree
	METU	12	4.42	.79	Agree
	Ankara	3	4.33	.57	Agree
	Dokuz Eylül	2	2.00	.00	Agree
	Anadolu	5	4.20	.83	Agree
13.The faculty is/was helpful for the PhD ELT program students	Çanakkale	8	4.13	.99	Agree
	Yeditepe	6	3.67	1.36	Agree
	Hacettepe	27	4.22	.97	Agree
	Atatürk	6	3.67	1.36	Agree
	Boğaziçi	4	4.25	.95	Agree
	Çukurova	16	4.25	.77	Agree
	Gazi	23	4.30	.70	Agree
	Istanbul	4	4.50	.57	Agree
	METU	12	4.50	.90	Agree
	Ankara	3	4.33	.57	Agree
	Dokuz Eylül	2	2.00	.00	Disagree
	Anadolu	5	4.00	.70	Agree

The results revealed that participants from Dokuz Eylül and Yeditepe universities seem to perceive that their program does not provide adequate support for their students. These findings, Table 4.47, suggest that most universities are actively providing enough support for their students, with METU, Ankara, and Hacettepe universities reporting the highest mean scores, ($M=4.05$), ($M=4.00$), and ($M=3.95$) respectively.

As seen shown in the Table 4.47, the lowest score was found for Dokuz Eylül University and the highest score in METU, suggesting that Dokuz Eylül University does not provide departmental support for the PhD students. Moreover, Yeditepe University was also found to be lowly rated in this regard although the mean score was proportionally better than Dokuz Eylül University. Other universities provide adequate level of departmental support for their students.

The results of the study conducted by Tezel (2006) at M.A. level study, "the departmental efforts in support of the career development of faculty members" was found to be moderately satisfying. The mean score for the faculty was rated as ($M=2.60$). Only 20% of the participants indicated that they are fully satisfied by the support they take from the department in terms of career development. Total of 80% participants indicated as "good" or "fair". In terms of the support received from the department in their scholarly studies, only 20% revealed positive feedback and the rest of the participants signified negative feedback. The results show that, the support for such academic performances were mostly supported by agencies outside the university.

The study also indicated that they are not fully satisfied by the help they get from their departments in terms of finding appropriate employment after graduation.

Getting the appropriate support from the department is one of the crucial part of the process during and after the PhD studies it is for this reason that the results to this part of the study should carefully be considered by the university administrations in order to increase the quality.

Table 4.47. Sum of the Means for the Perceptions of Participants on Departmental Support

<i>University</i>	<i>N</i>	<i>Mean</i>	<i>Evaluation</i>
Çanakkale	8	3.67	Rated high
Yeditepe	6	3.44	Rated low
Hacettepe	27	3.90	Rated high
Atatürk	6	3.55	Rated high
Boğaziçi	4	3.83	Rated high
Çukurova	16	3.79	Rated high
Gazi	23	3.75	Rated high
Istanbul	4	3.58	Rated high
METU	12	4.05	Rated high
Ankara	3	4.00	Rated high
Dokuz Eylül	2	1.83	Rated low
Anadolu	5	3.73	Rated high

The participants from all universities except for Dokuz Eylül with the lowest mean score ($M= 2.50$) agree with item 14, suggesting that their departments have successfully created a humane environment characterized by mutual respect by PhD candidates and professors, with Boğaziçi having the highest mean score ($M=4.76$) followed by METU, Gazi, and Istanbul reporting the next highest mean scores ($M> 4.50$). In the same vein, only participants from Dokuz Eylül University reported the lowest mean score ($M> 2.50$), while others reported higher mean scores, with Istanbul University reporting the highest mean score. This shows that program heads at these universities are /were in cooperation with the faculty administration. Regarding the cooperation among the participants (item 16), participants from Dokuz Eylül and Anadolu universities seem to disagree with the existence of tendency among PhD candidates to help and support each other to meet the academic demands of the department. The highest mean scores were observed in METU ($M=4.50$) and Hacettepe ($M=4.44$) universities followed by Boğaziçi Çukurova, and Ankara ($M\geq 4.00$). Finally, as seen in Table 4.48, the participants from Dokuz Eylül and Yeditepe universities disagree that there is good communication between faculty and PhD candidates regarding student needs, concerns and suggestions (item 17), while other participants seem to agree with the statement, with Ankara university reporting the highest mean score($M=4.67$).

Table 4.48. Opinions of Participants on Atmosphere in the Department

<i>Items</i>	<i>University</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	
14. The department has a humane environment characterized by mutual respect by PhD candidates and professors	Çanakkale	8	4.38	.74	Agree
	Yeditepe	6	3.50	1.37	Agree
	Hacettepe	27	3.89	1.08	Agree
	Atatürk	6	4.33	.51	Agree
	Boğaziçi	4	4.75	.50	Agree
	Çukurova	16	4.19	.91	Agree
	Gazi	23	4.52	.51	Agree
	Istanbul	4	4.50	.57	Agree
	METU	12	4.67	.49	Agree
	Ankara	3	4.33	.57	Agree
	Dokuz Eylül	2	2.50	.70	Disagree
	Anadolu	5	4.00	1.00	Agree
15. The program head is/was in cooperation with the faculty administration.	Çanakkale	8	4.13	.83	Agree
	Yeditepe	6	3.83	1.47	Agree
	Hacettepe	27	4.26	1.02	Agree
	Atatürk	6	4.33	.51	Agree
	Boğaziçi	4	4.75	.50	Agree
	Çukurova	16	4.06	.99	Agree
	Gazi	23	4.17	.88	Agree
	Istanbul	4	4.75	.50	Agree
	METU	12	4.33	.77	Agree
	Ankara	3	4.00	1.00	Agree
	Dokuz Eylül	2	2.50	.70	Disagree
	Anadolu	5	4.00	1.41	Agree
16. PhD candidates tend to help and support each other to meet the academic demands of the department.	Çanakkale	8	4.38	.51	Agree
	Yeditepe	6	3.83	.98	Agree
	Hacettepe	27	4.44	.57	Agree
	Atatürk	6	3.83	1.16	Agree
	Boğaziçi	4	4.25	.95	Agree
	Çukurova	16	4.25	.85	Agree
	Gazi	23	4.09	.99	Agree
	Istanbul	4	5.00	.00	Agree
	METU	12	4.50	.52	Agree
	Ankara	3	4.00	1.00	Agree
	Dokuz Eylül	2	2.50	.70	Disagree
	Anadolu	5	3.00	1.41	Disagree

Table 4.48. Opinions of Participants on Atmosphere in the Department (Continued)

	Çanakkale	8	3.63	.74	Agree
	Yeditepe	6	3.00	1.26	Disagree
	Hacettepe	27	3.93	.87	Agree
	Atatürk	6	3.83	1.16	Agree
17. There is good communication between faculty and PhD candidates regarding student needs, concerns and suggestions.	Boğaziçi	4	4.00	1.15	Agree
	Çukurova	16	4.00	1.03	Agree
	Gazi	23	4.13	.75	Agree
	Istanbul	4	4.00	1.41	Agree
	METU	12	4.33	.98	Agree
	Ankara	3	4.67	.57	Agree
	Dokuz Eylül	2	3.00	.00	Disagree
	Anadolu	5	3.80	.83	Agree

The findings, Table 4.49, showed that only participants from Dokuz Eylül reported negative opinions towards the existing atmosphere in their department, whereas other universities were highly rated in creating pleasant atmosphere in the department which can greatly help to promote language learning outcomes.

Table 4.49. Sum of the Means for the Perceptions of Participants on Atmosphere in the Department

<i>University</i>	<i>N</i>	<i>Mean</i>	<i>Evaluation</i>
Çanakkale	8	4.13	Rated high
Yeditepe	6	3.54	Rated high
Hacettepe	27	4.13	Rated high
Atatürk	6	4.08	Rated high
Boğaziçi	4	4.43	Rated high
Çukurova	16	4.12	Rated high
Gazi	23	4.22	Rated high
Istanbul	4	4.56	Rated high
METU	12	4.46	Rated high
Ankara	3	4.25	Rated high
Dokuz Eylül	2	2.62	Rated low
Anadolu	5	3.70	Rated high

The results also revealed that, Table 4.50, the participants from Dokuz Eylül and Atatürk universities disagreed with item 18, while other participants agreed that the quality of instruction in their courses was satisfactory, with Istanbul, MEU, and Yeditepe universities reporting the highest mean scores ($M=4.50$). Likewise, the participants from Dokuz Eylül and Atatürk universities reported the lowest mean scores ($M<3.50$) in items 19 and 20, suggesting that the program doesn't have good linkage between different courses and is unable to balance teacher-centered

and student-centered learning on its courses. Istanbul university reported the highest mean score ($M=4.75$) followed by METU ($M=4.25$) and Ankara ($M=4.00$) universities in for item 19 and Istanbul, METU, Boğaziçi, Gazi, Çanakkale, Ankara, and Anadolu the highest mean scores ($M\geq 4.00$) in item 20, respectively.

The participants from Dokuz Eylül, Atatürk, Yeditepe, Çanakkale, and Hacettepe universities disagreed with item 21, with Dokuz Eylül having the lowest mean score ($M=1.00$). That is, the program at these universities is not equipped with the necessary instructional technologies and other resources, while other universities were highly rated in this respect with METU, Gazi, Ankara, and Istanbul reporting highest mean scores, respectively. Regarding item 22, the participants from Dokuz Eylül and Ankara universities seem to disagree with the statement, while others agreed that the program encourages/encouraged them to be a reflective teacher, with METU, Istanbul, Gazi, and Boğaziçi reporting the highest mean scores respectively. However, only participants from Dokuz Eylül University with the lowest mean score disagreed with item 23, whereas other participants seem to agree that the department promotes intellectual development with METU, Istanbul, and Boğaziçi having the highest mean score ($M=4.75$).

The participants from Yeditepe, Atatürk, and Dokuz Eylül universities disagree with item 24, with Dokuz Eylül having the lowest mean score ($M=2.50$). Other participants, however, agreed that their program puts/put emphasis on the balance between theory and practice. METU, Gazi, Istanbul and Ankara were highly rated in keeping the balance between theory and practice, respectively. However, only participants from Dokuz Eylül University reported the lowest mean score for item 25, while all participants from other universities agreed their programs prepare/prepared them to be a good researcher on the field of ELT. METU had the highest mean score ($M=4.75$) followed by Boğaziçi, Anadolu, Çukurova, Yeditepe, Gazi, Çanakkale, Hacettepe, and Istanbul universities, respectively. Finally, all the participants disagreed with item 26. This means that perceive that they receive/received valuable feedback from their professors. However, other participants seem to agree that their professors provide valuable feedback for their students, with METU, Gazi, Anadolu, Hacettepe and Istanbul were the highly rated universities in this respect.

Table 4.50. Opinions of Participants on Program Instruction/Evaluation Methods

<i>Items</i>	<i>University</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	
18. Quality of instruction in my courses is satisfactory.	Çanakkale	8	3.88	.35	Agree
	Yeditepe	6	4.50	.54	Agree
	Hacettepe	27	4.04	1.05	Agree
	Atatürk	6	3.17	1.16	Disagree
	Boğaziçi	4	4.50	.57	Agree
	Çukurova	16	4.25	.57	Agree
	Gazi	23	4.30	.92	Agree
	Istanbul	4	4.50	.57	Agree
	METU	12	4.50	.67	Agree
	Ankara	3	4.00	.00	Agree
	Dokuz Eylül	2	2.00	1.41	Disagree
	Anadolu	5	4.20	.83	Agree
19. The program has/had good linkage between different courses.	Çanakkale	8	3.88	.35	Agree
	Yeditepe	6	3.67	1.03	Agree
	Hacettepe	27	3.85	1.23	Agree
	Atatürk	6	3.17	1.32	Disagree
	Boğaziçi	4	3.75	.95	Agree
	Çukurova	16	3.69	1.13	Agree
	Gazi	23	3.96	1.02	Agree
	Istanbul	4	4.75	.50	Agree
	METU	12	4.25	.75	Agree
	Ankara	3	4.00	.00	Agree
	Dokuz Eylül	2	2.00	.00	Disagree
	Anadolu	5	3.60	.54	Agree
20. The program balances/balanced teacher-centered and student-centered learning on its courses.	Çanakkale	8	4.00	.53	Agree
	Yeditepe	6	3.83	1.16	Agree
	Hacettepe	27	3.89	1.05	Agree
	Atatürk	6	3.17	1.47	Disagree
	Boğaziçi	4	4.25	.50	Agree
	Çukurova	16	4.00	.89	Agree
	Gazi	23	4.22	.73	Agree
	Istanbul	4	4.50	.57	Agree
	METU	12	4.42	.79	Agree
	Ankara	3	4.00	.00	Agree
	Dokuz Eylül	2	2.00	.00	Disagree
	Anadolu	5	4.00	.70	Agree

Table 4.50. Opinions of Participants on Program Instruction/Evaluation Methods (Continued)

21. The program equips/ equipped with the necessary instructional technologies and other resources.	Çanakkale	8	3.13	.99	Disagree
	Yeditepe	6	3.17	1.32	Disagree
	Hacettepe	27	3.41	1.27	Disagree
	Atatürk	6	3.33	1.36	Disagree
	Boğaziçi	4	3.75	1.25	Agree
	Çukurova	16	3.50	1.03	Agree
	Gazi	23	4.22	.90	Agree
	Istanbul	4	4.00	1.15	Agree
	METU	12	4.42	.66	Agree
	Ankara	3	4.00	.00	Agree
	Dokuz Eylül	2	1.00	.00	Disagree
	Anadolu	5	3.60	1.14	Agree
22. The program encourages/encouraged me to be a reflective teacher.	Çanakkale	8	4.38	.51	Agree
	Yeditepe	6	3.50	1.64	Agree
	Hacettepe	27	3.89	.97	Agree
	Atatürk	6	3.67	1.36	Agree
	Boğaziçi	4	4.00	.81	Agree
	Çukurova	16	4.38	.61	Agree
	Gazi	23	4.04	.92	Agree
	Istanbul	4	4.50	.57	Agree
	METU	12	4.67	.65	Agree
	Ankara	3	3.33	1.15	Disagree
	Dokuz Eylül	2	1.00	.00	Disagree
	Anadolu	5	4.40	.89	Agree
23. The department promotes intellectual development.	Çanakkale	8	4.38	.51	Agree
	Yeditepe	6	4.00	1.54	Agree
	Hacettepe	27	4.07	1.03	Agree
	Atatürk	6	3.50	1.37	Agree
	Boğaziçi	4	4.75	.50	Agree
	Çukurova	16	4.19	.83	Agree
	Gazi	23	4.22	.73	Agree
	Istanbul	4	4.75	.50	Agree
	METU	12	4.75	.45	Agree
	Ankara	3	4.00	.00	Agree
	Dokuz Eylül	2	2.00	.00	Disagree
	Anadolu	5	4.40	.89	Agree

Table 4.50. Opinions of Participants on Program Instruction/Evaluation Methods (Continued)

24. The program puts/put emphasis on the balance between theory and practice.	Çanakkale	8	3.75	1.03	Agree
	Yeditepe	6	3.33	1.63	Disagree
	Hacettepe	27	3.78	1.15	Agree
	Atatürk	6	3.33	1.21	Disagree
	Boğaziçi	4	3.75	1.25	Agree
	Çukurova	16	3.50	.96	Agree
	Gazi	23	4.35	1.02	Agree
	Istanbul	4	4.00	1.41	Agree
	METU	12	4.58	.51	Agree
	Ankara	3	4.00	.00	Agree
	Dokuz Eylül	2	2.50	.70	Disagree
Anadolu	5	4.00	1.00	Agree	
25. The program prepares/prepared me to be a good researcher on the field of ELT.	Çanakkale	8	4.25	.70	Agree
	Yeditepe	6	4.33	.81	Agree
	Hacettepe	27	4.11	1.01	Agree
	Atatürk	6	3.67	1.36	Agree
	Boğaziçi	4	4.50	.57	Agree
	Çukurova	16	4.38	.71	Agree
	Gazi	23	4.22	1.12	Agree
	Istanbul	4	4.00	1.15	Agree
	METU	12	4.75	.45	Agree
	Ankara	3	4.00	.00	Agree
	Dokuz Eylül	2	1.50	.70	Disagree
Anadolu	5	4.40	.89	Agree	
26. I receive/received valuable feedback from my professors.	Çanakkale	8	3.75	1.03	Agree
	Yeditepe	6	3.67	1.36	Agree
	Hacettepe	27	4.22	1.18	Agree
	Atatürk	6	3.67	1.50	Agree
	Boğaziçi	4	4.25	1.50	Agree
	Çukurova	16	3.81	1.10	Agree
	Gazi	23	4.43	.84	Agree
	Istanbul	4	4.00	1.41	Agree
	METU	12	4.67	.49	Agree
	Ankara	3	4.33	.57	Agree
	Dokuz Eylül	2	2.50	.70	Disagree
Anadolu	5	4.40	.89	Agree	

Regarding Program Instruction/Evaluation Methods, the participants from Atatürk and Dokuz Eylül universities reported that the quality of teaching and evaluation methods are not satisfactory in their departments and the program cannot balance teacher-centered and student-centered learning on its courses. However, participants from other universities, Table 4.51, agree that the program

instruction/evaluation methods are satisfactory and they receive valuable feedback from their professors, with METU, Istanbul, Gazi, Boğaziçi, and Anadolu universities reporting the highest mean scores, respectively.

Table.4.51. Sum of the Means for the Perceptions of Participants on Program Instruction/Evaluation Methods

<i>University</i>	<i>N</i>	<i>Mean</i>	<i>Evaluation</i>
Çanakkale	8	3.93	Rated high
Yeditepe	6	3.77	Rated high
Hacettepe	27	3.91	Rated high
Atatürk	6	3.40	Rated low
Boğaziçi	4	4.16	Rated high
Çukurova	16	3.96	Rated high
Gazi	23	4.21	Rated high
Istanbul	4	4.33	Rated high
METU	12	4.56	Rated high
Ankara	3	3.96	Rated high
Dokuz Eylül	2	1.83	Rated low
Anadolu	5	4.11	Rated high

Only participants from Ankara University agreed with item 27 ($M=3.67$). In other words, the ELT program at Ankara University was the only program which teaches /taught their students classroom management skills. Regarding item 28, the participants from Dokuz Eylül, Anadolu, Gazi, Çukurova, Boğaziçi, Yeditepe, and Çanakkale were lowly rated to teach them how to prepare and use foreign language teaching materials, whereas Ankara University ($M=.4.33$) and METU($M=.4.00$) were the most highly rated universities to teach their students how to prepare and use foreign language teaching materials. Finally, the participants from Dokuz Eylül, Anadolu, Boğaziçi, Yeditepe, and Çanakkale universities disagree with item 29, Table 4.52, suggesting that their program does not /did not teach them how to adapt foreign language teaching materials. However, Ankara University reported the highest mean score ($M=4.67$) followed by METU ($M=4.00$).

Table 4.52. Perceptions of Participants on Classroom Management and Cooperation Skills

<i>Items</i>	<i>University</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	
27. The program teaches /taught me classroom management skills.	Çanakkale	8	2.38	1.18	Disagree
	Yeditepe	6	2.50	1.04	Disagree
	Hacettepe	27	3.15	1.29	Disagree
	Atatürk	6	3.50	1.37	Disagree
	Boğaziçi	4	2.00	.81	Disagree
	Çukurova	16	3.06	1.38	Disagree
	Gazi	23	3.35	1.19	Disagree
	Istanbul	4	3.25	1.25	Disagree
	METU	12	2.83	1.33	Disagree
	Ankara	3	3.67	1.52	Agree
	Dokuz Eylül	2	2.50	.70	Disagree
	Anadolu	5	2.80	1.64	Disagree
28. The program teaches /taught me how to prepare and use foreign language teaching materials.	Çanakkale	8	3.00	1.06	Disagree
	Yeditepe	6	3.33	1.21	Disagree
	Hacettepe	27	3.85	1.09	Agree
	Atatürk	6	3.67	1.50	Agree
	Boğaziçi	4	2.50	1.00	Disagree
	Çukurova	16	3.44	1.20	Disagree
	Gazi	23	3.48	1.37	Disagree
	Istanbul	4	3.75	.95	Agree
	METU	12	4.00	.95	Agree
	Ankara	3	4.33	.57	Agree
	Dokuz Eylül	2	2.50	.70	Disagree
	Anadolu	5	3.00	1.22	Disagree
29. The program teaches /taught me how to adapt foreign language teaching materials.	Çanakkale	8	3.00	1.06	Disagree
	Yeditepe	6	3.33	1.21	Disagree
	Hacettepe	27	3.85	1.13	Agree
	Atatürk	6	3.50	1.51	Agree
	Boğaziçi	4	3.00	1.15	Disagree
	Çukurova	16	3.50	1.21	Agree
	Gazi	23	3.65	1.33	Agree
	Istanbul	4	3.50	1.29	Agree
	METU	12	4.00	.95	Agree
	Ankara	3	4.67	.57	Agree
	Dokuz Eylül	2	3.00	.00	Disagree
	Anadolu	5	3.00	1.22	Disagree

As seen above, Ankara University was the most highly rated university ($M=4.22$) in teaching Classroom Management and Cooperation Skills Methods to their students followed by METU, Hacettepe, Atatürk, and Istanbul universities.

However, as shown in Table 4.53, half of the universities seem to be lowly rated in helping their students to learn classroom management skills and the ability to prepare and adapt language teaching materials.

Table 4.53. Sum of the Means for the Perceptions of Participants on Classroom Management and Cooperation Skills Methods

<i>University</i>	<i>N</i>	<i>Mean</i>	<i>Evaluation</i>
Çanakkale	8	2.79	Rated low
Yeditepe	6	3.05	Rated low
Hacettepe	27	3.61	Rated high
Atatürk	6	3.56	Rated high
Boğaziçi	4	2.50	Rated high
Çukurova	16	3.33	Rated low
Gazi	23	3.49	Rated low
Istanbul	4	3.50	Rated high
METU	12	3.61	Rated high
Ankara	3	4.22	Rated high
Dokuz Eylül	2	2.66	Rated low
Anadolu	5	2.93	Rated low

Participants from METU, Ankara, Boğaziçi, Atatürk, and Gazi, with METU having highest mean score ($M=4.67$), reported that their institution offers sufficient computer and Internet support to their students. The lowest mean score was observed in Dokuz Eylül ($M=1.00$). As for item 31, the participants from Çanakkale, Çukurova, Istanbul and Dokuz Eylül universities seem to disagree that university library holdings are relevant to their field, with Dokuz Eylül reporting the lowest mean score ($M=2.00$). The highest mean score was obtained for Boğaziçi ($M=5.00$), METU ($M=4.42$), Ankara, and Yeditepe ($M=4.50$).

