



Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü
Department of Foreign Languages Teaching
English Language Teaching

AN EVALUATION OF M.A. ELT PROGRAMS IN TURKEY

Özkan KIRMIZI

Ph. D. Dissertation

Ankara, 2011

AN EVALUATION OF M.A. ELT PROGRAMS IN TURKEY

Özkan KIRMIZI

Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü
Department of Foreign Languages Teaching
English Language Teaching

Ph. D. Dissertation

Ankara, 2011

KABUL VE ONAY

Özkan KIRMIZI tarafından hazırlanan "An Evaluation of M.A. ELT Programs in Turkey" başlıklı bu çalışma, 8.12.2011 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından doktora tezi olarak kabul edilmiştir.



Prof. Dr. Arif Altun (Başkan)



Prof. Dr. Mehmet Demirezen (üye)



Doç. Dr. Arif Sarıçoban (Danışman)



Doç. Dr. Paşa Tefvik Cephe (üye)



Yar. Doç. Dr. Hüseyin Öz (üye)

Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylarım.

Prof. Dr. İrfan Çakın

Enstitü Müdürü

BİLDİRİM

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

- Tezimin/Raporumun tamamı her yerden erişime açılabilir.
- Tezim/Raporum sadece Hacettepe Üniversitesi yerleşkelerinden erişime açılabilir.
- Tezimin/Raporumun yıl süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin/raporumun tamamı her yerden erişime açılabilir.

8.12.2011

Özkan Kırmızı



I dedicate this study to my family

ACKNOWLEDGEMENTS

First, I heartily thank my supervisor, Assoc. Prof. Dr. Arif SARIÇOBAN, whose encouragement, guidance and support from the initial to the final level enabled me to develop an understanding of the subject. Without his supervision this thesis would not have been possible.

Secondly, I am thankful to the committee members who are Prof. Dr. Mehmet Demirezen, Prof. Dr. Arif Altun, Assoc. Prof. Dr. Paşa Tevfik Cephe, and Assist. Prof. Dr. Hüseyin Öz. I would like to express my sincere gratitude to them for their guidance and valuable comments.

I am indebted to Res. Assist. Gülin DAĞDEVİREN for her continuous support and encouragement at critical moments. I greatly appreciate her patience in answering my numerous and unending questions.

Finally, my deepest gratitude goes to my family who are the first teaching me to be intellectually inquisitive. Their unflagging love, unconditional support and encouragement helped to the completion of this thesis.

Finally, I would like to extend my heartfelt appreciation to the participants in the study whose contributions made this research possible.

ÖZET

KIRMIZI, Özkan. *Türkiye’deki İngilizce Öğretmenliği Yüksek Lisans Programlarının Bir Değerlendirilmesi*, Doktora Tezi, Ankara, 2011

Bu çalışmanın amacı Türkiye’de sunulan ELT yüksek lisans programlarını program tanımı, program içeriği, program eğitimi, destek, ve olanaklar gibi programın kendisi ile ilgili konuları ve araştırma, dilbilim, metodoloji, eğitim bilimleri ve edebiyat ve kültür gibi program bileşenlerini değerlendirmektir. Çalışmanın diğer bir amacı elde edilen veriler ışığı altında Türkiye’de sunulan ELT yüksek lisans bölümleri için bir program önermektir. Çalışmanın katılımcıları iki gruptan oluşmaktadır: ELT yüksek lisans programlarında bölümlerinde halen öğrenci olanlar ve bu programlardan mezun olanlar. Mesleki bağlamda çalışmaya katılanlar üç gruptan oluşmaktadır: öğretmenler, araştırma görevlileri ve okutmanlar. Veri toplama aracı geliştirmek amacıyla alanyazın taraması yapılmış ve elde edilen bilgiler doğrultusunda bu çalışmanın amacı gereği detaylı bir sormaca geliştirilmiştir. Öncelikle elde edilen veriler Türkiye’deki ELT yüksek lisans programlarının genel bir değerlendirmesini yapmak için kullanılmıştır. Daha sonra bu veriler farklı istatistiksel analizler kullanarak deneyimin program hedef ve sonuçlarını değerlendirmede bir değişken olup olmadığını ölçmede kullanılmıştır. Son olarak çalışmanın ikinci bölümü çalışmaya alınan programların tek tek değerlendirilmesine ayrılmıştır. Çalışmaya alınan yüksek lisans bölümleri şu üniversitelerdedir: Hacettepe Üniversitesi, Gazi Üniversitesi, Selçuk Üniversitesi, Atatürk Üniversitesi, Çukurova Üniversitesi, Başkent Üniversitesi ve Bilkent Üniversitesi.

Anahtar Sözcükler

Program, Program Değerlendirmesi, ELT Master Programları, Lisansüstü Eğitim

ABSTRACT

KIRMIZI Özkan. *An Evaluation of M.A. ELT Programs in Turkey*, Ph. D. Dissertation, Ankara, 2011.

The aim of this study is to evaluate M.A. ELT programs in Turkey in terms of issues that are related to the program itself such as program descriptions, program content, atmosphere in the department, departmental support and program resources in the first place and in the second place course components like research component, linguistics component, educational sciences component, methodology component, and finally literature and culture courses component. Finally, the third aim of the study is to suggest a syllabus for M.A. ELT programs depending on the findings. Participants of the study are made up of two groups: students in M.A. ELT departments and graduates of these departments. In terms of occupation, there are three groups in participants: teachers, research assistants, and lecturers. As a data collection tool, a questionnaire that has been devised by extensive literature review was used. In the first place, the data have been analyzed in order to make a general evaluation of M.A. ELT programs. Then, the data were exposed to further statistical analysis in order to investigate the influence of experience in the evaluation of M.A. ELT programs on the part of participants. Finally, the next part of the study focused on the evaluation of M.A. ELT programs of participating universities. These universities are Hacettepe University, Gazi University, Selçuk University, Atatürk University, Çukurova University, Başkent University and Bilkent University.

Key Words

Program , Program Evaluation , M.A. ELT Programs, Postgraduate Education

TABLE OF CONTENTS

KABUL VE ONAY.....	i
BİLDİRİM.....	ii
DEDICATION.....	iii
ACKNOWLEDGMENTS	iv
ÖZET	v
ABSTRACT.....	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLES	xii
LIST OF FIGURES	xvii
CHAPTER 1 INTRODUCTION.....	1
1.1 Introduction.....	1
1.2 Background to the study.....	2
1.3 Statement of the Problem.....	4
1.4 Purpose of the Study.....	4
1.5 Research Questions	4
1.6 Significance of the Study.....	6
1.7 Assumptions.....	6
1.8 Limitations of the Study	7
1.9 Definition of Key Terms.....	7
CHAPTER 2 REVIEW OF LITERATURE.....	8
2.1 Introduction.....	8
2.2 Curriculum.....	8
2.2.1 The Concept of Curriculum in ELT	8
2.2.2 The concept of Syllabus in ELT.....	9

2.3	Program Evaluation.....	10
2.3.1	Approaches to Program Evaluation.....	14
2.3.2	Product and Process in Program Evaluation.....	14
2.3.3	Dimensions of Program Evaluation	15
2.3.4	The Need for Program Evaluation	18
2.3.5	Benefits of Evaluating Language Programs	19
2.4	Evaluation Studies.....	20
2.4.1	Graduate Program Evaluation Studies Abroad.....	20
2.4.2	Graduate Program Evaluation Studies in Turkey.....	21
2.5	What is the Specific Focus of this Evaluation?.....	22
 CHAPTER 3 M.A. PROGRAMS AND THEIR COMPONENTS in TURKEY		25
3.1	Introduction.....	25
3.2	M.A. Programs in ELT.....	25
3.3	Specific Aims of M.A. ELT Programs	26
3.4	Stated Goals of M.A. ELT Programs in Turkey	26
3.5	Functions of M.A. ELT Programs in Turkey.....	27
3.6	Why do people want to do M.A.?	28
3.7	Courses Offered in ELT Master Programs	29
3.7.1	Components of an M.A. ELTProgram	29
3.7.2	Courses Offered in Some National Universities	31
3.7.3	Courses Offered in Some International Contexts.....	33
3.8	What do we Expect from Courses in a Language Program?	35
3.8.1	Coherence and Integration.....	35

CHAPTER 4 METHODOLOGY	37
4.1 Introduction.....	37
4.2 Research Design.....	37
4.3 Participants.....	37
4.4 Objectives and Research Questions	37
4.5 Data Collection Process and Instrument.....	40
CHAPTER 5 DATA ANALYSIS	45
5.1 Introduction.....	45
5.2 Demographics	46
5.3 Participant Profile.....	48
5.4 Master Students' Opinions.....	52
5.4.1 How Much Importance Their Programs Attach to the Purposes M.A. Programs	53
5.4.2 Program Description.....	54
5.4.3 Program Content	57
5.4.4 Program Instruction.....	60
5.4.5 Departmental Support.....	63
5.4.6 Atmosphere in the Department	64
5.4.7 Program Resources.....	66
5.4.8 Overall Evaluation.....	67
5.5 Evaluation of Courses and Program Components	70
5.5.1 The Success of Program Components.....	72
5.5.2 Linguistic Component	74
5.5.3 ELT Methodology Component	75
5.5.4 Literature and Culture Component.....	76

5.5.5	Research Component.....	77
5.5.6	Evaluation of Courses in an M.A. ELTProgram.....	78
5.5.7	Summary.....	79
5.6	The Impact of Experience in the Evaluation of M.A. ELTPrograms.....	80
5.7	Evaluation of M.A. ELTPrograms in Terms of Students, Graduates, Teachers, Lecturers and Research Assistants	83
5.7.1	The Success of Linguistic Component According to Students, Graduates, Teachers, Lecturers, and Research Assistants	85
5.7.2	ELT methodology courses according to students, graduates, teachers, lecturers, and research assistant	86
5.7.3	Literature Courses According to Students, Graduates, Teachers, Lecturers, and Research Assistants.....	87
5.7.4	Research Courses According to Students, Graduates, Teachers, Lecturers, and Research Assistants.....	88
5.7.5	Educational Sciences Courses According to Students, Graduates, Teachers, Lecturers, and Research Assistants	89
5.8	Summary.....	91
5.9	Evaluation of M.A. Programs Based on Universities	92
5.9.1	Program Description.....	92
5.9.2	Program Content	100
5.9.3	Program Instruction.....	106
5.9.4	Departmental Support.....	114
5.9.5	Atmosphere in the Department	119
5.9.6	Program Resources.....	124
5.9.7	Overall Evaluation.....	126
5.10	Evaluation of Courses and Course Components by Universities	133
5.10.1	Linguistic Courses.....	133
5.10.2	ELT Methodology Courses.....	137

5.10.3	Literature Courses	138
5.10.4	Research Courses	139
5.10.5	Educational Sciences Courses.....	140
5.11	Analysis of Qualitative Data.....	144
5.12	A Suggested Syllabus for M.A. ELTPrograms.....	153
CHAPTER 6 CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS.....		159
6.1	Introduction.....	159
6.2	Conclusion	159
6.3	Summary.....	169
REFERENCES		173
APPENDIX		183

LIST OF TABLES

Table 1. Difference between Formative and Summative Evaluation	17
Table 2. Sample M.A. ELT courses offered in Turkey	31
Table 3. Sample Courses Offered in International Contexts.....	34
Table 4. Distribution of Students and Graduates.....	46
Table 5. Distribution of Participants Based on Gender	46
Table 6. Distribution of Participants in Terms Of Graduation and Jobs	46
Table 7. Professional Targets of the Participants	49
Table 8. The Influence of the Given Factors in Deciding To Do M.A. Studies	50
Table 9. Factors Influential in Department Selection.....	51
Table 10. Frequencies and Percentages of Participant Opinions on the Purposes of M.A. Programs	52
Table 11. Participant Opinions on How Much Importance Their Programs Attach to the Purposes M.A. Programs	53
Table 12. Master Students and Graduates' Opinions on Program Description.....	54
Table 13. Master Student and Graduates' Opinions on Program Content.....	57
Table 14. Master Students and Graduates' Opinions on Program Instruction and Evaluation Methods.....	60
Table 15. Master Students and Graduates Opinions on Departmental Support.....	63
Table 16. Master Students and Graduates' Opinions on Atmosphere in Departments ..	65
Table 17. Master Students and Graduates' Opinions on Program Resources.....	66
Table 18. Master Student and Graduates' Opinions on Overall Evaluation	68
Table 19. The Importance of Program Components.....	70
Table 20. The Success of Program Components.....	72
Table 21. The Success the Courses in Linguistic Component	74
Table 22. The Success of the Courses in ELT Methodology Component.....	75
Table 23. The Success of Literature and Culture Component Courses	76

Table 24. The Success of Research Component Courses	77
Table 25. The Impact Experience of Teachers in Terms of the Evaluation of Curriculum.	80
Table 26. Experience of Research Assistants and their Evaluation of Curriculum.....	81
Table 27. Experience of Lecturers and their Evaluation of M.A. ELTCurriculum.....	82
Table 28. Evaluation of Program Components According to Students, Graduates, Teachers, Lecturers, and Research Assistants	84
Table 29. Linguistics courses favored by students, graduates, teachers, lecturers, and research assistants.....	86
Table 30. ELT Methodology Courses Favored by Students, Graduates, Teachers, Lecturers, and Research Assistants	87
Table 31. Evaluation of Literature and Culture Courses by Students, Graduates, Teachers, Lecturers, and Research Assistants	88
Table 32. Evaluation of Research Component by Students, Graduates, Teachers, Research Assistants and Lecturers.	89
Table 33. Evaluation of Educational Sciences Component by Students, Graduates, Teachers, Research Assistants and Lecturers.	90
Table 34. Opinions of Participants from Atatürk University on Program Description ..	93
Table 35. Opinions of Participants from Başkent University on Program Description .	94
Table 36. Opinions of Participants from Bilkent University on Program Description...	95
Table 37. Opinions of Participants from Çukurova University on Program Description	95
Table 38. Opinions of Participants from Gazi University on Program Description.....	96
Table 39. Opinions of Participants from Hacettepe University on Program Description	97
Table 40. Opinions of Participants from Selçuk University on Program Description ...	97
Table 41. Opinions of Participants from Other Universities on Program Description...	98
Table 42. Opinions of Participants from Atatürk University on Program Content.....	100
Table 43. Opinions of Participants from Başkent University on Program Content	101

Table 44. Opinions of Participants from Bilkent University on Program Content	101
Table 45. Opinions of Participants from Çukurova University on Program Content ..	102
Table 46. Opinions of Participants from Gazi University on Program Content	103
Table 47. Opinions of Participants from Hacettepe University on Program Content ..	103
Table 48. Opinions of Participants from Selçuk University on Program Content	104
Table 49. Opinions of Participants from Other Universities on Program Content	105
Table 50. The sum of the mean scores on program content.....	105
Table 51. Opinions of Participants from Atatürk University on Program Instruction .	106
Table 52. Opinions of Participants from Başkent University on Program Instruction.	107
Table 53. Opinions of Participants from Bilkent University on Program Instruction..	108
Table 54. Opinions of Participants from Çukurova University on Program Instruction	109
Table 55. Opinions of Participants from Gazi University on Program Instruction	110
Table 56. Opinions of Participants from Hacettepe University on Program Instruction	111
Table 57. Opinions of Participants from Selçuk University on Program Instruction...	112
Table 58. Opinions of Participants from Other Universities on Program Instruction..	113
Table 59. The Sum of Means on Program Instruction.....	114
Table 60. Opinions of Participants from Atatürk University on Departmental Support	115
Table 61. Opinions of Participants from Başkent University on Departmental Support	115
Table 62. Opinions of Participants from Bilkent University on Departmental Support	116
Table 63. Opinions of Participants from Çukurova University on Departmental Support	116
Table 64. Opinions of Participants from Gazi University on Departmental Support...	117
Table 65. Opinions of Participants from Hacettepe University on Departmental Support	117

Table 66. Opinions of Participants from Selçuk University on Departmental Support	118
Table 67. Opinions of Participants from Selçuk University on Departmental Support	118
Table 68. The Sum of Means on Departmental Support by University.....	119
Table 69. Opinions of Participants from Atatürk University on Atmosphere in the Department.....	120
Table 70. Opinions of Participants from Başkent University on Atmosphere in the Department.....	120
Table 71. Opinions of Participants from Bilkent University on Atmosphere in the Department.....	121
Table 72. Opinions of Participants from Çukurova University on Atmosphere in the Department.....	121
Table 73. Opinions of Participants from Gazi University on Atmosphere in the Department.....	122
Table 74. Opinions of Participants from Hacettepe University on Atmosphere in the Department.....	122
Table 75. Opinions of Participants from Selçuk University on Atmosphere in the Department.....	123
Table 76. Opinions of Participants from Other Universities on Atmosphere in the Department.....	123
Table 77. The Sum of Means on Atmosphere in the Department	124
Table 78. Opinions of Participants on Program Resources.....	125
Table 79. Opinions of Participants from Atatürk University on Overall Evaluation ...	126
Table 80. Opinions of Participants from Başkent University on Overall Evaluation ..	127
Table 81. Opinions of Participants from Bilkent University on Overall Evaluation....	127
Table 82. Opinions of Participants from Bilkent University on Overall Evaluation....	128
Table 83. Opinions of Participants from Gazi University on Overall Evaluation.....	128
Table 84. Opinions of Participants from Hacettepe University on Overall Evaluation	129
Table 85. Opinions of Participants from Selçuk University on Overall Evaluation	130
Table 86. Opinions of Participants from Hacettepe University on Overall Evaluation	130

Table 87. The Sum of Means on Overall Evaluation.....	131
Table 88. The Mean Scores by University in Terms of General Evaluation.	132
Table 89. General Findings on the Success of Linguistic Courses Based on Universities	134
Table 90. The Sum of the Mean Scores on Linguistic Component.....	136
Table 91. General Findings on the Success of ELT Methodology Courses Based on Universities	137
Table 92. General Findings on the Success of Literature Courses Based on Universities	138
Table 93. General Findings on the Success of Research Courses Based on Universities	139
Table 94. The Success of Educational Sciences Courses Based on Universities.....	140
Table 95. Sums of the Success of Courses Based on Universities	141
Table 96. Sums of the Mean Scores for Each University on Participant Opinions on Program Issues and Participants' Evaluation of Course Components Courses Components	143
Table 97. Ten most favored courses in M.A. ELTprograms.....	153
Table 98. Distribution of courses that must be included in an M.A. ELTprogram.....	154
Table 99. The suggested syllabus	155

LIST OF FIGURES

Figure 1. Distribution of M.A. ELTprograms	47
Figure 2. Distribution of Participants According to the Undergraduate Programs	48

CHAPTER 1

1.1 Introduction

Being the first step of postgraduate education, M.A. programs are the basic building blocks in preparing academics and scientists. Therefore, they function as catalysts in national development and in keeping pace with advancements in scientific and technological arena. Scientists can be seen as bridges that import and disseminate knowledge within the national context. As such, one of the most important functions of post graduate education is to educate scientists, academics, and teachers as the society needs them. Post graduate education is prestigious, and the way it educates prospective scientists, academics, and teachers must be well-tuned to its prestigious nature. That is to say, it must be fundamentally of high quality and up-to-date. Evaluation in this case is one of the most important steps in the betterment of M.A. programs so that high quality education can be ensured.

Post-graduate education is also one of the most important academic aspirations of national policies on scientific development. The fundamental aim of post-graduate education is to promote human force that produces and uses knowledge and empower problem solving skills (Karaman & Bakırcı, 2010). Therefore, the quality of post-graduate education is highly important in terms of coping with the current developments both in national and international context (Alhas, 2006).

Post-graduate education is more comprehensive compared to graduate education and it seeks to equip students with skills that are essential in problem solving, gaining expertise in field, producing and evaluation knowledge. Besides educating prospective professors, universities also undertake to bring about labor for other workforce and today most employers seek postgraduate degree from their prospective employees. In this case, the importance of post graduate education doubles. In the case of teacher education and language teachers in general the candidates with a post graduate degree are more preferable in employment. Or candidates with a post graduate degree are more likely to be appointed to positions that require expertise within an institution.

With the increasing demand in the learning and teaching of English in Turkey, the need for language teacher education programs has accelerated. M.A. programs in ELT play a crucial role in teacher education and in preparing candidates to become teacher educators. Therefore, crucial aspects of M.A. ELT programs like curriculum, methodology, and evaluation gain remarkable significance. Curriculum developers heavily depend on the data coming from learners and teachers in the form of program evaluation.

1.2 Background to the study

The present study rests on two important premises. First of all, as Peacock (2009) emphasizes, each teacher education program must employ an internal evaluation system. Support for this comes from many researchers (Richards, 1990, Wallace, 1991, Reid, 1996, and Lynch 2003). Rea-Dickins and Germaine (1998, p. 8), for example, view systematic evaluation 'at the heart of a programme'. Secondly, evaluation studies on teacher education programs are relatively scarce (Peacock, 2009). Most program evaluation studies in Turkey, for instance, focus on the evaluation of preparatory class curricula at university or high school level. Specifically speaking, as for the local context, Türker (2001, p. 29) clearly states that a sound post graduate education develops by means of systematic evaluation. The basic steps for a feasible and systematic evaluation, as suggested by Türker, are as follows:

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

The present study mainly focuses on the evaluation of M.A. programs in Turkey for a view to determine the current situation in the departments and suggest ways of development as a result of the findings. To this end, comprehensive data were collected on a wide range of issues regarding M.A. programs and they were analyzed carefully by

specific computer programs and statistical tests. The main premises are taken from the literature on language program evaluation and thus it can be said that this evaluation study rests on academic criteria. In addition, in the light of the findings of this study, it is possible to draw important implications for the development of M.A. ELT programs.

Evaluations that boil down to the evaluation of M.A. ELT programs are very few in number. The ones that exist focus on the evaluation of individual programs (Kanatlar 1996; Tezel, 2006). One of these studies was carried out at Bilkent University M.A. ELT program by Kanatlar (1996). This study collected data from current students, administrators, and alumni members. The results indicated that the M.A. ELT program was sufficient in achieving its goals and objectives and it made changes in the professional lives of the alumni. Participants also stated that the program needed some modifications. Another study was carried out by Tezel (2006) at METU. This study was a doctoral study. Its aim was to evaluate an American university master's program. Tezel's study was also a comprehensive study that focused on a wide range of aspects of a particular M.A. TESOL program in America. What distinguishes the present study from the other studies is that this study seeks to evaluate a number of M.A. ELT programs in Turkey comparatively.

There are a number of important questions that must be answered in order to maintain the effectiveness of an M.A. ELT program. These questions include:

- 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, administrators, students, 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, p.286)

Therefore, there is a need to conduct a comparative study of M.A. ELT programs that are offered in various universities in Turkey in order to provide a general outline. The main purpose of the present study is to make an evaluation of post-graduate language teacher education programs (M.A.) in Turkey in order to see to what extent the programs meet the needs of learners and what the strengths and weaknesses of these programs are.

1.3 Statement of the Problem

Program evaluation plays a crucial role in the academic life of curricula. Adaptations, modifications, or omissions are decided upon on the basis of the results of program evaluation. However, although there are a number of studies that handle post-graduate education from various viewpoints in Turkish context (Karaman & Bakırcı, 2010, Arslan & Kara, 2010, Ahlas, 2006, Ünal & İlter, 2010), these studies are not particularly related to ELT departments. Therefore, we can say that the curriculum models and other important components of M.A. ELT programs such as instructional methods, departmental support, or courses are not researched satisfactorily.

1.4 Purpose of the Study

The purpose of the present study is to evaluate M.A. ELT programs offered in Turkish context. In doing so, it attempts to contribute to the knowledge base on program evaluation in Turkish context. The study is also intended to guide the necessary changes that may be needed in the M.A. ELT programs in Turkey. These changes may embody modifications, replacements of some courses, additions or omissions of courses in M.A. ELT programs in Turkish context.

1.5 Research Questions

This study has been undertaken in order to examine, identify, and evaluate the current state of the ELT programs at Turkish universities in terms of program description, content, instruction, departmental support, atmosphere in the department, and program resources as well as linguistic literature and culture, ELT methodology, research, and

educational sciences components. To do so the following research questions have been formulated:

1. What are the opinions of M.A. ELT students and graduates on;
 - quality of teaching
 - faculty concern for students
 - departmental procedures
 - available resources
 - curriculum (linguistic component, Literature and culture component, ELT mythology component, research component, and educational sciences component)
 - students' opinions on the relevance of the curriculum to their future needs?
2. What are the factors that encourage students to start M.A. studies?
3. What is the role of experience play in the evaluation of M.A. ELT?
4. What are the students', graduates, teachers', lecturers' and research assistants' opinions of the curriculum of the M.A. ELT programs in Turkey?
5. What components of the M.A. ELT programs in Turkey are mostly favored by students, graduates, teachers, lecturers, and research assistants?
6. What courses of the linguistic component of the M.A. ELT programs in Turkey are mostly favored by students, graduates, teachers, lecturers, and research assistants?
7. What courses of the ELT methodology component of the M.A. programs in Turkey are mostly favored by students, graduates, teachers, lecturers, and research assistants?

8. What courses of the literature and culture component of the M.A. ELT programs in Turkey are mostly favored by students, graduates, teachers, lecturers, and research assistants?
9. What courses of the research component of the M.A. ELT programs in Turkey are mostly favored by students, graduates, teachers, lecturers, and research assistants?
10. What courses of the educational sciences component of the M.A. ELT programs in Turkey are mostly favored by students, graduates, teachers, lecturers, and research assistants?
11. What are the opinions of participants from different M.A. ELT programs on program evaluation and course components?

1.6 Significance of the Study

In Turkey, there are very few studies that have been carried out to investigate ELT master programs in terms of courses and other components like program instruction, departmental support or facilities. Therefore, the present study is intended to fill in the gap in this respect.

In a nutshell, the study is intended to help policy issues regarding courses in ELT in general and other aspects like whether the program prepares students for their future careers or whether the courses in ELT master programs appeal to students' needs. Providing a basis for strengths and weaknesses of master programs, the decision makers or administrators are expected to benefit from the results of the study.

1.7 Assumptions

It is assumed that the study will contribute greatly to the betterment of M.A. ELT programs in Turkey by giving as chance to update current ones. It may also be possible to design a totally new M.A. program based on the findings. The participants are expected to give their unbiased opinions.

1.8 Limitations of the Study

There are a number of limitations in the present study. First of all, the study was conducted with students and graduates of M.A. ELT programs. In a further study, they can be included in order to get a different view of the question at hand.

The second limitation of the study was the imbalance of the number of participants. This is because the number of M.A. ELT students is not distributed evenly. This limitation was minimized by using various statistical tests in data analysis section.

1.9 Definition of Key Terms

The following terms frequently appear in the present study and in order to facilitate the reading of this thesis, they have been defined as follows:

Curriculum: “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” (Tanner and Taner, 1980, p. 102).

Syllabus: “a statement of what should be taught, year by year – through language – syllabuses often also contain points about the method of teaching and the time to be taken” (Lee, 1980, p. 108).

Program: a set of foreign language courses that are taught at any given level, school, or institution.

Program Evaluation: the process collecting data, analyzing needs, finding methods for improvement and implementation strategies, and identifying outcomes of the program.

CHAPTER 2

2 REVIEW OF LITERATURE

2.1 Introduction

This chapter provides background information regarding the issues that are related to program and program evaluation. Primarily, the distinction between curriculum and syllabus is visited and then the concept of curriculum development in ELT is handled in detail. Language program evaluation and approaches to language program evaluation are dwelled on. Finally, this chapter surveys the studies that have been carried out in Turkish context on language program evaluation.

2.2 Curriculum

Curriculum includes what knowledge, skills, and values students are expected to learn at school. Moreover, curriculum also embodies the experiences that are needed to attain the intended goals and the way educational activity is designed and measured at schools. This is basically the curriculum development unit of applied linguistics.

2.2.1 The Concept of Curriculum in ELT

Curriculum is a general term that is commonly used to mean ‘what schools teach’ (Eisner, 2002: 25) and it includes philosophical, social and administrative choices that contribute to the planning of an educational program. There are various definitions pertaining to the term curriculum. Ornstein and Hunkins (2004), for example, list five different definitions for the term. They are as follows:

- A curriculum is 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 four definitions, the first one is the most adoptable one for the present study. There are also others conceptualizations of the term curriculum. Tanner and Tanner (1980) defined 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). Moreover, Wiles and Bondi (1985) view curriculum as a goal or collection of values that are activated during the development stage in the teaching process besides a learning plan.

Richards and Platt and Platt (1993) define curriculum as an educational program which expounds “(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), and (3) some means for assessing whether or not the educational ends have been achieved.” (p. 94)

White (1993) state 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” (p. 19).

2.2.2 The concept of Syllabus in ELT

Like curriculum, syllabus also has several definitions within the realm of language teaching. Lee (1980) defined syllabus “a statement of what should be taught, year by year – through language – syllabuses often also contain points about the method of teaching and the time to be taken” (p. 108). Another definition is that “syllabus is a more detailed and operational statement of teaching and learning elements which translates the philosophy of the curriculum into a series of planned steps leading towards more narrowly defined objectives at each level” (Dubin & Olshtain, 1997, p. 28).

To sum up, it can be deduced that curriculum refers to any educational activity that defines the objectives and educational purposes of a program, the ways to attain these goals, which embody the content, teaching procedures, and the learning process, and finally the methods used to assess whether or not the program reached its predetermined goals. On the other hand, syllabus is a more limited term which generally refers to the definition and the order of the contents of a course or language teaching program. As such, EFL curriculum is associated with the planning, implementation, management, administration, and evaluation of the foreign language program, while syllabus is related to the selection and grading of content.

2.3 Program Evaluation

Within the scope of education, a program is a bulk of activities that are intended for a common goal or purpose. Lynch defines a program as “a series of courses linked with some common goal or end product” (Lynch, 1997, p.2). A language program can also be conceived of as a set of foreign language courses that are taught at any given level, school, or institution. Therefore, an educational program can be defined as a program which focuses on the acquisition of information, skills and attitudes which are mainly provided through formal learning settings by institutions such as schools, colleges and universities.

Different evaluators define program evaluation differently. Chooto (1988) views evaluation as comprising of activities in collecting data, analyzing needs, finding methods for improvement and implementation strategies, and identifying outcomes of the program. The aim is to increase the quality and effectiveness of the program. Another definition of program evaluation by Talmage (1982) views evaluation as the act of rendering judgments to determine value-worth and merit without questioning or diminishing the important roles evaluation plays in decision making.

There are various opinions and approaches to program evaluation. Some educators adhere to the view that evaluation is equal to measurement whereas others view it as the assessment of the extent to which the course objectives have been reached. Moreover,

some educators opt for the idea that evaluation is a scientific inquiry whereas others maintain that it is, in essence, undertaken to provide data for decision-makers on their selections. Worthen and Sanders (1998) define evaluation as the systematic inquiry into the quality, effectiveness, or value of a program. Therefore, evaluation can be conceived as a process of systematic data collection for the purpose of making decisions.

According to Isaac & Michael (1990), there are three major steps that are followed during a program evaluation process. The first one is objectives. Program evaluation studies cover objectives in regard to whether they have been attained or not and if so to what extent the programs were effective in attaining these goal. The second step is means, which indicate the strategies and activities that are going to be used during the evaluation process. And finally the last one is measures, which include the tools that are going to be applied in determining the effectiveness of the program in reaching the stated objectives.

The nature of evaluation process makes it possible to focus on either small groups or larger groups and thus it becomes possible to make comparisons. The present study is aimed at providing a general picture of the master's programs in Turkey, so it is going to employ a large view and compare the opinions of students and teachers in order to provide betterment and enrichment for master's programs in Turkey.

Similar to the variety regarding the definition of evaluation, evaluation studies may vary in terms of design (experimental, quasi-experimental, regression discontinuity), purpose (advocacy versus objective assessment), philosophical basis (quantitative versus qualitative) (Frechtling, 2007 p. 104).

Evaluation can be carried out for a number of purposes. According to Cronbach (1991), there are three different types of evaluation:

- 1) Course improvement: deciding what instructional materials and methods are satisfactory and where change is needed.

2) Decisions about individuals: identifying the needs of the pupil for the sake of planning his instruction, judging pupil merit for purposes of selection and grouping, acquainting the pupil with his own progress and deficiencies.

3) Administrative regulation: judging how good the school system is, how good individual teachers are, etc.

Program evaluation is needed in order to improve the quality of educational programs. According to Kelly (1999), program evaluation is undertaken for the purpose of measuring the value and effectiveness of any educational activity. It can be said that program evaluation either strives to assess a particular program within itself or it may seek to compare it with other similar programs. In short, program evaluation provides valuable insights for the insiders to improve the program and in a wider scope it facilitates the policy making process.

There is no doubt that a well- defined curriculum is one of the most important prerequisites for a language program to attain its goals. A well-defined curriculum can only be ensured by means of evaluating it on a regular basis so that necessary modifications can be made. Evaluation also renders it possible to determine future strategies for M.A. programs. Brown (1989) emphasizes the importance of evaluating by stating that:

...the ongoing program evaluation is the glue that connects and holds all of the elements together. Without evaluation, there is no cohesion among the elements and if left in isolation, any of them may become pointless. In short, the heart of the systematic approach to language curriculum design is evaluation-the part of the model that includes, connects and gives meaning to all of the other elements. (p. 235)

Accordingly, it is apparent that the endeavor undertaken to evaluate a program may boil down to the following issues.

- a) the need for the program
- b) the design of the program
- c) the program implementation and service delivery
- d) the program impact or outcomes and
- e) program efficiency (cost effectiveness).

The specific emphasis for the present study will be on the design of the program mainly in regard to the ordering of the courses offered at master's programs in Turkey and the impact of the program on the lives of attendants.

One of the important components of a program evaluation is the *outcomes*. In some cases they can be considered to be a major concern for the evaluation study. Proposed by Isaac & Michael (1990), outcome evaluation model attempts to undertake an assessment of whether or not the program objectives have been reached along with an analysis of program strengths and weaknesses. Such an approach is vital in terms of suggesting future modifications for the program. More broadly, outcomes are defines as follows by Owen and Rogers as (1999, p. 264):

... benefits for participants during or after their involvement with a program. Outcomes relate to knowledge, skills, attitudes, values behavior, condition or status. For a particular program, there may be various levels of outcomes, with one level of outcome leading to a 'higher' or longer-term outcome. Examples of outcomes include: increased knowledge of nutritional needs, changes in literacy levels, getting a job, and having higher self-dependence.

It is clear therefore that outcomes must be made a part of an evaluation study in order to get a better profile of MA programs.

As a final note on evaluation, it must be stated that the term "evaluation" is often confused with the term "assessment". Although these terms are sometimes used interchangeably, they are quite different things. Therefore, it would be helpful to clarify the point. Assessment refers to the collection and analysis of information about student learning whereas evaluation is more than student achievement, which covers all aspects

of teaching and learning, looking at how educational decisions can be informed by the results of alternative forms of assessment (Genesee, 1996).

2.3.1 Approaches to Program Evaluation

In the last two decades of applied linguistics, research on program evaluation methodology demonstrated that it is not possible to determine achievement, nor can proficiency be measured by depending solely one single method or approach. (Ross, 2003)

There are basically two general approaches to program evaluation: qualitative and quantitative. Quantitative research is aligned with experimentation whereas qualitative research is paralleled with naturalistic evaluation (Lynch, 1992). Experimentation requires a diachronic evaluation that is carried out over an extended time period extensively by the use of observations.

Undertaking program evaluation pushes important questions: Which research approaches will be adhered to, and which research techniques will be used? As was stated, there are two basic approaches to educational research: qualitative and quantitative. Although the selection depends on the conditions peculiar to a research project, it is always a dilemma to make the best selection. As an answer to this question, Lynch (1992) argues for the co-existence of both approaches pleading that both have specific contributions to the process.

2.3.2 Product and Process in Program Evaluation

Product and process in evaluation jargon can be likened to summative and formative evaluation, which are going to be handled below. Product based evaluation attempts to answer two basic questions:

1. Does program X work?
2. Does program X work better than program Y?

(Brown, 1984, p. 409)

According to Brown (1984), most program evaluation studies are mainly product-based on account of the fact that they undertake to examine the achievements of the goals of programs. Therefore, a product based evaluation is summative in nature. Focusing on product will form an important part of this study due to the fact that learners will be examined in terms of to what extent they can implement what they learn in a ELT program.

Process based evaluation, on the other hand, “is the systematic observation of classroom behavior with reference to the theory of (second) language development which underlies the program being evaluated.” (Brown, 1984, p. 415). This approach dwells on curriculum changes and necessary developments that may be applied in programs. This approach is particularly important for the present study due to the fact that suggestions on what kind of changes should be made to improve the curriculum of ELT programs will be given at the end of the study.

2.3.3 Dimensions of Program Evaluation

According to Kiely & Rea - Dickins (2005), evaluation in general has a lot of meanings within an educational context. It is a means of determining learning achievements or student satisfaction. It focuses on judgments about students by teachers and by external assessors; the performance of teachers by their students, program managers and institutions; and programs, departments and institutions by internal assessors, external monitors and inspectors. They also put forth that evaluation is about the relationships between different program components. In order to fulfil these functions, program evaluation is undertaken under different dimensions. They range from formative vs. summative evaluation, process vs. product in evaluation, and qualitative vs. quantitative evaluation. A quick review of these concepts is given below.

2.3.3.1 Summative Evaluation and Formative Evaluation

Evaluation can be carried out in two different forms: *Formative evaluation* and *summative evaluation* (Scriven, 1991). Formative evaluation requires the assessment process to be carried out while the program is being established whereas summative evaluation is conducted at the end of the program. The evaluation in this study will tend

to be summative on account of the fact that most M.A. programs have already been well-established and follow a similar path in most universities. Apart from evaluation form, the approach adopted during the evaluation process is also important.

The terms *summative* and *formative* were introduced to the literature on program evaluation by Scriven (1991). Formative evaluation is carried out to collect and share information for the improvement of the program. During the processes of setting the program, the program evaluator functions as the provider of information for planners and staff in order to help them design the program in the best way possible. (Morris and Fitz-Gibbon, 1978). Therefore, formative evaluation is carried out during the development and improvement of a program and it is likely to be implemented more than once. (Scriven, 1991). The purpose of formative evaluation is to certify that the goals of the program are attained and to improve the instruction by identifying problematic parts. (Weston, Mc Alpine and Bordonaro, 1995).

Thus, it can be said that formative evaluation is intended to make immediate changes when necessary during both the establishment and the implementation process of a program. Both learner development and course improvement are main goals of formative evaluation.

Summative evaluation, however, is carried out at the end of a program to provide judgments on the program's value or attainability of its goals. A summative study would be conducted when a program is implemented to determine the efficacy of the program by comparing it with national sample of similar schools, teachers, and students at the same level (Worthen and Sanders, 1998). Summative evaluation, therefore, is like writing a report of a program after it is completed. Hence, its aim is not to provide ongoing information as to the improvement of the program. Summative evaluation provides data on how the program looks like at the end of its implementation. It is thus the last step in curriculum development. Therefore, by the help of summative evaluations, important decisions can be made depending on the results. It is typical to use numbers and letters for grades in summative evaluation as a measurement of learner achievement. Hence, summative program evaluation makes it possible to make

decisions on modifications, revisions, on continuation of the program, or its termination, expansion or adoption.

It can be said that participants and uses of the two types of evaluation are different. In formative evaluation, the participants are generally program personnel or curriculum developers whereas in summative evaluation participants are generally made up of students, teachers or other professionals, or supervisors. Existence of two different kinds of evaluation does not come to mean that one has superiority over the other. They both have different functions. Since the present study aims at getting a general picture of the ELT master programs in Turkey, it is summative in nature. Table 1 gives the details of formative and summative evaluation models.

Table 1. Difference between Formative and Summative Evaluation

Basis for comparison	Formative evaluation	Summative evaluation
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	Frequent	Limited
Sample size	Often small	Usually large
Questions	What is working? What needs improvement? How can it be improved?	With whom? At what cost? With what training?

Worthen R., and Sanders, R. (1998)

To sum up, two different dimensions of program evaluation have many different facets. Both are needed in order to set up efficient educational programs. Formative evaluation, as we can see in Table 1, is intended to improve the program as it is being formed whereas summative evaluation is undertaken after the program has been implemented. The present study is mainly summative in nature. It is also formative in terms of questions like “what is working?”, “what needs improvement?”, or “how it can be improved?”

2.3.3.2 Quantitative vs. Qualitative

The final distinction rests on the methods of data collection. As is known, quantitative data can be interpreted by means of numbers and it can be transformed into statistical data. Test scores or student rankings can be seen as quantitative data sources. In this thesis, the data collection instrument is a comprehensive questionnaire. Therefore, this thesis can be considered to be quantitative in nature.

On the other hand, qualitative data are mainly collected through observations or interviews. This kind of data is not generally turned into numeric representations. However, it gives important insights in terms of educational practices.

2.3.4 The Need for Program Evaluation

Curriculum evaluation is generally conceived to be a mainstay by scholars. Tyler (1969), for example, asserts that evaluation is essential to curriculum development. Fundamentally, evaluation is carried out to determine the extent to which the goals of the program were achieved, and to identify the strengths and weaknesses of the program (Gredler, 1996). Nunan (1998, p. 116) accentuates its importance by stating that ‘no curriculum model would be complete without an evaluation component’. Lynch (1990) also stresses that evaluation, the systematic attempt to examine what happens in language programs, typically serves as the basis for judgments and decisions about these programs. The present study will as a part focus on the strengths and weaknesses of the contents of courses offered at M.A. programs in Turkey so that clear-cut conclusions can be drawn for further modifications intended in content selection of these programs.