The results also revealed that, Table 4.54, METU ($M= 4.17$), was the most highly rated university in providing adequate specialized facilities, such as laboratories or studios, and equipment needed for teaching, while Dokuz Eylül has the lowest rating ($M= 4.17$). Furthermore, the highest mean score for item 33 ($M=4.25$) was found in Boğaziçi, while the lowest mean score ($M=1.00$) was obtained for Dokuz Eylül. Indeed, only Boğaziçi, METU, and Ankara were the highly rated universities to provide adequate and satisfactory financial resources in support of the program.

Table 4.54. Perceptions of Participants on Program Resources

<i>Items</i>	<i>University</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	
30. The institution offers sufficient computer and Internet support	Çanakkale	8	3.25	1.28	Disagree
	Yeditepe	6	3.33	1.21	Disagree
	Hacettepe	27	3.30	1.38	Disagree
	Atatürk	6	3.67	1.36	Agree
	Boğaziçi	4	4.25	.95	Agree
	Çukurova	16	2.88	1.40	Disagree
	Gazi	23	3.61	1.23	Agree
	Istanbul	4	3.25	2.06	Disagree
	METU	12	4.67	.49	Agree
	Ankara	3	4.33	.57	Agree
	Dokuz Eylül	2	1.00	.00	Disagree
	Anadolu	5	3.40	1.34	Disagree
31. University library holdings are relevant to the field.	Çanakkale	8	3.38	.74	Disagree
	Yeditepe	6	4.00	1.09	Agree
	Hacettepe	27	3.67	1.03	Agree
	Atatürk	6	3.83	1.16	Agree
	Boğaziçi	4	5.00	.00	Agree
	Çukurova	16	3.31	1.07	Disagree
	Gazi	23	3.52	1.20	Agree
	Istanbul	4	3.25	1.70	Disagree
	METU	12	4.42	.99	Agree
	Ankara	3	4.00	1.00	Agree
	Dokuz Eylül	2	2.00	1.41	Disagree
	Anadolu	5	4.00	.70	Agree
32. Specialized facilities, such as laboratories or studios, and equipment needed for teaching are satisfactory.	Çanakkale	8	2.63	1.18	Disagree
	Yeditepe	6	3.17	1.47	Disagree
	Hacettepe	27	2.89	1.25	Disagree
	Atatürk	6	2.67	.51	Disagree
	Boğaziçi	4	3.50	1.29	Agree
	Çukurova	16	2.69	1.35	Disagree
	Gazi	23	3.13	1.25	Disagree
	Istanbul	4	3.50	1.91	Agree
	METU	12	4.17	.93	Agree
	Ankara	3	4.00	1.00	Agree
	Dokuz Eylül	2	1.00	.00	Disagree
	Anadolu	5	3.60	1.14	Agree

Table 4.54. Perceptions of Participants on Program Resources (Continued)

33. Overall adequacy of financial resources in support of the program is satisfactory.	Çanakkale	8	2.50	.75	Disagree
	Yeditepe	6	3.00	1.26	Disagree
	Hacettepe	27	2.85	1.23	Disagree
	Atatürk	6	2.17	.98	Disagree
	Boğaziçi	4	4.25	.95	Agree
	Çukurova	16	2.81	1.10	Disagree
	Gazi	23	2.87	1.18	Disagree
	Istanbul	4	2.25	1.89	Disagree
	METU	12	3.58	1.16	Agree
	Ankara	3	3.67	1.15	Agree
	Dokuz Eylül	2	1.00	.00	Disagree
Anadolu	5	2.80	1.30	Disagree	

Likewise, the results, Table 4.55, showed that the participants from half of the universities stated that their programs do not have rich program resources with Dokuz Eylül University having the lowest mean score ($M=1.25$) followed by Çukurova, Çanakkale, Istanbul, Atatürk, Hacettepe, Gazi, and Yeditepe universities. However, other universities seem to be highly rated, with Boğaziçi having the highest mean score ($M=4.25$).

Table 4.55. Sum of the Means for the Perceptions of Participants on Program Resources

<i>University</i>	<i>N</i>	<i>Mean</i>	<i>Evaluation</i>
Çanakkale	8	2.94	Rated high
Yeditepe	6	3.37	Rated high
Hacettepe	27	3.17	Rated high
Atatürk	6	3.08	Rated low
Boğaziçi	4	4.25	Rated high
Çukurova	16	2.92	Rated low
Gazi	23	3.28	Rated low
Istanbul	4	3.06	Rated low
METU	12	4.21	Rated high
Ankara	3	4.00	Rated high
Dokuz Eylül	2	1.25	Rated low
Anadolu	5	3.45	Rated low

Participants from Dokuz Eylül University with the lowest mean score ($M=2.00$) followed by those coming from Atatürk and Çanakkale universities seem to disagree that the courses offered within the program follow a logical sequencing, while other participants agreed with item 34, with the highest mean score for Boğaziçi ($M=5.00$) and Ankara ($M=4.67$). As for item 35, except for the participants

from Dokuz Eylül University participants from all universities agreed that their program is up-to-date, with Boğaziçi reporting the highest mean score ($M=5.00$), followed by Ankara, Istanbul, Gazi, and Çukurova universities.

Likewise, only participants from Dokuz Eylül University disagreed with item 36, while participants from other universities agreed that their program allocates sufficient time for each course, with Boğaziçi reporting the highest mean score ($M=4.75$) followed by Ankara, Gazi, Hacettepe, Çukurova, METU, Çanakkale, Yeditepe, and Anadolu universities. As for item 37, the participants from Dokuz Eylül and Atatürk universities disagreed with the statement, suggesting that their program gives/gave them adequate training in making research in ELT. However, the highest mean score ($M=4.58$) was seen in METU, Istanbul and Boğaziçi ($M=4.50$) followed by Çukurova, Çanakkale, Gazi, Ankara, Yeditepe Universities.

The results also revealed that participants from Dokuz Eylül and Anadolu universities reported the lowest mean scores for item 38. This means that they perceive their program does not / did not give them adequate training for the needs of the local context (Turkey). However, participants from other universities rated positively, with the highest score ($M=4.75$) for Istanbul university. On the other hand, participants from Dokuz Eylül University rated the lowest score ($M=2.50$) for item 39, while others reported that their program gives/gave them adequate training in teaching skills, with Istanbul University having the highest mean score ($M=4.25$) and Gazi University with the second highest mean score ($M=4.09$).

The participants from Dokuz Eylül and Atatürk universities rated item 40 negatively. However, other participants agreed that teaching methods used in graduate courses (e.g., lectures, seminars, audiovisual aids) are well-tailored for their needs. METU with the highest mean score ($M=4.33$) was the most highly rated university followed by Istanbul as the second most highly rated, and Yeditepe, Hacettepe, and Boğaziçi as the next most highly rated universities. As for item 41, the participants from Çanakkale, Atatürk, and Dokuz Eylül universities reported the lowest mean scores with Dokuz Eylül as the lowest rated one. However, Ankara, Boğaziçi, and Istanbul universities were the most highly rated universities, respectively, in providing a variety of PhD level course and program offerings.

The participants from Dokuz Eylül and Atatürk universities disagreed that their program is/was relevant to their needs. However, Ankara University ($M=4.67$) was the most highly rated followed by Istanbul and Boğaziçi ($M=4.50$), METU, Çanakkale, Gazi, Hacettepe, and Yeditepe as the next highly rated universities, respectively. As for item 43, only participants from Dokuz Eylül University ($M=1.50$) disagreed that their program encourages/encouraged me to reflect on their past experiences as a language learner, whereas other participants agreed with the statement, with Ankara having the highest mean score ($M=4.67$) followed by Istanbul, METU, Çanakkale, Yeditepe, Çukurova, a Anadolu, and Boğaziçi as the next highly rated universities ($M \geq 4.00$).

Similar results were found for item 44 and participants from Dokuz Eylül University disagreed that their program teaches /taught them how to follow the current trends in ELT, while all other participants agreed with the statement, with Istanbul University reporting the highest mean score ($M=4.75$). as for item 45, participants from Dokuz Eylül, Anadolu, and Çanakkale universities rated negatively, while participants from other universities seem to agree that their program their program avoids/avoided overlapping information between different courses, with Ankara University reporting the highest mean score ($M=4.33$). Finally, participants from Dokuz Eylül, Atatürk, and Istanbul universities were the lowly rated ones in giving adequate training in research methods (item 46). However, METU was found to be the most highly rated ($M=4.42$) in this respect, and Ankara, Çanakkale, Boğaziçi, Çukurova, Gazi, and Anadolu and Yeditepe as the next highly rated universities (Table 4.56).

Table 4.56. Perceptions of Participants on Program Contents

<i>Items</i>	<i>University</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	
34. The courses offered within the program follow a logical sequencing.	Çanakkale	8	3.38	.91	Disagree
	Yeditepe	6	3.50	1.64	Agree
	Hacettepe	27	3.81	1.11	Agree
	Atatürk	6	3.17	.75	Disagree
	Boğaziçi	4	5.00	.00	Agree
	Çukurova	16	3.88	1.20	Agree
	Gazi	23	4.17	1.02	Agree
	Istanbul	4	4.25	.50	Agree
	METU	12	4.17	.93	Agree
	Ankara	3	4.67	.57	Agree
	Dokuz Eylül	2	2.00	1.41	Disagree
	Anadolu	5	4.00	1.22	Agree
35. The program is up-to-date.	Çanakkale	8	3.75	.88	Agree
	Yeditepe	6	3.67	1.50	Agree
	Hacettepe	27	3.74	1.22	Agree
	Atatürk	6	4.00	.63	Agree
	Boğaziçi	4	5.00	.00	Agree
	Çukurova	16	4.06	.92	Agree
	Gazi	23	4.35	.98	Agree
	Istanbul	4	4.50	.57	Agree
	METU	12	4.25	1.05	Agree
	Ankara	3	4.67	.57	Agree
	Dokuz Eylül	2	2.00	.00	Disagree
	Anadolu	5	4.00	1.00	Agree
36. The program allocates sufficient time for each course.	Çanakkale	8	4.00	.53	Agree
	Yeditepe	6	4.00	1.09	Agree
	Hacettepe	27	4.30	.77	Agree
	Atatürk	6	3.50	.83	Agree
	Boğaziçi	4	4.75	.50	Agree
	Çukurova	16	4.25	.68	Agree
	Gazi	23	4.39	.78	Agree
	Istanbul	4	4.25	.95	Agree
	METU	12	4.17	1.03	Agree
	Ankara	3	4.67	.57	Agree
	Dokuz Eylül	2	2.00	.00	Disagree
	Anadolu	5	4.00	1.00	Agree

Table 4.56. Perceptions of Participants on Program Contents (Continued)

37. The program gives/gave me adequate training in making research in ELT.	Çanakkale	8	4.38	.51	Agree
	Yeditepe	6	4.33	.51	Agree
	Hacettepe	27	3.81	1.33	Agree
	Atatürk	6	3.17	1.16	Disagree
	Boğaziçi	4	4.50	.57	Agree
	Çukurova	16	4.44	.62	Agree
	Gazi	23	4.43	.84	Agree
	Istanbul	4	4.50	.57	Agree
	METU	12	4.58	.66	Agree
	Ankara	3	4.33	.57	Agree
	Dokuz Eylül	2	2.00	.00	Disagree
Anadolu	5	4.20	1.09	Agree	
38. The program gives /gave me adequate training for the needs of the local context (Turkey)	Çanakkale	8	3.88	.83	Agree
	Yeditepe	6	3.50	1.64	Agree
	Hacettepe	27	3.96	1.01	Agree
	Atatürk	6	3.17	.40	Agree
	Boğaziçi	4	3.50	1.29	Agree
	Çukurova	16	3.81	1.04	Agree
	Gazi	23	4.13	.86	Agree
	Istanbul	4	4.75	.50	Agree
	METU	12	3.58	1.08	Agree
	Ankara	3	4.33	.57	Agree
	Dokuz Eylül	2	2.00	1.41	Disagree
Anadolu	5	3.40	1.34	Disagree	
39. The program gives/gave me adequate training in teaching skills.	Çanakkale	8	3.50	.92	Agree
	Yeditepe	6	3.67	1.50	Agree
	Hacettepe	27	3.85	1.09	Agree
	Atatürk	6	3.83	.98	Agree
	Boğaziçi	4	3.50	1.29	Agree
	Çukurova	16	3.63	.88	Agree
	Gazi	23	4.09	.90	Agree
	Istanbul	4	4.25	.95	Agree
	METU	12	3.92	.99	Agree
	Ankara	3	3.67	1.52	Agree
	Dokuz Eylül	2	2.50	.70	Disagree
Anadolu	5	3.60	1.14	Agree	

Table 4.56. Perceptions of Participants on Program Contents (Continued)

40. Teaching methods used in graduate courses (e.g., lectures, seminars, audiovisual aids) are well-tailored for our needs.	Çanakkale	8	3.75	.46	Agree
	Yeditepe	6	4.00	1.26	Agree
	Hacettepe	27	4.00	.96	Agree
	Atatürk	6	3.33	.81	Disagree
	Boğaziçi	4	4.00	1.15	Agree
	Çukurova	16	3.75	1.06	Agree
	Gazi	23	3.83	.98	Agree
	Istanbul	4	4.25	.95	Agree
	METU	12	4.33	.88	Agree
	Ankara	3	3.67	.57	Agree
	Dokuz Eylül	2	1.50	.70	Disagree
Anadolu	5	3.60	.89	Agree	
41. There is a variety of PhD level course and program offerings.	Çanakkale	8	3.25	1.28	Disagree
	Yeditepe	6	3.50	1.64	Agree
	Hacettepe	27	3.63	1.33	Agree
	Atatürk	6	3.00	1.26	Disagree
	Boğaziçi	4	4.25	.95	Agree
	Çukurova	16	3.50	1.15	Agree
	Gazi	23	3.61	1.27	Agree
	Istanbul	4	4.00	1.15	Agree
	METU	12	3.92	1.37	Agree
	Ankara	3	4.33	.57	Agree
	Dokuz Eylül	2	1.50	.70	Disagree
Anadolu	5	3.80	.83	Agree	
42. The program is/was relevant to my needs.	Çanakkale	8	4.38	.51	Agree
	Yeditepe	6	4.00	1.09	Agree
	Hacettepe	27	4.04	1.01	Agree
	Atatürk	6	3.33	1.03	Disagree
	Boğaziçi	4	4.50	1.00	Agree
	Çukurova	16	3.88	1.02	Agree
	Gazi	23	4.09	.84	Agree
	Istanbul	4	4.50	.57	Agree
	METU	12	4.33	.77	Agree
	Ankara	3	4.67	.57	Agree
	Dokuz Eylül	2	2.00	.00	Disagree
Anadolu	5	3.60	1.14	Agree	

Table 4.56. Perceptions of Participants on Program Contents (Continued)

43. The program encourages/encouraged me to reflect on my past experiences as a language learner.	Çanakkale	8	4.25	.70	Agree
	Yeditepe	6	4.17	1.16	Agree
	Hacettepe	27	3.93	1.20	Agree
	Atatürk	6	3.50	1.37	Agree
	Boğaziçi	4	4.00	.81	Agree
	Çukurova	16	4.13	.80	Agree
	Gazi	23	4.09	.94	Agree
	Istanbul	4	4.50	1.00	Agree
	METU	12	4.42	.99	Agree
	Ankara	3	4.67	.57	Agree
	Dokuz Eylül	2	1.50	.70	Disagree
Anadolu	5	4.00	.70	Agree	
44. The program teaches /taught me how to follow the current trends in ELT.	Çanakkale	8	4.25	.70	Agree
	Yeditepe	6	4.33	.81	Agree
	Hacettepe	27	4.07	1.23	Agree
	Atatürk	6	3.50	1.37	Agree
	Boğaziçi	4	4.00	.81	Agree
	Çukurova	16	3.88	.95	Agree
	Gazi	23	4.43	.78	Agree
	Istanbul	4	4.75	.50	Agree
	METU	12	4.33	.98	Agree
	Ankara	3	4.00	1.00	Agree
	Dokuz Eylül	2	2.00	.00	Disagree
Anadolu	5	4.00	1.41	Agree	
45. The program avoids/avoided overlapping information between different courses.	Çanakkale	8	2.38	.74	Disagree
	Yeditepe	6	3.50	1.37	Agree
	Hacettepe	27	3.74	1.05	Agree
	Atatürk	6	2.83	.75	Agree
	Boğaziçi	4	3.75	.95	Agree
	Çukurova	16	3.63	1.02	Agree
	Gazi	23	3.87	1.10	Agree
	Istanbul	4	3.75	1.50	Agree
	METU	12	3.92	.99	Agree
	Ankara	3	4.33	.57	Agree
	Dokuz Eylül	2	2.00	.00	Disagree
Anadolu	5	3.20	1.09	Disagree	

Table 4.56. Perceptions of Participants on Program Contents (Continued)

46. The program gives/gave adequate training in research methods.	Çanakkale	8	4.38	.51	Agree
	Yeditepe	6	4.00	1.09	Agree
	Hacettepe	27	3.56	1.45	Agree
	Atatürk	6	3.33	.81	Disagree
	Boğaziçi	4	4.25	.95	Agree
	Çukurova	16	4.19	.83	Agree
	Gazi	23	4.04	1.10	Agree
	Istanbul	4	2.75	1.70	Disagree
	METU	12	4.42	.99	Agree
	Ankara	3	4.33	.57	Agree
	Dokuz Eylül	2	2.00	1.41	Disagree
	Anadolu	5	4.00	1.22	Agree

The sum of mean scores for all items in relation to program contents, as seen in Table 4.57, revealed that the participants from Dokuz Eylül and Atatürk universities rated negatively, while other universities seem to be highly rated in organizing program contents, with Ankara University reporting the highest mean score ($M=4.33$) followed by Boğaziçi, Istanbul, METU, and Gazi universities.

Table 4.57. Sum of the Means for the Perceptions of Participants on Program Contents

<i>University</i>	<i>N</i>	<i>Mean</i>	<i>Evaluation</i>
Ankara	3	4.33	Rated high
Istanbul	4	4.23	Rated high
Boğaziçi	4	4.23	Rated high
METU	12	4.18	Rated high
Gazi	23	4.11	Rated high
Çukurova	16	3.92	Rated high
Hacettepe	27	3.88	Rated high
Yeditepe	6	3.86	Rated high
Çanakkale	8	3.81	Rated high
Anadolu	5	3.80	Rated high
Atatürk	6	3.36	Rated high
Dokuz Eylül	2	1.92	Rated low

The findings revealed that the participants from Dokuz Eylül University seem to disagree with all items, more specifically they were the only participants who disagreed with items all items except for item in which both Dokuz Eylül and Atatürk universities reported lower mean scores. However, participants from other universities rated positively, suggesting that overall they are/were satisfied with their PhD ELT programs. Participants from METU, Ankara, Yeditepe, Çanakkale,

Istanbul, Gazi, Hacettepe, and Atatürk with mean scores above 4.00 agree that what they have learned in this program will be valuable for my future. The highest mean score for item 48 was obtained for Boğaziçi ($M=5.00$) followed by METU ($M=4.83$) University, followed by Istanbul, Çanakkale, and Hacettepe universities. That is, all these universities were highly rated in increasing their students' powers of self-evaluation.

Similarly, in item 49, Boğaziçi ($M=5.00$) was the most highly rated university in transforming students into competent researcher in the field of ELT followed by METU, Yeditepe, Istanbul, Çanakkale, Çukurova, Ankara, Hacettepe, and Anadolu universities. As for item 50, Istanbul University had the highest mean score ($M=4.75$), indicating that this university and METU, Boğaziçi, Çanakkale, Ankara, Çukurova, Gazi, and Hacettepe universities greatly had helped their students to develop the knowledge and necessary skills required for my chosen career. Participants from METU and Istanbul with the highest mean score in item 51 ($M=4.75$) along with other universities stated that by the end of the program, they felt/feel that they will be able to carry out research in their field on ELT-related studies.

Except for Dokuz Eylül and Atatürk universities, the participants from all other universities agreed with item 52, indicating that the variety of the courses opened in the program meets the needs of the PhD candidates. The highest mean score was obtained for Boğaziçi ($M=4.50$) and the lowest mean score was ascribed for Dokuz Eylül University ($M=1.50$). Finally, participants from universities other than Dokuz Eylül, seem to agree that the total number of credits that PhD candidates should take during the course period is enough for the program, with Boğaziçi having the highest mean score ($M=4.50$), and that overall they are/were satisfied with the quality of their learning experiences at the ELT department, with METU reporting the highest mean score ($M=4.75$).

Table 4.58. Perceptions of the Participants on Overall Evaluation of the Program

<i>Items</i>	<i>University</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	
47. What I have learned in this program will be valuable for my future.	Çanakkale	8	4.63	.51	Agree
	Yeditepe	6	4.67	.51	Agree
	Hacettepe	27	4.41	.69	Agree
	Atatürk	6	4.17	.40	Agree
	Boğaziçi	4	5.00	.00	Agree
	Çukurova	16	4.44	.72	Agree
	Gazi	23	4.52	.59	Agree
	Istanbul	4	4.75	.50	Agree
	METU	12	4.92	.28	Agree
	Ankara	3	4.67	.57	Agree
	Dokuz Eylül	2	2.50	.70	Disagree
	Anadolu	5	4.20	.83	Agree
48. The program increases/increased my powers of self-evaluation.	Çanakkale	8	4.50	.75	Agree
	Yeditepe	6	3.83	1.83	Agree
	Hacettepe	27	4.22	1.05	Agree
	Atatürk	6	3.83	.98	Agree
	Boğaziçi	4	5.00	.00	Agree
	Çukurova	16	4.31	.79	Agree
	Gazi	23	4.43	.66	Agree
	Istanbul	4	4.75	.50	Agree
	METU	12	4.83	.38	Agree
	Ankara	3	4.33	.57	Agree
	Dokuz Eylül	2	2.00	.00	Disagree
	Anadolu	5	4.00	1.22	Agree
49. By the end of this program, I feel/felt competent enough to do research on ELT.	Çanakkale	8	4.50	.53	Agree
	Yeditepe	6	4.67	.51	Agree
	Hacettepe	27	4.22	1.18	Agree
	Atatürk	6	4.17	1.16	Agree
	Boğaziçi	4	5.00	.00	Agree
	Çukurova	16	4.38	.88	Agree
	Gazi	23	4.30	.70	Agree
	Istanbul	4	4.50	.57	Agree
	METU	12	4.75	.45	Agree
	Ankara	3	4.33	.57	Agree
	Dokuz Eylül	2	1.50	.70	Disagree
	Anadolu	5	4.00	1.00	Agree

Table 4.58. Perceptions of the Participants on Overall Evaluation of the Program (Continued)

50. I have developed the knowledge and necessary skills required for my chosen career.	Çanakkale	8	4.38	.51	Agree
	Yeditepe	6	4.17	1.32	Agree
	Hacettepe	27	4.41	.93	Agree
	Atatürk	6	3.83	1.16	Agree
	Boğaziçi	4	4.50	.57	Agree
	Çukurova	16	4.31	.79	Agree
	Gazi	23	4.22	.79	Agree
	Istanbul	4	4.75	.50	Agree
	METU	12	4.58	.51	Agree
	Ankara	3	4.33	.57	Agree
	Dokuz Eylül	2	1.50	.70	Disagree
	Anadolu	5	4.00	1.00	Agree
51. By the end of this program, I felt/feel that I will be able to carry out research in my field on ELT-related studies.	Çanakkale	8	4.50	.53	Agree
	Yeditepe	6	4.67	.51	Agree
	Hacettepe	27	4.48	.93	Agree
	Atatürk	6	4.00	1.09	Agree
	Boğaziçi	4	4.50	.57	Agree
	Çukurova	16	4.44	.72	Agree
	Gazi	23	4.13	1.01	Agree
	Istanbul	4	4.75	.50	Agree
	METU	12	4.75	.45	Agree
	Ankara	3	4.33	.57	Agree
	Dokuz Eylül	2	1.50	.70	Disagree
	Anadolu	5	4.40	.89	Agree
52. The variety of the courses opened in the program meets the needs of the PhD candidates.	Çanakkale	8	3.75	1.16	Agree
	Yeditepe	6	4.00	1.09	Agree
	Hacettepe	27	3.85	1.16	Agree
	Atatürk	6	3.33	1.03	Disagree
	Boğaziçi	4	4.50	1.00	Agree
	Çukurova	16	3.81	.98	Agree
	Gazi	23	4.00	.95	Agree
	Istanbul	4	4.25	.95	Agree
	METU	12	4.33	.98	Agree
	Ankara	3	4.33	.57	Agree
	Dokuz Eylül	2	1.50	.70	Disagree
	Anadolu	5	4.00	.70	Agree

Table 4.58. Perceptions of the Participants on Overall Evaluation of the Program (Continued)

53. The total number of credits that PhD candidates should take during the course period is enough for the program.	Çanakkale	8	3.75	1.16	Agree
	Yeditepe	6	3.50	1.64	Agree
	Hacettepe	27	4.33	.96	Agree
	Atatürk	6	3.67	1.03	Agree
	Boğaziçi	4	4.50	.57	Agree
	Çukurova	16	3.81	1.27	Agree
	Gazi	23	4.26	.68	Agree
	Istanbul	4	4.75	.50	Agree
	METU	12	4.42	.79	Agree
	Ankara	3	4.33	.57	Agree
	Dokuz Eylül	2	2.00	1.41	Disagree
	Anadolu	5	3.60	1.14	Agree
54. Overall I was satisfied with the quality of my learning experiences at the ELT department.	Çanakkale	8	4.25	.70	Agree
	Yeditepe	6	4.33	.81	Agree
	Hacettepe	27	4.04	1.12	Agree
	Atatürk	6	3.83	1.16	Agree
	Boğaziçi	4	3.75	1.89	Agree
	Çukurova	16	4.06	.85	Agree
	Gazi	23	4.48	.59	Agree
	Istanbul	4	4.50	.57	Agree
	METU	12	4.75	.45	Agree
	Ankara	3	4.33	.57	Agree
	Dokuz Eylül	2	1.50	.70	Disagree
	Anadolu	5	4.00	.70	Agree

Regarding the overall evaluation of the program, only participants from Dokuz Eylül University evaluated their program negatively, suggesting that they are not satisfied with the quality of my learning experiences at the ELT department. However, other participants (Table 4.59) rated their department highly indicating that their department helped them to be good scholar in their field, with METU reporting the highest mean score ($M=4.67$) followed by Istanbul, Boğaziçi, Ankara, Gazi, Çanakkale, Hacettepe, Yeditepe, Çukurova, Anadolu, and Atatürk universities. Below table gives the perceptions of participants on overall evaluation of the program in order according to universities.

Table 4.59. Sum of the Means for the Perceptions of Participants on Overall Evaluation of the Program

<i>University</i>	<i>N</i>	<i>Mean</i>	<i>Evaluation</i>
METU	12	4.67-1	Rated high
Istanbul	4	4.62-2	Rated high
Boğaziçi	4	4.59-3	Rated high
Ankara	3	4.37-4	Rated high
Gazi	23	4.29-5	Rated high
Çanakkale	8	4.28-6	Rated high
Hacettepe	27	4.24-7	Rated high
Yeditepe	6	4.23-8	Rated high
Çukurova	16	4.19-9	Rated high
Anadolu	5	4.02-10	Rated high
Atatürk	6	3.85-11	Rated high
Dokuz Eylül	2	1.75-12	Rated low

The results of the general perception of participants on overall evaluation of the program according to universities is given in Figure 56.

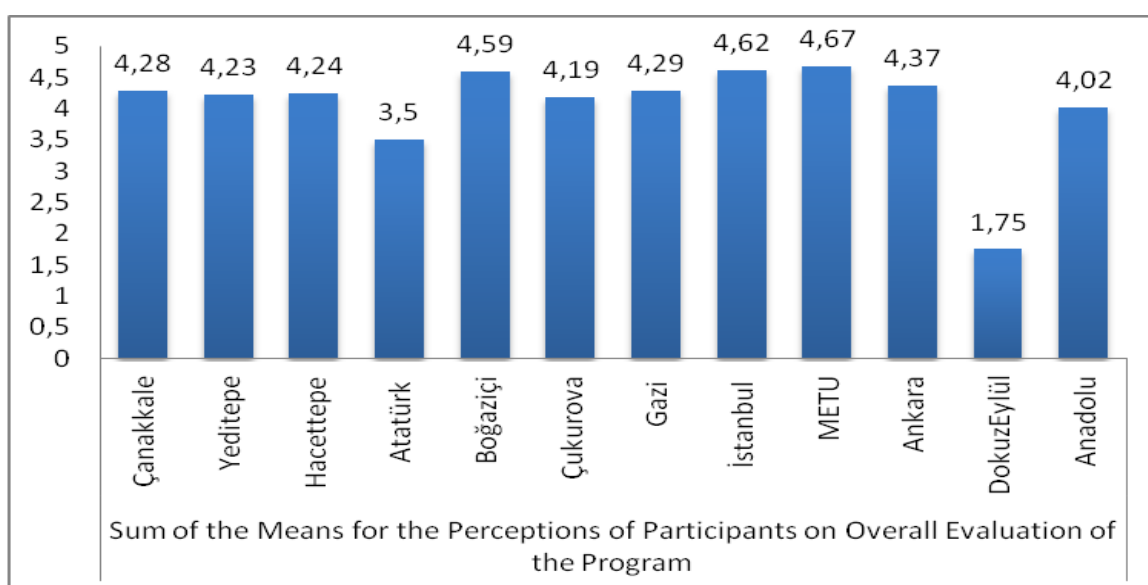


Figure 57. General perception of participants on the overall evaluation according to universities

4.7. The Role of Gender, Teaching Experience, Age, and Department Graduated in Participants' Perceptions of PhD ELT Program

RQ9- Do teaching experiences, gender and age differences make any differences in participants' perceptions?

4.7.1. The Impact of Teaching Experience on the Participants' Perceptions of the Goals of Program

In the results presented below in Table 4.60, a Kruskal-Wallis Test revealed a statistically significant difference in linguistic component across the different experience groups, $\chi^2(3, n = 116) = 10.04, p = .018$. An inspection of the mean ranks (*Mrk*) for the groups revealed that the 0-5 group had the highest scores, with the 15+ group reporting the lowest. Indeed, the highest mean ranks were observed in 0-5 group in all components of the program. This can be attributed to the participants' motivation to improve their skills in all components of the program at the beginning of their careers. Put differently, the lower the teaching experience, the more enthusiasm to promote professional competencies. However, no significant differences were found among groups in relation to other components of the program.

Table 4.60. Teaching Experience and the Importance of PhD ELT Program Goals

<i>Scales</i>	<i>Experience</i>	<i>N</i>	<i>Mean Rank</i>	<i>Kruskal Wallis</i>	<i>Sig.</i>
Linguistics Component	0-5	35	68.93	10.04	.018
	6-10	34	62.49		
	11-15	30	49.47		
	15+	17	45.00		
Literature Component	0-5	35	60.63	1.00	.800
	6-10	34	61.31		
	11-15	30	55.33		
	15+	17	54.09		
Methodology Component	0-5	35	63.30	2.25	.522
	6-10	34	53.84		
	11-15	30	60.28		
	15+	17	54.79		
Research Component	0-5	35	64.54	4.87	.181
	6-10	34	55.71		
	11-15	30	60.03		
	15+	17	48.94		
Educational Sciences Component	0-5	35	68.27	5.77	.123
	6-10	34	54.26		
	11-15	30	57.88		
	15+	17	47.94		

The results, as presented below in Table 4.61, a Kruskal-Wallis Test revealed statistically significant differences in effectiveness of PhD ELT programs in Methodology Component, $\chi^2 (3, n = 116) = 10.83, p = .013$, Research Component, $\chi^2 (3, n = 116) = 16.80, p = .001$, and Educational Sciences Component, $\chi^2 (3, n = 116) = 10.81, p = .013$. The scrutiny of the mean ranks (*Mrk*) revealed that the 0-5 group had the highest scores in all significant components, while the 15+ group had the lowest mean ranks. All in all, the highest mean ranks were observed in 0-5 group in all components of the program. However, the findings showed no significant differences among groups in relation to other components of the program.

According to the findings, there were differences between groups in relation to Linguistics Component. While the importance given to the linguistic component is comparably high in less experienced teachers, this number is noted to be low in more experienced teachers. As seen, the students with less teaching experience appreciate Linguistics Component more than the other experience groups.

Table 4.61. The Impact of Experience on the Effectiveness of PhD ELT program

<i>Scales</i>	<i>Experience</i>	<i>N</i>	<i>Mean Rank</i>	<i>Kruskal Wallis</i>	<i>Sig.</i>
Linguistics Component	0-5	35	66.40	4.96	.174
	6-10	34	60.90		
	11-15	30	51.07		
	15+	17	50.56		
Literature Component	0-5	35	62.80	2.26	.520
	6-10	34	61.56		
	11-15	30	53.57		
	15+	17	52.24		
Methodology Component	0-5	35	68.84	10.83	.013
	6-10	34	50.12		
	11-15	30	63.77		
	15+	17	44.68		
Research Component	0-5	35	68.59	16.80	.001
	6-10	34	63.46		
	11-15	30	53.67		
	15+	17	36.35		
Educational Sciences Component	0-5	35	69.73	10.81	.013
	6-10	34	58.96		
	11-15	30	56.08		
	15+	17	38.74		

The results of Kruskal-Wallis Test, Table 4.62, revealed no statistically significant difference across the different experience groups, in relation to the Rates of linguistic courses. However, the scrutiny of the mean ranks (*Mrk*) for the groups revealed that the highest scores were observed in 6-10 in Phonology and Morphology, Linguistics for English Language Teaching , and Brain-based Learning and Language, whereas the highest score was seen in Second Language Acquisition in 0-5 group. These findings indicate that the participants with less teaching experience perceive that the PhD ELT programs are rated higher than the other experience groups.

Table 4.62. The Impact of Experience on the Rates of Linguistic Courses

<i>Scales</i>	<i>Experience</i>	<i>N</i>	<i>Mean Rank</i>	<i>Kruskal Wallis</i>	<i>Sig.</i>
Phonology and Morphology	0-5	35	57.09	2.86	.413
	6-10	34	65.22		
	11-15	30	51.57		
	15+	17	60.21		
Second Language Acquisition	0-5	35	66.44	5.94	.114
	6-10	34	60.10		
	11-15	30	49.48		
	15+	17	54.85		
Linguistics for English Language Teaching	0-5	35	60.90	4.45	.216
	6-10	34	64.50		
	11-15	30	55.97		
	15+	17	46.03		
Brain-based Learning and Language Teaching	0-5	35	59.11	3.89	.273
	6-10	34	66.57		
	11-15	30	53.13		
	15+	17	50.56		

The results of Kruskal-Wallis Test, Table 4.63, revealed a statistically significant difference in the Approaches to English Language Teaching course across the different experience groups, $\chi^2(3, n = 116) = 11.18, p = .011$. Additionally, an inspection of the mean ranks (Mrk) for the groups revealed that the 0-5 group had the highest score, with the 15+ group reporting the lowest. Indeed, the highest mean ranks were observed in 0-5 group in all components of the program except for teaching grammar in ELT course in which the highest score was observed in 6-10 group.

Table 4.63. The Impact of Experience on the Rates of ELT Methodology Courses

<i>Scales</i>	<i>Experience</i>	<i>N</i>	<i>Mean Rank</i>	<i>Kruskal Wallis</i>	<i>Sig.</i>
Approaches to English Language Teaching	0-5	35	66.91	11.18	.011
	6-10	34	50.01		
	11-15	30	66.30		
	15+	17	44.38		
Teaching English to Young Learners	0-5	35	61.40	1.08	.781
	6-10	34	58.40		
	11-15	30	59.23		
	15+	17	51.44		
Teaching Language Skills	0-5	35	64.34	2.75	.431
	6-10	34	54.16		
	11-15	30	60.20		
	15+	17	52.15		
Teaching grammar in ELT	0-5	35	60.07	1.17	.759
	6-10	34	61.62		
	11-15	30	56.85		
	15+	17	51.94		

As shown in Table 4.64, the results of Kruskal-Wallis Test revealed no statistically significant difference in literature courses across different experience groups. However, an inspection of the mean ranks (*Mrk*) for the groups revealed that the 0-5 group had the highest scores in literature courses, with the 11- 15 group reporting the lowest.

Table 4.64. The Impact of Experience on the Rates of Literature Courses

<i>Scales</i>	<i>Experience</i>	<i>N</i>	<i>Mean Rank</i>	<i>Kruskal-Wallis</i>	<i>Sig.</i>
Literature in the Teaching of English	0-5	35	62.50	2.74	.433
	6-10	34	61.43		
	11-15	30	50.13		
	15+	17	59.18		
Cultural Aspects of Language Teaching	0-5	35	65.19	2.30	.512
	6-10	34	56.62		
	11-15	30	53.93		
	15+	17	56.56		

The results of Kruskal-Wallis Test, as shown in Table 4.65, revealed statistically significant differences in Research Methods course, $\chi^2 (3, n = 116) = 12.57, p = .006$, and Research Projects in ELT $\chi^2 (3, n = 116) = 10.38, p = .016$, across

different experience groups. However, there was no significant difference among groups with respect to other research related courses, i.e. Special studies and seminar. Furthermore, the scrutiny of the mean ranks (*Mrk*) for the groups revealed that the 0-5 group had the highest scores in Research Methods, Research Projects in ELT, and seminar with the 15+ group reporting the lowest. As for special studies course, the highest mean rank was observed in 6-10 group with the 15+ group reporting the lowest. Then again, as seen, the students with less teaching experience appreciate PhD programs more than the other experience groups.

Table 4.65. The Impact of Experience on the Rates of Research-related Courses

<i>Scales</i>	<i>Experience</i>	<i>N</i>	<i>Mean Rank</i>	<i>Kruskal Wallis</i>	<i>Sig.</i>
Research Methods	0-5	35	69.61	12.57	.006
	6-10	34	59.34		
	11-15	30	53.43		
	15+	17	42.88		
Research Projects in ELT	0-5	35	67.61	10.38	.016
	6-10	34	61.81		
	11-15	30	54.08		
	15+	17	40.91		
Special Studies	0-5	35	60.51	4.64	.199
	6-10	34	64.16		
	11-15	30	58.02		
	15+	17	43.88		
Seminar	0-5	35	59.99	1.12	.770
	6-10	34	59.62		
	11-15	30	59.85		
	15+	17	50.82		

The results of Kruskal-Wallis Test, as shown in Table 4.66, revealed that there is no statistically significant difference in Discipline of Education courses across different experience groups. Furthermore, the scrutiny of the mean ranks (*Mrk*) for the groups revealed that the 15+ group had the lowest mean scores in all courses, with the 0-5 group reporting the highest scores in Psychology for language learner/learning, Curriculum Development, Development for English for Specific Purposes, Materials Evaluation and Development in ELT, and Classroom Management in ELT. Moreover, the highest scores were observed in 6-10 group in Instructional Technology in ELT and English Language Testing, and 11-15 group

in Philosophy and History of Language Teaching. Like other program components, participants' with less experience highly appreciate the Rates of their PhD ELT programs.

Table 4.66. The Impact of Experience on the Rates of Discipline of Education Courses

<i>Scales</i>	<i>Experience</i>	<i>N</i>	<i>Mean Rank</i>	<i>Kruskal Wallis</i>	<i>Sig.</i>
Psychology for language learner/learning	0-5	35	64.77	4.73	.192
	6-10	34	53.54		
	11-15	30	63.00		
	15+	17	47.56		
Curriculum Development	0-5	35	63.91	4.27	.233
	6-10	34	57.22		
	11-15	30	61.18		
	15+	17	45.18		
Development for English for Specific Purposes	0-5	35	62.86	4.32	.228
	6-10	34	60.74		
	11-15	30	59.23		
	15+	17	43.76		
Materials Evaluation and Development in ELT	0-5	35	64.54	4.78	.188
	6-10	34	55.04		
	11-15	30	62.38		
	15+	17	46.12		
Instructional Technology in EL	0-5	35	59.79	3.53	.317
	6-10	34	62.38		
	11-15	30	60.05		
	15+	17	45.35		
English Language Testing	0-5	35	59.70	4.63	.201
	6-10	34	63.06		
	11-15	30	60.42		
	15+	17	43.53		
Classroom Management in ELT	0-5	35	65.90	6.57	.087
	6-10	34	54.93		
	11-15	30	62.75		
	15+	17	42.91		
Philosophy and History of Language Teaching	0-5	35	54.49	3.93	.201
	6-10	34	59.31		
	11-15	30	67.23		
	15+	17	49.74		

The results of Kruskal-Wallis Test, as shown in Table 4.67, showed no statistically significant difference in overall evaluation of the program across different experience groups. However, the inspection of the mean ranks (*Mrk*) for the

groups revealed that the 15+ group had the lowest mean scores in all courses, with the 0-5 group reporting the highest scores. These findings indicate that participants' with less experience reported positive attitudes toward the overall Rates of their PhD ELT programs.

Table 4.67. The Impact of Experience on the Overall Evaluation of the Program

<i>Scales</i>	<i>Experience</i>	<i>N</i>	<i>Mean Rank</i>	<i>Kruskal Wallis</i>	<i>Sig.</i>
The Helpfulness of Advisors during the Process of Writing Dissertation	0-5	16	50.22	6.36	.095
	6-10	21	34.24		
	11-15	26	42.25		
	15+	16	33.69		
Research Projects in The participants' Perceptions of their Professional Development During Writing Dissertation	0-5	16	48.38	3.04	.385
	6-10	21	38.93		
	11-15	26	37.90		
	15+	16	36.44		
Overall Evaluation of the PhD Program	0-5	16	42.50	1.04	.790
	6-10	21	39.12		
	11-15	26	41.88		
	15+	16	35.59		
The participants' opinions on their Prospective University, Department, and Advisors	0-5	16	48.38	5.35	.148
	6-10	21	34.12		
	11-15	26	42.69		
	15+	16	34.97		

4.7.2. Gender and Program Evaluation

Mann Whitney U test was conducted to find out whether gender differences have any impact on the participants perceptions of program courses. The results, as shown in Table 4.68, revealed that there is no statistically significant difference between male and female participants in relation to their perceptions of PhD program and program components. However, the scrutiny of mean ranks (*Mrk*) showed that females had higher mean ranks in program components and courses except for Literature Courses where males had higher mean rank (*Mrk*=59.35) than females (*Mrk*=58.00).

Table 4.68. The Impact of Gender on Program Evaluation

<i>Variables</i>	<i>Gender</i>	<i>N</i>	<i>Mean rank</i>	<i>Mann-Whitney U</i>	<i>Z</i>	<i>Sig.</i>
Goals of the program	Female	73	58.85	1544.000	-.147	.883
	Male	43	57.91			
Effectiveness of the program	Female	73	60.34	1435.500	-.770	.441
	Male	43	55.38			
Rates of Program Components	Female	73	60.40	1431.000	-.796	.426
	Male	43	55.28			
Rates of ELT Methodology Courses	Female	73	59.40	1503.500	-.380	.704
	Male	43	56.97			
Rates of Literature Courses	Female	73	58.00	1533.000	-.211	.833
	Male	43	59.35			
Rates of Research-related Courses	Female	73	58.58	1564.000	-.032	.975
	Male	43	58.37			
Rates of Courses Related to Discipline of Education	Female	73	59.45	1500.000	-.398	.691
	Male	43	56.88			

4.7.3. Age and Program Evaluation

The results of Kruskal-Wallis Test, as shown in Table 4.69, revealed there were statistically significant differences in Effectiveness of the program, $\chi^2(3, n = 116) = 9.35, p = .009$, and Courses Related to Discipline of Education, $\chi^2(3, n = 116) = 7.23, p = .027$, across different age groups. However, there was no significant difference among groups with respect to other components and courses of the program, with 25-35 age group having the highest mean scores in both cases. Indeed, the 25-35 group had the highest scores in all variables measured, indicating that younger students appreciate PhD programs much more than the other age groups. Surprisingly, the 46+ group reported the lowest mean ranks for all variables, suggesting that age is an effective factor in evaluating the Rates of the program. That is, as the participants grow older, they report more negative attitudes towards program Rates.