It is important to note that in the United States program evaluation is a mainstay of most of the government-based teacher preparation programs. (Fradd and Lee, 1997). Fradd and Lee (1997) emphasize the scarcity in program evaluation studies that are carried out in all teacher preparation programs along with TESOL in the United States.

According to Worthen and Sanders (1998), evaluation is a means to determine the quality, effectiveness or value of a program, product, project, process, objective or curriculum. Therefore, the systematic framework provided by the evaluation of a program is a required component for decision makers, and program developers. They

can easily refer to the results of the evaluation for modifications, additions, or subtractions that are needed in the program. In short, the purpose of the quest into the evaluation of a program may be summarized as how the program works, which parts meet the requirements and what the parts do not.

Therefore, it can be said that program evaluation is carried out in order to determine whether the program is sufficient enough to meet the required goals.

2.3.5 Benefits of Evaluating Language Programs

Since M.A. programs prepare ELT researchers for the future, these programs must be well-designed in order to meet the expected outcomes. However, unlike other language teacher education programs, M.A. ELT programs have a number of functions that range from preparing researchers, candidates for PhD to prospective university professors besides providing further education of teaching. Now that they play a very important role in the betterment of language education in a country, their effectiveness or ineffectiveness must be accounted for. Therefore, we can say that evaluation provides a framework in order to show effectiveness of an ELT MA program in preparing teachers and researchers that are compatible with local and universal contexts.

Hence, one of the benefits of program evaluation can be said to be its being a guide in identifying the extent to which the program goals have been attained. Determining the extent to which the program has been successful helps us figure out the areas of actual success and failure within the program. This provides valuable information for program development. Program evaluation also provides scaffolding for accreditation process of teacher education programs worldwide (Eurydice European Unit 2006). Currently, there are no accreditation systems for teacher education programs in Turkey. It is hoped that the results of this study may provide a framework for a convenient accreditation system for ELT MA programs in Turkey. Putting everything aside, language program evaluation process invariably requires defining the expected outcomes of a program (Darling-Hammond 2006), which it is believed provides a clear-cut basis for the betterment of a program.

Secondly, evaluation of a teacher education program ensures a basis for demonstrating the extent to which the quality of the program has increased over time (Schwile and Dembele, 2007). Educational researchers converge on the point that quality is an important element of a well-designed and implemented language program (Blanton, Sidelar & Correa 2006). Therefore, it is important to document the development of language education programs over time.

Next, evaluating a teacher education program helps us determine accountability on the basis of stakeholder of the program. In the sense of teacher education programs, accountability follows an upward or downward hierarchy due to the multiplicity of stakeholders like students, policy makers, university board of governors, ministries of education (Young and Minott, 2009). In short, evaluation is a powerful tool in documenting school needs, identifying the strengths and weaknesses of the school programs, and discovering how to improve almost every aspect of school life (Sanders, 1992).

2.4 Evaluation Studies

There is a number of evaluation studies that have been carried out for a variety of purposes. This thesis documents evaluation studies that are of particular relevance for the present study.

2.4.1 Graduate Program Evaluation Studies Abroad

Most program evaluation studies reported here were carried out for departmental purposes. A dissertation study was carried out by Dacus (1982), which implemented Master's level GPSA questionnaires to collect data. Another study was carried out by Fradd and Lee (1997) on master program evaluation. This study reported the results of a 6-year study which was carried out at a university in Florida. The results indicate that the opinions of students contributed greatly to the improvement of the program. One common complaint that arose from the studies was the scarcity of literature on Master program evaluation.

Another important study was implemented by Kayla, Wheelless, and Howard in 1981. The purpose of this study was to develop a reliable and valid instrument to evaluate graduate programs based on the opinions of students. They surveyed the existing instruments and came to the conclusion that some of the instruments had met the requirements of the evaluation process in measuring a wide range of the aspects of the education program. However, the conclusion was that none of the surveyed instruments alone could wholly meet the requirements of the evaluation process of graduate programs. Finally, they worked on the issue and came up with a 39-item questionnaire, which was called Graduate Student Program Evaluation (GSPE) questionnaire. This questionnaire consisted of six major parts: curriculum, academic advising, administrative procedures, faculty and teaching, university facilities, and learning environment. The questionnaire was exposed to test over 350 Master and doctoral students at West Virginia University.

The results of this study showed that the students were able to consider all areas of the program. There are examples of studies that administer GPSA questionnaires. One of them was carried out by Dacus (1982) at New Mexico University and to compare the opinions of the faculty, graduate students, and graduate assistants.

2.4.2 Graduate Program Evaluation Studies in Turkey

It seems that there is a scarcity of program evaluation studies in Turkey. One was conducted by Kanatlar (1996) at M.A. TEFL program at Bilkent University in Ankara. It was a summative study that measured the success of the program. The data was collected by questionnaires that were developed by the researcher. The study also made use of interviews. Questionnaires were administered to alumni and program administrators. Alumni questionnaire was made up of 40 items. The items interrogated the students on issues like whether the courses were designed and taught to address the needs of students, whether courses met the students' expectations and needs as language teachers or whether the resources and materials supplied for the program were satisfactory. A similar questionnaire was administered to program administrators. The results of this study indicated that the M.A. TEFL program was successful in achieving its aims and objectives and had made changes in the professional lives of students. Both

groups of participants stated that there was a need for the continuation of the program. The results of the study also shed light to the changes that were suggested by the students. One interesting result of this study was that there was no increase in the professional responsibilities or positions of the participants.

Another study was carried out in order to find out whether the efficiency of an engineering program at Middle East Technical University was satisfactory to obtain a certificate of equivalence from the Accreditation Board for Engineering and Technology (ABET). The study was carried out by Yalabık (1999). Its results suggested that the department under study was “substantially equivalent” to similarly titled accredited programs in the United States by ABET.

Another study investigated the professional lives of Construction and Management department students. It was carried out by Çanga (2002) at Middle East Technical University. This was also a summative study. Alumni members were sought on the basis of their opinions by means of a questionnaire which was developed by the researcher. This study also showed that the program helped alumni to develop their professional skills. The results also showed that having a master’s degree was more beneficial in private sector than in public sectors, and the degree made alumni more prestigious and more prone to promotion.

These studies are important in two respects. Firstly, like the present study they were carried out at master programs and they used similar methods with the present study. Secondly, they were summative in nature like the present study.

2.5 What is the Specific Focus of this Evaluation?

According to Mackay (1994) “program evaluation” in language teaching captures a wide range of activities. Evaluation may focus on many different aspects of a language program, such as:

- *curriculum design*: to provide insights about the quality of program planning and organization

- *the syllabus and program content*: for example, how relevant and engaging it was, how easy or difficult, how successful tests and assessment procedures were
- *classroom processes*: to provide insights about the extent to which a program is being implemented appropriately
- *materials of instruction*: to provide insights about whether specific materials are aiding student learning
- *the teachers*: for example, how they conducted their teaching, what their opinions were of the program, what they taught
- *teacher training*: to assess whether training teachers have received is adequate
- *the students*: for example, what they learned from the program, their opinions of it, and how they participated in it
- *monitoring of pupil progress*: to conduct formative (in-progress) evaluations of student learning
- *learner motivation*: to provide insights about the effectiveness of teachers in aiding students to achieve goals and objectives of the school
- *the institution*: for example, what administrative support was provided, what resources were used, what communication networks were employed
- *learning environment*: to provide insights about the extent to which students are provided with a responsive environment in terms of their educational needs
- *staff development*: to provide insights about the extent to which the school system provides the staff opportunities to increase their effectiveness
- *decision making*: to provide insights about how well the school staff - principals, teachers, and others - make decisions that result in learner benefits

(Sanders 1992 & Weir and Roberts 1994)

In conclusion, the present study will mainly focus on *curriculum design, the syllabus and program content, classroom processes, the teachers, the institution, learning*

environment, decision making, and course components of M.A. ELT programs. In terms of *curriculum* design, planning and organization are the key words as regard M.A. ELT programs on account of the fact that there are a number of must and elective courses. The organization of these courses assumes importance for a smooth transition in an M.A. program. The second title is investigated under the title of program instruction and evolution methods. The teachers are evaluated in terms of their contribution to the academic life of students in the department. The institution is investigated in terms of its contributions and facilities to learners' experiences in the departments. Finally, being one of the most important elements of any evaluation, decision making is expected to be facilitated at the end of this evaluation. Decision making, in general, covers issues that are relate to course contents and the statuses of courses (their being must or elective).

CHAPTER 3

M.A. PROGRAMS AND THEIR COMPONENTS in TURKEY

3.1 Introduction

This section aims to explore general characteristics of M.A. ELT programs that are offered in Turkish universities. M.A. programs have similar patterns in terms of content and degree requirements. However, there are also differences in the way courses are organized and offered. Some universities, for example, do not mandate any must-courses (METU) whereas some others require students to take some of the courses as must-courses (i.e. Hacettepe University). In regard to credit requirements, it can be said that all universities demand students to complete 21 credits.

3.2 M.A. Programs in ELT

The process of M.A. education can be conceived of three fundamental stages. The first stage is the beginning stage, in which learners are fine-tuned into the field. This is carried out by formal education. The second stage is research stage where students collect information and try to reach written sources in determining the thesis topic. The final stage is the writing stage, in which students are supposed to complete their M.A. thesis (Kurnaz & Alev, 2009). These steps are more of a complementary nature and do not necessarily follow a linear order. However, the beginning stage can be thought to be the base onto which the next two stages are built. Therefore, an effective process for the first stage is essential in preparing learners for the following research, and writing stages. It must be kept in mind that what students learn during this first stage will have a deep impact in their later academic lives within the program. The efficiency of the initial step does not only depend on the provision of the most up-to-date information, it also requires a warm learning atmosphere where learners are guided properly by professors and teaching methods applied. Moreover, to be successful in this stage, students must also be supported with adequate resources like computers, Internet support, or library facilities. The selection of courses also becomes important for the efficiency of this process. An important part of this research is dedicated to the evaluation of courses in a number of stages.

Admission to post-graduate education is realized based on a number of criteria. It is well-known that these criteria are important in determining the level of success of postgraduate education. (Çıkrıkçı-Demirtaşlı, 2002). As a part of this research, participants are inquired on whether the entrance exam was a good test of the participants' knowledge.

3.3 Specific Aims of M.A. ELT Programs

According to the regulation on postgraduate education, the processes that govern M.A. education have been arranged based on the requirements of the related article of Higher Education Law in the document of Regulations on Graduate Education. In this article, it is stated that postgraduate education is comprised of M.A. degree and PhD degree with a purpose of building upon graduate education. Most universities in Turkey, state or private, offer M.A. ELT programs. The Council of Higher Education identified the aim of MA programs as follows:

The aim of an M.A. program is 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 thesis and a seminar course. Seminar course and thesis 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).

3.4 Stated Goals of M.A. ELT Programs in Turkey

Most universities emphasize the research component in their mission statements. Another point that merits attention is that most universities accentuate that they aim to give their students the most up-to-date knowledge and skills in language teaching. Mission statements of universities also include strong attention given to major theoretical issues in English Language Teaching and promise to provide a firm foundation in the theoretical and applied aspects of the field. Another important point that is voiced in mission statements is the enhancement of the practice of language teaching in Turkey. Besides these important goals, M.A. ELT programs also stress the

improvement of classroom teaching and testing based on an understanding of linguistic theory and language learning, enhanced understanding of general educational principles, improved familiarity with current developments in educational technology, development of research skills of issues related to language teaching and language learning, opportunity to develop professional contacts within the Turkish and international TEFL community.

It seems that the main emphasis on MA ELT programs is placed on enhancement of language education in Turkey, equipping learners with the required theoretical background, and providing the connection between theory and practice.

3.5 Functions of M.A. ELT Programs in Turkey

Economic development is mostly triggered by scientific development, and scientific development is ensured by production of knowledge. The fundamental step in attaining knowledge is high quality education. In the age of globalization, the main aim of education must be to help individuals gain the necessary knowledge and skills that are needed in the tough competition of the day. At that point, the importance of universities substantiates, especially at post-graduate education, which is one of the fundamental steps in the way to become an academic or a qualified researcher. Therefore, it can be said that one of the most important functions of post-graduate education is to prepare academics.

Secondly, another fundamental mission of universities and thus post-graduate education programs 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 also assumes importance in terms of depicting the changes the society undergoes as a result of these technological advancements. In short, fundamental functions of M.A. programs are:

- 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.

In the case of language education, the vitality of M.A. programs can be found in preparing academicians who are supposed to import recent developments in education and test their applicability within the national context. Academics in language education function as the synthesizer of knowledge that is produced in sister disciplines to ELT, such as psychology, linguistics, culture studies, and educational sciences.

Another important point that deserves attention is that teachers who complete M.A. studies become more sensitive to problems in language education. They can come up with ideas or solutions to these problems or contribute to the process by carrying out empirical studies that may shed light to the solution of the problem or problems. In a study that focused on the gains of state school teachers from postgraduate education, Arslan & Kara (2010) found that postgraduate education helped participants take action in the encountered difficulties and postgraduate education contributed to their development in in-service training. Therefore, similar to academics, teachers with an M.A. degree may facilitate the process of promoting language education in Turkey.

3.6 Why do people want to do M.A.?

As part of the objectives of this research, the reasons that encourage students to pursue post-graduate education is investigated. Among the variables that are included within the scope of the study is primary career choice, becoming an academic, carrying out PhD studies in the future, or becoming a teacher in a state school, or more practical determinants like recommendation of friend, acquaintance, or colleague. These factors can be grouped under four general titles: (1) educational, (2) research and development, (3) psycho-social, and (4) socio-economical. In a similar study that was specifically carried out to find the factors in deciding to do M.A. with 3225 participants, Erkilic (2009) found that the enthusiasm to become knowledgeable in the developments and innovations in the field, an attempt to increase professional qualifications, and development of skills for the field were highly important in deciding to do M.A. studies.

Moreover, in the same study it was found that the desire to become an academician affected the choices of learners to a considerable extent.

3.7 Courses Offered in ELT Master Programs

This section concerns the master program courses that are offered at M.A. programs in ELT departments in some national and international universities along with the contents of these courses. First of all, the course contents are given and then samples from different universities will be presented (for detailed course descriptions, see appendix A). Course descriptions were taken from the Internet sites of universities and they were not changed. Some of the departments do not include course descriptions on their Internet pages, so descriptions for some of the courses were not found. In the table given in Appendix A, there are courses that have slightly different names but the same content like *Curriculum Design* and *Syllabus Design and Materials Development*. Or, in some cases there are courses named as *Language in its Social Context* and *Sociolinguistics in Language Teaching*. In such cases, one of the courses were left in the table.

3.7.1 Components of an M.A. ELT Program

Generally speaking, it is possible to group courses offered in M.A. ELT programs under five major components:

- Linguistics Component
- Literature and Culture Component
- ELT Methodology and Skill Development Component (Henceforth, ELT Methodology Component)
- Research Component
- Educational Sciences Component

3.7.1.1 Linguistic Component

Linguistics component embodies courses like *Second Language Acquisition* or *Foundations of Educational Linguistics*. These courses are primarily intended to raise

master students' awareness on linguistic aspects of the language they are teaching and in addition to this to prepare them as researchers in applied linguistics. This component of an M.A. ELT program seems to be inseparable. Names and descriptions of courses that are under the title of linguistic component are given below.

3.7.1.2 Literature and Culture Component

Courses related to literature are still debated in regard to their place in a language teacher education program. Maley (2001) states that literature is seen either an integral part of the curriculum or it is seen as irrelevant to ELT. However, almost all language teacher education programs include courses on literature like *Literature and the Adolescent Experience Language, Development and Reading Literature, etc.*

3.7.1.3 ELT Methodology Component

Courses under the title of methodology cover courses that are specifically related to what learning is, who our learners are, and how teachers should act in particular situations. Combining theory and practice in the field of education, methodology courses assume particular significance in teacher education programs. *Teaching Reading in the English Language Classroom* and *Curriculum Design in Language Studies* are examples of ELT methodology courses.

3.7.1.4 Research Component

Among the other purposes of ELT MA programs, research component must be the most important one on account of the fact that one of the most outstanding aims of MA programs is to equip learners with necessary knowledge and skills to become efficient researchers. Therefore, learners must be equipped with necessary research skills. Examples of research-related courses are *Research Projects in ELT* and *Qualitative Research*.

It is interesting to note that the programs of the selected universities do not include courses that are specifically designed for research purposes. It may be that research is an

integral part of most of the courses offered in these universities. Within the scope of this thesis, components of an M.A. program are evaluated in two grounds. Firstly, participant opinions are obtained as regards which component they view as the most important component. Secondly, participants are asked to evaluate their programs in terms of the efficiency each component of an M.A. ELT program.

3.7.2 Courses Offered in Some National Universities

There are a large number of universities that offer M.A. programs in ELT in Turkey. Courses in the ELT programs in universities are offered in the form of both required and elective courses. Students are expected to complete 21 credits in order to start writing their theses. Courses are generally similar between and among universities. However, M.A. programs differ in the selection of elective and must courses. For example, there are eight must courses in the MA program of Hacettepe University whereas almost all of the courses except for *Seminar in English Language Teaching* and *Special Studies* are elective in the MA program of METU.

Table 2. Sample M.A. ELT courses offered in Turkey

Courses Offered at Hacettepe University	Courses Offered at Gazi University
<p><i>Must courses</i></p> <ul style="list-style-type: none"> • Seminar in English Language Teaching • Language teaching methods • Psychology for language learning • Research methods • Teaching language skills • Linguistics and language teaching • Research projects in ELT • Special studies in ELT <p><i>Elective courses</i></p> <ul style="list-style-type: none"> • Classroom management in ELT • Philosophy and history of language teaching • Sociolinguistics in ELT • Testing in ELT • Teaching grammar in ELT • Educational technologies in ELT • Research projects in ELT • Qualitative research • Applied phonetics in ELT 	<ul style="list-style-type: none"> • Academic discourse • Biological and sociological factors in Learning English • Neurolinguistic Programming and the use of drama in language teaching • Current approaches in language teaching • Materials development • Curriculum development • Testing in language teaching • Seminar • Use literary texts in language teaching

Courses Offered at Boğaziçi University	Courses Offered at METU
<ul style="list-style-type: none"> • Cross-Cultural Communication and Language Education • Syllabus Design and Materials Development/Evaluation • Analysis of Current Methods in English Language Education • Approaches to Teaching Language Skills • Educational Technology in English Language Education • Principles of Foreign Language Testing • Pedagogical Grammar of English • Discourse Analysis and English Language Education • Literature in English Language Education • Graduate Seminar • Special Topics in English Language Education • Special Studies in English Language Education 	<p>Must courses</p> <ul style="list-style-type: none"> • Seminar in English Language Teaching • Special Studies NC <p>Elective courses</p> <ul style="list-style-type: none"> • Second Language Acquisition • Curriculum Development for English for Specific Purposes • Literature in the Teaching of English • Linguistics for English Language Teaching • Materials Evaluation and Development in ELT • English Language Testing • English-Turkish Contrastive Analysis • Cultural Aspects of Language Teaching • Approaches Methods and Techniques in ELT • Approaches Methods and Techniques in ELT II • Instructional Technology in ELT • Brain-based Learning and Language Teaching

As we can understand from table 2, universities vary in their selection of required and elective courses. METU does not include any required courses whereas Hacettepe University mandates that a number of courses are taken compulsorily. One interesting point that merits attention is that METU offers an ESP course named as “Curriculum Development for English for Specific Purposes”, whereas there are no ESP-related courses at Hacettepe University. Such differences are expected to serve as important variables that will facilitate the comparison and especially the decision making process as a result of which a systematic curriculum model can be suggested. For example, if the results show that a particular course, like the ESP course offered at METU, turn out to be favored by the participants, the programs which do not offer any ESP courses can be called on to include an ESP courses in their curriculum. Interestingly, for the M.A. program at Gazi university there is no specification as regards must or elective courses. Besides, the number of courses offered in the M.A. program of Gazi University is equal to the number of courses that students must take. This means that there are no extra courses offered.

3.7.3 Courses Offered in Some International Contexts

Randomly selected universities were examined in terms of their content and course arrangements in order to render comparisons in regard to Turkish context. These universities are New York University, Temple University and City of Hong Kong University.

Concerning the courses that are offered in M.A., it can be said that ELT programs abroad exhibit variance similar to Turkish counterparts. There is more variety in terms of course selection in the selected universities. Courses like “media, culture, and communication”, “multilingual multicultural studies (TESOL)” or “Pluralistic approaches to cultural literacy”, which are offered at New York University M.A. TESOL program, are non-existent in Turkish context. Similarly, courses titled as “new literacies and popular culture”, “persuasive communication”, which are offered at City University of Hong Kong, are not found in Turkish context. On the other hand, Temple University M.A. TESOL program seems to follow a similar pattern of courses with of course variations. In terms of must and elective courses, New York University does not offer any must courses whereas the other two universities require several must courses.

Moreover, New York University offers a wide range of elective courses which seem to embody both theoretical and practical issues. Apart from content electives, New York University master program also offers elective courses under the name of “other electives”. In short, there are variations between and among universities in terms of content choice although core subjects exist. It is to the benefit of the present study due to the fact that they offer a wide range of choices for establishing a viable master’s program in Turkey in language education. Courses offered in these three universities are given below.

Table 3. Sample Courses Offered in International Contexts

New York University	Temple University (Japan)	City University Of Hong Kong (China)
<p>Content elective</p> <ul style="list-style-type: none"> • Language and literacy acquisition and development • Foundations of educational linguistics • Language development and reading literature • Teaching reading in the English language classroom • Pluralistic approaches to cultural literacy • Practicum: teaching expository writing • Individualized writing instruction • Language and learning across the Curriculum • Teaching English in the inner city • Literature and the adolescent experience • Dramatic activities in the English classroom • Linguistics, society and the teacher • Hip Hop and the teaching of English <p>Other electives</p> <ul style="list-style-type: none"> • Educational communication and technology • Educational theatre • English education • Media, culture, and communication • Multilingual multicultural studies (TESOL) • Special education • Social studies education 	<p>Required Courses</p> <ul style="list-style-type: none"> • Applied language study I • Applied language study II • TESOL approaches to teaching English • Teaching second and foreign Language Skills • Second language acquisition <p>Elective Courses</p> <ul style="list-style-type: none"> • Introduction to the study of TESOL • The psychology of learning • Classroom management • Teaching vocabulary to second language learners • Current issues in bilingualism and dual language education • Introduction to research methodology • History of the English language • Language testing • Curriculum development for language teachers • Teaching listening and speaking • Teaching reading and writing 	<p>Core Course</p> <ul style="list-style-type: none"> • Language in its social context • English phonetics and phonology • Second language acquisition • Grammar and lexis • Discourse analysis • Research methods in language studies <p>Electives</p> <ul style="list-style-type: none"> • Genre analysis of specialized discourse • Issues in ESP • Multimodal and mediated discourse analysis • Testing and evaluation in language studies • New technologies in Language teaching • Literature and language teaching • New literacies and popular culture • Special topics in English studies • Critical discourse analysis • Curriculum design in language studies • Corpus approaches to language studies • Instructional strategies in ESP • Persuasive communication

As we can understand from the comparison of courses in national and international universities there are similarities and differences. First of all, the case of must and elective courses are the same as the Turkish context. That is to say, in Turkey some universities offer a number of must courses whereas in some universities all the courses are elective. Similarly, at New York University, there are no must courses while the universities in China and Hong Kong ask their students to take a number of

must courses. Variation can be observed, however, in the selection of courses. As we have stated, there is a variety of courses at international universities. At New York University, for example, there are courses titled as “hip hop culture and language teaching” or “Media, culture, and communication”. In Turkish context, there no such courses. In present research, participants will be asked whether they would like to see some of these courses in their programs.

3.8 What do we Expect from Courses in a Language Program?

Courses are the basic building blocks of any educational program. They vary in content and purpose, each striving to attain the pre-designed educational program. They are inserted into the program after a lengthy consideration process, whereby educators or program designers arrange the best for the outcome of the given language program. There are some criteria that must be attended when selecting or dropping courses in an education program.

3.8.1 Coherence and Integration

It is a well-known finding of the cognitive science that learning takes place effectively when reinforcement of ideas is ensured and connection between theory and practice is provided. Studies show that programs that revolve around courses that are not designed in a logical order fail to become influential centers to change the lives of attendants in a program (Zeichner & Gore, 1990). Therefore, coherence and integration of courses within a program is as vital as the selection of courses.

Coherence and integration provide the framework onto which the existing courses in a program can be built upon and arranged in a logical sequence. There is no doubt that a coherent syllabus will provide a smooth transition between and among courses throughout the program. Darling-Hammond (2006) clearly state that:

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.???)

This quotation clearly demonstrates the significance of sequencing and logical ordering of courses across curriculum. If programs attain such coherence, they can provide a smooth progression where theory and practice fit perfectly. In addition, coherence also enables learners and teacher 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...”, which in turn makes it possible to attain “shared faculty leadership by underscoring collective roles as well as individual course responsibilities” (Howey & Zimpher, 1989, p. 242).

In conclusion, contrastive analysis of curriculum design and/or development is needed in order to see how M.A. ELT programs differ and overlap. This is necessary to have a sound unity between various M.A. ELT programs offered in Turkish context, and this is the driving force behind the present study.

CHAPTER 4

METHODOLOGY

4.1 Introduction

This chapter expounds the required information on the nature of the research, the subjects, and how the data have been collected and analyzed. The main aim of this study is to evaluate the M.A. ELT programs in terms of course objectives, course content, curriculum.

4.2 Research Design

This is a descriptive study in which 90 subjects participated. The subjects comprise of students and graduates of M.A. ELT programs along with research assistants working in these departments. The participants were given a questionnaire about methods, aims, content, goals of M.A. ELT programs, and evaluation of the courses offered.

4.3 Participants

The subjects of the study are ninety participants. The age range of participants spans between 23 and 41. There are two groups in the study. The first group comprises of the current M.A. students (n=29) attending M.A. ELT programs in Turkey. The second group includes graduates (n=61). In terms of their jobs, the participants come from three main groups: teachers (n=15), instructors (n=56), and research assistants (n=11).

4.4 Objectives and Research Questions

The first purpose of this study is to determine the main characteristics of post-graduate education in ELT in regard to M.A. programs. The data collection process will reveal the curriculum models that are employed and the core courses that are delivered to students. The present study will address the following research questions:

1. What are the opinions of M.A. ELT students and graduates on;

- quality of teaching
 - faculty concern for students
 - departmental procedures
 - available resources
 - curriculum (linguistic component, Literature and Culture Component, ELT mythology component, research component, and educational sciences component)
 - students' opinions of the relevance of the curriculum to their future needs?
3. What are the factors that encourage students to start M.A. studies?
 4. Does experience play a role in the participant opinions in the evaluation of M.A. ELT programs?
 5. Do teachers, lecturers, and research assistants differ in their opinions of the M.A. ELT curriculum in Turkey with special reference to their years of teaching experience?
 6. What are the students', graduates, teachers', lecturers' and research assistants' opinions of the curriculum of the M.A. ELT programs in Turkey?
 7. What components of the M.A. ELT programs in Turkey are favored by ELT and other language related departments?
 - a) Linguistics,
 - b) English language and literature,
 - c) American language and literature, and
 - d) Translation and Interpretation?
 8. What components of the M.A. ELT programs in Turkey are mostly favored by;

- a) students
 - b) graduates
 - c) teachers
 - d) lecturers, and
 - e) research assistants?
9. What courses of the linguistic component of the M.A. ELT programs in Turkey are mostly favored by;
- a) students,
 - b) graduates,
 - c) teachers,
 - d) lecturers, and
 - e) research assistants?
10. What courses of the ELT methodology component of the M.A. programs in Turkey are mostly favored by
- a) students,
 - b) graduates,
 - c) teachers,
 - d) lecturers, and
 - e) research assistants?
11. What courses of the Literature and Culture Component of the M.A. ELT programs in Turkey are mostly favored by;
- a) students,
 - b) graduates,

- c) teachers,
 - d) lecturers, and
 - e) research assistants?
12. What courses of the research component of the M.A. ELT programs in Turkey are mostly favored by;
- a) students,
 - b) graduates,
 - c) teachers,
 - d) lecturers, and
 - e) research assistants?
13. What courses of the educational sciences component of the M.A. ELT programs in Turkey are mostly favored by;
- a) students,
 - b) graduates,
 - c) teachers,
 - d) lecturers, and
 - e) research assistants?

4.5 Data Collection Process and Instrument

A variety of means of communication were used during the data collection process since the participants of the study are not uniformly gathered in a particular location. Those who were available were presented the hard copy of the questionnaire. For some universities, the questionnaire was sent via cargo. The recipients filled the questionnaire and they sent it back to the researcher. Some of the participants were reached via e-mail.

Names and email addresses of instructors from different universities were extracted from the Internet pages of universities. Those who conducted M.A. studies were selected and the online version of the questionnaire was sent to the selected participants. A large number of universities were investigated this way, including private ones. Almost half of the questionnaires were collected online. The M.A. programs that are examined in this study come from the following universities:

- Hacettepe University (Ankara)
- Gazi University (Ankara)
- Başkent University (Ankara)
- METU (Ankara)
- Boğaziçi University (İstanbul)
- Bilkent University (Ankara)
- Anadolu University (Eskişehir)
- Dokuz Eylül University (İzmir)
- Antep University (Gaziantep)
- Atatürk University (Erzurum)
- Çukurova University (Adana)
- On Dokuz Mayıs University (Samsun)
- Selçuk University (Konya)
- Marmara University (İstanbul)
- Erciyes University (Kayseri)
- Antep University (Gaziantep)
- Abant İzzet Baysal University (Bolu)
- Yeditepe University (İstanbul)

In addition to the national M.A. ELT departments above from which the data have been collected, the following international M.A. ELT programs were examined in order to get a general idea on how things work outside Turkey and in order to get help in forming different parts of the questionnaire. These departments are as follows:

- New York University
- Temple University (Japan)
- City University Of Hong Kong (China)

Data for the present study was collected by means of a questionnaire that comprises of three parts. The first part of the questionnaire concerns demographic information about the participants. The second part is related to the general profile of the participants and their beliefs on the efficacy of a M.A. ELT program. These are as follows:

- Why participants want to do M.A. in ELT
- The influential factors that direct them to begin an M.A. study
- What are the factors that made them select the given M.A. programs
- Participant opinions regarding program components

The third part was adapted from Peacock's (2009) comprehensive study on program evaluation, with necessary additions or subtractions. In this part, the following issues are focused on:

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

The fourth part, which is related to the evaluation of courses that are offered in the M.A. ELT departments, was prepared by the researcher. In this section, courses are grouped under five major program components and participants are asked to evaluate each course based on 5-scale criterion. These components are:

- Linguistics Component
- Literature and Culture Component

- ELT Methodology Component
- Research Component
- Educational Sciences Component

In the second subsection of the fourth part, participants are asked to evaluate the given courses in terms of their importance in a M.A. ELT program. Finally, the third subsection of this part asks participants to decide upon which courses they think should be “must courses” and which ones should be “elective courses”.

The last section in the questionnaire is designed for graduates. This section concerns issues like advisor quality, departmental help in finding thesis topic and the process of writing it, and an overall evaluation.

The questionnaire was administered with current students in M.A. ELT departments, graduates of these departments and the professors teaching in these departments.

Focusing on the evaluation of the M.A. ELT programs in Turkey, the present study was carried out with 90 participants. Data obtained on learner profile, learner preferences, general program traits, courses, and facilities were exposed to in-depth analysis. The questionnaire that provided the data for the present study is composed of six main sections. The first section, which is mainly targeted to figure out participant profile, includes 10 items. The next part deals with participants’ aims and the reasons that induce them to do master studies in foreign language education. Comprising of 39 items, the third part is related to general opinions of master students on a number of issues pertaining to the programs they are attending or they have attended. These are program description, atmosphere in the department, departmental support, instructional methods, and program resources. The fourth section is made up of eight sub-groups that inquire how effective the program components are/were in terms of the opinions of the participants. Section 5 includes five items for graduates, which handle issues that are related to advisors and general evaluation departmental support in writing the thesis. The last part presents 46 courses to the participants and investigates which courses they would like to have in their M.A. programs and which ones they would like to have as

must or elective courses. The analysis of the data obtained under these sections is presented in detail below.

The reliability level as a whole was found 0,969 (Cronbach's Alpha), which indicates a high level of reliability. As to the sections of the questionnaire, it was 0,752 for section 2, 0,970 for section 3, 0,97 for section 4.

In conclusion, the evaluation in this study primarily interrogates the factors that induce participants to carry out their M.A. studies, the influential factors that play a role in department choice. Then, the study moves on to participant opinions on a number of issues that range from program description, departmental support to departmental support. Finally, the second part investigates the success of courses and course components in M.A. ELT programs in Turkey.

CHAPTER 5

DATA ANALYSIS

5.1 Introduction

This chapter concerns the analysis of the data collected from the questionnaires and the interviews. The following procedures were stuck to in the analysis of the data.

1. The answers obtained from the questionnaires were analyzed using a statistical program and the results were presented in tables.
2. The interviews were subjected to content analysis.

As a first step, the demographic information is presented. Then, the second step is to draw the general participant profile including the reasons that motivate students to do M.A. studies and the factors that lead them to select the departments they are attending. The third stage handles the evaluation of the programs in terms of the opinions of participants, which is followed by the evaluation of courses and course components. The data was also subjected to statistical analysis in order to find out whether experience plays a crucial role in the evaluation of M.A. ELT programs and whether there are differences among students, graduates, teachers, research assistants, and lecturers in terms of the program goals and program components. In the second phase of the study, the data was exposed to further statistical analysis in order to see the results based on different universities. Two sections, participant opinions section and the evaluation courses and courses components section, were re-evaluated on the basis of the universities to see the differences and the weak and strong points of the M.A. ELT programs in different universities.

In the analysis of the findings obtained in the study the choices “important” and “very important” were added since these two attitudes are favored by the participants of the study. And this calculation will be stuck to throughout the analysis of all other similar findings.

5.2 Demographics

As a first part, the demographic information as regards the participants is handled by means of tables and charts. Participants are analyzed in terms of their gender, age, the universities they received their B.A. degrees, jobs, the universities they graduated from, experience, and types of schools they are teaching.

Table 4. Distribution of Students and Graduates

Situation	Frequency	Percent
Student	29	32,2
Graduate	61	67,8
Total	90	100,0

As is shown in Table 4, the number of students who took part in the study is 29 and the number of graduates is 61. The total number of the participants is 90.

Table 5. Distribution of Participants Based on Gender

Gender	Frequency	Percent
Male	30	33,3
Female	60	66,7
Total	90	100

Table 5 shows that the number of male participants is 30, with a percentage of 33, 3. And the number of female participants is 60, with a percentage of 66, 7.

Table 6. Distribution of Participants in Terms Of Graduation and Jobs

		Teacher	Research Assistant	Instructor	Total
Situation	Student	9	4	12	25
	Graduate	6	7	44	
Total		15	11	56	82

As we can understand from Table 6, the number of teachers who participated in the study is 15. There are nine students and six graduates in this group. The number of research assistant is 11, with four students and seven graduates. The number of instructors is 56, with 12 students and 44 graduates. The fact that Table 6 shows the number of students and graduates fewer than the total number of the participants is due to the fact that some of the participants failed to give information about their jobs. Therefore, Table 6 shows the number of students as 25, and graduates 57. This is due to missing information on jobs.

Figure 1. Distribution of M.A. ELT programs

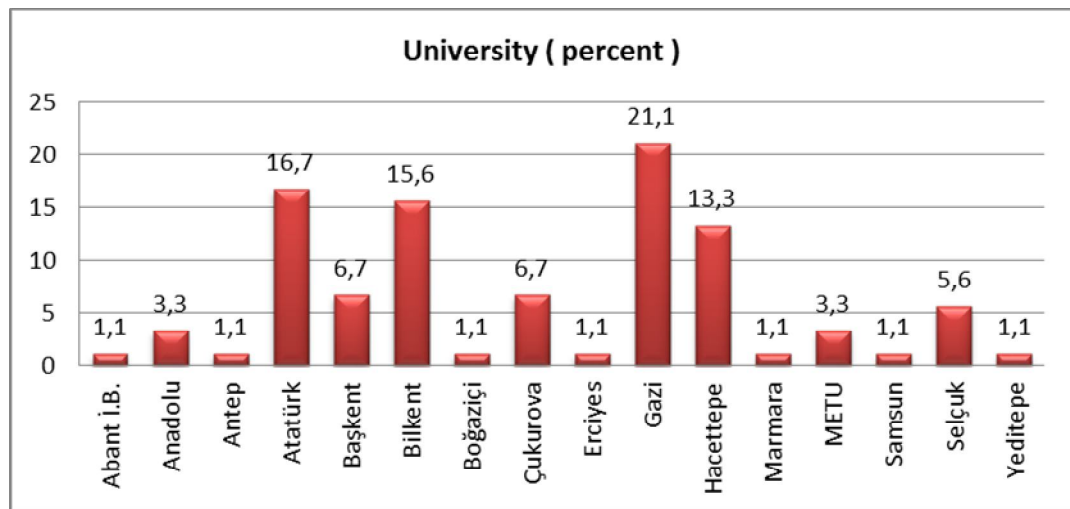
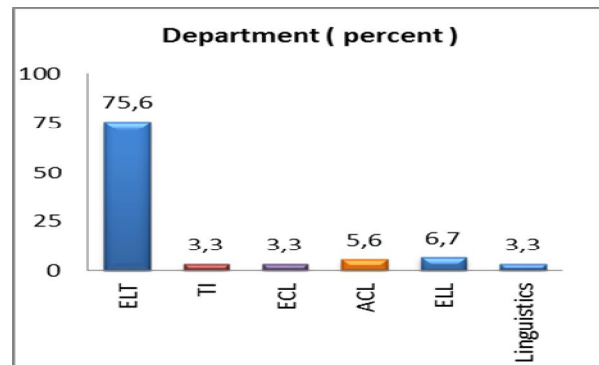


Figure 1 shows that four of the universities are outstanding. These are Gazi University, Hacettepe University, Bilkent University, and Atatürk University. Gazi University M.A. ELT department is the first with a percentage of 21, 1 in terms of the number of the participants. The homogenous distribution of universities will help the researcher see a larger picture in terms of the evaluation of the M.A. ELT programs in Turkey.

Figure 2. Distribution of Participants According to the Undergraduate Programs



We can understand from Figure 2 that 75,6% of the participants graduated from ELT departments of various universities. The percentages of participants who graduated from other language related departments and who are attending M.A. ELT programs is extremely low. Among them the percentage of those who graduated from English Language and Literature departments (6,7%), which is relatively higher than the others. Relying on these findings, it is easy to say that ELT B.A. graduates seek ways to improve themselves for more professional and academic environments and get ready to proceed on further studies. However, it cannot be denied that some of the graduates from other departments also would like to study for an M.A. degree in ELT, maybe to be employed in an educational setting as a foreign (English) language teacher or to do PhD degree studies in the future. Therefore, this number is as important as the number of the B.A. ELT graduates since in language teaching disciplines such as literature, linguistics, translation, etc. are all important components.

5.3 Participant Profile

Section two deals with issues related to participant profile, which includes professional targets of participants, the aim for doing M.A. studies, and the factors that lead students or graduates to study for an M.A. degree in ELT.

Professional Target of Participants

Table 7 indicates that 32, 2 % of the participants opted for “becoming a PhD student” after the completion of their M.A. process. The second most selected item is “becoming an English teacher in a state school” with a percentage of 31, 1. The percentage of those

who want to become a researcher in an academic setting is 23, 3. It may be speculated that fresh graduates seek to be employed right after their graduation; that is, they would like to start their professional life immediately and earn their living as soon as possible. Of course, then, their second aim is quite naturally to proceed on their academic studies by doing their doctoral study to become an academician at an academic setting.

Table 7. Professional Targets of the Participants

	Frequency	%
PhD student	29	32,2
Researcher in an academic setting	21	23,3
Researcher in a non-academic setting	2	2,2
Management or administration	2	2,2
Other non-academic position	3	3,3
English teacher in state school	28	31,1
English teacher in private school	5	5,6
Total	90	100,0

The Influence of Factors in Deciding To Do M.A. Studies

As we can understand from Table 8, the most important factor for doing M.A. study is “personal intellectual enrichment”. The total number of participants who find this item important is 87 (97,7%). The second most favored factor is “primary career choice”, which is rated by 88,7% of participants. The third most important factor is “advanced degree required for career advancement”, which was favored by 86,5% of participants. It seems that participants view M.A. degree as an opportunity to develop oneself besides career advancement. However, there is another striking and at the same time unexpected finding that only 50% of the participants (37, 8% important; 12, 2% very important) would like to do their M.A. studies to get higher income in such a country like Turkey where it is believed that teachers in general receive less income than their European counterparts.