Table 4.69. The Impact of Age on Program Evaluation

<i>Variables</i>	<i>Age</i>	<i>N</i>	<i>Mean rank</i>	<i>Kruskal-Wallis</i>	<i>Sig.</i>
Goals of the program	25-35	78	60.24	.75	.686
	35-45	31	55.76		
	46+	7	51.21		
Effectiveness of the program	25-35	78	64.61	9.35	.009
	35-45	31	49.03		
	46+	7	32.36		
Rates of Program Components	25-35	78	62.51	3.48	.176
	35-45	31	50.85		
	46+	7	47.64		
Rates of ELT Methodology Courses	25-35	78	60.54	5.34	.069
	35-45	31	59.74		
	46+	7	30.29		
Rates of Literature Courses	25-35	78	60.19	1.55	.459
	35-45	31	57.52		
	46+	7	44.00		
Rates of Research-related Courses	25-35	78	62.92	5.63	.060
	35-45	31	52.50		
	46+	7	35.86		
Rates of Courses Related to Discipline of Education	25-35	78	62.40	7.23	.027
	35-45	31	55.69		
	46+	7	27.50		

4.7.4. Department of Graduation and Program Evaluation

Likewise, a Kruskal-Wallis Test was conducted to determine whether the participants differ in their perceptions of program with respect to the department graduated. The results showed no differences across groups. This can be attributed to the homogeneity of the groups as 86.2% of the participants had been graduated from ELT departments, 2.6% from curriculum and instruction departments, 3.4% from English and literature departments, .9% from Linguistics department, and 6.9% from other departments.

RQ10- What are the students' perceptions of the courses to be included in the PhD ELT programs in the future?

As understood from the results, research-related course, that is “Advanced Research Methods” is the most favored course followed by Doctoral Dissertation. “Teacher education in ELT”, “Teacher Training in English as a Foreign Language”, along with Statistical Methods in ELT, and other courses related to language teaching, i.e. “Contemporary Trends in Foreign Language Teaching”, “Foreign Language Teaching and Learning Problems”, “Foreign Language Education and

Educational Linguistics”, “Approaches to English Language Education” were found to be the next most favored courses by the participants. “Program Evaluation in English Language Teaching” and “Field work” were also among the most favored courses. As seen, the research courses, approaches to and new trends in language teaching, and statistical courses are highly appreciated by the participants. The participants’ perceptions of the courses offered in their program are given in Table 4.70 below.

Additionally, most of the participants stated that courses like “Discourse and Communication Analysis” and “Acquisition of Literacy Skills in Bilingual/Multilingual Children” (52.6%), “Pragmatics and Discourse Analysis” (51.7%), “Applied Sociolinguistics” (50.9%), “Computer Assisted Linguistic Analysis” (50.0%). However, as seen in Table 4.66, nearly 50% of them perceive that the suggest courses should be incorporated into the programs as elective courses not mandatory ones. The most favored courses as a “MUST” were *Foreign Language Teaching Seminar, Teacher Education in ELT, Approaches to English Language Education, Approaches to English Language Education, Contemporary Trends in Foreign Language Teaching, Advanced Research Methods, Program Evaluation in English Language Teaching, Doctoral Dissertation, Statistical Methods in ELT, Teacher Training in English as a Foreign Language, and Assessment and Evaluation in English Language Teaching.*

Table 4.70. Distribution of Courses Suggested for a PhD ELT program

<i>Courses</i>	<i>Yes</i>		<i>No</i>		<i>Must</i>		<i>Elective</i>	
	%	F	%	F	%	%	F	%
Foreign Language Teaching Seminar	9	7.8	4	3.4	54	46.6	24	20.7
Teacher Education in ELT	10	8.6	1	.9	64	55.2	17	14.7
English Teaching Materials Evaluation and Development	14	12.1	7	6.0	36	31.0	34	29.3
Approaches to English Language Education	12	10.3	2	1.7	53	45.7	25	21.6
Foreign Language Education and Educational Linguistics	17	14.7	2	1.7	39	33.6	34	29.3
Foreign Language Teaching and Learning Problems	14	12.1	3	2.6	39	33.6	36	31.0
Contemporary Trends in Foreign Language Teaching	13	11.2	1	.9	50	43.1	28	24.1
Multilingualism	10	8.6	13	11.2	14	12.1	54	46.6
Distance Education in English Language Teaching	11	9.5	19	16.4	15	12.9	47	40.5
Intercultural Approaches to Language	15	12.9	5	4.3	22	19.0	50	43.1
Special Studies	15	12.9	13	11.2	15	12.9	49	42.2
Aspects of Bilingualism	7	6.0	17	14.7	12	10.3	55	47.4
Computer assisted Linguistic Analysis	17	14.7	4	3.4	20	17.2	48	41.4
Special Topics in Applied Linguistics	19	16.4	4	3.4	17	14.7	52	44.8
Advanced Research Methods	8	6.9	0	0.0	74	63.8	9	7.8
Field work	16	13.8	3	2.6	38	32.8	34	29.3
World Englishes	11	9.5	16	13.8	6	5.2	59	50.9
Program Evaluation in English Language Teaching	16	13.8	4	3.4	44	37.9	28	24.1
Doctoral Dissertation	14	12.1	1	.9	68	58.6	8	6.9
Foreign Language Learning Policies	12	10.3	6	5.2	30	25.9	44	37.9
Statistical Methods in ELT	7	6.0	2	1.7	68	58.6	14	12.1
Applied Psycholinguistics	17	14.7	5	4.3	21	18.1	48	41.4
Personal and Professional Development	14	12.1	8	6.9	25	21.6	43	37.1
ESP and EAP in Language Teaching	7	6.0	11	9.5	18	15.5	54	46.6
Teacher Training in English as a Foreign Language	17	14.7	0	0.0	55	47.4	20	17.2
Research in Teaching Turkish as a Foreign Language	10	8.6	13	11.2	16	13.8	53	45.7
Applied Sociolinguistics	13	11.2	11	9.5	9	7.8	59	50.9
Web Based Language Teaching and Learning	13	11.2	7	6.0	20	17.2	51	44.0
Advanced Speaking and Intonation Relations	7	6.0	21	18.1	9	7.8	54	46.6
Discourse and Communication Analysis	13	11.2	8	6.9	10	8.6	61	52.6
Acquisition of Literacy Skills in Bilingual/ Multilingual Children	10	8.6	17	14.7	4	3.4	61	52.6
Pragmatics and Discourse Analysis	13	11.2	4	3.4	15	12.9	60	51.7
Computer Assisted Linguistic Analysis	14	12.1	8	6.9	11	9.5	58	50.0
Use of Technology in Materials Development	16	13.8	5	4.3	24	20.7	47	40.5
NLP in English Language Teaching	7	6.0	20	17.2	7	6.0	54	46.6
Assessment and Evaluation in English Language Teaching	16	13.8	2	1.7	44	37.9	30	25.9

RQ11- Are there any differences in participants' perceptions of the program in relation to the department they are currently working at?

Mann Whitney U test was run to discover if whether the participants differ in their perceptions of program courses. The results, as shown in Table 4.71, revealed that there were statistically significant moderate differences between the participants from state and private universities in relation to *the goals of the program*, state (*Mdn* = 20, *n* =99) and private (*Mdn* = 16, *n* = 17), *U* = 438, *z* = – 3.17, *p* = .002, effect size *r* = -.29, *Effectiveness of the program*, state (*Mdn* = 19, *n* =99) and private (*Mdn* = 17, *n* = 17), *U* = 588, *z* = –1.98, *p* = .047, *r* = -.21, and *Rates of Program Components*, (*Mdn* = 20, *n* =99) and private (*Mdn* = 16, *n* = 17), *U* = 438, *z* = –3.17, *p* = .002, *r* = -.22. In addition to median (*Mdn*) scores, the scrutiny of mean ranks (*Mrk*) also showed that state universities had higher mean ranks, Table 4.71, in all significant variables.

Table 4.71. The Impact of university type on Program Evaluation

<i>Variables</i>	<i>Department</i>	<i>N</i>	<i>Mean rank</i>	<i>Mann-Whitney U</i>	<i>Z</i>	<i>Sig.</i>	<i>r</i>
Goals of the programme	State	99	62.58	438.000	-3.17	.002	-.29
	Private	17	34.76				
Effectiveness of the programme	State	99	61.06	588.500	-1.98	.047	-.21
	Private	17	43.62				
Rates of Program Components	State	99	61.48	546.000	-2.31	.020	-.22
	Private	17	41.12				
Rates of ELT Methodology Courses	State	99	58.45	837.000	-.03	.972	-
	Private	17	58.76				
Rates of Literature Courses	State	99	60.07	686.000	-1.22	.220	-
	Private	17	49.35				
Rates of Research-related Courses	State	99	58.71	821.000	-.16	.871	-
	Private	17	57.29				
Rates of Courses Related to Discipline of Education	State	99	59.11	781.000	-.47	.636	-
	Private	17	54.94				

RQ12. Is there any relationship between the program graduated and the participants' perceptions of offered courses in the program?

In order to find out if there is a relationship between the participants department of graduation, preferably M.A. program, and their perceptions of courses offered at the PhD ELT program, correlation analysis was conducted both item by item analysis, i.e. Spearman rho, and Pearson Product Moment Correlation analysis. However, the results revealed that there is no statistically significant relationship

between department of graduation and perceptions of courses offered in the programs.

4.8. Open Ended Items

4.8.1. Apart from the aforementioned courses, do you have any other suggestions?

The participants' responses to the question are classified according to different components of ELT program. These responses are given categorically in Table 4.72 below.

Table 4.72. Participants' Suggested Program Components

<i>Components</i>	<i>Courses</i>
Policy	- Economy Politics of Teaching- - Economy Politics of the Profession of Teacherhood
Autonomy	- Autonomy of Learners / Learning -Autonomy of Teachers / Teaching
Research	-Teacher Research -Qualitative Research Methods -Ethics in Academic Research
Professional development	- Teacher Development -Academic Writing Skills -Conversational Analysis - Statistical Analysis for Language Teachers
Linguistics	-Corpus Linguistics -Syntagmatic vs. Paradigmatic analysis -Computational Linguistics
ELT Teaching	-Country-specific EFL teaching/Learning Problems and Needs -Language Acquisition Theories - Genre Studies as elective -Language Teaching Methodologies -language of media -practicum -Teaching students of learning disabilities -teaching through Interactive Whiteboards (IWBs) -Applied courses
Educational sciences	-Educational Psychology -Philosophy of Education (Educational Philosophy) -Educational Sociology

4.8.2. Given the existing courses provided by the ELT Departments, which one(s) did you like the most?

The findings indicated that 36 (31.03%) did not answer the question. Moreover, three out of eighty (2.59%) participants stated that they liked all the courses offered in their programs. The most favored course was Advanced Research

Methods, followed by Teacher training/Education SLA, Psycholinguistics, Academic Writing and Scholarly Publishing, Contemporary Trends in ELT, Educational Linguistics, Multilingualism, Intercultural Approach to Language Teaching, Project Design, Seminar, Assessment and evaluation in ELT, Program evaluation, Applied Linguistics, Foreign language learning policies, and Linguistics for ELT Second Language Acquisition. Table 4.73 provides the list of the most favored courses by the participants in details.

Table 4.73. The Participants' Perceptions of the Most Favored Courses

<i>Most Favored Courses</i>	<i>Frequency</i>
Academic Writing and Scholarly Publishing	4
Intercultural Communication	1
Advanced Research Methods	19
Statistical Methods in ELT	5
Aspects of bilingualism	1
Applied Linguistics	3
Second Language Learning theories	1
Teacher training/Education	15
Approaches and Methods	2
Approaches to ELT	2
Phonology	1
Sociolinguistics	1
Classroom Research	2
English Language Teaching	1
Curriculum	1
Contemporary Trends in ELT	4
Current Issues in Applied Linguistics	2
Discourse Analysis for English language Teachers	2
Educational Linguistics	4
Material evaluation	1
Applied phonetics	1
Multilingualism	4
Foreign language learning problems	2
Educational Psychology	1
First Language Acquisition	1
Foreign Language Education	1
Materials development	1
Intercultural Approach to Language Teaching	4
Educational Statistics	2
Neurolinguistics	1
Psycholinguistics	6
Project Design	1
Seminar	4
Field work	2
Assessment and evaluation in ELT	4
Foreign language learning policies	3
ESP - EAP in language teaching	2
Assessment and evaluation in language teaching	1
Language testing	1
Bilingualism	2
SLA	5

Table 4.73. The Participants' Perceptions of the Most Favored Courses (Continued)

Linguistics for ELT Second Language Acquisition	3
Technology in language learning	2
Fossilization	1
Professional Development in ELT	2
Philosophy of Education	1
Pragmatics	1
Preparation to Doctoral Dissertation	1
Qualitative Research Methods	1
Program development	1
Program evaluation	4
Sociolinguistics	1
Syllabus design	1
Language Teaching Policies	2
Teaching Students of Learning Disabilities	1
World Englishes	1

The most favored courses offered by PhD ELT programs are given in Table 4.74. below based on the universities surveyed.

Table 4.74. The Most Favored Courses Based on Universities

<i>University</i>	<i>Most Favored Courses</i>	<i>Frequency</i>
Çanakkale	Intercultural Approaches to Language, Program Evaluation in ELT, Foreign language Learning Policies, ESP - EAP in Language Teaching, Assessment and evaluation in language teaching	1
	Philosophy of Education	1
	Program Evaluation	1
	Program Evaluation ESP and EAP in Language Teaching	1
	Second Language Acquisition	1
	Teacher education	1
	Yeditepe	Language Policies
Research Methods Courses, L2 skills		1
Teacher Education Research Methods Statistical Analysis		1
Teacher Education Fieldwork / Program Evaluation		1
Hacettepe	Approaches to ELT, Phonology	1
	Contemporary Trends in Foreign Language teaching	1
	Educational Linguistics	2
	Educational Linguistics, Material Evaluation, Applied phonetics, Multilingualism Foreign language learning problems	1
	Educational psychology	1
	Foreign Language Education, Educational Linguistics Foreign Language Teaching, Learning Problems, Statistical Methods in ELT, Contemporary Trends in Foreign Language Teaching	2
	Research, Materials development, Multilingualism, Intercultural Approach in Language Teaching	1
	All	1
	Intercultural Approaches to Language	1
	Language Policies	1
	Multilingualism	1
	Multilingualism and Fossilization	1
	Preparation to Doctoral Dissertation, Qualitative Research Methods, Statistics I	1
	Seminar in ELT	1
	Technology-Based Courses and Research Methods Courses	1
Atatürk	Linguistics, Methodology and Research Methods In ELT. Psycholinguistics Technology In Language Learning	1
	Psycholinguistics, educational research methods and academic writing courses are the best ones.	1
	Research methods in English, Advanced Academic Writing	1
	Academic Writing, Discourse Analysis, Research Methods, Applied Linguistics, Contemporary Trends in Second Language Acquisition Research	1

Table 4.74. The Most Favored Courses Based on Universities (Continued)

Boğaziçi	Aspects of Bilingualism, Psycholinguistics	1
	Language Testing, Bilingualism, SLA, Advanced Research Methods"	1
	Research Methods And Statistics, Politics of Language Teaching, Bilingualism	1
Çukurova	Applied Linguistics Second Language Learning Theories	1
	Research Methods Teacher Training	
	First Language Acquisition	1
	Project Design	1
	Language Philosophy	1
	Linguistics.	1
	Personal and Professional Development in ELT	1
	Research Methods, teacher training	1
	Research Methods	1
	Second language learning	1
	Statistics	1
	Teaching Students of Learning Disabilities	1
		7
Gazi	Academic Writing and Scholarly Publishing Intercultural Communication	1
	All	3
	Applied Linguistics	1
	Changing Trends	1
	Educational Statistics, Research Methods, Neurolinguistics, Psycholinguistics	1
	Seminar	1
	Pragmatics, Intercultural Communication Assessment In ELT Teacher Training Psycholinguistics	1
	Seminar, Teacher Training,	1
	Syllabus Design Course, Teacher Training Course	1
	Teacher Education	3
	Teacher Education, Seminar, Psycholinguistics,	1
	Teacher Training Language Teaching Policies	1
	Istanbul	Contemporary Trends in ELT
Methods and Approaches		1
Professional Development		1
World Englishes		1
METU	Approaches to English Language, Teacher Education , Sociolinguistics, Classroom Research, English Language Teaching, Curriculum , Statistical Methods in ELT	1
	Current Issues in Applied Linguistics, Discourse Analysis for English Language Teachers	1
	Research Courses and Field Work	1
	Linguistics for ELT, Second Language Acquisition, Testing and Evaluation in ELT, Research Methods	1
	Program Development/ Program Evaluation	1
	Teacher Education in ELT	1
Ankara Dokuz Eylül	Teacher Education, Classroom Research, Research Methods	1
	Approaches and Methods Course	1
Anadolu	Advanced Research Methods Statistical Methods in ELT	1
	Research methodology	1
	Second Language Acquisition	2
	Sociolinguistics	1

4.8.3. Given the existing courses provided by the ELT Departments, which one(s) did you like the least?

Regarding the least favored courses offered by PhD ELT programs, 49 (42.24%) of the participants didn't give any comments. The list of the least favored courses is given in Table 4.75. As seen, the least favored course is Literature course, followed by Psycholinguistics, Methods and Approaches to ELT, First Language Acquisition, Seminar, Linguistics, and Material Design.

Table 4.75. The Participants' Perceptions of the Least Favored Courses

<i>Least Favored Courses</i>	<i>Frequency</i>
Intercultural Communication	1
Aspects of bilingualism	1
Applied Linguistics	2
Methods and Approaches to ELT	3
Curriculum	2
Multilingualism	1
First Language Acquisition	3
Educational Statistics	1
Psycholinguistics	5
Seminar	3
Testing/Assessment and evaluation in ELT	2
Foreign language learning policies	2
ESP - EAP in language teaching	1
Bilingualism	1
SLA	2
Technology in language learning	2
Pragmatics	1
Program evaluation	2
Sociolinguistics	2
Advance Speaking	1
Intonation relations	1
Common European Framework	1
Computational Linguistics	1
Literature	8
Linguistics	3
Distance education	2
Education courses offered in Turkish	1
Educational Linguistics	1
History of English Language	1
Teaching Turkish as a Foreign Language	1
Learning strategies	1
Linguistics and Language Teaching	1
Literature and ELT	1
Material Design	3
Educational sciences courses given in Turkish	1
NLP	1
Multiculturalism	1
Teaching English to Children	1

To provide more information, the least favored courses offered by PhD ELT programs are given in Table 4.76 below according to the universities surveyed in the study.

Table 4.76. The Least Favored Courses Based on Universities

<i>University</i>	<i>Most Favored Courses</i>	<i>Frequency</i>
Çanakkale	Advance speaking, intonation relations	1
	Distance Learning	3
	Literature courses	1
	Intercultural communication	1
Yeditepe		1
	Curriculum Development	2
	Educational Linguistics	1
	Second language acquisition	1
Hacettepe	Technology	1
	Current trends in ELT Seminar	1
	Linguistics and Language Teaching	1
	Literature and ELT	1
	Material Design	1
	Materials development	1
	Materials Development and other ELT-related courses	1
	Seminar	2
Sociolinguistics	1	
Atatürk	Testing	1
	Approaches to English language	1
	Courses related to pure Literature and Linguistics	1
	History of English Language	1
Boğaziçi	Literature Related Courses	1
	Pragmatics, Sociolinguistics	1
	ESP and EAP in Language Learning	1
	Methodology courses	1

Table 4.76. The Least Favored Courses Based on Universities (Continued)

		5
	Aspects of Bilingualism	1
	Child L1 Acquisition	1
	Common European Framework	1
	Computational Linguistics	1
Çukurova	Curriculum Development	1
	Foreign Language Policies Multilingualism	1
	Teaching Turkish as a Foreign Language	1
	L1 Acquisition	1
	Linguistics	1
	Seminar	1
	First Language Acquisition and Applied Linguistics	1
		7
	Education Courses	1
	All	1
Gazi	Learning Strategies	1
	Literature	2
	Educational Sciences Courses	2
	NLP, Multiculturalism, Bilingualism	1
	Psycholinguistics	2
	Foreign Language Policies	1
	Seminar	1
	Courses Based on Technology	1
		2
Istanbul	Testing and Assessment, Second Language Acquisition	1
	Linguistics course	1
METU		6
	Approached Methods and Techniques, Program Evaluation, Curriculum Development	1
	Programme Evaluation	1
	Psycholinguistics	1
	Seminar in Applied Linguistics	1
Ankara		-
Dokuz Eylül	Literature	2
	Applied Linguistics	1
	Psycholinguistics	1
Anadolu	Second Language Acquisition	1
	Statistics	1
	Teaching English to Children	1

4.8.4. What suggestions do you have for the improvement of the PhD programs in ELT Departments?

The analysis of the participants' responses revealed that 54 (46.55%) participant gave no comments. Those who answered the questions provided very useful

remarks on the betterment of PhD programs. Some of these responses are given below.

One student from Çanakkale University observed that “Although, there are many dynamics ranging from a successful management and basic departmental resources, personally, for the improvement of departments, I would suggest the improvement of hiring policies to staff the department with more qualified and expert professors”. Other suggestions include employment of expert instructors with expertise in their field, keeping balance between theory and practice, necessity of offering more elective courses, qualified Professors and Updated Courses and Contents, and more students’ involvement in research studies and receiving consultancy and feedback from instructors.

The participants from Yeditepe University stated that more learner centered approaches should be adopted in the programs and additional courses such as “teaching English to students with special needs” and seminar should also be incorporated into the program. One of the participants pointed out that the mindset of the academicians should change, and they should work harder and encourage their students to study and learn more.

One participant from Hacettepe University stated that elective courses from other departments or other universities should be taken. “I would like them to be more connected to each other. Things that we learn in one course should inform our research and/or teaching in other courses” said another student. Other suggestions are;

- more collaboration with other academic fields,
- more research-related courses in ELT,
- contemporary issues in SLA and SLA course, and
- much emphasis on current trends in ELT.