Table 8. The Influence of the Given Factors in Deciding To Do M.A. Studies

Factors		The least important	Not important	Important	Very important	Mean
Personal intellectual enrichment	N	0	2	27	60	3,65
	%	0,0	2,2	30,3	67,4	
Primary career choice	N	0	10	38	40	3,34
	%	0,0	11,4	43,2	45,5	
Advanced degree required for career advancement	N	1	11	31	46	3,37
	%	1,1	12,4	34,8	51,7	
Change of career	N	21	22	30	16	2,46
	%	23,6	24,7	33,7	18,0	
Increased income-earning potential	N	18	26	34	11	2,43
	%	20,2	29,2	38,2	12,4	

The influence of Factors in Program Selection

It is quite obvious from Table 9 that the most important factor in enrolling the program is the reputation of the graduate program. The number of participants who stated that the reputation of the program was important is 42 with a percentage of 46,7 and the number of participants who stated that the reputation of the program was very important is 22 with a percentage of 24,4. The next two important factors are “opportunity to work with particular faculty member” and “job opportunities are good for graduates of this program” with the same number of participants. The number of the participants who stated that “opportunity to work with particular faculty member” was important is 37 with a percentage of 41,1 and the number of those who stated that it was very important 20 with a percentage of 22,2. The total number of the participants who answered this item in positive is 57. And the number of the participants who stated that “job opportunities are good for graduates of this program” is important 42 with a percentage of 46, 7, and the number of those who stated that it was very important is 15 with a percentage of 16,7. The total number of the participants who answered this item positively is 57. Factors like “received fellowship, assistantship, or scholarship” or “recommendation of friend, acquaintance, or colleague” seem to be moderately important in the selection of the programs. On the other hand, practical issues like “the

proximity of the campus of family members”, or “availability of housing in the area” do not seem to be important in selecting M.A. programs.

Table 9. Factors Influential in Department Selection

Items		The least important	Not important	Important	Very important	Mean
Graduate program's reputation	N	4	21	42	22	2,92
	%	4,5	23,6	47,2	24,7	
Opportunity to work with particular faculty member	N	7	25	37	20	2,79
	%	7,9	28,1	41,6	22,5	
Job opportunities are good for graduates of this program	N	10	21	42	15	2,70
	%	11,4	23,9	47,7	17,0	
Encouragement of program faculty while deciding	N	8	30	41	10	2,60
	%	9,0	33,7	46,1	11,2	
Received fellowship, assistantship, or scholarship	N	21	27	25	16	2,40
	%	23,6	30,3	28,1	18,0	
Recommendation of undergraduate advisor or faculty member in your field	N	14	34	31	10	2,42
	%	15,7	38,2	34,8	11,2	
Recommendation of friend, acquaintance, or colleague	N	24	32	22	11	2,22
	%	27,0	36,0	24,7	12,4	
Location of campus	N	35	28	19	7	1,98
	%	39,3	31,5	21,3	7,9	
Proximity of family members	N	38	30	17	4	1,85
	%	42,7	33,7	19,1	4,5	
Availability of housing in the area	N	39	30	16	4	1,83
	%	43,8	33,7	18,0	4,5	
Campus visit	N	41	34	11	3	1,73
	%	46,1	38,2	12,4	3,4	

Purposes of M.A. Programs According to Participants

Table 10 shows that an overwhelming number of the participants stated that “preparing scholars and researchers” was the most important purpose of an M.A. program. For this item, 62 (68,9%) of the participants selected “very much” option and 25 of the participants (27,8%) selected “much” option. The other purpose that was mostly favored by the participants is “preparing students for more advanced study”. The number of the participants who thought that this purpose was very important is 48 (53,3%) and the number of the participants who stated that it was much important is 37 (41,1%). Another most favored item was the last item “providing personal enrichment”. The number of the participants who selected “very much” option is 57 (63,3%) and the

number of the participants who selected “much” option is 20 (22,2%). These findings are in line with the findings of the item 3. In general we can say that two of the most important functions of an M.A. program are to stand as a passage to further academic study and provide a means for personal enrichment.

Table 10. Frequencies and Percentages of Participant Opinions on the Purposes of M.A. Programs

Purposes M.A. programs		1 Very little	2 little	3 much	4 Very much	Mean
Preparing scholars and researchers	N	1	1	25	62	3,66
	%	1,1	1,1	28,1	69,7	
Preparing students for more advanced study	N	0	3	37	48	3,51
	%	0,0	3,4	42,0	54,5	
Providing personal enrichment	N	1	10	20	57	3,51
	%	1,1	11,4	22,7	64,8	
Preparing teachers	N	0	19	27	42	3,26
	%	0,0	21,6	30,7	47,7	
Preparing other practitioners	N	1	27	32	28	2,99
	%	1,1	30,7	36,4	31,8	

5.4 Master Students' Opinions

This section handles participant opinions on a number of issues regarding the general characteristics of M.A. programs they are attending or they have attended. These are as follows:

- How Much Importance Their Programs Attach to the Purposes M.A. Programs
- Program Description
- Departmental Support
- Atmosphere in the Department
- Program Instruction
- Program Resources
- Program Content, and
- Overall Evaluation

5.4.1 How Much Importance Their Programs Attach to the Purposes M.A. Programs

As a first step, the participants were asked to evaluate their programs on how much importance their departments attached to purposes of an M.A. program. The results are given in Table 11.

Table 11. Participant Opinions on How Much Importance Their Programs Attach to the Purposes M.A. Programs

Purposes M.A. programs		1	2	3	4	Mean
		Very little	little	much	Very much	
Preparing students for more advanced study	N	1	14	40	34	3,2
	%	1,1	15,7	44,9	38,2	
Preparing teachers	N	6	11	33	39	3,18
	%	6,7	12,4	37,1	43,8	
Providing personal enrichment	N	3	18	31	37	3,15
	%	3,4	20,2	34,8	41,6	
Preparing scholars and researchers	N	4	11	46	28	3,1
	%	4,5	12,4	51,7	31,5	
Preparing other practitioners	N	7	27	37	18	2,74
	%	7,9	30,3	41,6	20,2	

The findings of this item are in line with the findings of item 5, which sought the expectations of the participants on the purposes M.A. programs. This item seeks to investigate how much importance the participants think their programs attach or attached to each of the purposes of M.A. programs. General findings indicate that the first and one of the most important purposes of an M.A. program is “preparing students for more advanced study”. The number of the participants who selected “very much” option for this is 28 (31,2%) and the number of those who selected “much” option is 46 (51,1%). One striking finding as regards this item is that 18 of the participants think that their departments do not provide personal enrichment. This is against the expectations of most of the participants.

5.4.2 Program Description

The aim of this section is to find out general participant opinions about the programs they are attending or they have attended. Items here handle issues like respect shown to students by the department, whether students are allowed to take courses from other departments, the validity of the candidacy exam, or quality of professors in the departments. Data regarding program description is given in Table 12.

Table 12. Master Students and Graduates' Opinions on Program Description

Program Description		5	4	3	2	1	Mean
		strongly agree	agree	undecided	disagree	strongly disagree	
1. Students in my program are treated with respect by faculty.	N	2	2	11	44	31	4,11
	%	2,2	2,2	12,2	48,9	34,4	
2. The M.A. ELT program employs/employed qualified professors	N	2	3	11	41	33	4,11
	%	2,2	3,3	12,2	45,6	36,7	
3. Rapport between faculty and graduate students in the program is good.	N	2	7	18	33	30	3,91
	%	2,2	7,8	20,0	36,7	33,3	
4. The program meets/met my needs.	N	1	7	22	30	28	3,88
	%	1,1	8,0	25,0	34,1	31,8	
5. The candidacy exam was a good test of my knowledge.	N	0	11	22	44	13	3,66
	%	0,0	12,2	24,4	48,9	14,4	
6. The candidacy exam was a good test of my ability.	N	0	12	27	39	12	3,57
	%	0,0	13,3	30,0	43,3	13,3	
7. Number of support and clerical staff (including student assistants) in the department is satisfactory.	N	3	15	21	33	18	3,53
	%	3,3	16,7	23,3	36,7	20,0	
8. Interaction between the department and related disciplines or programs on the campus is satisfactory.	N	8	10	28	33	11	3,32
	%	8,9	11,1	31,1	36,7	12,2	
9. The program encourages taking courses outside the department.	N	10	27	27	19	7	2,84
	%	11,1	30,0	30,0	21,1	7,8	
10. There are tensions in the faculty which affect students.	N	21	25	18	14	12	2,68
	%	23,3	27,8	20,0	15,6	13,3	

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

The percentage of the participants who “strongly agree” on item 1 is 34,4%, and the percentage of those who stated that they “agree” is 48,6%. The percentage of those who disagree is 2,2%, and the percentage of those who strongly disagree is 2,2. This shows that learners treated with respect by the members of the programs they are attending.

Item 2. The M.A. ELT program employs/employed qualified professors

The percentage of those who strongly agreed with the statement is 36,7%, and the percentage of those who agreed is 45,6%. 12,2% of the participants stated that they were undecided. The percentage of those who disagreed is 3,3%, and the percentage of those who strongly disagreed is 2,2%. The results here indicate that most of the participants think that their departments include professors of high quality. This is expected to be reflected in the quality of education in these departments.

Item 3. Rapport between faculty and students in the program is good.

The percentage of those who strongly agreed with the statement is 33,3%, and the percentage of those who agreed is 36,7%. Twenty percent of the participants stated that they were undecided. The percentage of those who disagreed is 7,8%, and the percentage of those who strongly disagreed is 2,2%. Depending on these findings, we can say that there is a warm friendly atmosphere in M.A. ELT departments.

Item 4. The program meets/met my needs.

This item requires a general evaluation from the participants in terms of the extent to which the program or programs meet their needs. For this item, the percentage of those who strongly agreed is 34%, and the percentage of those who agreed is 31,8%. Twenty five percent of the participants stated that they were undecided. The percentage of those who disagreed is 8%, and the percentage of those who strongly disagreed is 1,1%. We can understand from the results that learners can find what they want in the M.A. program they attend.

Item 5. The candidacy exam was a good test of my knowledge.

The percentage of those who strongly agreed with the statement is 14,4%, and the percentage of those who agreed is 48,9%. 24,4% percent of the participants stated that they were undecided. The percentage of those who disagreed is 12,2%. It is clear from the results that the participants think that they were tested properly in the candidacy exam.

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

The percentage of those who strongly agreed with the statement is 13,3%, and the percentage of those who agreed is 43,3%. 30% percent of the participants stated that they were undecided. The percentage of those who disagreed is 13,3%. We can see that the participants think that the candidacy exam was a good test of their abilities. To sum item 6 and item 7, which are both related to the candidacy exam, it is clear from the results that participants believe that candidacy exams they took are good testers of their knowledge and skills.

Item 7. Number of support and clerical staff (including student assistants) in the department is satisfactory.

The percentage of those who strongly agreed with the statement is 20%, and the percentage of those who agreed is 36,7%. 23,3% of the participants stated that they were undecided. The percentage of those who disagreed is 16,7%, and the percentage of those who strongly disagreed is 3,3%. It seems that the departments within the scope of the study keep a satisfactory number of clerical staff.

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

The percentage of those who strongly agreed with the statement is 12,2%, and the percentage of those who agreed is 36,7%. 31,1% of the participants stated that they were undecided. The percentage of those who disagreed is 11,1%, and the percentage of those who strongly disagreed is 8,9%. The participants believe that the department is in good terms with the other departments, at least related departments, in the campus.

Item 9. The program encourages taking courses outside the department.

The percentage of those who strongly agreed with the statement is 7,8%, and the percentage of those who agreed is 21,1%. Thirty percent of the participants stated that they were undecided. The percentage of those who disagreed is 30%, and the percentage of those who strongly disagreed is 11,1%. As we can understand the percentages of the participants who disagree with the statement is higher than those who agree. This shows that most M.A. ELT programs do not allow courses taken from other departments.

Item 10. There are tensions in the faculty which affect students.

The percentage of those who strongly agreed with the statement is 13,3%, and the percentage of those who agreed is 15,6%. Twenty percent of the participants stated that they were undecided. The percentage of those who disagreed is 27,8%, and the percentage of those who strongly disagreed is 23,3%. The results indicate that tensions between faculty members, like frictions between professors, are not common in the M.A. ELT departments that have been surveyed.

Depending on the results of these 10 items on general program description, it can be said that the participants are satisfied with the departments they are attending or they have attended. Respect in the departments is satisfactory, and the attitudes of faculty members to students are positive. Professors employed in the departments under study are evaluated as of high quality.

5.4.3 Program Content

Program content covers a wide range of issues such as whether the program is up-to-date or not, whether sufficient time is allocated to the completion of courses, whether courses are relevant to the needs of students, and whether courses help students learn language teaching methods. The results are given in the table below.

Table 13. Master Student and Graduates' Opinions on Program Content

Program Content		5	4	3	2	1	Mean
11. The program is/was relevant to my needs.	N	1	4	16	37	30	4,03
	%	1,1	4,5	18,2	42,0	34,1	
12. The program encourages/encouraged me to reflect on my past experiences as a language learner.	N	0	5	7	51	26	4,1
	%	0,0	5,6	7,9	57,3	29,2	
13. The program is up-to-date.	N	1	7	13	39	29	3,99
	%	1,1	7,9	14,6	43,8	32,6	
14. The program gives/gave me adequate training in teaching skills.	N	1	10	12	43	23	3,87
	%	1,1	11,2	13,5	48,3	25,8	
15. The program allocates sufficient time for each course.	N	1	7	22	43	16	3,74
	%	1,1	7,9	24,7	48,3	18,0	
16. The program gives /gave me adequate training for the needs of the local context (Turkey)	N	2	10	16	45	16	3,71
	%	2,2	11,2	18,0	50,6	18,0	

Item 29. The program is/was relevant to my needs.

The percentage of those who strongly agreed with the statement is 34,1%, and the percentage of those who agreed is 42%. 18,2% of the participants stated that they were undecided. The percentage of those who disagreed is 4,5%, and the percentage of those who strongly disagreed is 1,1%. It is clear from the results that most of the participants believe that their academic needs were met by program content.

Item 30. The program encourages/encouraged me to reflect on my past experiences as a language learner.

Reflectivity on the part of teachers is known to be an important construct. It is generally believed that being a reflective teacher improves the quality of instruction. This item enquires whether learners can or could find a chance to reflect on their past experiences. The percentage of those who strongly agreed with the statement is 29,2%, and the percentage of those who agreed is 57,3%. 7,9% of the participants stated that they were undecided. The percentage of those who disagreed is 5,6%. An overwhelming portion of the participants stated that they had a chance to reflect on their past experiences. Therefore, it can be said that M.A. programs in Turkey help learners develop their reflective skills.

Item 31. The program is up-to-date.

This item is important in determining whether programs offer up-to-date content to their students. The percentage of those who strongly agreed with the statement is 32,6%, and the percentage of those who agreed is 43,8%. 14,6% of the participants stated that they were undecided. The percentage of those who disagreed is 7,9%, and the percentage of those who strongly disagreed is 1,1%. The results indicate that an overwhelming number of the participants answered this item positively (agree 43,8%, strongly agree 32,6%)

Item 32. The program gives/gave me adequate training in teaching skills.

As was stated above, one of the important functions of M.A. programs is to educate teachers. The percentage of those who strongly agreed with the statement is 25,8%, and

the percentage of those who agreed is 48,3%. 13,5% of the participants stated that they were undecided. The percentage of those who disagreed is 11,2%, and the percentage of those who strongly disagreed is 1,1%. From the results, it can be understood that participants are content with the education they received. More than half of the participants answered the item in a positive way.

Item 33. The program allocates sufficient time for each course.

The percentage of those who strongly agreed with the statement is 18%, and the percentage of those who agreed is 48,3%. 24,7% of the participants stated that they were undecided. The percentage of those who disagreed is 7,9%, and the percentage of those who strongly disagreed is 1,1%. The results show that time allocated to each course is sufficient for most of the participants.

Item 34. The program gives /gave me adequate training for the needs of the local context (Turkey)

The percentage of those who strongly agreed with the statement is 18%, and the percentage of those who agreed is 50,6%. 18% of the participants stated that they were undecided. The percentage of those who disagreed is 11,2%, and the percentage of those who strongly disagreed is 2,2%. It is clear that more than half of the participants believe that their programs provide them training that is relevant to the Turkish context. However, the percentage of those who disagree with the statement is 11,2%. It seems that some departments cannot provide information for local context.

As a general evaluation of the program content section, it is possible to deduce that M.A. programs in Turkey successfully fulfill their functions in terms of content provision. Most importantly, the content of M.A. programs seems to provide students with up-to-date information. The next section deals with a general overview of the programs.

5.4.4 Program Instruction

This section is about the quality of program instruction. Program instruction is investigated in terms of issues such as quality of instruction, linkage between courses, flexibility of professors, teacher or student centeredness, feedback, etc. There are nine items in this section and the results of these items are given in Table 14.

Table 14. Master Students and Graduates' Opinions on Program Instruction and Evaluation Methods

Program Instruction		5 strongly agree	4 Agree	3 undecided	2 disagree	1 strongly disagree	Mean
17. The program encourages/encouraged me to be a reflective teacher when I start teaching.	N	1	6	14	39	30	4,01
	%	1,1	6,7	15,6	43,3	33,3	
18. The department promotes intellectual development.	N	0	8	11	44	27	4,00
	%	,0	8,9	12,2	48,9	30,0	
19. I receive/received valuable feedback from my professors.	N	2	6	13	40	29	3,98
	%	2,2	6,7	14,4	44,4	32,2	
20. The program puts/put emphasis on the balance between theory and practice.	N	1	8	15	39	27	3,92
	%	1,1	8,9	16,7	43,3	30,0	
21. Quality of instruction in my courses is satisfactory.	N	1	10	11	47	21	3,86
	%	1,1	11,1	12,2	52,2	23,3	
22. The program balances/balanced teacher-centered and student-centered learning on its courses.	N	0	11	17	38	24	3,83
	%	0,0	12,2	18,9	42,2	26,7	
23. The program prepares/prepared me to teach English in the classroom.	N	2	9	13	43	22	3,83
	%	2,2	10,1	14,6	48,3	24,7	
24. The program equips/ equipped with the necessary instructional technologies and other resources.	N	2	10	11	46	21	3,82
	%	2,2	11,1	12,2	51,1	23,3	
25. The program has/had good linkage between different courses.	N	2	10	18	39	21	3,74
	%	2,2	11,1	20,0	43,3	23,3	

Item 18. The program encourages/encouraged me to be a reflective teacher when I start teaching.

The percentage of those who strongly agreed with the statement is 33,3%, and the percentage of those who agreed is 43,3%. 15,6% of the participants stated that they were undecided. The percentage of those who disagreed is 6,7%, and the percentage of those who strongly disagreed is 1,1%. Producing reflective teachers is one of the most

important aims of M.A. ELT programs. It seems that programs fulfill this aim to a great extent.

Item 19. The department promotes intellectual development.

The percentage of those who strongly agreed with the statement is 30%, and the percentage of those who agreed is 48,9%. 12,2% of the participants stated that they were undecided. The percentage of those who disagreed is 8,9%. In the section that was related to the general aims of M.A. ELT programs a huge number of the participants stated that one of the most important functions of M.A. programs was to develop promote intellectual development. The results of this item indicate that programs fulfill their aims in regard to providing intellectual development.

Item 20. I receive/received valuable feedback from my professors.

The percentage of those who strongly agreed with the statement is 32,2%, and the percentage of those who agreed is 44,4%. 14,4% of the participants stated that they were undecided. The percentage of those who disagreed is 6,7%, and the percentage of those who strongly disagreed is 2,2%. It is possible to state that the feedback provided by the professors is in general valuable in the eyes of the participants.

Item 21. The program puts/put emphasis on the balance between theory and practice.

This item is particularly important in that hitting a balance between theory and practice is one of the most important aims of M.A. programs. The percentage of those who strongly agreed with the statement is 30%, and the percentage of those who agreed is 43,3%. 16,7% of the participants stated that they were undecided. The percentage of those who disagreed is 8,9%, and the percentage of those who strongly disagreed is 1,1%. It is clear from the results that M.A. programs surveyed do put the due emphasis on the balance between theory and practice.

Item 22. Quality of instruction in my courses is satisfactory.

The percentage of those who strongly agreed with the statement is 23,3%, and the percentage of those who agreed is 52,2%. 12,2% of the participants stated that they were undecided. The percentage of those who disagreed is 11,1%, and the percentage of

those who strongly disagreed is 1,1%. The total percentage of the participants who stated that the quality of instruction is satisfactory is extremely high (agree, disagree= 75,8%). It seems that students and graduates are satisfied with the quality of instruction.

Item 23. The program balances/balanced teacher-centered and student-centered learning on its courses.

The percentage of those who strongly agreed with the statement is 26,7,2%, and the percentage of those who agreed is 42,2%. 18,9% of the participants stated that they were undecided. The percentage of those who disagreed is 12,2%. It is understandable that programs have a good balance of teacher centeredness and student centeredness.

Item 24. The program prepares/prepared me to teach English in the classroom.

The percentage of those who strongly agreed with the statement is 24,7%, and the percentage of those who agreed is 48,3%. 14,6% of the participants stated that they were undecided. The percentage of those who disagreed is 10,1%, and the percentage of those who strongly disagreed is 2,2%. Depending on the results, we can say that programs are good enough in preparing English teachers.

Item 25. The program equips/ equipped with the necessary instructional technologies and other resources.

The percentage of those who strongly agreed with the statement is 23,3%, and the percentage of those who agreed is 51,1%. 12,2% of the participants stated that they were undecided. The percentage of those who disagreed is 11,1%, and the percentage of those who strongly disagreed is 2,2%. More than half of the participants think that their programs equip or equipped them with the necessary instructional technologies and other resources.

Item 26. The program has/had good linkage between different courses.

The percentage of those who strongly agreed with the statement is 23,3%, and the percentage of those who agreed is 43,3%. 20% of the participants stated that they were undecided. The percentage of those who disagreed is 11,1%, and the percentage of those who strongly disagreed is 2,2%. Most of the participants stated that they agreed with the

statement. This shows that the programs surveyed have a good linkage between different courses.

Depending on the findings of program instruction section, it is clear that programs are fairly successful in satisfying the participants. One of the most important items here was item 24, which inquired the relation between theory and practice. Most of the participants stated that M.A. programs strike the required balance between theory and practice. The next section evaluates program resources.

5.4.5 Departmental Support

Departmental support embodies issues like whether the department helps graduates find jobs, the flexibility of the department on important issues, and whether the program satisfactorily provides career support for their students and graduates. There are three items in this section. Results are given in Table 15.

Table 15. Master Students and Graduates Opinions on Departmental Support

Departmental Support		5 strongly agree	4 agree	3 undecided	2 disagree	1 strongly disagree	Mean
26.	The faculty is/was helpful for the M.A. ELT program students.	% 2,2 N 3	8,9 5	27,8 15	38,9 38	22,2 29	3,94
27.	The program is providing me with very good preparation for my future professional work.	% 5,6 N 0	12,2 13	18,9 14	45,6 39	17,8 24	3,82
28.	The department actively helps graduates of master's program find appropriate employment.	% 3,3 N 8	16,7 20	23,3 33	36,7 22	20,0 7	3,00

Item 11. The faculty is/was helpful for the M.A. ELT program students.

The percentage of those who strongly agreed with the statement is 32,2%, and the percentage of those who agreed is 42,2%. 16,7% of the participants stated that they were undecided. The percentage of those who disagreed is 5,6%, and the percentage of those who strongly disagreed is 3,3%. This item is wrapping up the other two items and gives the general picture about the departmental support. Most of the participants think

that they receive adequate help from their departments, and departments are generally helpful to master level students.

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

The percentage of those who strongly agreed with the statement is 26,7%, and the percentage of those who agreed is 43,3%. 15,6% of the participants stated that they were undecided. The percentage of those who disagreed is 14,4%. This shows that the participants are, in general, satisfied with the career development support they receive from their departments.

Item 13. The department actively helps graduates of master's program find appropriate employment.

The percentage of those who strongly agreed with the statement is 7,8%, and the percentage of those who agreed is 24,4%. 36,7% of the participants stated that they were undecided. The percentage of those who disagreed is 22,2%, and the percentage of those who strongly disagreed is 8,9%. Most of the participants stated that they were undecided. And the percentage of those who disagree is relatively high. We can understand that departmental support is at a medium level. The next section deals with Atmosphere in the Department.

5.4.6 Atmosphere in the Department

The atmosphere in the department is important for M.A. students to go about in their studies smoothly, without facing problems that are not directly related to them. Factors here include respect between members of the faculty - professors and students -, cooperation in the department, and the level of communication between faculty members. The word “humane” is used here to indicate the sympathy in the department. There are four items in this section.

Table 16. Master Students and Graduates' Opinions on Atmosphere in Departments

Atmosphere in the Department		5	4	3	2	1	Mean
		strongly agree	agree	undecided	disagree	strongly disagree	
29. The department has a humane environment characterized by mutual respect by students and professors.	N	2	6	18	33	31	3,94
	%	2,2	6,7	20,0	36,7	34,4	
30. The program head is/was in cooperation with the faculty administration.	N	1	8	15	40	26	3,91
	%	1,1	8,9	16,7	44,4	28,9	
31. Master's students tend to help and support each other to meet the academic demands of the department.	N	3	11	10	38	28	3,86
	%	3,3	12,2	11,1	42,2	31,1	
32. There is good communication between faculty and master's students regarding student needs, concerns and suggestions.	N	3	8	21	30	28	3,8
	%	3,3	8,9	23,3	33,3	31,1	

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

The percentage of those who strongly agreed with the statement is 34,4%, and the percentage of those who agreed is 36,7%. 20% of the participants stated that they were undecided. The percentage of those who disagreed is 6,7%, and the percentage of those who strongly disagreed is 2,2%. Most of the participants think that the atmosphere in their departments is humane, and the level of mutual respect between professors and students is high.

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

The percentage of those who strongly agreed with the statement is 28,9%, and the percentage of those who agreed is 44%. 16,7% of the participants stated that they were undecided. The percentage of those who disagreed is 8,9%, and the percentage of those who strongly disagreed is 1,1%. Relying on the results of this item, it can be said that program heads are in good cooperation with faculty administration.

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

The percentage of those who strongly agreed with the statement is 31,1%, and the percentage of those who agreed is 42,2%. 11,1% of the participants stated that they were undecided. The percentage of those who disagreed is 12,2%, and the percentage of those who strongly disagreed is 3,3%. As we can understand from the results of this item, the cooperation between the students is extremely high. They tend to help each other to achieve their goals.

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

The percentage of those who strongly agreed with the statement is 31,1%, and the percentage of those who agreed is 33,3%. 23,3% of the participants stated that they were undecided. The percentage of those who disagreed is 8,9%, and the percentage of those who strongly disagreed is 3,3%. In line with the high level of departmental support found above, the quality of communication is high in the departments about the needs, concerns and suggestions.

It can be said that atmosphere in the M.A. ELT departments is quite satisfactory. Professors help students in their academic development, and the communication between faculty members and students as regards the needs of learners is adequate. The next section is related to program instruction.

5.4.7 Program Resources

Available resources in an M.A. program are important for students to carry out their studies. Relevant resources are computers, laboratories, or Internet connection. In this section there are two items. The results of these items are given in the table below.

Table 17. Master Students and Graduates' Opinions on Program Resources

Program Resources		5	4	3	2	1	Mean
33. University library holdings are relevant to the field.	N	1	17	14	36	22	3,68
	%	1,1	18,9	15,6	40,0	24,4	
34. The institution offers sufficient computer and Internet support	N	9	14	18	25	24	3,46
	%	10,0	15,6	20,0	27,8	26,7	

Item 27. University library holdings are relevant to the field.

The percentage of those who strongly agreed with the statement is 24,4%, and the percentage of those who agreed is 40%. 15,6% of the participants stated that they were undecided. The percentage of those who disagreed is 18,9%, and the percentage of those who strongly disagreed is 1,1%. University libraries provide important sources for master level students. The results indicate that most of the participants are satisfied with the offerings of libraries.

Item 28. The institution offers sufficient computer and Internet support

The percentage of those who strongly agreed with the statement is 26,7%, and the percentage of those who agreed is 27,8%. 20% of the participants stated that they were undecided. The percentage of those who disagreed is 15,6%, and the percentage of those who strongly disagreed is 10%. For this item, almost half of the participants gave a positive answer. However, the number of those who are undecided and who stated that they disagreed is 35,6%. This indicates that there are departments which do not offer sufficient technological help to their students.

In terms of program resources, it can be said that in general programs provide sufficient support in terms of technological and library resources. In regard to computer and Internet connection support, it is possible to state that there are some departments which need betterment in their technological infrastructure. The next section is related to program content.

5.4.8 Overall Evaluation

The final section is an overall evaluation. In this section, participants were presented with general statements regarding the overall evaluation. The results are presented in the table below.

Table 18. Master Student and Graduates' Opinions on Overall Evaluation

Overall Evaluation		5 strongly agree	4 agree	3 undecided	2 disagree	1 strongly disagree	Mean
35. What I have learned in this program will be valuable for my future.	N	0	2	9	40	38	4,28
	%	0,0	2,2	10,1	44,9	42,7	
36. By the end of this program, I feel competent enough to teach	N	0	7	14	34	34	4,07
	%	0,0	7,9	15,7	38,2	38,2	
37. I have developed the knowledge and necessary skills required for my chosen career.	N	0	3	18	33	35	4,12
	%	0,0	3,4	20,2	37,1	39,3	
38. By the end of this program, I feel that I will be able to carry out research in my field on my own and/or continue to do my PhD studies at any ELT-related program both in Turkey and abroad.	N	0	1	20	37	31	4,10
	%	0,0	1,1	22,5	41,6	34,8	
39. Overall I was satisfied with the quality of my learning experiences at this institution. English.	N	2	4	14	35	33	4,06
	%	2,3	4,5	15,9	39,8	37,5	

Item 35. What I have learned in this program will be valuable for my future.

The percentage of those who strongly agreed with the statement is 42,7%, and the percentage of those who agreed is 44,9%. 10,1% of the participants stated that they were undecided. The percentage of those who disagreed is 2,2%. In the overall evaluation, an overwhelming number of the participants answered the item in positive. 87,6% of the participants believe that they can use what they have learned in their programs.

Item 36. By the end of this program, I feel competent enough to teach

The percentage of those who strongly agreed with the statement is 38,2%, and the percentage of those who agreed is 38,2%. 15,7% of the participants stated that they were undecided. The percentage of those who disagreed is 7,9%. It is clear from the results that most of the participants feel competent to teach English after the completion of their M.A. studies. However, the percentage of those who disagreed is 7,9% and those who are undecided on the issue cover 15,7% of the answers. This shows that most of the participants stated that they would feel competent after they complete their studies.

Item 37. I have developed the knowledge and necessary skills required for my chosen career.

The percentage of those who strongly agreed with the statement is 39,3%, and the percentage of those who agreed is 37,1%. 20,2% of the participants stated that they were undecided. The percentage of those who disagreed is 3,4%. It is clear that most of the participants believe that they have developed the knowledge and necessary skills required for their chosen career.

Item 38. By the end of this program, I feel that I will be able to carry out research in my field on my own and/or continue to do my PhD studies at any ELT-related program both in Turkey and abroad.

The percentage of those who strongly agreed with the statement is 34,8%, and the percentage of those who agreed is 41,6%. 22,5% of the participants stated that they were undecided. The percentage of those who disagreed is 1,1%. It is clear from the results of this item that most of the participants believe that they will be able to carry out their doctoral studies after they complete their M.A. program.

Item 39. Overall I was satisfied with the quality of my learning experiences at this institution.

The percentage of those who strongly agreed with the statement is 37,5%, and the percentage of those who agreed is 39,8%. 15,9% of the participants stated that they were undecided. The percentage of those who disagreed is 4,5%, and the percentage of those who strongly disagreed is 2,3%. The results of this item clearly show that most of the participants are content with their M.A. programs. However, some participants are undecided about their evaluation.

This section focused on eliciting participant views, opinions, and beliefs about a number of issues that range from program description, program content, instructional methods, program resources, to overall evaluation of the programs. The results indicate that almost all categories received high level of participant favor despite variations. The next section deals with the evaluation of the courses and course component of M.A. ELT programs.

5.5 Evaluation of Courses and Program Components

This section deals with the program components (linguistics components, Literature and culture component, educational sciences components, research component, and ELT methodology component) in regard to their importance in an M.A. program and how successful these components are /were in the eyes of the participants. First of all, participants are inquired on the importance given to program components by their departments. The results of this evaluation are given in Table 19.

Table 19. The Importance of Program Components.

		1 Not important at all	2 Minimally important	3 undecided	4 important	5 Extremely important	Mean
Linguistics Component	N	2	4	5	46	32	4,15
	%	2,2	4,5	5,6	51,7	36,0	
Literature and Culture Component	N	9	22	17	29	12	3,15
	%	10,1	24,7	19,1	32,6	13,5	
ELT Methodology Component	N	0	0	3	30	55	4,59
	%	0,0	0,0	3,4	34,1	62,5	
Research Component	N	0	0	2	28	59	4,64
	%	0,0	0,0	2,2	31,5	66,3	
Educational Sciences Component	N	2	4	7	43	33	4,13
	%	2,2	4,5	7,9	48,3	37,1	

As we can understand from Table 16, 2,2% of the participants stated that linguistics component was not important at all, 4,5% stated that it was minimally important, 5,6% stated that they were undecided. 51,7% of the participants stated that it was important and 36% of them stated that it was very important. This indicates that in the eyes of the participants linguistic component is viewed as extremely important with a mean of 4,15.

As for the Literature and culture component, 10,1% of the participants stated that Literature and culture component was not important at all, 24,7% stated that it was minimally important, 19% stated that they were undecided. 32,6% of the participants stated that it was important and 13,5% of them stated that it was very important. The

mean score of the Literature and culture component is 3,15, which is considerably low compared to the mean scores of other components. It seems that Literature and culture component is not viewed as important as other components.

When it comes to the ELT methodology component, 3,4% stated that they were undecided. 34,1% of the participants stated that it was important and 62,5% of them stated that it was very important. The ELT methodology component is the second most favored component after the research component. This indicates that one of the most important purposes of an M.A. ELT program is to empower the teaching skills besides preparing students for further study.

The next one is the research component, and this was the most widely favored component of an M.A. ELT program with a mean score of 4,64. Only 2,2 % of the participants stated that they were undecided. 31,5% of the them stated that it was important and 66,3% of them stated that it was very important. It is clear that the research component is viewed as the most important component of an M.A. ELT program.

Finally, for educational sciences component, 2,2% of the participants stated that it was the least important, 4,5% of them stated that it was minimally important, 7,9% stated that they were undecided. On the other hand, 48,3% of the participants stated that it was important and 37,1% of them stated that it was very important. The mean score for the educational sciences component is 4,13. It is interesting to note that the educational sciences component is viewed as less important than the linguistics component.

To sum up, the most important component of an M.A. ELT program is viewed as research component. The second one is ELT methodology component. The third is linguistics component, and the fourth is educational sciences component. Literature and culture component is the least important component in the eyes of the participants. One interesting finding is that educational sciences component is viewed as less important than the ELT methodology component and linguistics component. This shows that M.A. students value practical issues more than theoretical ones. The next section evaluates how successful each of these components are.

5.5.1 The Success of Program Components

The following table gives the results of how successful the components of the programs are. Participants were asked to rank each of the components in terms of how successful they viewed each of them in their M.A. programs.

Table 20. The Success of Program Components

Components		The least Successful	Minimally Successful	Undecided	Successful	Extremely Successful	Mean
Linguistic Component	N	7	11	14	37	20	3,58
	%	7,9	12,4	15,7	41,6	22,5	
Literature and Culture Component	N	22	21	17	20	9	2,70
	%	24,7	23,6	19,1	22,5	10,1	
ELT Methodology Component	N	0	2	8	25	54	4,47
	%	0,0	2,2	9,0	28,1	60,7	
Research Component	N	1	6	14	34	34	4,06
	%	1,1	6,7	15,7	38,2	38,2	
Educational Sciences Component	N	7	10	13	37	22	3,64
	%	7,9	11,2	14,6	41,6	24,7	

For linguistics component, 7,9% of the participants stated that it was the least successful, 12,4% of them stated that it was minimally successful, while 41,6% of the participants stated that it was successful and 22,5% of the stated that it was extremely successful. The mean score for the linguistics component is 3,58. Depending on the results, it can be said that the linguistic component is moderately successful in M.A. ELT programs.

As for Literature and culture component, 24,7% of the participants stated that it was the least successful 23,6% of them stated the it was minimally successful, while 22,5% of them stated that it was successful and 10,1% stated that it was the very successful. The mean score is 2,70. The results indicate that Literature and culture components of M.A. ELT programs are problematic. It is found that the Literature and culture component is neither viewed as important in an M.A. program nor do participants find it successful.

When it comes to ELT methodology component, 60,7% of the participants stated that it was highly successful, 28,1% of them stated that it was successful, while 95 of the participants stated that they were undecided and 2,2% of them stated that it was not successful. The mean score for ELT methodology component is 4,47. This also shows that methodology components of M.A. ELT programs are highly successful and help students gain the necessary teaching skills which they need in the actual teaching.

The next one is research component. For this component, 38,2% of the participants stated that it was highly successful and successful, while 15,7% of them stated that they were undecided, 6,7% of them stated that it was not successful, and 1,1% of them stated that it was the least successful. The mean score is 4,06. Depending on the results, it can be said that the research component of M.A. ELT programs are quite successful.

Finally, as for educational sciences component, 24,75 of the participants stated that it was highly successful, 41,6% of the them stated that it was successful, while 14,6% of them stated that they were undecided and 11,2% stated that it was not successful. The percentage of those who stated that it was the least successful is 7,9%. The mean score is 3,64. The educational sciences component can be said to be moderately successful depending on the results.

Depending on the results of this section, it can be said that the most successful components of M.A. ELT programs in Turkey are ELT methodology and research components while linguistics and Literature and culture components are found to be the least successful. On the other hand, educational sciences component is found to be moderately important by the participants. The next section handles a detailed analysis of the courses under each of these components. The results of linguistic component are given in Table 18.

5.5.2 Linguistic Component

There are three courses in linguistic component. Detailed findings and explanations are given in Table 21.

Table 21. The Success the Courses in Linguistic Component

		The least Successful	Successful	Undecided	Successful	Extremely Successful	Mean
Phonology and Morphology	N	11	22	13	29	14	3,15
	%	12,4	24,7	14,6	32,6	15,7	
Second Language Acquisition	N	3	3	11	42	30	4,04
	%	3,4	3,4	12,4	47,2	33,7	
Linguistics for English Language Teaching	N	3	9	12	37	28	3,88
	%	3,4	10,1	13,5	41,6	31,5	

For “Phonology and Morphology” course, 15,7% of the participants stated that it was extremely successful, 32,6% stated that it was successful. Those who stated that they were undecided form the 14,6% of the participants. 24,7% of the participants stated that it was not successful and 12,4% stated that it was the least successful. Depending on the results, it can be said that “Phonology and Morphology” course is fairly successful.

As for “Second Language Acquisition”, 33,7% of the participants stated that it was extremely successful, and 47,2% of them stated that it was successful. 12,4% of the participants stated that they were undecided. 3,4% of the participants stated that it was not successful and the least successful. The results indicate that “Second Language Acquisition” course is successful. And this course was found to be the most successful course in the linguistics component (m=4,04).

For the “Linguistics for English Language Teaching” course, 31,5% of the participants stated that it was extremely successful and 41,6% of them stated that it was successful. 13,5% of them stated that they were undecided. 10% of the participants stated that it was not successful and 3,4% of them stated that it was the least successful. The mean

score is 3,88. Depending on the results, it can be said that the "Linguistics for English Language Teaching" course is moderately successful compared to other courses.

Depending on the results of this section, the most successful course in linguistic component is "Second Language Acquisition" course (m=4,04). The second most successful course is "Linguistics for English Language Teaching" course. In linguistics component, the least successful course was "Phonology and Morphology" course (m=3,15). The next section deals with the methodology courses.

5.5.3 ELT Methodology Component

There are three courses in ELT methodology component and the results are given in Table 22.

Table 22. The Success of the Courses in ELT Methodology Component

ELT methodology component		The least successful	Successful	Undecided	Successful	Extremely Successful	Mean
Approaches to English Language Teaching	N	1	2	5	33	49	4,41
	%	1,1	2,2	5,6	36,7	54,4	
Teaching Language Skills	N	1	2	3	40	44	4,38
	%	1,1	2,2	3,3	44,4	48,9	
Teaching grammar in ELT	N	5	4	17	28	36	3,96
	%	5,6	4,4	18,9	31,1	40,0	

As for the "Approaches to English Language Teaching" course, 54,4% of the participants stated that it was extremely successful, 36,7% stated that it was successful. 5,6% of them stated that they were undecided. 2,2 % of the participants stated that it was not successful. As we can understand from the results, the "Approaches to English Language Teaching" course is the most successful course in the section of ELT methodology component (mean=4,41).

When it comes to "Teaching Language Skills" course, 48,9% of the participants stated that it was extremely successful and 44,4% of them stated that it was successful. 3,3% of them stated that they were undecided. 2,2% of the participants stated that it was not

successful and 1,1% stated that it was the least successful. The mean score for this course is 4,38. This indicates that the "Teaching Language Skills" course is a successful course in the ELT methodology course.

Finally, for "Teaching Grammar in ELT" course, 40% of the participants stated that it was extremely successful and 31,1% of them stated that it was successful. 18,9% of the participants stated that they were undecided. 4,4 % of the participants stated that it was not successful and 5,6% of them stated that it was the least successful course. The means score for this course is 3,96. Relying on the results and the mean score, it can be said that the "Teaching Grammar in ELT" course is not found to be very successful by the participants.

From the results, it is seen that the most successful course within the ELT methodology component is "Approaches to English Language Teaching" (mean=4,41) course and the second most successful course is "Teaching Language Skills" (mean=4,38). The next section deals with the "Literature and culture component".

5.5.4 Literature and Culture Component

Under literature and culture component there are two courses. Detailed results of the courses in this section are given in Table 23.