Apart from the above mentioned needs, there is also a need in the number of professors and elective courses offered in the program. One of the participants also suggested that “Rather than a qualifying exam, we should submit a portfolio in which we'd have different types of publishable papers” and “There need to be an opportunity to take more elective courses (even all courses) need to be elective at

two level. In PhD program you are supposed to be expertise in a specific area, but the 'must' ones prevent you from achieving this" said another participant. Another student suggested that there should be more options for the students to choose as an opening course for each semester and seminars should be elective courses not compulsory. Moreover, one of the participants stated that

"I think that the program must be changed into a research-based program giving much too practical aspects of language teaching not just theoretical ones. PhD candidates must spend a few sessions in classes and at the end of semester submit their SCHOLARLY PROJECTS as a criterion for evaluation. Paper and pencil exams are ridiculous in PhD programs. Moreover, in some universities, students pass the courses just by presenting a topic in the class and get their A's while in our program we have to present two presentations, papers, followed by mid- term and final exams. Results: C's or B's. In my opinion, there exists great inconsistencies in programs and this must be reconsidered".

According to a participant from Atatürk University, "Departments should enhance the practical aspects of the existing theories and to show how they are applicable to a real classroom environment and what the existing problems are" and "Educational research activities should be increased and students should be encouraged to publish qualified articles during their PhD" said another student. Furthermore, another participant stated that departments should provide much more assistance and encouragement for the PhD students to go abroad. According to another participant,

"The courses of PhD programs in ELT departments should involve a wide spectrum that appeals to the interests of researchers and should be comprehensively and adequately grounded so that core area studies, teaching-based studies and field work studies can be integrated and can also provide interdisciplinary research. Additionally, these programs should also cover the courses that will equip students with required research skills and methods from several dimensions, especially in terms of ethical issues".

A participant from Boğaziçi University suggested that "A very good training in statistics, research methodology and different paths should be offered to students with different interests". Moreover, "Labs to conduct online studies in psycholinguistics would be better, organizing summer-winter schools and having instructors from all over the world would enrich the program" proposed by another.

One of the participants from Çukurova University thinks that the philosophical background of the linguistic theories is missing and that interdisciplinary studies should be encouraged in the programs. While one of the participants suggested that there should be “More one-to-one interaction between professors and candidates”, another participant stated that “The program should have two basic courses as MUST courses each semester, and then students should be able to choose other courses depending on their research interest and motivation. The more there is variety, the better they will have a chance to improve themselves”. Besides, departments should upgrade their curriculum and work in coordination with foreign institutions for more active teacher and student exchange. As for courses, a participant stated that

"A variety of elective courses should be provided. Very few staff members would limit the richness of a PhD study culture, which is usually the case in Turkey. Teaching is an ability involving skill; it doesn't matter a professor, an associate or an assisted professor teaches or not but it is about dedication and also a matter of time allocation. Academic staff is usually too busy with teaching than supervising. Supervision should also be guided by the department; i.e., how one can actually supervise a PhD student during the course and dissertation work. This is a significantly important topic and it is not usually dealt within the faculties, very subtly assumed that PhD holder academic staff would already know how to supervise. This is very wrong!"

A participant from Gazi University focused on employing better teaching assistants, offering courses on research in ELT. Another student stated that the program should consider the needs and interests of both teachers and learners and offer more research-based lessons. One student referred to the incorporation of “More practical things and more article writing” and, indeed, field work, more self-study, and “research based approach” should be encouraged as suggest by another participant. Selection of candidates more carefully and encouragement for more self-study was also suggest by another participant. One of the students further suggested that

Definitely, in PhD programs, research-based courses should be. How to write academic journal courses should be included so as in each PhD course a research should be conducted. The courses should not be given according to the research interests of the professors. According to the necessity of a PhD program, relevant

professors should give courses. Moreover, professors should be encouraging the PhD candidates about being a researcher such as presenting a paper or informing about the conferences.

While emphasizing the necessity for “Advanced Research Studies” one of the participants from Istanbul University stated that “It would be nice to see specified research courses on evidence based methods or empirical studies”. Quality Assurance, Project Based Studies, Core Competence Oriented Studies, and much focus on field works were among suggestions made by another participant.

A participant from METU asserted that “Do not accept too many students. There is a negative correlation between number of students and the quality of them”. Regarding courses, one student said that more electives and less mandatory courses should be offered for the students. Moreover, “There should be must courses in each ELT program and different tracks for linguistics and teacher education” said another student. Additionally, one participant stated that materials load should be reconsidered since it is too overwhelming.

A participant from Dokuz Eylül University stated that “Unlike following a strict program, Professors' qualifications and research should allow them to offer courses as it is the case in PhD programs in the US”. Another participant from Anadolu University stated that

"Advisors should actually work with their students and make necessary corrections and give guidance before the actual presentations. Specifically if live in another city e-mail or web conferencing should actually be in use instead of physically going to the location. In the US advisors and academicians actually do work with you and read the material you give them. They do not accept graduate students if they do not have the time to guide or correct the drafts. Unfortunately here in Turkey advisors do not make time for you other than when you physically show up or only when you are presenting. Then what happens is, as the presenter you get quite a few negative feedbacks and your supervisor is also mad at you. It's quite uncomfortable. As the graduate student you do all the work without proper guidance".

One participant also suggested that “Neither the course owners nor a commission should decide on courses, but the world programs and trends should be considered for a coherent program”. Some other participants believed that

practical courses should be provided, the contents of some courses should be revised, and programs for training the trainers (professors) should be scheduled in the program.

Further comments indicated by the participants:

One of the participants stated that the trainers' experience in research not their titles should be fostered. Another participant stated that each student should have courses to develop their ability, to analyze data gathered from the participants before their PhD study. There were participants who were very satisfied with their program. "I am very lucky about both the atmosphere and the quality of the department" said one of the participants. However, some participants were not satisfied with the support provided by the program, especially by the dissertation advisors:

"I really wish my advisor was more supportive and attentive during the process of writing my dissertation. The most important shortage for PhD students in my department is the lack of guidance and support on the part of professors and advisors due to plenty of existing problems they have to deal with".

One participant complained that "Their career development struggle often surpasses their consultancy for PhD candidates". Some participants stated that they were not "really happy about the way some classes were done, not the professors", suggesting that departments should reorganize the way courses are offered. Some others complained about the lack of autonomy on the part of the students to choose their programs, professors, and even their dissertation topics. "It depends... I've been in the program for nearly 15 years (do consider me as a lazy PhD candidate)... The subject of the dissertation depends on the supervisor. What they have studied is to be my/your field of study, and thus, your expertise, for your future career. This is not fair, I guess..." stated one of the participants.

4.8.5. Are you happy with the teaching quality of the Associate Professors and Professors of the courses you have taken?

A total of 92 participants (79.3%) out of 116 participants answered this question. The results revealed that 6.9% of the participants stated that they were "a little" happy with their Associate Professors and Professors of the courses they had taken, 3.4% were not happy at all, while 59.5% stated that they were happy with their professors academic guidance. Interestingly enough, 9.5% of the participants

gave no comments. These findings indicate that the satisfaction level of the students and graduates about the professors and associate professors across the departments is relatively low and that the departments should reevaluate their programs and revise their criteria of employing qualified professors.

The low mean scores in Dokuz Eylül can be attributed to the small number of participants and their perceptions of overall evaluation of the program.

5. CONCLUSION AND RECOMMENDATIONS

The first part of the chapter consists of the summary of the main parts of the study in terms of its purpose to be conducted, the context, general outline of the participants, implementation of the study, data collection procedures and the results and findings in terms of the research questions. At the last part of the chapter, suggestions and the implementations of the study is thoroughly covered to improve the courses and content of the courses

5.1. Conclusions

This comprehensive evaluation research study was performed in order to evaluate the existing PhD ELT programs in Turkey in the 2013-2014 academic years by obtaining the perceptions of graduates and the students which can be named as an "insider group" from a total of 12 universities. The data was analyzed inclusively in order to give a clear picture of the programs offered in the Turkish context. Further elaborations of the findings to the related chapters can be epitomized as follows.

5.1.1 Demographic Information of the Participants

The first section covers the demographic information of the participants. Among the 116 participants, a large proportion was within the '25 to 35' age group. That is, the number of novice teachers participated in the study outnumbered the ones that are those with '15+' years of experience. The age range of the participants indicates that the study mostly reflects the ideas of this certain group. Furthermore, a large proportion of the participants teach at state universities whereas this number is lower in private universities; almost 8 out of 10. From the results, it can be indicated that, state universities are preferred by the participants and that they have been rated higher in employing teachers and instructors than private universities. From the results, it can be also be inferred that graduate studies are mostly preferred by teachers who teach at University level.

Demographic information also reveals that nearly half of the participants were instructors and research assistants who work at ELT departments. It can be concluded, therefore, that a great majority of the participants work at university level departments. In terms of the experience of the participants, it can clearly be

seen that the number of novice teachers participated in the study was more than those with '15+' years of experience. The large proportion of the participants is PhD students and only one third of them are PhD graduates. The findings also suggest that ELT B.A. graduates followed by English Language and Literature are more interested in continuing their studies and promoting themselves for more professional and academic environments in PhD ELT programs than those from other departments. The findings highlight the fact that language teaching and other disciplines such as literature, linguistics, translation, Curriculum and Instruction, and others are all interrelated. The findings of the study also underline the importance of the fact that language teaching is a preferred opportunity not only for the graduates of ELT departments but also by the graduates of other disciplines.

A large proportion of the participants either graduated from or still continuing their education at Hacettepe University, Gazi University, Çukurova University and Middle East Technical University (METU). The rest of the participants were almost distributed equally among other universities in Turkey.

5.1.2 The participants' Profiles

Section two deals with issues related to participant profiles including professional career choice, the aim for doing PhD, and factors that exert more influence on the participants to study for a PhD degree in ELT.

5.1.2.1 Professional career choice

"Researcher in an academic setting" is the most preferred professional career choice among the participants and that the number of those who initially wanted to become teacher at private or state high schools is extremely low. When asked about the reason why they wanted to get a PhD degree in ELT, high majority of the participants stated that they wanted to become academic and change their job. It is understood from the participants' self-report that the driving force for applying for PhD courses is job change and promotion as well as becoming an academic.

5.1.2.2 The Influence of Factors in deciding to do PhD studies

The most important factor for doing PhD program is "personal intellectual enrichment" with 97.4%. Moreover, a very high number of participants rated "advanced degree required for career advancement" (93.1%) and "primary career

choice” (92.2%). Surprisingly, only less than half of the participants indicated that they would like to do their PhD studies to get higher income. 7 out of 10 of the participants revealed that they entered PhD programs because of the reputation of the graduate program are considered as the most important factors in program enrollment.

As for the *purposes of program*, “Preparing scholars and researchers” was found to be the most important purpose of a PhD program (84.8%). Other important factors were, “Preparing PhD candidates for more advanced study” (83.7%), “providing personal enrichment” (79.3%) and “preparing teachers” (74.2%) were noted to be other important purposes of PhD programs. Therefore, the findings clearly show that further academic study and personal enrichment are given importance by the PhD departments/programs. The participants expect the department/program to assign greater importance to “preparing scholars and researchers”, “providing personal enrichment”, and “Preparing PhD candidates for more advanced study”. These findings suggest that both departments and the PhD candidates have the same opinion about main mission of the PhD programs.

5.1.3. The Participants’ Opinions on the General Characteristics of PhD Programs

This part of the survey highlights the opinion of the participants in terms of the general characteristics of PhD programs they are attending or they have attended such as; scholarly excellence, quality of teaching, faculty concern for students, departmental procedures, available resources, curriculum, and students’ perceptions of the relevance of the curriculum to their future needs. A general information on the opinions of the participants about the programs they are attending or they have attended will be given in detail in the following section.

5.1.3.1. Program Description

This section consists of issues like,

- respect shown to students by the department,
- opportunity to take courses from other departments,
- the validity of the candidacy exam,
- quality of professors in the departments, and

- the number of support and clerical staff in the departments

The findings indicated that the learners are treated with respect by the members of the programs they are attending. The results also signaled that there is a warm and friendly atmosphere in PhD ELT departments. According to the findings of the study, more than half of the participants disagreed with the existence of tensions in their departments. Based on the findings, it can be concluded that tensions between faculty members, like frictions between professors, are not so important factors in the PhD ELT departments. The findings revealed that PhD ELT programs were useful enough to meet the candidates' expectations from these programs and that the participants can get the most out of the programs they attend. The findings further indicated that most PhD ELT programs do not encourage taking courses from other departments. 48.3% indicated that they are not encouraged to take courses from other departments and 23.3 % were undecided. Only 28.4% of the participants gave positive feedback on this issue.

According to the results, candidacy exam was a good test of their knowledge. The results highlight the appropriateness of the candidacy exams, suggesting that the participants are tested properly in the candidacy exams in ELT departments and that they perceive this exam as a good to test their knowledge and skills. The findings signal moderate satisfaction rate about the interaction between the department and related disciplines or programs on the campus. 29.3% of the participants disagreed with this item and 24.1% indicated that they are undecided, only 46.5% believed that they have a chance to form relationship with related disciplines. Findings also suggest that most of the participants perceive that their departments employ qualified professors and this enriches the quality of education offered by these departments. The findings suggest that on the whole the departments seem to keep a satisfactory number of support and clerical staff including student assistants.

All in all, according to the findings of the study, it can be understood that most of the participants are satisfied with the PhD ELT departments they are attending or graduated from in terms of the general program description. They perceive that they are treated with respect, the attitudes of faculty members toward students are positive, departments try to employ quality professors, and the candidacy exams

conducted by the departments are properly prepared to test the candidates' knowledge and their ability to be qualified scholars in future.

5.1.3.2. Departmental Support

Departmental support deals with the amount of support provided by the department. Helping the graduates to find jobs, the flexibility of the department on important issues, and the extent to which the program is helpful in providing career support graduates are dealt under this heading. The findings indicate that the departments are good at preparing for future professional work (75%). The high percentage of agreement with this item illustrates the general picture of the departmental support for the participants. However they do not actively support the graduates of PhD programs to find appropriate employment. Only 12.9% of the participants indicated positive response on this issue. Indeed, the findings suggest that a great majority of the participants receive adequate help from their departments, and departments are actively helpful to PhD students regarding their career development.

5.1.3.3. Atmosphere in the Department

These findings clearly portray the picture of greater sympathy in the department and emphasize the existence of mutual respect among PhD candidates and professors. It is clear from these findings that the atmosphere in ELT departments is humane, and this friendly situation is enhanced through mutual respect between professors and students. A large proportion of the participants agreed that the program head is/was in cooperation with the faculty administration, The results indicated that a great majority of the participants agreed that the PhD students desire to support each other in order to meet the academic demands of the department, Put differently, the findings showed higher degrees of cooperation among the participants to achieve their educational goals. Similar to the findings of the study in previous items, the participants perceive that the departments provide and maintain higher levels of quality of communication in the departments in relation to the students' needs, concerns and suggestions.

On the whole the results reveal that the participants have positive attitudes towards the existing atmosphere in the department, especially regarding humane environment, cooperation with the faculty administration, and the support to meet

the academic needs of the department. However, communication between faculty and PhD candidates regarding student needs is relatively low. Therefore the departments need to provide more opportunities for their students to communicate what they mean and need in a friendlier and communicative atmosphere.

5.1.3.4. Program Instruction/Evaluation Methods

Indeed, the participants perceive that the program was rated high in preparing good researchers on the field of ELT. As seen, a great majority of the participants stated that the quality of instruction is satisfactory. This indicates that students and graduates perceive that the quality of instruction is satisfactory in their departments. It can be inferred from the results that the programs have established a good linkage between different courses. All in all, PhD in ELT programs have been rated high in establishing a good balance of teacher-centered and student-centered learning by the participants. On the other hand, according to the findings of the study, the program is not as highly equipped with the necessary instructional technologies and other resources as expected.

A relatively substantial proportion of the participants perceive that their programs equip or equipped them with the necessary instructional technologies and other resources. These findings indicated that programs were rated high in fulfilling their objective to transform the students into reflective teachers. As seen, an overwhelming number of the participants perceive that promotion of intellectual development is one of the most important functions of PhD and that the programs have been highly rated in living up to this important goal. The implication is that PhD departments understand the value of keeping balance between theory and practice and put due emphasis on the issue. The findings put emphasis on the effectiveness of the programs in preparing English teachers. These findings show that the students are potentially able to appreciate the importance of the feedback provided by the professors during the program.

5.1.3.5. Classroom Management and Cooperation Skills

The results for this section indicate that there is a need for reconstruction in *Classroom Management and Cooperation Skills* in general. Participants indicated that the PhD programs were not good enough in teaching classroom management skills. The findings also reveal that the programs are/were moderately rated in

teaching their students the necessary skills in order how to prepare and use foreign language teaching materials. One other weakness rated related to this part of the study is that the programs are not so highly rated in teaching their students the skills needed for preparation, use, and adaptation of foreign language teaching materials. Furthermore, the participants believe that the departments are not good enough in teaching classroom management skills to their students.

It can clearly be understood from the results that the participants of the study are aware of their needs in terms of the above mentioned points. The low scores give an idea about the perceptions of the participants which brings out the need for reconstruction at these points. Preparing and adopting foreign language teaching materials are part of the profession especially in the field of English Language Teaching (ELT). The need, in this sense should be taken into account in order to prepare the future academicians to the field in a more adequate way.

5.1.3.6. Program Resources

The findings clearly depict the current situation of the PhD departments in terms of equipment needed for teaching. The results indicate that in term of program resources *Program Resources*, some departments do not offer sufficient technological help to their students. The findings indicate that the participants are moderately satisfied with the offerings of libraries. All in all, it seems that PhD specialized facilities, such as laboratories or studios, and equipment needed for teaching are not satisfactory in the departments surveyed. This indicates that they were either indifferent to such issues or they may not intended to give their opinions because of the predicament of financial resources.

5.1.3.7. Program Content

The courses offered within the program follow a logical sequencing in ELT programs and that most of PhD ELT programs are up-to-date and cover the current trends in the field. It is therefore understood that the programs allocate sufficient time for each course within the program. More than eight in ten of the participants believe that their programs adequately train them to be good researchers in their field. It is also clear from the findings that a moderate proportion of the participants perceive that the programs give adequate training according to the needs of local context. Participants agreed that the programs

offered in these departments are relevant to the students' educational needs and they encourage them to reflect on their past experiences as language learners. It can clearly be seen that the programs were highly rated in teaching their students to follow current trends in ELT programs

On the other hand, the findings indicate that the programs should reconsider their teaching programs so as to allocate more importance to training in teaching language skills. The findings also indicate that the departments do not offer a wide variety of PhD level course and program offerings as expected by the students. Also, the teaching methods are moderately well-tailored for the students' needs. Taking adequate training in teaching language skills and the teaching methods in the programs are two other significant points to be underlined by the departments as these two points were rated low satisfaction. These two points can be considered as the weak points of the program that need a spotlight in order to increase the satisfaction level of the participants. One other important point to be highlighted is the number and variety of the courses offered in PhD ELT programs. The results of his study also indicate the need for wider variety of courses to be offered in their course catalog. One other point to mention is that a moderate proportion of the participants perceive that the programs are able to avoid overlapping information between different courses. Therefore, the programs adequately train the PhD candidates in research methods.

5.1.3.8. Overall Evaluation

A huge number of the participants rated the *Overall Evaluation* positively, suggesting that what students have learned in their programs will be useful in their future career. Participants agreed that the programs were a great help in increasing their power of self-evaluation. These findings emphasize the effectiveness of the programs in transforming the PhD candidates into successful researchers in the field of ELT and that the programs greatly help the students develop the necessary knowledge and skills required for their careers. It is clear that the programs are successful in training students for research purposes in ELT-related studies. The findings indicated that 80.2% of the participants agree that the total number of credits that a PhD candidate should take during the course period is enough for the program. This percentage signals that most of the

participants are satisfied with their programs and the general quality of their learning experiences at the ELT departments.

5.1.4. Evaluation of Courses and Program Goals

5.1.4.1. The Students' Perceptions of the Goals of the Program

A great majority of participants perceive that “ELT Methodology Component” and “Research Component” as the most important components of the program. Following these, are the “Educational Sciences Component” and “Linguistics Component”. A large proportion of the participants revealed that the least important component was literature component. The participants also indicated that literature is not a component related to English Language Teaching studies.

5.1.4.2. The Effectiveness of Program Components in Becoming an Academic

“Research Component”, “ELT Methodology Component”, “Linguistics” Component and “Educational Sciences Component” were the most useful components of the program in helping the students to become an academic, respectively. However, “Literature Component” was found to be the least useful component of the program in becoming an academic.

5.1.4.3. The Rates of Linguistic Courses

The results revealed that “Second Language Acquisition” course and “Linguistics for English Language Teaching” (were the most successful components of the program, respectively, followed by “Brain-based Learning and Language Teaching” and “Phonology and Morphology” were found to be the least important component of the program

The analysis of total scores for all universities revealed that Çanakkale, Atatürk, Dokuz Eylül, and Anadolu universities were found to be lowly rated in linguistic courses since the participants reported low scores. Moreover, Boğaziçi University followed by Hacettepe University and Ankara University were found to be the most highly rated universities in offering linguistic courses.

5.1.4.4. ELT Methodology Courses

The results revealed that, among ELT Methodology Courses, a high number of participants rated "Approaches to English Language Teaching" high and also believed that "Teaching Language Skills" was also a highly rated course. Furthermore, according to the participants, "Teaching Grammar in ELT" and "Teaching English to Young Learners" were the two lowly rated courses in helping students to become an Academic. Indeed, "Approaches to English Language Teaching" was the most highly rated course whereas "Teaching English to Young Learners" was the least rated course in this regard.

The results further signaled that all universities seem to have a highly rated PhD ELT programs with respect to ELT methodology courses. Ankara University followed by Yeditepe, Çanakkale, Hacettepe, and İstanbul universities, were rated as the most highly rated universities in terms of Methodology courses.

5.1.4.5. The Rates of Literature Courses in Become an Academic

The results of for Literature component revealed that "Cultural Aspects of Language Teaching" is rated higher than "Literature in the Teaching of English" These findings suggest that the cultural aspects of the literature component plays greater role in students' becoming an Academic than the literature aspect.

Regarding literature courses, the scrutiny of scores for each university revealed that only Ankara, METU, and İstanbul universities seem to have higher ratings in PhD ELT programs with Ankara and METU universities reporting the highest scores followed by İstanbul University.