Table 23. The Success of Literature and Culture Component Courses

Literature and Culture Component		The least successful	Successful	Undecided	Successful	Extremely Successful	Mean
Literature in the Teaching of English	N	14	19	20	24	13	3,03
	%	15,6	21,1	22,2	26,7	14,4	
Cultural Aspects of Language Teaching	N	3	8	11	42	26	3,89
	%	3,3	8,9	12,2	46,7	28,9	

As for the "Literature in the Teaching of English" course, 14,4% of the participants stated that it was extremely successful, and 26,7% of them stated that it was successful.

22,2% of the participants stated that they were undecided. 21,1% of the participants stated that it was not successful and 15,6% stated that it was the least successful. The mean score is 3,03. It is clear that this course was not found to be successful by the participants.

For the other course, "Cultural Aspects of Language Teaching", 28,9% of participants state that it was extremely successful and 46,7% of them stated that it was successful. 12,2 of participants stated that they were undecided. 8,9% of them stated that it was not successful and 3,3% stated that it was the least successful. The results of this course indicate that it is highly favored by the participants. On the whole, it can be said that the Literature and Culture Components of M.A. ELT departments are not very successful. The next section deals with the research component.

5.5.5 Research Component

As regards the research component of M.A. ELT departments, two courses were determined. The results pertaining to these courses are given in Table 24.

Table 24. The Success of Research Component Courses

		The least successful	Successful	Undecided	Successful	Extremely Successful	Mean
Research	N	2	3	10	32	43	4,23
Methods	%	2,2	3,3	11,1	35,6	47,8	
Research	N	3	7	8	34	38	4,08
Projects in ELT	%	3,3	7,8	8,9	37,8	42,2	

As for the research methods course, 47,8% of the participants stated the it was extremely successful, and 35,6% of them state that it was successful. 11,1% of the participants stated that they were undecided. 3,3% of the participants stated that it was not successful, and 2,2% of the participants stated that it was the least successful. The mean score for this course is 4,23, which indicates that this course is viewed as a successful and beneficial course within the programs.

For the next one, “Research Projects in ELT”, 42,2% of the participants stated that it was extremely successful, and 37,8% of them stated that it was successful. The percentage of those who are undecided is 8,9%. 7,8% of the participants stated that this course was not successful and 3,3% of them stated that it was the least successful. The mean score for this course is 4,08. It is clear that this course was found to be successful by the participants.

Depending on the results of this component, it can be said that research components in the departments surveyed are relatively successful in meeting the expectations and needs of participants. The next section is related to the evaluation of the courses in terms of their level of importance on the part of the students and graduates.

5.5.6 Evaluation of Courses in an M.A. ELT Program

In this section, all the courses offered in M.A. ELT programs were listed and participants were asked to evaluate each on the basis of how important they think each course is. The table that shows frequencies and percentages is given in Appendix D.

The “Research Methods” course is the most favored course by the participants (m=4,62). The second most favored course is the “Teaching Language Skills” course (m=4,51). The third most favored course is the “Research Projects in ELT” course (m=4,39). The next two courses are “Materials Evaluation and Development in ELT” and “Second Language Acquisition”, and they both have the same mean score (m=4,33). “Instructional and Educational Technologies in ELT” is also among the courses that were remarkably by the participants (m=4,30)

Depending on the results, the most favored five courses are as follows:

- Research methods
- Teaching Language Skills
- Research Projects in ELT
- Second Language Acquisition
- Materials Evaluation and Development in ELT

- Instructional and Educational Technologies in ELT

The emphasis on the research and educational function of M.A. ELT programs is repeated once again here. Based on these results, we can speculate that M.A. ELT students and graduates are well-aware of what they are doing and what they are supposed to do. The least favored courses are given below:

1. Literature in the Teaching of English (m=3,31)
2. Philosophy and History of Language Teaching (m=3,31)
3. Teaching Grammar in ELT (m=3,81)
4. Phonology & Morphology (m=3,42)

It is seen that the least favored course in the whole list is translation. Literature in ELT is also favored little by the participants. It is interesting that the course “Teaching Grammar in ELT” is also favored little by the participants. Although grammar is seen as the less important component of the language teaching program by many, this should not be taken as a sign of the fact that grammar is dispensable, and we can go about the teaching of languages without the grammar component. Therefore, although grammar is not as important as the development of language skills, it is the knowledge base which is needed to ensure the development of them. It can be speculated that participants might have misconceptions as regards the teaching of grammar in their minds.

5.5.7 Summary

To sum up, we can see that the most favored courses are related to research and education while the least favored courses are literature courses. The place of literature in language teaching cannot be denied. However, the reason why participants do not value literature courses and Literature and culture component in general is hard to find. It can be speculated that literature courses are not handled with the due attention, which, however, needs sound evidence in order to prove since this is a heavy claim. Another point may be that M.A. students and graduates are not willing to work literature on account of the fact that they do not have self-confidence to deal with literary works. Yet another claim might be that they do not believe that literature is not important. In the view of the researcher, literature is an indispensable part of language teaching process,

and therefore M.A. students must be induced to the idea that literature really matters in language teaching process. The next section deals with the second research question.

5.6 The Impact of Experience in the Evaluation of M.A. ELT Programs

Within the scope of the study, teachers, research assistants and lecturers were surveyed in terms of the impact of their years of experience on their evaluation of M.A. curriculum in order to investigate whether experience counts in the opinions of English teachers. The results of Kruskal Wallis test indicate that experience is not a factor in the way teachers conceptualize and evaluate the M.A. ELT programs they are attending or they have attended. The results for teachers are given in the table below.

Table 25. The Impact Experience of Teachers in Terms of the Evaluation of Curriculum.

Scales	Experience	N	Mean Rank	$\bar{X} \pm S.S.$	Kruskal Wallis Ki-Kare	p
The success of linguistic courses	5 years	11	7,00	3,42±0,962	3,379	0,185
	6-10 Years	2	8,25	3,84±0,474		
	11 or More Years	2	13,25	4,59±0,587		
The success of methodology courses	5 years	11	7,59	4,32±0,742	0,557	0,757
	6-10 Years	2	8,25	4,50±0,707		
	11 or More Years	2	10,00	4,75±0,354		
The success of literature courses	5 years	11	6,73	3,55±0,723	4,515	0,105
	6-10 Years	2	13,75	4,75±0,354		
	11 or More Years	2	9,25	4,00±0,707		
The success of research courses	5 years	11	6,86	3,61±0,854	2,970	0,227
	6-10 Years	2	12,25	4,75±0,354		
	11 or More Years	2	10,00	4,25±1,061		
The success of educational sciences courses	5 years	11	8,73	4,03±0,960	1,713	0,425
	6-10 Years	2	7,75	3,88±0,530		
	11 or More Years	2	4,25	3,19±0,085		
The success of courses in M.A. ELT programs	5 years	11	7,95	3,87±0,628	1,672	0,433
	6-10 Years	2	5,25	3,66±0,226		
	11 or More Years	2	11,00	4,22±0,502		
The evaluation of program and program goals	5 years	11	7,64	3,81±0,574	0,723	0,697
	6-10 Years	2	7,50	3,93±0,156		
	11 or More Years	2	10,50	4,14±0,297		

*p<0,05, **p<0,01

From Table 25, it is clear that there are no meaningful differences in terms of experience based on teachers. Yet a detailed overview can reveal some minor differences, which justify that experience counts in the evaluation of courses and courses components. We can see that the mean score for the success of linguistic courses is higher for teachers who have more than eleven years of experience. This is in line with the findings of research assistants and lecturers as well. This shows that experience is important in the value of linguistic courses. The same is true for the success of methodology courses, which are valued as highest by the teachers who have more than eleven years of experience. Literature courses and research courses, however, are valued most by the teachers who have six or more years of experience. For the other components, there are no remarkable differences.

Table 26. Experience of Research Assistants and their Evaluation of Curriculum.

Scales	Experience	N	Mean Rank	Sum of Ranks	$\bar{X} \pm S.S.$	Mann-Whitney U	P
The success of linguistic courses	5 years	7	8,00	56,00	3,76±0,480	0,00	0,007**
	6 or more years	4	2,50	10,00	2,71±0,250		
The success of methodology courses	11 or more years	7	5,57	39,00	3,96±0,488	11,00	0,560
	6 or more years	4	6,75	27,00	4,06±0,125		
The success of literature courses	5 years	7	6,50	45,50	3,29±1,185	10,50	0,504
	6 or more years	4	5,13	20,50	2,88±0,854		
The success of research courses	5 years	7	6,79	47,50	4,36±0,762	8,50	0,292
	6 or more years	4	4,63	18,50	4,19±0,427		
The success of educational sciences courses	5 years	7	6,57	46,00	3,68±0,896	10,00	0,438
	6 or more years	4	5,00	20,00	3,72±0,236		
The success of courses in M.A. ELT programs	5 years	7	6,21	43,50	3,90±0,658	12,50	0,776
	6 or more years	4	5,63	22,50	3,83±0,260		
The evaluation of program and program goals	5 years	7	6,86	48,00	3,89±0,568	8,00	0,256
	6 or more years	4	4,50	18,00	3,67±0,219		

The results pertaining to the impact of experience of research assistant on the evaluation of curriculum is given in Table 26. In order to calculate the results, Mann-Whitney test was applied. According to the results, experience does not appear to be an important variable in evaluation of the curriculum on the part of research assistants except for the success of linguistic component. This component is found to be more successful by

research assistant that have five years of experience and less successful by those who have been working more than six years.

Table 27. Experience of Lecturers and their Evaluation of M.A. ELT Curriculum.

Scales	Experience	N	Mean Rank	$\bar{X} \pm S.S.$	Kruskal Wallis Ki-Kare	p
The success of linguistic courses	5 years	20	19,30	3,07±0,169	15,257	0,000**
	6-10 Years	18	26,61	3,40±0,121		
	11 or More Years	17	39,71	3,88±0,103		
The success of methodology courses	5 years	21	28,67	3,93±0,200	1,463	0,481
	6-10 Years	18	25,19	3,86±0,175		
	11 or More Years	17	31,79	4,21±0,149		
The success of literature courses	5 years	21	25,52	3,12±0,260	1,188	0,552
	6-10 Years	18	30,78	3,47±0,178		
	11 or More Years	17	29,76	3,47±0,216		
The success of research courses	5 years	21	30,21	3,90±0,250	0,398	0,820
	6-10 Years	18	27,83	3,99±0,189		
	11 or More Years	17	27,09	3,97±0,189		
The success of educational sciences courses	5 years	21	25,64	3,56±0,206	2,336	0,311
	6-10 Years	18	27,17	3,68±0,162		
	11 or More Years	17	33,44	3,98±0,131		
The success of courses in M.A. ELT programs	5 years	21	25,05	3,96±0,102	6,068	0,048*
	6-10 Years	18	24,86	3,96±0,094		
	11 or More Years	17	36,62	4,25±0,077		
General evaluation of program and program goals	5 years	21	23,05	3,75±0,102	7,234	0,027*
	6-10 Years	18	26,78	3,84±0,098		
	11 or More Years	17	37,06	4,10±0,077		

Finally, the impact of experience was investigated on the basis of lecturers. In order to calculate the results, Kruskal Wallis test was applied and the results are given in Table 27. Depending on the results, there are differences in terms of the success of linguistics courses, the courses in general, and the evaluation of program goals. In regard to the success of linguistic courses, it was found out that the success of linguistic courses increase as experience of lecturers increase. This indicates that experienced lecturers can better exploit linguistic knowledge they acquire during their M.A. studies as opposed to inexperienced teachers.

When it comes to the evaluation of the courses in general, there are differences between different levels of experience. Depending on the results of Kruskal Wallis test, it is possible to say that less experienced lecturers value courses at a rate of 3,96 whereas lecturers who are experienced more than 11 years value these courses at the rate of 4,25. In order to determine the difference, the Tukey method was applied and the results indicated that the difference between experienced and inexperienced lecturers is considerably meaningful.

Lecturers with 5 or fewer years of experience valued program goals at a rate of 3,75, lecturers with 6-10 years of experience valued program goals at a rate of 3,85, and lecturers with more than 11 years of experience valued program goals at a rate of 4,10. relying on the results of Kruskal Wallis test, the difference between different years of experience in terms of evaluation program goals is meaningful (Ki-Kare: 7,234, $p < 0,05$). This also shows that experience turns out to be an important variable in the way M.A. ELT students and graduates perceive the purposes of program goals. It would not be a wrong assumption to assert that most of the lecturers with more than 11 years of experience are graduates. This indicates that graduates are more aware of what an M.A. ELT program is to fulfill and thus value courses and courses components more than those with less experience.

5.7 Evaluation of M.A. ELT Programs in Terms of Students, Graduates, Teachers, Lecturers and Research Assistants

This section aims at obtaining a general understanding regarding the evaluation of M.A. ELT programs and program components according to students, graduates, teachers, lecturers, and research assistants. This is done in order to see whether different groups view program components differently. It is hoped that a general understanding can be drawn in terms of the functionality of M.A. ELT programs. The results are given in Table 28.

Table 28. Evaluation of Program Components According to Students, Graduates, Teachers, Lecturers, and Research Assistants

The Success of Program Components		Mean	Std. deviation	Level
Students	Linguistic Courses	3,36	0,697	Unsuccessful
	Methodology Courses	4,11	0,625	Successful
	Literature Courses	3,55	0,838	Successful
	Research Courses	3,87	1,008	Successful
	Educational Sciences Courses	3,64	0,923	Successful
Graduates	Linguistic Courses	3,54	0,721	Successful
	Methodology Courses	4,08	0,755	Successful
	Literature Courses	3,42	1,009	Successful
	Research Courses	4,07	0,781	Successful
	Educational Sciences Courses	3,84	0,675	Successful
Teachers	Linguistic Courses	3,63	0,934	Successful
	Methodology Courses	4,40	0,680	Successful
	Literature Courses	3,77	0,776	Successful
	Research Courses	3,85	0,890	Successful
	Educational Sciences Courses	3,89	0,874	Successful
Research assistants	Linguistic Courses	3,38	0,664	Unsuccessful
	Methodology Courses	4,00	0,387	Successful
	Literature Courses	3,14	1,051	Unsuccessful
	Research Courses	4,30	0,640	Successful
	Educational Sciences Courses	3,70	0,706	Successful
Lecturers	Linguistic Courses	3,43	0,669	Successful
	Methodology Courses	3,99	0,779	Successful
	Literature Courses	3,34	0,978	Unsuccessful
	Research Courses	3,95	0,925	Successful
	Educational Sciences Courses	3,73	0,766	Successful

Students value methodology courses the most with a mean score of 4,11. Students do not find linguistic courses successful. Literature courses are also slightly valued by students with a mean score of 3,55. It is important to note that research courses are also not valued as high by students.

When it comes to graduates, we can see that they find all the components successful with varying degrees. The most successful components by graduates are methodology and research components. The fact that graduates find methodology courses successful indicates that this component of M.A. ELT programs meets the needs of the expectations of M.A. students.

Among teachers, the highest score belongs to methodology component. The mean score is the highest among all other groups ($m=4,40$). We can clearly understand that M.A.

ELT programs fulfill their roles of preparing teachers. Linguistic component is the least valued component by teachers.

As we can understand from the findings about research assistants, we can see that the most successful courses are research courses. The second most valued component is methodology component. Two of the components, linguistic and Literature and culture components, are not valued as successful by research assistants.

Finally, as for the lecturers, we understand that the most successful component for them is again methodology component. We again understand that M.A. ELT program satisfy their students in terms of providing knowledge and skills that are needed in the teaching of English. Like research assistant, lecturers also do not value Literature and culture component as successful.

In general, it can be said that program components are viewed as important and successful by all the groups. However, literature and linguistics courses are generally viewed as less successful by participants.

5.7.1 The Success of Linguistic Component According to Students, Graduates, Teachers, Lecturers, and Research Assistants

The results for the evaluation of linguistic courses for all groups are given in Table 29. Depending on the results, it can be seen that “Phonology and Morphology” course is not found successful by any of the groups. The other two courses are found adequate by all participant groups. “Second Language Acquisition” is mostly favored by research assistants, and least by lecturers. One can interpret this finding based on functionality. We know that research assistants are more likely to make use of what they learn in this lesson in writing academic papers compared to lecturers.

Table 29. Linguistics courses favored by students, graduates, teachers, lecturers, and research assistants

	Linguistic Courses	Mean	Std. Deviation	Level
Students	Phonology and Morphology	3,10	1,345	Unsuccessful
	Second Language Acquisition	4,10	0,817	Successful
	Linguistics for English Language Teaching	3,66	1,233	Successful
Graduates	Phonology and Morphology	3,17	1,291	Unsuccessful
	Second Language Acquisition	4,02	1,017	Successful
	Linguistics for English Language Teaching	3,98	0,983	Successful
Teachers	Phonology and Morphology	3,27	1,438	Unsuccessful
	Second Language Acquisition	4,13	1,407	Successful
	Linguistics for English Language Teaching	3,80	1,373	Successful
Research Assistants	Phonology and Morphology	3,36	1,286	Unsuccessful
	Second Language Acquisition	4,27	0,467	Successful
	Linguistics for English Language Teaching	3,91	0,831	Successful
Lecturers	Phonology and Morphology	3,07	1,289	Unsuccessful
	Second Language Acquisition	4,00	0,923	Successful
	Linguistics for English Language Teaching	3,91	1,076	Successful

Depending on the findings, it is seen that “Second Language Acquisition” and “Linguistics for English Language Teaching” are generally valued as successful courses of the linguistic component. However, “Phonology and Morphology” course is found ineffectual. Further research may shed light on the reasons that lead the participants to believe that these courses are unsuccessful. It is stated above that participants do not favor these two courses as important courses for an M.A. ELT program. It may be speculated that under the influence of this assumption they find them unsuccessful. Further research, which will specifically focus on these courses, is needed in order to determine the place of these courses in an M.A. ELT program.

5.7.2 ELT methodology courses according to students, graduates, teachers, lecturers, and research assistant

This section seeks to find out which courses in linguistic component are seen as successful by students, graduates, teachers, lecturers, and research assistants. The results are given in Table 30. We can understand that all methodology courses are successful.

Table 30. ELT Methodology Courses Favored by Students, Graduates, Teachers, Lecturers, and Research Assistants

ELT Methodology Courses		Mean	Std. Deviation	Level
Students	Approaches to English Language Teaching	4,41	0,780	Successful
	Teaching Language Skills	4,41	0,568	Successful
	Teaching grammar in ELT	3,79	1,207	Successful
Graduates	Approaches to English Language Teaching	4,41	0,804	Successful
	Teaching Language Skills	4,36	0,837	Successful
	Teaching grammar in ELT	4,03	1,095	Successful
Teachers	Approaches to English Language Teaching	4,63	0,518	Successful
	Teaching Language Skills	4,50	0,535	Successful
	Teaching grammar in ELT	4,13	0,835	Successful
Research assistants	Approaches to English Language Teaching	4,60	0,632	Successful
	Teaching Language Skills	4,53	0,516	Successful
	Teaching grammar in ELT	4,13	1,302	Successful
Lecturers	Approaches to English Language Teaching	4,45	0,522	Successful
	Teaching Language Skills	4,18	0,405	Successful
	Teaching grammar in ELT	3,64	0,924	Successful

It is clear from the table above that the most favored course by all the participants is “Approaches to English Language Teaching”. Depending on the results, it is quite obvious that learners want to get a basis of the theoretical foundations of language education. Another course that is found successful as much as “Approaches to English Language Teaching” is “Teaching Language Skills”. “Teaching Grammar in ELT” is not found successful as the other two courses. Interestingly, this course is mostly favored by teachers as opposed to lecturers. Also, there is a difference between the mean score for students and graduates in terms of the success level of this course. It is possible to speculate that the importance of this course becomes more obvious when the actual teaching starts.

5.7.3 Literature Courses According to Students, Graduates, Teachers, Lecturers, and Research Assistants

It is obvious from the table below that “Literature in the Teaching of English” is found unsuccessful by students, graduates, research assistants and lecturers. It is only favored by teachers. The other course, “Cultural Aspects of Language Teaching”, is, however, found to be successful by the participants. This may be taken as a sign of the fact that

M.A. ELT students want to be more engaged in daily and practical issues that are related to culture rather than the literature related to the language. Cultural Aspects of Language Teaching” is found to be the most successful and beneficial by teachers and research assistants.