5.1.4.6. The Rates of Research-related Courses in Gaining the Competencies of a Qualified Researcher

The results revealed that a considerable amount of participants stated that "Research Methods" was the most highly rated research-related course followed by "Research Projects in ELT" as the second most most highly course. "Seminar" and "Special Studies" were rated as having the least ratings. These findings suggest that the participants highly appreciate practical aspects of the research-related courses.

The findings also indicated that participants from all universities seem to agree that their departments offer successful research-related courses except for Ankara

and Dokuz Eylül universities, On the other hand, the highly rated universities were Boğaziçi followed by Yeditepe, Çanakkale, Hacettepe, İstanbul, and METU.

5.1.4.7. The Rates of Courses Related to the Discipline of Education

According to the findings of the study, the participants indicated that, “Materials Evaluation and Development in ELT” and “Curriculum Development” were the most highly rated courses in educational sciences component. Additionally, the lowest rating stated by the participants were observed in “Classroom Management in ELT”, “Philosophy and History of Language Teaching”, and “Curriculum Development for English for Specific Purposes”.

Finally, by looking at the analysis of scores based on universities, it can be revealed that Dokuz Eylül, Atatürk, and Anadolu universities seem to be lowly rated in offering courses related to discipline of education, with Dokuz Eylül University reporting the lowest score. However, Çanakkale, and Hacettepe were found to be highly rated universities offering educational courses.

5.1.4.8. The Participants’ Perceptions of a PhD ELT Program According to their Degree of importance

The findings, revealed that the most important PhD courses among the participants were indicated as; “Advanced Research Methods”, “Doctoral Dissertation”, “Contemporary Trends in Foreign Language Teaching”, “Teacher Education in ELT”, “Statistical Methods in ELT”, “Teacher Training in English as a Foreign Language”, “Foreign Language Teaching and Learning Problems”, “Foreign Language Education and Educational Linguistics”, “Approaches to English Language Education”, and “Program Evaluation in English Language Teaching”.

On the other hand, the results also revealed that “English Teaching Materials Evaluation and Development”, “Foreign Language Teaching Seminar”, “Foreign Language Learning Policies”, “Personal and Professional Development”, “Psycholinguistics”, “Intercultural Approaches to Language Instruction”, “Multilingualism”, “ESP and EAP in Language Teaching”, “Special Studies”, “Aspects of Bilingualism”, “Computer assisted Linguistic Analysis”, “Distance Education in English Language Learning” and “Research in Teaching Turkish as a Foreign Language” were moderately important courses of the PhD ELT program.

These findings indicate that nearly all participants perceive that the courses offered in the PhD ELT programs are important. The difference is only the matter of degree among these courses. “World Englishes” was rated as the least important course according to the ratings of the participants.

5.1.5. The Participants’ Perceptions of Writing Dissertation Process

This section presents the results of PhD students’ perceptions of the contributions of dissertation advisors to the process of writing dissertations, the students’ self-evaluation of writing dissertation, and overall evaluation of the PhD program and their willingness to choose such programs in future. It should be noted here that this section represents the opinions of graduates and those who had finished their courses, or had passed the Qualifying exam. Therefore, only 95 participants were expected to rate the items in this part, however 16 participants left the section unchecked and only 79 of the participants responded to the questions.

5.1.5.1. The Student’s Perceptions of the effectiveness/helpfulness of their Advisors during writing their dissertations

The results revealed that less than half of the participants agreed with the effectiveness/helpfulness of their advisors’ during writing their dissertations. The scrutiny of the scores indicated that all participants perceive that their advisors were not that much helpful and effective during writing their dissertations. Though moderate, the highest rating was observed in “providing personal enrichment”, and the lowest was obtained for “doing research for your dissertation”.

The scrutiny of scores based on the universities revealed that participants from METU, Hacettepe, Gazi, and İstanbul universities seemed to perceive that their programs and professors were more helpful than other universities in terms of finding a dissertation topic, writing the dissertation proposal, doing research for their dissertation, and providing personal help during writing their dissertation. Additionally, Ankara, Dokuz Eylül, Atatürk, and Boğaziçi universities were found to be less helpful to their students, respectively. Other universities, provided moderate support for their students.

5.1.5.2. The Student's Perceptions of Professional Development during writing their Dissertation

The highest score was observed in “I developed skills to pursue my own research agenda”, while the lowest score was ascribed to “I have been able to work with the dissertation advisor of my choice”. These findings indicate that the participants are not satisfied with their programs in respect to the right to choose their own advisors, level of professional self-development and the skills necessary for writing journal articles and presenting papers effectively.

Likewise, the inspection of scores per university demonstrated that participants from Ankara, METU, Çanakkale, Hacettepe, Boğaziçi, Atatürk, Anadolu, and Gazi universities perceived that they had gained higher levels of Professional Development during writing their dissertation, respectively, while participants from Dokuz Eylül and Yeditepe universities reported lower levels of professional development during the process of writing their dissertation, respectively.

5.1.5.3. The Student's Perceptions of Overall Evaluation of the Program

On the whole, the participants are moderately satisfied with their experience in the PhD program, its quality, and its effectiveness in meeting their educational and professional expectations.

The analysis of scores also indicated that only participants from METU, and Boğaziçi reported positive attitudes toward their programs, suggesting that these universities were successful to provide quality PhD programs and meet the expectations of their students. However, participants from Dokuz Eylül and Atatürk universities did not seem to have better experience on their programs and believed that the PhD ELT programs in their departments did not meet their expectations. The findings also revealed that other universities surveyed in the study were moderately rated in providing quality ELT programs for their students.

5.1.5.4. The Student's Perceptions of their Prospective Career

The findings on *student's perceptions on prospective career* revealed that the PhD ELT students surveyed in the present study were moderately inclined to choose the same university, department, and dissertation advisors if they were to start graduate career again in future.

Furthermore, the results revealed that participants from METU, Çanakkale, İstanbul, Hacettepe, and Gazi universities seemed to be satisfied with their universities, departments, and advisors, indicating that they would choose the same universities, departments, and advisors if once again they were given the chance. However, the participants from Dokuz Eylül and Ankara universities reported negative attitudes toward their universities whereas participants from other universities were found to be moderately willing to choose the same universities, departments, and advisors.

5.1.6. Evaluation of PhD ELT Programs Based on Universities

5.1.7. The Participants Perceptions of General Evaluation of the Program Based on University

The participants from all universities seem to agree with the general evaluation of their programs, except for those from Dokuz Eylül University. This indicates that there are no frictions between faculty members, professors or students in most of the Universities surveyed. The highest rating was seen in Middle East Technical University (METU) followed by Ankara, İstanbul and Boğaziçi Universities. However, the lowest score observed in Dokuz Eylül University shows the existence of frictions among faculty members and students.

The results showed that the participants from all universities agree that there is a good rapport between faculty and PhD candidates in the program. The highest scores were found in Boğaziçi and METU, while the lowest score was seen in Dokuz Eylül University.

The findings showed that only participants from İstanbul University seem to agree that there are tensions in the faculty which affect PhD candidates. This indicates that other universities have been able to overcome the tensions which might affect the students. METU, Boğaziçi, Gazi, Atatürk, Anadolu, and Hacettepe universities were the most highly rated universities in this respect.

The results further indicated that the PhD ELT programs are not able to live up to their goals and programs do not meet the students' needs. Participants from Dokuz Eylül and Atatürk universities disagreed with the statement. However, other universities Ankara, Boğaziçi, and Yeditepe universities were highly rated.

Participants from Ankara and Atatürk universities seem to agree that their program encourages taking courses outside the department, while others disagree with this statement.

The participants from Dokuz Eylül, Atatürk, and Anadolu universities disagreed that the candidacy exam was not a good test of their knowledge, whereas participants from other universities agreed with the item. The highest scores were found in Çanakkale University and Ankara University. However, the lowest score was observed in Dokuz Eylül followed by Atatürk and Anadolu universities.

The participants from Ankara, İstanbul, Çanakkale, Gazi, Hacettepe, and Çukurova universities seem to agree with Ankara and İstanbul as the most highly rated ones, suggesting that the candidacy exam was a good test of their ability to be scholar. These findings indicate that half of the universities surveyed offered candidacy exams which had the potential to test the participants' ability to be a scholar.

The participants from five universities, i.e. Ankara, METU, Atatürk, Anadolu, and Çanakkale, agreed that they are provided satisfactory interaction between the department and other disciplines in the campus. On the other hand, participants from other universities disagree with the statement and Dokuz Eylül University having the lowest ratings to provide satisfactory interaction between the department and other disciplines in the campus.

Participants from other universities in the study agreed with that their programs employ qualified professors with METU the most highly rated one followed by Ankara, Gazi, Boğaziçi, Çukurova, Yeditepe, Anadolu, Hacettepe, and Çanakkale universities, respectively. Participants from Dokuz Eylül University disagreed with the statement.

The findings revealed that participants from Dokuz Eylül, İstanbul, and Çanakkale disagreed with the number of clerical staff (including student assistants) and support given in the department. Dokuz Eylül University reported the lowest score. However, participants from the other universities surveyed agreed that the number of support and clerical staff (including student assistants) in the department is satisfactory, with METU having the highest score followed by Ankara and Gazi universities.

Dokuz Eylül and Gazi Universities have the lowest score in program description, whereas other universities have acceptable scores with Ankara University reporting the highest score.

The participants from all universities in the study stated that the programs do not actively help graduates to find appropriate employment. Dokuz Eylül, İstanbul and Yeditepe universities reporting lower scores than the others, respectively. This means that the departments from universities agreed that do not actively help graduates find appropriate employment. Participants all agreed that their programs provided/is providing them with very good preparation for their future professional work, with METU, İstanbul, Boğaziçi, Anadolu, and Hacettepe universities having higher scores, respectively, Dokuz Eylül University with the lowest score. Apart from Dokuz Eylül University, participants from other universities seem to agree that their faculty is/was helpful for the PhD ELT program students, with METU and Hacettepe having the highest score.

The results revealed that participants from Dokuz Eylül and Yeditepe universities seem to perceive that their program does not provide adequate support for their students. These findings, suggest that most universities are actively providing enough support for their students, with METU, Ankara, and Hacettepe universities reporting the highest scores respectively.

The lowest score was found for Dokuz Eylül University and the highest score in METU, suggesting that Dokuz Eylül University does not provide departmental support for the PhD students. Moreover, Yeditepe University was also found to have the lowest rates in this regard although the score was proportionally better than Dokuz Eylül University. Other universities provide adequate level of departmental support for their students.

Getting the appropriate support from the department is one of the crucial part of the process during and after the PhD studies it is for this reason that the results to this part of the study should carefully be considered by the university administrations in order to increase the quality.

The participants from all universities except for Dokuz Eylül University with the lowest score suggested that their departments have successfully created a humane environment characterized by mutual respect by PhD candidates and

professors, with Boğaziçi University having the highest score followed by METU, Gazi, and İstanbul universities reporting the next highest scores. In the same vein, only participants from Dokuz Eylül University reported the lowest score, while others reported higher scores, with İstanbul University reporting the highest score. This shows that program heads at these universities are /were in cooperation with the faculty administration. Regarding the cooperation among the participants, participants from Dokuz Eylül and Anadolu universities seem to disagree with the existence of tendency among PhD candidates to help and support each other to meet the academic demands of the department. The highest scores were observed in METU and Hacettepe universities followed by Boğaziçi Çukurova, and Ankara. Finally, the participants from Dokuz Eylül and Yeditepe universities disagree that there is good communication between faculty and PhD candidates regarding student needs, concerns and suggestions, while other participants seem to agree with the statement, with Ankara University reporting the highest score.

The findings showed that only participants from Dokuz Eylül reported negative opinions towards the existing atmosphere in their department, whereas other universities were successful in creating pleasant atmosphere in the department which can greatly help to promote language learning outcomes.

The results also revealed that, the participants from Dokuz Eylül and Atatürk universities disagreed, while other participants agreed that the quality of instruction in their courses was satisfactory, with İstanbul, METU, and Yeditepe universities reporting the highest scores. Likewise, the participants from Dokuz Eylül and Atatürk universities reported the lowest scores, suggesting that the program doesn't have good linkage between different courses and is unable to balance teacher-centered and student-centered learning on its courses. İstanbul University reported the highest score followed and Ankara universities and İstanbul, METU, Boğaziçi, Gazi, Çanakkale, Ankara, and Anadolu universities respectively having the highest scores.

The participants from Dokuz Eylül, Atatürk, Yeditepe, Çanakkale, and Hacettepe universities disagreed that their program is equipped with the necessary instructional technologies and other resources. Other universities were highly rated in this respect with METU, Gazi, Ankara, and İstanbul universities reporting highest scores; Dokuz Eylül having the lowest score respectively. The participants

from Dokuz Eylül and Ankara universities seem to disagree with the statement, while others agreed that the program encourages/encouraged them to be a reflective teacher, with METU, İstanbul, Gazi, and Boğaziçi universities reporting the highest scores respectively. However, only participants from Dokuz Eylül University with the lowest score disagreed whereas other participants seem to agree that the department promotes intellectual development with METU, İstanbul, and Boğaziçi universities having the highest score.

The participants from Yeditepe, Atatürk, and Dokuz Eylül universities disagree however, other participants agreed that their program puts/put emphasis on the balance between theory and practice. METU, Gazi, İstanbul and Ankara universities were highly rated in keeping the balance between theory and practice, respectively. However, only participants from Dokuz Eylül University reported the lowest score, while all participants from other universities agreed their programs prepare/prepared them to be a good researcher on the field of ELT. METU had the highest score followed by Boğaziçi, Anadolu, Çukurova, Yeditepe, Gazi, Çanakkale, Hacettepe, and İstanbul universities, respectively. Other participants seem to agree that their professors provide valuable feedback for their students, with METU, Gazi, Anadolu, Hacettepe and İstanbul universities were the highly rated universities in this respect.

Only participants from Ankara University agreed that their program teaches /taught classroom management skills sufficiently. The participants from Dokuz Eylül, Anadolu, Gazi, Çukurova, Boğaziçi, Yeditepe, and Çanakkale universities rated low scores in terms of teaching their students how to prepare and use foreign language teaching materials, whereas Ankara University and METU were the most highly rated universities in this respect. Finally, the participants from Dokuz Eylül, Anadolu, Boğaziçi, Yeditepe, and Çanakkale universities suggested that their program does not /did not teach them how to adapt foreign language teaching materials. However, Ankara University reported the highest score followed by METU.

As it can clearly be seen from the results, Ankara University was the most highly rated university in teaching "Classroom Management and Cooperation Skills Methods" to their students followed by METU, Hacettepe, Atatürk, and İstanbul universities. However, half of the universities seem to have less rates in helping

their students to learn classroom management skills and the ability to prepare and adapt language teaching materials.

Participants from METU, Boğaziçi, Ankara, Atatürk, and Gazi, with METU universities having highest score reported that their institution offers sufficient computer and Internet support to their students. The lowest score was observed in Dokuz Eylül. The participants from Çanakkale, Çukurova, İstanbul, Hacettepe and Dokuz Eylül universities seem to disagree that university library holdings are relevant to their field, with Dokuz Eylül reporting the lowest score. The highest score was obtained for Boğaziçi, METU, Ankara, and Yeditepe universities.

The results also revealed that METU was the most highly rated university in providing adequate specialized facilities, such as laboratories or studios, and equipment needed for teaching, while Dokuz Eylül was the least rated one. Furthermore, the highest score was found in Boğaziçi, while the lowest score was obtained for Dokuz Eylül. Indeed, only Boğaziçi, METU, and Ankara were the highly rated universities to provide adequate and satisfactory financial resources in support of the program.

Likewise, the results showed that the participants from half of the universities stated that their programs do not have rich program resources with Dokuz Eylül University having the lowest score followed by Çukurova, Çanakkale, İstanbul, Atatürk, Hacettepe, Gazi, and Yeditepe universities. However, other universities seem to be highly rated, with Boğaziçi having the highest score.

Participants from Dokuz Eylül University with the lowest score followed by those coming from Atatürk and Çanakkale universities seem to disagree that the courses offered within the program follow a logical sequencing, while other participants agreed with the highest score for Boğaziçi and Ankara. Except for the participants from Dokuz Eylül University participants from all universities agreed that their program is up-to-date, with Boğaziçi reporting the highest score followed by Ankara, İstanbul, Gazi, and Çukurova universities.

Likewise, only participants from Dokuz Eylül University disagreed, while participants from other universities agreed that their program allocates sufficient time for each course, with Boğaziçi reporting the highest score followed by Ankara, Gazi, Hacettepe, Çukurova, METU, Çanakkale, Yeditepe, and Anadolu

universities. The participants from Dokuz Eylül and Atatürk universities disagreed with the statement, suggesting that their program gives/gave them adequate training in making research in ELT. However, the highest score was seen in METU, İstanbul and Boğaziçi followed by Çukurova, Çanakkale, Gazi, Ankara, Yeditepe Universities.

The results also revealed that participants from Dokuz Eylül and Anadolu universities reported the lowest scores perceiving that their program does not / did not give them adequate training for the needs of the local context (Turkey). However, participants from other universities rated positively, with the highest score for İstanbul University. On the other hand, participants from Dokuz Eylül University rated the lowest score, while others reported that their program gives/gave them adequate training in teaching skills, with İstanbul University having the highest score and Gazi University with the second highest score.

Except for the participants from Dokuz Eylül and Atatürk other participants agreed that teaching methods used in graduate courses (e.g., lectures, seminars, audiovisual aids) are well-tailored for their needs. METU with the highest was the most highly rated university followed by İstanbul as the second most highly rated, and Yeditepe, Hacettepe, and Boğaziçi as the next most highly rated universities. The participants from Çanakkale, Atatürk, and Dokuz Eylül universities reported the lowest scores in providing a variety of PhD level course and program offerings with Dokuz Eylül as the less rated one. However, Ankara, Boğaziçi, and İstanbul universities were respectively highly rated.

The participants from Dokuz Eylül and Atatürk universities disagreed that their program is/was relevant to their needs. However, Ankara University was the most highly rated followed by İstanbul and Boğaziçi, METU, Çanakkale, Gazi, Hacettepe, and Yeditepe as the next highly rated universities, respectively. Only participants from Dokuz Eylül University disagreed that their program encourages/encouraged them to reflect on their past experiences as a language learner. However, other participants agreed with the statement, with Ankara having the highest score followed by İstanbul, METU, Çanakkale, Yeditepe, Çukurova, Anadolu, and Boğaziçi universities as the next highly rated universities.

Similar results were found except participants from Dokuz Eylül University that their program teaches /taught them how to follow the current trends in ELT, while all other participants agreed with the statement, with İstanbul University reporting the highest score. Participants from Dokuz Eylül, Anadolu, and Çanakkale universities rated negatively, while participants from other universities seem to agree that their program avoids/avoided overlapping information between different courses, with Ankara University reporting the highest score. Finally, participants from Dokuz Eylül, Atatürk, and İstanbul universities have the lowest rates in giving adequate training in research methods. However, METU was found to be the most highly rated in this respect, and Ankara, Çanakkale, Boğaziçi, Çukurova, Gazi, and Anadolu and Yeditepe univerrisies as the next highly rated universities.

The sum of scores for all items in relation to program contents revealed that the participants from Dokuz Eylül and Atatürk universities rated negatively. Other universities seem to be highly rated in organizing program contents, with Ankara University reporting the highest score followed by Boğaziçi, İstanbul, METU, and Gazi universities.

The findings revealed that the participants from Dokuz Eylül University seem to disagree with all items, more specifically they were the only participants who disagreed with all contends except for a few in which both Dokuz Eylül and Atatürk universities reported lower scores. However, participants from other universities rated positively, suggesting that overall they are/were satisfied with their PhD ELT programs. Participants from METU, Ankara, Yeditepe, Çanakkale, İstanbul, Gazi, Hacettepe, and Atatürk universities agree that what they have learned in this program will be valuable for their future. The highest score was obtained for Boğaziçi followed by METU University, followed by İstanbul, Çanakkale, and Hacettepe. That is, all these universities were highly rated in increasing their students' powers of self-evaluation.

Similarly, Boğaziçi (was the most highly rated university in transforming students into competent researcher in the field of ELT followed by METU, Yeditepe, İstanbul, Çanakkale, Çukurova, Ankara, Hacettepe, and Anadolu universities. İstanbul University had the highest score indicating that this university and METU, Boğaziçi, Çanakkale, Ankara, Çukurova, Gazi, and Hacettepe universities had greatly helped their students to develop the knowledge and necessary skills

required for my chosen career. Participants from METU and İstanbul with the highest score along with other universities stated that by the end of the program, they felt/feel that they will be able to carry out research in their field on ELT-related studies.

Except for Dokuz Eylül and Atatürk universities, the participants from all other universities agreed that the variety of the courses opened in the program meets the needs of the PhD candidates. The highest score was obtained for Boğaziçi and the lowest score was ascribed for Dokuz Eylül University. Finally, participants from universities other than Dokuz Eylül, seem to agree that the total number of credits that PhD candidates should take during the course period is enough for the program, with Boğaziçi having the highest score and that overall they are/were satisfied with the quality of their learning experiences at the ELT department, with METU reporting the highest score.

Regarding the overall evaluation of the PhD ELT program, only participants from Dokuz Eylül University evaluated their program negatively, suggesting that they are not satisfied with the quality of my learning experiences at the ELT department. However, other participants agreed that their department successfully helped them to be good scholar in their field, with METU reporting the highest score followed by İstanbul, Boğaziçi, Ankara, Gazi, Çanakkale, Hacettepe, Yeditepe, Çukurova, Anadolu, and Atatürk universities. To be more clear;

Below table gives the perceptions of participants on overall evaluation of the program in order according to universities.

1. METU
2. İstanbul
3. Boğaziçi
4. Ankara
5. Gazi
6. Çanakkale
7. Hacettepe
8. Yeditepe

9. Çukurova
10. Anadolu
11. Atatürk
12. Dokuz Eylül

Below figure gives the perceptions of participants on overall evaluation of the program in order according to universities.

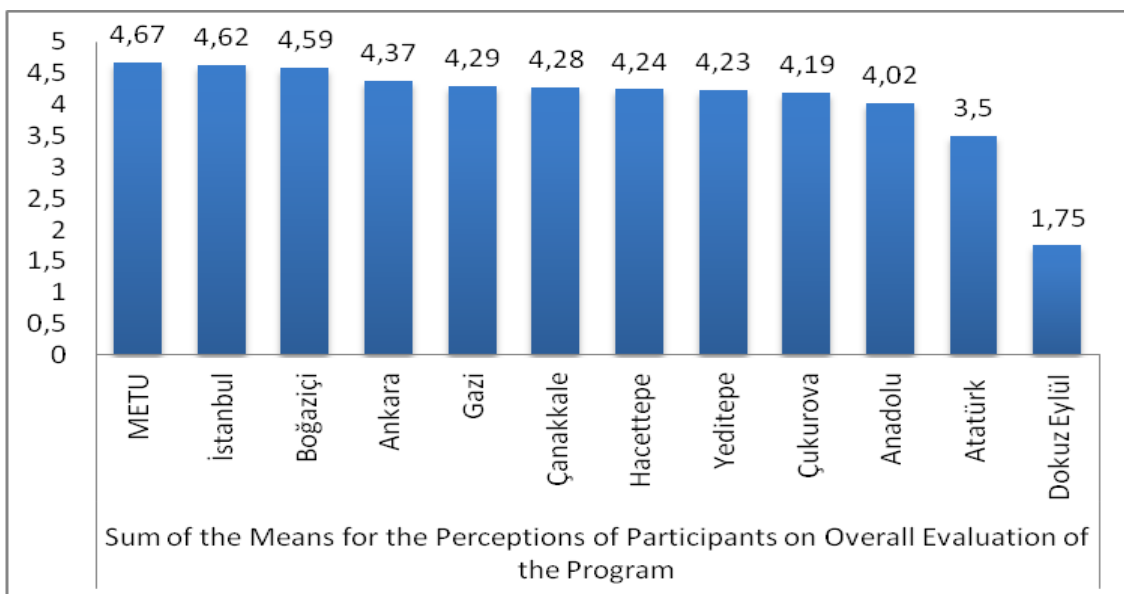


Figure 58. Mean scores given in order for the Perceptions of Participants on Overall Evaluation of the Program

5.1.8. Teaching Experience, The Role of Gender, Age, and Department Graduated in Participants' Perceptions of PhD ELT Program

5.1.8.1. The Impact of Teaching Experience on the Participants' Perceptions of the Goals of Program

It can be indicated that the participants' motivation to improve their skills in all components of the program at the beginning of their careers is comparably high. In other words, the lower the teaching experience, the more enthusiasm to promote professional competencies. However, no significant differences were found among groups in relation to other components of the program.

All in all, the highest difference was observed in 0-5 experienced group in all components of the program. However, the findings showed no significant differences among groups in relation to other components of the program.

According to the findings, there were differences between groups in relation to Linguistics Component. While the importance given to the linguistic component is comparably high in less experienced teachers, this number is noted to be low in more experienced teachers. As seen, the students with less teaching experience appreciate Linguistics Component more than the other experience groups.

The results revealed that the highest scores were observed in 6-10 in "Phonology and Morphology", "Linguistics for English Language Teaching", and "Brain-based Learning and Language", whereas the highest score was seen in "Second Language Acquisition" in 0-5 group. These findings indicate that the participants with less teaching experience perceive that the PhD ELT programs are rated higher than the other experience groups.

The results revealed a statistically significant difference in the "Approaches to English Language Teaching" course across the different experience groups was observed. Additionally, finding revealed that the 0-5 group had the highest score, with the 15+ group reporting the lowest. Indeed, the highest mean ranks were observed in 0-5 group in all components of the program except for teaching grammar in ELT course in which the highest score was observed in 6-10 group.

The results revealed no statistically significant difference in literature courses across different experience groups. However, the 0-5 group had the highest scores in literature courses, with the 11- 15 group reporting the lowest.

The results revealed statistically significant differences in "Research Methods" course across different experience groups. However, there was no significant difference among groups with respect to other research related courses, i.e. Special studies and seminar. Furthermore, it is revealed that the 0-5 group had the highest scores in "Research Methods", "Research Projects in ELT", and "Seminar" with the 15+ group reporting the lowest. As for special studies course, the highest mean rank was observed in 6-10 group with the 15+ group reporting the lowest. Then again, as seen, the students with less teaching experience appreciate PhD programs more than the other experience groups.

The results revealed that there is no statistically significant difference in Discipline of Education courses across different experience groups. Furthermore, results revealed that the 15+ group had the lowest scores in all courses, with the 0-5

group reporting the highest scores in "Psychology" for language learner/learning, "Curriculum Development", "Development for English for Specific Purposes", "Materials Evaluation and Development in ELT", and "Classroom Management in ELT". Moreover, the highest scores were observed in 6-10 group in "Instructional Technology in ELT" and "English Language Testing", and 11-15 group in "Philosophy and History of Language Teaching". Like other program components, participants' with less experience highly appreciate the Rates of their PhD ELT programs.

The results showed no statistically significant difference in overall evaluation of the program across different experience groups. However, it is revealed that the 15+ group had the lowest scores in all courses, with the 0-5 group reporting the highest scores. These findings indicate that participants' with less experience reported positive attitudes toward the overall Rates of their PhD ELT programs.

5.1.8.2. Gender and Program Evaluation

The results, revealed that there is no statistically significant difference between male and female participants in relation to their perceptions of PhD program and program components. However, the findings showed that females had higher mean ranks in program components and courses except for Literature Courses where males had higher scores compared to females

5.1.8.3. Age and Program Evaluation

The results indicated that there was no significant difference among groups with respect to other components and courses of the program, with 25-35 age group having the highest scores in both cases. Indeed, the 25-35 group had the highest scores in all variables measured, indicating that younger students appreciate PhD programs much more than the other age groups. Surprisingly, the 46+ group reported the lowest mean ranks for all variables, suggesting that age is a an effective factor in evaluating the Rates of the program. That is, as the participants grow older, they report more negative attitudes towards program Rates.

5.1.8.4. Department of Graduation and Program Evaluation

The results showed no differences across groups in terms of perceptions of program with respect to the department graduated. This can be attributed to the homogeneity of the participants department of graduation such as; ELT

departments, curriculum and instruction departments, English and literature departments, Linguistics department, and other departments.

The results revealed that there were statistically moderate differences between the participants from state and private universities in relation to *the goals of the program*, and it is also seen that state universities had higher mean ranks.

The results revealed that there is no statistically significant relationship between department of graduation and perceptions of courses offered in the programs.

5.1.9. Open Ended Items

The participants' course suggestions to be integrated in PhD ELT programs are classified according to different components of ELT program.

Table 5.76. Participants' Suggested Program Components

Policy	Economy Politics of Teaching
	Economy Politics of the Profession of Teacherhood
Autonomy	Autonomy of Learners / Learning
	Autonomy of Learners / Teaching
Research	Teacher Research
	Qualitative Research Methods
	Ethics in Academic Research
Professional development	Teacher Development
	Academic Writing Skills
	Conversational Analysis
	Statistical Analysis for Language Teachers
Linguistics	Corpus Linguistics
	Syntagmatic vs. Paradigmatic analysis
ELT Teaching	Country-specific EFL teaching/Learning Problems and Needs--
	Language Acquisition Theories
	Genre Studies as elective
	Language Teaching Methodologies
	Language of media
	Practicum
	Teaching students of learning disabilities
	Teaching through Interactive Whiteboards (IWBs)
	Applied courses
Educational sciences	Educational Psychology
	Philosophy of Education (Educational Philosophy)

The most favored courses that the participants indicated were as follows;

- Advanced Research Methods
- Teacher training/Education SLA
- Psycholinguistics
- Academic Writing and Scholarly Publishing
- Contemporary Trends in ELT
- Educational Linguistics
- Multilingualism

- Intercultural Approach to Language Teaching
- Project Design
- Seminar
- Assessment and Evaluation in ELT
- Program evaluation
- Applied Linguistics
- Foreign Language Learning Policies
- Linguistics for ELT Second Language Acquisition

The least favored courses that the participants rated were as follows;

- Literature course
- Psycholinguistics
- Methods and Approaches to ELT
- First Language Acquisition
- Seminar
- Linguistics
- Material Design

The PhD departments can select some of the suggested courses given below for the enlargement and refinement of their programs.

Table 5.77. Researchers' Suggested Program Components

<i>Suggested Program Components</i>
Computer assisted Linguistic Analysis
Distance Education in ELL
Technology Use in ELT
Web-Based Foreign Language Teaching and Learning
Action Research in Teacher Education
Qualitative Research Methods in ELT
Advanced Research Methods
Academic Writing and Scientific Publication
Syllabus, Material Development, Evaluation and Adaptation
Use of favored Programming and Drama in ELT
Diversity in Language Teaching
Current Issues In ELT
Specialized Field Study
Intercultural Communication
Computer assisted Linguistic Analysis
Distance Education in ELL
Technology Use in ELT
Web-Based Foreign Language Teaching and Learning
Interactive Web-Based Foreign Language Teaching and Learning
Testing and Evaluation Techniques

5.2. Implications

5.2.1 Implications for Future Language Improvement Courses

In a direct sense, this research study will contribute to the scant body of PhD ELT program evaluation and rating in Turkey and give a thorough picture of the PhD ELT programs which are conducted in the Turkish context. Therefore, the results of the study may serve as a clue to understand the deficiencies of these programs. The results of the study may also provide the decision makers at Council of Higher education and administrators with the information regarding components like program instruction, departmental support or facilities in PhD ELT programs that are conducted in Turkey. It will also serve as a feedback given by the PhD ELT students whether the programs appeal to their needs and scientific education. Based on the results of the present dissertation study, the following recommendations can be given for the betterment of the PhD ELT programs offered in Turkey.

- 1- *Needs analysis is an essential component of any field of study, especially in the educational field, there is a continuous need on the ongoing programs. Although this study was designed as an evaluative study, it may also serve as a tool to be used as a needs assessment as it aims to identify any kind of weakness and deficiencies related to PhD ELT programs as well as the current and future needs of the participants. In general, the results of the study may shed a light on the stakeholders at any level to get a feedback about the weaknesses and strengths of these programs.*
- 1- *Needs analysis is an essential component of any field of study, especially in the educational field, there is a continuous need on the ongoing programs. Although this study was designed as an evaluative study, it may also serve as a tool to be used as a needs assessment as it aims to identify any kind of weakness and deficiencies related to PhD ELT programs as well as the current and future needs of the participants. In general, the results of the study may shed a light on the stakeholders at any level to get a feedback about the weaknesses and strengths of these programs.*
- 2- *The results of the present study clearly show that there is a need for some components of the offered in PhD ELT programs that need to be reconsidered.*
- 3- *As it was suggested by the participants the courses offered in PhD ELT programs should be varied in number in order to meet the needs of the present and for the future participants of the program.*
- 4- *One other need indicated by the participants is that the PhD ELT programs were moderately rated in teaching their students the necessary skills as to how prepare and use foreign language teaching materials.*
- 5- *According to the participants, the PhD programs were moderately rated in teaching them how to adapt foreign language teaching materials. The need, in this sense should be taken into account in order to prepare the future academicians to the field in a more adequate way.*
- 6- *Participants indicated that the PhD programs were not good enough in teaching classroom management skills, so there is a need for reconstruction in Classroom Management and Cooperation Skills in general.*

- 7- *As indicated by the participants, the program does not actively support the graduates of PhD programs to find appropriate employment.*
- 8- *The communication between faculty and PhD candidates regarding student needs is relatively low. Therefore the departments need to provide more opportunities for their students to communicate what they mean and need in a friendlier and communicative atmosphere.*
- 9- *According to the findings of the study, the program is not so highly equipped with the necessary instructional technologies and other resources as expected. These findings clearly depict the current situation of the PhD departments in terms of equipment needed for teaching. The findings also highlight that the participants are moderately satisfied with the offerings of libraries. This indicates that they were either indifferent to such issues or they may not intended to give their opinions because of the predicament of financial resources. The departments need betterment in their financial support which will, in turn, result in the improvement of the department in terms of sufficient computer and Internet support, relevancy of university library holdings, and specialized facilities, such as laboratories or studios, and equipment needed.*
- 10-*As it was suggested by the participants, the programs should reconsider their teaching programs so as to allocate more importance to training in teaching language skills*
- 11-*The findings also indicate that the PhD ELT departments do not offer a wide variety of PhD level course and program offerings as expected by the students. One other important point to be highlighted is the number and variety of the courses offered in PhD ELT programs. The results of his study also indicate the need for wider variety of courses to be offered in their course catalog*
- 12-*The teaching methods in the programs are moderately well-tailored for the students' needs.*
- 13-*Taking adequate training in teaching language skills and the teaching methods in the programs are two significant points to be underlined by the departments as these two points were rated low satisfaction. These two points can be considered as the weak points of the program that need a spotlight in order to increase the satisfaction level of the participants.*

- 14-*One other point to mention is that a moderate proportion of the participants perceive that the programs are able to avoid overlapping information between different courses. Therefore, the programs seem to be adequately rated high in offering variety of ELT-related programs.*
- 15-*The programs adequately train the PhD candidates in research methods.*
- 16-*Results clearly show that the PhD ELT programs are not able to live up to their goals and programs do not meet the students' needs.*
- 17-*These findings indicate that the participants are not satisfied with their programs in respect to the right to choose their own advisors, level of professional self-development and the skills necessary for writing journal articles and presenting papers effectively.*
- 18-*Getting the appropriate support from the department is one of the crucial part of the process during and after the PhD studies. It is for this reason that the need indicated by the participants should carefully be considered by the university administrations in order to increase the quality.*
- 19-*Regarding the cooperation among the participants, participants seem to disagree with the existence of tendency among PhD candidates to help and support each other to meet the academic demands of the department.*
- 20-*The results highlighted the need for good communication between faculty and PhD ELT candidates regarding student needs, concerns and suggestions. The departments should reconsider this point and try to better the indicated need by the participants.*
- 21-*The results also highlighted the need of increasing the staff quality by supporting them with the adequate training, scholarships in and abroad.*
- 22-*Having the students taking courses from other programs can be considered as a need to strengthen the quality of these programs.*
- 23-*One other need underlined by the participants was the entegration of the theory and practice in conducting their studies. The theoretical part of the program need to underlay the practical parts.*

The results of the present study clearly show that the participants are not fully satisfied with a number of issues. Participants also indicated suggestions for the betterment of their programs. Some of these responses are given below.

...rather than a qualifying exam, we should submit a portfolio in which we'd have different types of publishable papers"

..I would suggest the improvement of hiring policies to staff the department with more qualified and expert professors".

..keeping balance between theory and practice,

..necessity of offering more elective courses,

.. qualified Professors and Updated Courses and Contents,

..more students' involvement in research studies and

.. receiving consultancy and feedback from instructors.

..more learner centered approaches should be adopted in the programs

...additional courses such as "teaching English to students with special needs" and seminar should also be incorporated into the program.

..the mindset of the academicians should change, and they should work harder and encourage their students to study and learn more.

...elective courses from other departments or other universities should be taken and "I would like them to be more connected to each other.

...things that we learn in one course should inform our research and/or teaching in other courses" said another student.

..more collaboration with other academic fields,

..more research-related courses in ELT, contemporary issues in SLA and SLA course, and

..much emphasis on current trends in ELT are needed for the program.

..the number of professors and elective courses should be increased more emphasis.

..departments should enhance the practical aspects of the existing theories and to show how they are applicable to a real classroom environment and what the existing problems are

..educational research activities should be increased and students should be encouraged to publish qualified articles during their PhD

...rather than a qualifying exam, we should submit a portfolio in which we'd have different types of publishable papers

..there need to be an opportunity to take more elective courses (even all courses) need to be elective at two level. In PhD program you are supposed to be expertise in a specific area, but the 'must' ones prevent you from achieving this

...the departments should provide much more assistance and encouragement for the PhD ELT students to go abroad.

..a very good training in stats and research methodology and different paths offered to students with different interests.

...labs to conduct online studies in psycholinguistics would be better, organizing summer-winter schools and having instructors from all over the world would enrich the program

..philosophical background of the linguistic theories is missing and that interdisciplinary studies should be encouraged in the programs". While one of the participants suggested that

..the program should have two basic courses as MUST courses each semester, and then students should be able to choose other courses depending on their research interest and motivation. The more there is variety, the better they will have a chance to improve themselves".

..departments should upgrade their curriculum and work in coordination with foreign institutions for more active teacher and student exchange.

..the program should consider the needs and interests of both teachers and learners and offer more research-based lessons.

..more practical things and more article writing" and, indeed, field work, more self-study, and "research based approach" should be encouraged

..the necessity for "Advanced Research Studies, It would be nice to see specified research courses on evidence based methods or empirical studies.

Quality Assurance", "Project Based Studies", "Core Competence Oriented Studies", and much focus on field works

.. departments shouldn't accept too many students. There is a negative correlation between number of students and the quality of them.

...more electives and less mandatory courses should be offered for the student"s. ...there should be must courses in each ELT program and different tracks for linguistics and teacher education,

..materials load should be reconsidered since it is too overwhelming.

..unlike following a strict program, Professors' qualifications and research should allow them to offer courses as it is the case in PhD programs in the US.

Depending on the students' perceptions of the courses to be included in the PhD ELT programs in the future are suggested as;

Research-related course, that is “Advanced Research Methods” is the most favored course followed by Doctoral Dissertation. “Teacher education in ELT”, “Teacher Training in English as a Foreign Language”, along with Statistical Methods in ELT, and other courses related to language teaching, i.e. “Contemporary Trends in Foreign Language Teaching”, “Foreign Language Teaching and Learning Problems”, “Foreign Language Education and Educational Linguistics”, “Approaches to English Language Education” were found to be the next most favored courses by the participants. “Program Evaluation in English Language Teaching” and “Field work” were also among the most favored courses. As seen, the research courses, approaches to and new trends in language teaching, and statistical courses are highly appreciated by the participants.

- These suggested courses can be listed accordingly;
 - Advanced Research Methods
 - Doctoral Dissertation
 - Teacher education in ELT
 - Teacher Training in English as a Foreign Language
 - Statistical Methods in ELT
 - Contemporary Trends in Foreign Language Teaching
 - Foreign Language Teaching and Learning Problems
 - Foreign Language Education and Educational Linguistics
 - Approaches to English Language Education
 - Program Evaluation in English Language Teaching

- Field work

As seen, the research courses, approaches to and new trends in language teaching, and statistical courses are highly appreciated by the participants.

The most favored courses as a “MUST” were *Foreign Language Teaching Seminar, Teacher Education in ELT, Approaches to English Language Education, Approaches to English Language Education, Contemporary Trends in Foreign Language Teaching, Advanced Research Methods, Program Evaluation in English Language Teaching, Doctoral Dissertation, Statistical Methods in ELT, Teacher Training in English as a Foreign Language, and Assessment and Evaluation in English Language Teaching.*

The courses offered as a must course are as follows;

- *Foreign Language Teaching Seminar*
- *Teacher Education in ELT*
- *Approaches to English Language Education*
- *Approaches to English Language Education*
- *Contemporary Trends in Foreign Language Teaching*
- *Advanced Research Methods*
- *Program Evaluation in English Language Teaching*
- *Doctoral Dissertation*
- *Statistical Methods in ELT*
- *Teacher Training in English as a Foreign Language*
- *Assessment and Evaluation in English Language Teaching*

5.2.2. Implications for Further Research

In a general sense, no major problems were experienced when conducting this evaluation study except for the long period of time took in order to collect the necessary data. As the study covers 12 universities from different parts of the

country, reaching the target participants was challenging. However, the situation was sorted out by the active use of web and social media.

The data collection tool is an adaptable survey which can be indicated as strength of the study. The tool can be adapted by different levels of studies with different parts of the curriculum individually or as a whole.

As the tool used to collect data was designed as an online survey, it can be considered as strength, as the data was collected from participants from different parts of the country with almost no expense. It can be indicated that the adapted data collection tool or a new tool can be used as an online survey to make comparative studies from other

The major drawback of the present study was the fact that it did not embrace perceptions of the professors who teach at these departments in order to see the differences in perception which requires another research.

Lastly, one last but not the least important strength of the study that the study can be considered as a needs analysis for the future improvements of the program.

To put it in a nutshell, some implications of the present research study for language program evaluation research are as follows:

1. The present study concentrated on the evaluation of the PhD ELT programs offered in the Turkish context; a comparative study can be applied to the universities abroad in order to make a comparison.
2. Another research study can be conducted among the PhD ELT programs in a regular basis as program evaluation is not a onetime study.
3. Departments and Faculty can conduct similar studies on a regular basis for the improvement of their individual programs.
4. Although the present study aims to evaluate graduate level of studies, namely PhD ELT, similar studies can be conducted by adapting the evaluation material for the study of any language, course component, any language curriculum at different levels.
5. Similar studies can be conducted in order to collect data from stakeholders from different levels, such as; professors, program designers, etc.

The general order of the universities in terms of *overall evaluation* rated by the participants is as follows:

1. METU University
2. Istanbul University
3. Boğaziçi University
4. Ankara University
5. Gazi University
6. Çanakkale University
7. Hacettepe University
8. Yeditepe University
9. Çukurova University
10. Anadolu University
11. Atatürk University
12. Dokuz Eylül University

The results are given on a figure below to make it clearer to be understood.

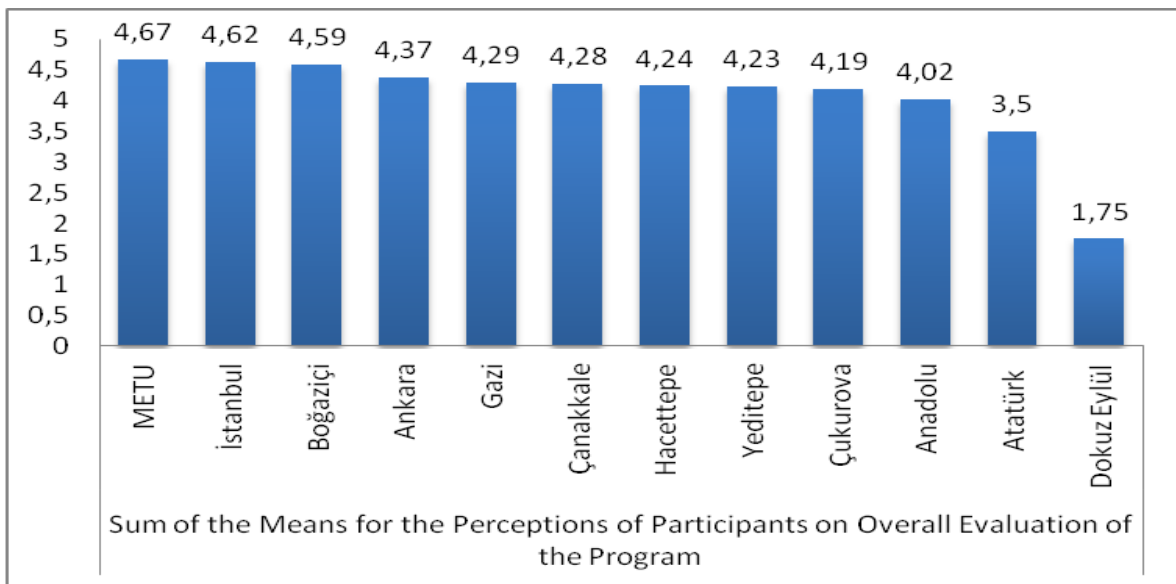


Figure 58. General perception of participants given in order on the overall evaluation according to universities

This summative evaluation was done in order to evaluate the ongoing programs in the Turkish context in terms of a number of issues stated in the study.

All in all, this current study is a two folded study; one is the determination and the other is the suggestions. Participants of the research study indicated that they are generally satisfied with the programs that they enroll, however they also indicated

the need for reconsideration of some courses and course components and reeving them.

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APPENDICES

APPENDIX-1: APPROVAL OF THE COMMITTEE ON ETHICS



HACETTEPE ÜNİVERSİTESİ ANKARA

Yazı İşleri Müdürlüğü

Sayı : B.30.2.HAC.0.70.00.01/ 433-4577

Konu :

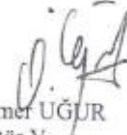
3 Aralık 2012

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi: 28.11.2012 tarih ve 5714 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı öğrencilerinden **Hülya KÜÇÜKOĞLU**'nun, **Prof. Dr. Mehmet DEMİREZEN** danışmanlığında yürüttüğü "**Türkiye'deki İngilizce Öğretmenliği Doktora Programlarının Değerlendirilmesi**" başlıklı tez çalışması kapsamındaki anketleri, Etik komisyon başvuru formunda isimleri belirtilen Üniversitelerde öğrenim gören öğrencilere uygulama isteği, Üniversitemiz Senatosu Etik Komisyonunun 11 Aralık 2012 tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.


Prof. Dr. Ömer UĞUR
Rektör V.

Ek: Tutanak

APPENDIX-2: QUESTIONNAIRE

Dear colleagues and friends, this questionnaire has been designed to find out your opinions on the ELT PhD program you are attending/you have attended. Please follow the instructions carefully and make your selections. Responses to the survey will be kept strictly confidential. No responses will be linked to your name. Your help will be appreciated. While answering the questions, please use English characters. Please write your name and email to help us as an ID in proper categorizing and following the values you assign to each question, that is, if you could not answer the questions at one sitting, we can follow the rest of your replies through your mail address, otherwise, your assigned values will be useless to the study.

Thanks for your contributions. Hülya Küçüköğlü

DEMOGRAPHIC INFORMATION

(for All Participants)

Please read the statements below carefully and write your responses in the spaces provided. With questions consisting of choices, please mark the most appropriate choice with a tick (√).

SECTION 1

1- Gender:

Male

Female

2- Age: (.....)

- 25-35 36-45 46+

3-

- I am still continuing my courses
 I have completed the coursework
 I have passed the Qualifying /Comprehensive Exam
 I am a graduate

4- Current occupation

.....

5. Are you teaching at the moment?

- Yes No

6. What kind of a school are/were you working at?

- State
 Private

7. Which level are/were you teaching at?

- Primary School
 High School
 University

8. Where do/did you teach?

- High School
 Department of Modern Languages

- Preparatory class
- ELT department
- Translation and Interpretation
- Literature-related department
- Linguistics
- EAP or ESP Groups
- Other

9. Years of experience

- 0-5
- 6-10
- 11-15
- 15+

10. From which department did you get your undergraduate degree?

- English Language Teaching
- Translation and Interpretation
- English Culture And Literature
- American Culture And Literature
- English Language And Literature
- Linguistics Curriculum and Instruction
- Other

What is the name of the university?

.....

11. From which department did you get your MA degree?

- English Language Teaching
- Translation and Interpretation
- English Culture and Literature
- American Culture and Literature
- English Language and Literature
- Linguistics
- Curriculum and Instruction
- Other

What is the name of the University?

.....

12. Which University do/did you study for your PhD Degree? Please write the name of the University.

.....

SECTION 2

1. Which of the following describes your professional career choice when you complete your PhD study?

- Researcher in an academic setting
- Researcher in a non-academic setting
- Management or administration
- Other non-academic position
- English teacher in state school
- English teacher in private school

2. I want to get a PhD degree in language teaching in order to...

- get a promotion or pay-rise
- become an academic
- change my job
- work in an administrative position

	The least Important	Not Important	Important	Very Important
	1	2	3	4
3. Rank the following factors according to how influential each was in your decision to begin your PhD study.				
a. Primary career choice				
b. Change of career				
c. Advanced degree required for career advancement				
d. Increased income-earning potential				
e. Personal intellectual enrichment				
4. How important was each of the following factors in your decision to enroll in your program?				
a. Opportunity to work with particular faculty member				
b. Graduate program's reputation				
c. Received fellowship, assistantship, or scholarship				
d. Recommendation of friend, acquaintance				
e. Recommendation of undergraduate advisor				
f. Job opportunities are good for graduates				
g. Encouragement of program faculty while deciding				
h. Campus				
i. Location of campus				
j. Proximity of family members				
k. Availability of housing in the area				
5. How much importance do you think your department/program assigns/assigned each of these purposes?				
a. Preparing scholars and researchers				
b. Preparing teachers				
c. Preparing other practitioners				
d. Preparing PhD candidates for more advanced study				
e. Providing personal enrichment				
6. How much importance do you think the department/program should assign to each of these purposes?				
a. Preparing scholars and researchers				
b. Preparing teachers				
c. Preparing other practitioners				

d. Preparing PhD candidates for more advanced study					
e. Preparing scholars and researchers					
SECTION 3					
Program Evaluation Scale And Its Subscales					
Directions:					
Dear Respondent, in this section you will find statements about program evaluation scale and its subscales. Please think about yourself as a PhD candidate for each statements below. Each of the following items asks you about your opinions on PhD programs.					
After you decide whether a statement is generally true for you, use the 5-point scale to respond to the statement. Please tick "1" if you strongly disagree, the "2" if you somewhat disagree, "3" if you are undecided, the "4" if you somewhat agree, and the "5" if you strongly agree. There is no right or wrong answer. Please give the response that best reflects your opinions.					
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
	1	2	3	4	5
Program Description					
1. Ph.D candidates in my program are treated with respect by the faculty					
2. Rapport between faculty and Ph.D candidates in the program is good.					
3. There are tensions in the faculty which affect Ph.D candidates.					
4. The program meets/met my needs.					
5. The program encourages taking courses outside the department					
6. The candidacy exam was a good test of my knowledge.					
7. The candidacy exam was a good test of my ability to be scholar.					
8. Interaction between the department and related disciplines or programs on the campus is satisfactory.					
9. The Ph.D. ELT program employs/employed qualified professors					
10. Number of support and clerical staff (including student assistants) in the department is satisfactory.					
Departmental Support					
11. The department actively helps graduates find appropriate employment.					
12. The program provided/is providing me with very good preparation for my future professional work.					
13. The faculty is/was helpful for the Ph.D. ELT program students.					
Atmosphere in the Department					
14. The department has a humane environment characterized by mutual respect by Ph.D candidates and professors.					
15. The program head is/was in cooperation with the faculty administration.					
16. Ph.D. candidates tend to help and support each other to meet the academic demands of the department.					
17. There is good communication between faculty and Ph.D. candidates regarding student needs, concerns and suggestions.					
Program Instruction/Evaluation Methods					
18. Quality of instruction in my courses is satisfactory.					
19. The program has/had good linkage between different courses.					
20. The program balances/balanced teacher-centered and student-centered learning on its course					
21. The program equips/ equipped with the necessary instructional technologies and other resources.					
22. The program encourages/encouraged me to be a reflective teacher.					

23. The department promotes intellectual development.					
24. The program puts/put emphasis on the balance between theory and practice.					
25. The program prepares/prepared me to be a good researcher on the field of ELT.					
26. I receive/received valuable feedback from my professors					
Classroom Management and Cooperation Skills					
27. The program teaches /taught me classroom management skills.					
28. The program teaches /taught me how to prepare and use foreign language teaching materials.					
29. The program teaches /taught me how to adapt foreign language teaching materials.					
Program Resources					
30. The institution offers sufficient computer and Internet support					
31. University library holdings are relevant to the field.					
32. Specialized facilities, such as laboratories or studios, and equipment needed for teaching are satisfactory.					
33. Overall adequacy of financial resources in support of the program is satisfactory.					
Program Content					
34. The courses offered within the program follow a logical sequencing.					
35. The program is up-to-date.					
36. The program allocates sufficient time for each course					
37. The program gives/gave me adequate training in making research in ELT.					
38. The program gives /gave me adequate training for the needs of the local context (Turkey)					
39. The program gives/gave me adequate training in teaching skills.					
40. Teaching methods used in graduate courses (e.g., lectures, seminars, audiovisual aids) are well-tailored for our needs.					
41. There is a variety of Ph.D. level course and program offerings.					
42. The program is/was relevant to my needs.					
43. The program encourages/encouraged me to reflect on my past experiences as a language learner.					
44. The program teaches /taught me how to follow the current trends in ELT.					
45. The program avoids/avoided overlapping information between different courses.					
46. The program gives/gave adequate training in research methods.					
Overall Evaluation					
47. What I have learned in this program will be valuable for my future.					
48. The program increases/increased my powers of self-evaluation.					
49. By the end of this program, I feel/felt competent enough to do research on ELT.					
50. I have developed the knowledge and necessary skills required for my chosen career.					
51. By the end of this program, I felt/feel that I will be able to carry out research in my field on ELT-related studies.					
52. The variety of the courses opened in the program meets the needs of the Ph.D. candidates.					
53. The total number of credits that a Ph.D candidate should take during the course period is enough for the program.					

54. Overall I was satisfied with the quality of my learning experiences at the ELT department.					
SECTION 4.					
EVALUATION OF COURSES AND PROGRAM GOALS					
Dear Respondent, please rank the following components of a Ph.D. ELT program in terms of their importance in relation to the goals of a Ph.D. program. Please do not use the same rank for multiple cases.					
	Extremely Important	Important	Undecided	Minimally important	Not important at all
	5	4	3	2	1
Program components					
a) Linguistics Component					
b) Literature Component					
c) ELT Methodology Component					
d) Research Component					
e) Educational Sciences Component					
Components of the ELT PhD Program					
Dear Respondent, please rank the following components of your ELT Ph.D. program from the least effective (1) to the most effective (5) in terms of their effectiveness in helping you to become an academic. Please do not use the same rank for multiple cases.					
	The most useful	Useful	Undecided	Not useful	The least useful
	5	4	3	2	1
Program components					
a) Linguistics Component					
b) Literature Component					
c) ELT Methodology Component					
d) Research Component					
e) Educational Sciences Component					
Dear Respondent, to what extent do you think the Linguistics courses are/were successful in helping you to become an academic? Please do not use the same rank for multiple cases.					
	Very much	Much	Undecided	Little	Very little
	5	4	3	2	1
Linguistic Component					
a) Phonology and Morphology					
b) Second Language Acquisition					
c) Linguistics for English Language Teaching					
d) Brain-based Learning and Language Teaching					
Dear Respondent, To what extent do you think the ELT Methodology courses are/were successful in helping you to become an academic? Please do not use the same rank for multiple cases.					

	Very little	Little	Undecided	Much	Very much
	1	2	3	4	5
ELT Methodology Component					
a) Approaches to English Language Teaching					
b) Teaching English to Young Learners					
c) Teaching Language Skills					
d) Teaching grammar in ELT					
Dear Respondent, to what extent do you think the Literature courses are/were successful in helping you to become an academic? Please do not use the same rank for multiple cases.					
	Very little	Little	Undecided	Much	Very much
	1	2	3	4	5
Literature Component					
a) Literature in the Teaching of English					
b) Cultural Aspects of Language Teaching					
Dear Respondent, to what extent do you think the research-related courses are/were successful in helping you gain the competencies of a qualified researcher?					
	Very little	Little	Undecided	Much	Very much
	1	2	3	4	5
Research Component					
a) Research Methods					
b) Research Projects in ELT					
c) Special Studies					
d) Seminar					
Dear Respondent, To what extent do you think the courses related to the discipline of education are/were successful?					
	Very little	Little	Undecided	Much	Very much
	1	2	3	4	5
Educational Sciences Component					
a) Psychology for language learner/learning					
b) Curriculum Development					
c) Curriculum Development for English for Specific Purposes					
d) Materials Evaluation and Development in ELT					
e) Instructional Technology in ELT					
f) English Language Testing					
g) Classroom Management in ELT					

h) Philosophy and History of Language Teaching					
Dear Respondent, which of the following courses do you find the most important in a Ph.D. ELT program? Please rate the courses according to their degree of importance. NOTE: Please leave unchecked the items that do not apply you!					
	The least Important	Minimally Important	Undecided	Moderately Important	Extremely Important
	1	2	3	4	5
COURSES					
a) Foreign Language Teaching Seminar					
b) Teacher Education					
c) English Teaching Materials Evaluation and Development					
d) Approaches to English Language Education					
e) Foreign Language Education and Educational Linguistics					
f) Foreign Language Teaching and Learning Problems					
g) Contemporary Trends in Foreign Language Teaching					
f) Foreign Language Teaching and Learning Problems					
g) Contemporary Trends in Foreign Language Teaching					
h) Multilingualism					
i) Distance Education in English Language Learning					
j) Intercultural Approaches to Language Instruction					
k) Special Studies					
l) Aspects of Bilingualism					
m) Computer assisted Linguistic Analysis					
n) Special Topics/Seminar in Applied Linguistics					
o) Advanced Research Methods					
p) Field work					
q) World Englishes					
r) Program Evaluation in English Language Teaching					
s) Doctoral Dissertation					
t) Foreign Language Learning Policies					
u) Statistical Methods in ELT					
v) Psycholinguistics					
w) Personal and Professional Development					
x) ESP and EAP in Language Teaching					
y) Teacher Training in English as a Foreign Language					
z) Research in Teaching Turkish as a Foreign					

SECTION 5					
IMPORTANT NOTE					
The following section is to be filled ONLY by those who have COMPLETED THEIR COURSEWORK , passed their QUALIFYING EXAM/COMPREHENSIVE EXAM and who are GRADUATES! For others who haven't, please go to the next page but DO NOT answer the questions. In order to SUBMIT the survey please presses on the SEND FORM button at the botton of the last page!					
Dear Respondent, this form of program evaluation is for Ph.D. students who have passed their Qualifying Exams. You will find statements about program evaluation scale and its subscales. Each of the following items asks you about your opinions on Ph.D. programs. After you decide whether a statement is generally true for you, use the 4-point scale to respond to the statement. There are no right or wrong answers. Please give the response that best reflects your opinions.					
				Very Helpful.	
			Somewhat Helpful	4	
			Not Very Helpful	3	
			Not Helpful at All	2	
				1	
1. How helpful was/were your advisor(s) for each of the following activities?					
a) Finding a thesis topic					
b) Writing the thesis proposal					
c) Doing research for your thesis					
d) Providing personal enrichment					
2. To what extent do you agree with the following statements?					
				Strongly agree	
			Agree	4	
			Disagree	3	
			Strongly disagree	2	
				1	
a) I have been able to work with the thesis advisor of my choice					
b) I developed skills to pursue my own research agenda					
c) I developed skills to write journal articles					
d) I developed skills to present papers effectively					
Overall, how would you rate...					
				Excellent	
			Very good	4	
			Fair	3	
			Poor	2	
				1	
a. Your experience in the Ph.D. program					
b. The quality of the Ph.D. program					
c. The Ph.D. ELT program met my expectations					
4. If you were to start graduate career again,					
				definitely would	
			probably would	4	
			probably would not	3	
			definitely would not	2	
				1	
a. Would you select the same university					

b. Would you select the same department					
c. Would you select the same thesis advisor?					
Which of the following courses would you like to have most in your Ph.D. ELT program? State if the one(s) you would like to have should be a "MUST" or an "ELECTIVE" course.					
IMPORTANT: Apart from the aforementioned courses, do you have any other suggestions?					
	YES	NO	MUST	ELECTIVE	
a. Foreign Language Teaching Seminar					
b. Teacher Education in ELT					
c. English Teaching Materials Evaluation and Development					
d. Approaches to English Language Education					
e. Foreign Language Education and Educational Linguistics					
f. Foreign Language Teaching and Learning Problems					
g. Contemporary Trends in Foreign Language Teaching					
h. Multilingualism					
i. Distance Education in English Language Teaching					
j. Intercultural Approaches to Language					
k. Special Studies					
l. Aspects of Bilingualism					
m. Computer assisted Linguistic Analysis					
n. Special Topics in Applied Linguistics					
o. Advanced Research Methods					
p. Field Work					
q. World Englishes					
r. Program Evaluation in English Language Teaching					
s. Doctoral Dissertation					
t. Foreign Language Learning Policies					
u. Statistical Methods in ELT					
v. Applied Psycholinguistics					
w. Personal and Professional Development					
x. ESP and EAP in Language Teaching					
y. Teacher Training in English as a Foreign Language					
z. Research in Teaching Turkish as a Foreign Language					
aa. Applied Sociolinguistics					
ab. Web- Based Language Teaching and Learning					
ac. Advanced Speaking and Intonation Relations					
ad. Discourse and Communication Analysis					
ad.. Acquisition of Literacy Skills in Bilingual/Multilingual Children					
ae. Pragmatics and Discourse Analysis					
af. Computer Assisted Linguistic Analysis					
ag. Use of Technology in Materials Development					
ah. NLP in English Language Teaching					
ai. Assessment and Evaluation in English Language Teaching					
Open Ended Items					
In this section, you are required to provide complete answers to the questions given. Your true and					

APPENDIX-3: ORIGINALITY REPORT

Hülya KÜÇÜKOĞLU'nun "AN EVALUATION OF PHD ELT PROGRAMS IN TURKEY" başlıklı doktora tez çalışmasına ait orijinallik raporu TurnItIn uygulamasında hazırlanmış ve %6 olarak bulunmuştur. Bu orijinallik yüzdesi kaynakça bölümü hariç ve alıntılar dahil olarak hesaplanmıştır.

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tezim tezim - DUE 11-Feb-2015 Roadmap Paper 1 of 1

Originality GradeMark PeerMark

AN EVALUATION OF PHD ELT PROGRAMS
BY HÜLYA KÜÇÜKOĞLU

turnitin 6% SIMILAR -- OUT OF 0

Match Overview

1	etd.lib.metu.edu.tr Internet source	2%
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3	info.sd42.ca Internet source	<1%
4	naspaa.org Internet source	<1%

AN EVALUATION OF PHD ELT PROGRAMS IN TURKEY

TÜRKİYE'DEKİ İNGİLİZCE ÖĞRETMENLİĞİ DOKTORA PROGRAMLARININ DEĞERLENDİRİLMESİ

Hülya KÜÇÜKOĞLU

PAGE: 1 OF 288

Text-Only Report

CURRICULUM VITAE

Personal Information

Name Surname	Hülya KÜÇÜKOĞLU
Place of Birth	Tarsus
Date of Birth	29.08.1969

Education

High School	Lycee, Tarsus American College	June, 1988
Bachelor of Arts (BA)	Bachelor of Arts English Language and Literature, Faculty of Letters, Ankara University, June, 1995	June, 1995
Master of Arts (MA)	Master of Arts, Department of Programme Evaluation and Development, Institute of Educational Sciences, Dicle University, October 2009.	October, 2009
PhD	PhD Candidate, Department of English Language Teaching, Institute of Social Sciences, Hacettepe University.	(2009-ongoing)
	English: Reading (Fluent), Writing (Fluent), Speaking (Fluent)	

Work Experience

Work Experience	English Language Instructor, Faculty of Education, Ankara University, TÖMER, Ankara	1995-1996
	English Language Instructor, Faculty of Education, Ankara University, Ankara	1996-1997
	English Language Instructor, Preparatory School, Başkent University, Ankara	1997-1998
	English Language Instructor and TOEFL Writing Center Coordinator, İstanbul Bilgi University, İstanbul	1998-2002
	English Language Instructor, Language Research Center, Dicle University, Diyarbakır	2004-2006
	English Language Instructor, School of Foreign Languages, Hacettepe University, Ankara	2006-ongoing
	English Language Instructor, Department of English Language Teaching, Hacettepe University, Ankara	2010 Spring/Fall-2011 Fall, 2013-Fall, 2014-Fall
	Head of the Department, Department of Modern Languages, School of Foreign Languages, Hacettepe University, Ankara	, 2012- 2013
Institudes	Ankara University Başkent University İstanbul Bilgi University Dicle University Hacettepe University	

Academic Studies
Publications (National, International articles, paper, posters etc.)

Küçüköğlü, H., Arikan, A. (2011a). "Prospective English Language Teachers' Views On Literature in Their Teacher Education Curriculum And Its Potential Value", *Procedia-Social and Behavioral Sciences* by Elsevier Publication, vol. 15, pages: 1718-1722, (2011).

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Sarıçoban, A., Küçüköğlü, H. (2010a). "Teaching English Through Novels: A Sample Application", The 10th International Language, Literature, and Stylistics Symposium, Gazi Faculty of Education November 05-95, 2010L, Ankara, Turkey
Sarıçoban, A., Küçüköğlü, H. (2010b). "Teaching English Through Drama: A Sample Application", The 10th International Language, Literature, and Stylistics Symposium, Gazi Faculty of Education November 05-95, 2010L, Ankara, Turkey.
Küçüköğlü, H., Arikan, A. (2011a). "Prospective English Language Teachers' Views on Literature in Their Teacher Education Curriculum and its Potential Value", 3rd World Conference on Educational Sciences, Bahçeşehir University, February 03-07, 2011, İstanbul, Turkey.
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