Table 31. Evaluation of Literature and Culture Courses by Students, Graduates, Teachers, Lecturers, and Research Assistants

	Literature Courses	Mean	Std. deviation	Level
Students	Literature in the Teaching of English	3,14	1,274	Unsuccessful
	Cultural Aspects of Language Teaching	3,97	0,906	Successful
Graduates	Literature in the Teaching of English	2,98	1,323	Unsuccessful
	Cultural Aspects of Language Teaching	3,85	1,093	Successful
Teachers	Literature in the Teaching of English	4,25	0,886	Successful
	Cultural Aspects of Language Teaching	4,13	0,641	Successful
Research Assistants	Literature in the Teaching of English	3,33	1,234	Unsuccessful
	Cultural Aspects of Language Teaching	4,20	0,775	Successful
Lecturers	Literature in the Teaching of English	2,55	1,368	Unsuccessful
	Cultural Aspects of Language Teaching	3,73	1,421	Successful

5.7.4 Research Courses According to Students, Graduates, Teachers, Lecturers, and Research Assistants

There are four courses in this component. The results pertaining to the related research question are given in Table 32. The results indicate that all courses in the research component are found successful by all participants. To be more specific, “Research Methods” course is found highly successful by all groups along with “Research Projects in ELT”.

Table 32. Evaluation of Research Component by Students, Graduates, Teachers, Research Assistants and Lecturers.

	Research Courses	Mean	Std. Deviation	Level
Students	Research Methods	4,17	1,071	Successful
	Research Projects in ELT	4,00	1,134	Successful
	Special Studies	3,59	1,181	Successful
	Seminar	3,72	1,360	Successful
Graduates	Research Methods	4,26	0,874	Successful
	Research Projects in ELT	4,11	1,034	Successful
	Special Studies	3,89	1,097	Successful
	Seminar	4,02	0,957	Successful
Teachers	Research Methods	4,63	0,518	Successful
	Research Projects in ELT	4,25	0,707	Successful
	Special Studies	3,88	0,835	Successful
	Seminar	4,38	0,518	Successful
Research Assistants	Research Methods	4,20	1,014	Successful
	Research Projects in ELT	3,80	1,207	Successful
	Special Studies	3,73	0,884	Successful
	Seminar	3,67	1,234	Successful
Lecturers	Research Methods	4,45	0,522	Successful
	Research Projects in ELT	4,55	0,522	Successful
	Special Studies	4,27	1,009	Successful
	Seminar	3,91	1,136	Successful

5.7.5 Educational Sciences Courses According to Students, Graduates, Teachers, Lecturers, and Research Assistants

There are four courses in this component. The results are given in Table 33. Almost all of the courses in educational sciences component are found to be successful by students, graduates, teachers, lecturers and research assistants. Only one course, namely Curriculum Development for English for Specific Purposes, was found to be unsuccessful by research assistants.

Table 33. Evaluation of Educational Sciences Component by Students, Graduates, Teachers, Research Assistants and Lecturers.

	Educational Sciences Courses	Mean	Std. Deviation	Level
Students	Psychology for language learner/learning	3,72	1,131	Successful
	Materials Evaluation and Development in ELT	3,90	1,175	Successful
	Instructional Technology in ELT	3,62	1,147	Successful
	English Language Testing	3,79	1,146	Successful
Graduates	Psychology for language learner/learning	3,87	1,024	Successful
	Materials Evaluation and Development in ELT	4,20	0,891	Successful
	Instructional Technology in ELT	3,93	0,998	Successful
	English Language Testing	4,08	0,971	Successful
Teachers	Psychology for language learner/learning	4,00	1,134	Successful
	Materials Evaluation and Development in ELT	4,00	1,195	Successful
	Instructional Technology in ELT	3,93	0,961	Successful
	English Language Testing	4,20	1,014	Successful
Research Assistants	Psychology for language learner/learning	3,91	0,701	Successful
	Materials Evaluation and Development in ELT	3,64	1,120	Successful
	Instructional Technology in ELT	3,82	1,079	Successful
	English Language Testing	4,00	0,894	Successful
Lecturers	Psychology for language learner/learning	3,68	1,130	Successful
	Materials Evaluation and Development in ELT	4,20	0,942	Successful
	Instructional Technology in ELT	3,80	1,119	Successful
	English Language Testing	3,96	1,078	Successful

Table 34 shows that the most favored course by students is “Materials Evaluation and Development in ELT”. However, the ratings of students are not as high as graduates for this course. Graduates focus on this course more firmly and their ratings are considerably higher compared to students. This may be because most of the graduates are already working as teachers or lecturers in different schools or institutions and the importance of this course becomes more obvious for them on account of the fact that they need the knowledge and skills they have learned from these courses as they are teaching. “Materials Evaluation and Development in ELT” course is also highly favored by the participants, especially by graduates, teachers, and lecturers. It is not favored as much by research assistants and students. This indicates that M.A. attendants, either

students or graduates, view the courses in terms of their functionality and those who can make use of what they have learned from various courses value them as successful. This can be taken as a sign of the fact that those courses fulfill their aims.

5.8 Summary

This section focused on the evaluation of courses by different groups who participated in the study. The data were exposed to statistical analysis in order to understand whether there are differences among students, graduates, teachers, research assistants, or lecturers in their evaluation of courses and components of M.A. ELT programs.

In general evaluation, we discovered that most of the M.A. ELT program components are valued by the participants except for linguistic and Literature and Culture Component. Linguistic component is not found highly effective by students and research assistants. Similarly, the Literature and Culture Component is not found to be effective by research assistants and lecturers. Apart from that, the most favored component by most of the participant groups is methodology component. This rendered it possible to conclude that M.A. ELT programs meet the expectations of their students in terms of providing necessary knowledge and skills to teach English.

As for the evaluation of linguistic component, we found that “phonology and morphology” course is not found to be effective by any of the participant groups. Relying on this finding we can speculate that participants of this study prefer to focus on meaning rather than form at this level. We can arrive at this conclusion since we observed that these participants prefer to be offered *Applied Phonetics in ELT* course in their M.A. program. That is, they are willing to learn how to use the theoretical knowledge of phonology and morphology in practice. Therefore, we need to incorporate such a course in our programs. On the other hand, the other two courses, SLA and Linguistics for ELT, are relatively successful according to the participants. Secondly, in the evaluation of methodology courses, there were three courses: *Approaches to ELT*, *Teaching Language Skills*, and *Teaching Grammar in ELT*. They were found to be highly effective. Thirdly, in terms of literature courses, *Literature in the Teaching of English* course was not found to be successful by the participant groups while the other course *Cultural Aspects of Language Teaching* was favored. Therefore, more courses

related to culture can be included in the M.A. ELT programs. We can conclude that there is an emphasis on culture rather than literature. Finally, as regards the other two components, research and educational sciences component, we found that all of the courses in these components are successful.

5.9 Evaluation of M.A. Programs Based on Universities

The next step in the study was to expose the obtained data to further statistical analysis in order to draw comparisons between different M.A. ELT programs in different universities. This part is particularly important in order to get the general picture in different universities. The first section covers participants' opinions on a wide range of issues that were studied above. The sub-titles are program description, departmental support, and atmosphere in the department, program instruction, program resources, program content, and finally overall evaluation. In the second phase of this section, evaluation of courses is carried out based on different M.A. ELT programs. The results are analyzed one by one for each university. The first category is general program description.

5.9.1 Program Description

Program description covers issues that are related to respect in the faculty, the success of professors, the rapport between faculty members, the quality of the candidacy exam, and the extent to which the program meets the needs of students, etc. The findings pertaining to Atatürk University are given in Table 34.

Table 34. Opinions of Participants from Atatürk University on Program Description

	Program Description	Mean	Std. Deviation	Result
Atatürk	1. Students in my program are treated with respect by faculty.	4,13	0,640	Agree
	2. The M.A. ELT program employs/employed qualified professors	4,00	1,000	Agree
	3. Rapport between faculty and graduate students in the program is good.	4,27	0,704	Agree
	4. The program meets/met my needs.	3,93	0,829	Agree
	5. The candidacy exam was a good test of my knowledge.	3,60	0,828	Agree
	6. The candidacy exam was a good test of my ability.	3,47	0,743	Agree
	7. Interaction between the department and related disciplines or programs on the campus is satisfactory.	3,80	0,862	Agree
	8. The program encourages taking courses outside the department.	3,47	0,990	Agree
	9. There are tensions in the faculty which affect students.	2,47	1,125	Disagree

The participants from Atatürk University seem to agree with all of the statements except for the last item. This shows that there are no frictions between faculty members, professors or students. The most favored item is Item 3 ($m=4,27$), which demonstrates that there is a favorable atmosphere in ELT department of Atatürk University. The next most favored item is item 1. The mean score of for this item is quite high and this shows that students are treated with respect by the faculty. Except for the item related to tensions in the department, the lowest mean score among the items belongs to Item 6 and Item 8. We understand that the candidacy exam can be better-designed. In short, it is possible to state that there is a viable atmosphere in the ELT department of Atatürk University, which is characterized by rapport between faculty members. However, the candidacy exam can be better tailored to the expectations of M.A. ELT program attendants.

Table 35. Opinions of Participants from Başkent University on Program Description

Başkent	1. Students in my program are treated with respect by faculty.	4,50	0,548	Agree
	2. The M.A. ELT program employs/employed qualified professors	4,67	0,516	Agree
	3. Rapport between faculty and graduate students in the program is good.	4,33	0,516	Agree
	4. The program meets/met my needs.	4,50	0,837	Agree
	5. The candidacy exam was a good test of my knowledge.	3,67	1,211	Agree
	6. The candidacy exam was a good test of my ability.	3,67	0,816	Agree
	7. Interaction between the department and related disciplines or programs on the campus is satisfactory.	3,67	0,816	Agree
	8. The program encourages taking courses outside the department.	3,00	0,632	Agree
	9. There are tensions in the faculty which affect students.	2,33	1,366	Disagree

In the table above, it is clear that the most favored item by the participants from Başkent University is Item 2, which indicates that professors at Başkent University met the needs of the students and helped them in their studies at utmost level. The next most favored items are Item 1 and Item 4. The findings show that the students in this university are treated with the due respect and the students are satisfied with the program. The next most favored item is Item 3. It is clearly shown that the atmosphere in the department is friendly and there is good rapport between students and faculty members. The candidacy exam was found moderately successful depending on the mean scores of Item 5 and Item 6. We learn that Başkent University does not allow its M.A. ELT program students to take courses from other departments, either. Finally, it is seen that there are no tensions among faculty members. In short, we can state that the atmosphere at Başkent University ELT department is favorable and the program meets the needs of the participants.

Table 36. Opinions of Participants from Bilkent University on Program Description

Bilkent	Students in my program are treated with respect by faculty.	4,57	0,646	Agree
	The M.A. ELT program employs/employed qualified professors	4,71	0,469	Agree
	Rapport between faculty and students in the program is good.	4,50	0,941	Agree
	The program meets/met my needs.	4,43	0,646	Agree
	The candidacy exam was a good test of my knowledge.	4,07	0,730	Agree
	The candidacy exam was a good test of my ability.	4,14	0,864	Agree
	Interaction between the department and related disciplines or programs on the campus is satisfactory.	3,50	0,855	Agree
	The program encourages taking courses outside the department.	3,14	1,099	Disagree
	There are tensions in the faculty which affect students.	2,29	1,541	Disagree

As for Bilkent University, the most favored item is Item 2, with a high mean score ($m=4,71$). This means that professors at Bilkent University are found very successful in their guidance to students. The second most favored Item is Item 1, which indicates that students at the ELT department are treated highly respectfully by the faculty members. The next most favored item is Item 3. In line with Item 1, this item also indicates that there is good rapport between students and the faculty members. The fourth most favored item is Item 4. This demonstrates that students at the ELT department of Bilkent University find their programs highly relevant to their needs. Finally, we learn that there are no tensions within the faculty. To sum, it can easily be stated that the M.A. ELT program at Bilkent University is highly relevant to the needs of its students and the atmosphere in the department is characterized by respect.

Table 37. Opinions of Participants from Çukurova University on Program Description

Çukurova	Students in my program are treated with respect by faculty.	4,33	0,516	Agree
	The M.A. ELT program employs/employed qualified professors	4,00	0,632	Agree
	Rapport between faculty and students in the program is good.	4,00	0,632	Agree
	The program meets/met my needs.	4,00	0,632	Agree
	The candidacy exam was a good test of my knowledge.	4,00	0,632	Agree
	The candidacy exam was a good test of my ability.	4,00	0,632	Agree
	Interaction between the department and related disciplines or programs on the campus is satisfactory.	3,50	0,837	Agree
	The program encourages taking courses outside the department.	2,67	1,633	Disagree
	There are tensions in the faculty which affect students.	2,33	0,816	Disagree

The next one is Çukurova University ELT department. For this department, the most favored Item is Item 1. This shows that students in this department are treated with respect. Items 2, 3, 4, 5, and 6 have the same mean score ($m=4,00$). In the light of this, we can say that the ELT department at Çukurova University employs highly qualified professors, rapport between faculty members is satisfactory, the program meets the needs of the students, and the candidacy exam is successful. In short, we can say that the ELT department at Çukurova University is adequate.

Table 38. Opinions of Participants from Gazi University on Program Description

Gazi	Students in my program are treated with respect by faculty.	4,21	1,032	Agree
	The M.A. ELT program employs/employed qualified professors	3,84	1,119	Agree
	Rapport between faculty and students in the program is good.	3,58	0,961	Agree
	The program meets/met my needs.	3,50	0,985	Agree
	The candidacy exam was a good test of my knowledge.	3,47	1,020	Agree
	The candidacy exam was a good test of my ability.	3,26	1,098	Disagree
	Interaction between the department and related disciplines or programs on the campus is satisfactory.	2,95	1,224	Disagree
	The program encourages taking courses outside the department.	2,32	1,204	Disagree
	There are tensions in the faculty which affect students.	2,84	1,500	Disagree

The next ELT department belongs to Gazi University. The mean scores in this university do not seem to be very high. The most favored item for this ELT department is the first item. This shows that students are treated with respect in this department. The second most favored item is Item 2, with a mean score of 3,84. The next most favored item is Item 3. Rapport between faculty and students is found to be satisfactory. The next most favored item it Item 4. We learn that the participants think that their needs are met by the department. Yet, the mean score is rather low, and this indicates that some betterment may be needed in terms of meeting the needs of students. The candidacy exam is also found to be moderately successful.

Table 39. Opinions of Participants from Hacettepe University on Program Description

Hacettepe	Students in my program are treated with respect by faculty.	3,42	0,793	Agree
	The M.A. ELT program employs/employed qualified professors	3,50	1,000	Agree
	Rapport between faculty and students in the program is good..	3,17	1,115	Disagree
	The program meets/met my needs.	3,42	1,084	Agree
	The candidacy exam was a good test of my knowledge.	3,58	0,669	Agree
	The candidacy exam was a good test of my ability.	3,08	0,669	Disagree
	Interaction between the department and related disciplines or programs on the campus is satisfactory.	2,42	1,311	Disagree
	The program encourages taking courses outside the department.	2,67	0,985	Disagree
	There are tensions in the faculty which affect students.	3,58	1,165	Agree

The next M.A. ELT program to be evaluated belongs to Hacettepe University. For this program, we can say that the mean scores are rather low. There are no items that are valued above 4,00. The internal evaluation shows that the most favored item is the first item. This shows that students are treated with respect but it is not fully agreed. The next mostly favored item is Item 5. We learn that the candidacy exam is found to be moderately successful. However, the participants do not believe that the candidacy exam was not a good oral test of their abilities. For the ELT department of Hacettepe University, the participants do not believe that there is rapport between faculty members and students. In short, we can say that in terms of program description Hacettepe University M.A. ELT program has a number of problems, which are basically related to the atmosphere in the department.

Table 40. Opinions of Participants from Selçuk University on Program Description

Selçuk	Students in my program are treated with respect by faculty.	4,20	0,837	Agree
	The M.A. ELT program employs/employed qualified professors	4,00	0,707	Agree
	Rapport between faculty and students in the program is good.	3,80	0,837	Agree
	The program meets/met my needs.	3,60	1,342	Agree
	The candidacy exam was a good test of my knowledge.	3,00	1,000	Disagree
	The candidacy exam was a good test of my ability.	2,80	0,837	Disagree
	Interaction between the department and related disciplines or programs on the campus is satisfactory.	2,80	0,837	Disagree
	The program encourages taking courses outside the department.	2,60	0,894	Disagree
	There are tensions in the faculty which affect students.	2,20	1,304	Disagree

The next M.A. ELT program is the one in Selçuk University. The most favored item in this department is Item 1. The mean score is quite high and it can be said that students are treated with respect. The next most favored item is Item 2, which indicates, with a high mean score ($m=4,00$), that professors at Selçuk University ELT department are found to be successful. The item related to rapport was moderately agreed by the participants, which indicates that there is rapport within the program but it could be better. The participants do not believe that the candidacy exam is a good test of either their knowledge or abilities. In short, there are not any attitudinal problems at Selçuk University M.A. ELT program but there are some issues that needs re-thinking such as the candidacy exam and rapport between faculty and students.

Table 41. Opinions of Participants from Other Universities on Program Description

	Students in my program are treated with respect by faculty.	3,77	1,013	Agree
	The M.A. ELT program employs/employed qualified professors	4,38	0,506	Agree
	Rapport between faculty and students in the program is good.	3,85	1,345	Agree
	The program meets/met my needs.	3,92	1,188	Agree
Others	The candidacy exam was a good test of my knowledge.	3,69	0,855	Agree
	The candidacy exam was a good test of my ability.	4,00	0,408	Agree
	Interaction between the department and related disciplines or programs on the campus is satisfactory.	3,92	0,954	Agree
	The program encourages taking courses outside the department.	2,85	1,068	Disagree
	There are tensions in the faculty which affect students.	2,77	1,363	Disagree

Finally, under the title of “others” there are eleven universities. However, since the number of participants from these universities is too limited, they were analyzed in one group. These universities are METU (Ankara), Boğaziçi University (İstanbul), Anadolu University (Eskişehir), Dokuz Eylül University (İzmir), Antep University (Gaziantep), On Dokuz Mayıs University (Samsun), Marmara University (İstanbul), Erciyes University (Kayseri), Antep University (Gaziantep), Abant İzzet Baysal University (Bolu), Yeditepe University (İstanbul). However, the number of participants in most of these universities is one or two. Most of them come from METU. Therefore, the results can be considered to reflect the situation at METU. For these universities, the mean scores are not very high. The most favored item here is the second item. This indicates

that the professors in these ELT departments are found to be successful in helping the students find their way during their M.A. studies. The next most favored item is Item 6, which is followed by Item 7. They are both related to the candidacy exam, and depending on the results we can say that the candidacy exam in these universities is adequate. In terms of behavioral issues, we can say that these universities do not appear to be highly favored. For example, for the first item the mean score is 3,77, which shows that students are not treated with high level of respect. Similarly, the item that is related to the rapport between students and faculty member do not seem to be satisfactorily favored. The mean score is 3,85. In short, it is possible to deduce that these M.A. ELT programs are successful in terms of the quality of the professors and candidacy exam. In terms of respectfulness and rapport, they seem to be averagely favored.

To sum up, it is clear from the findings that in terms of Item 1 the most successful university is Bilkent University and it is followed by Başkent University. The reasons for this may be that these universities employ more native speakers. We can say that in these universities students are treated with respect. The lowest mean score for this item belongs to Hacettepe University. It is 3,47. This shows that students at Hacettepe University are not treated with equal respect. In terms of the quality and success of professors the most successful universities are found to be Bilkent and Başkent Universities. As for the rapport between students and faculty members most of the universities are found to be successful, but the most successful ones are Bilkent, Başkent, and Atatürk universities. As regards whether the program meets the needs of students, the most successful universities are Bilkent, Başkent and Çukurova universities. As for the candidacy exam, two universities that are prominent are Çukurova and Bilkent universities. Interaction between the department and related disciplines or programs on the campus is generally found to be fairly successful. Finally, we learn that none of the universities allow its students to take courses from other departments except for Atatürk and Bilkent universities.

5.9.2 Program Content

Program content captures issues that are connected with the relevancy of the program to the needs of learners, the up-to-datedness of the program, whether the program offers adequate training in teaching skills, whether time allocation is convenient for each course, and finally whether the program handles the needs of students in terms of the local context. The evaluation is again carried out on the basis of universities and the findings are presented below for each university.

Table 42. Opinions of Participants from Atatürk University on Program Content

	Program Content	Mean	Std. Deviation	Result
Atatürk	1. The program is/was relevant to my needs.	4,00	1,038	Agree
	2. The program is up-to-date.	4,07	0,704	Agree
	3. The program gives/gave me adequate training in teaching skills.	3,87	0,834	Agree
	4. The program allocates sufficient time for each course.	3,80	0,676	Agree
	5. The program gives /gave me adequate training for the needs of the local context (Turkey)	3,93	0,799	Agree

We can see in Table 42 that the M.A. ELT program in Atatürk University is relevant to the needs of students. The mean score for the related item is 4,00 (Item 1). The second item is favored by 4,07, which clearly indicates that the program captures contemporary issues in language teaching. The mean score for the third item is 3,87. This evinces that the program provides students with sufficient education in the teaching of language skills. However, the mean score for this item is not very high. The fourth item shows that time allocation for the courses is found to be adequate. Finally, we learn from the last item that the M.A. ELT program at Atatürk University is concerned about the local needs of students. All in all, it can be said that the M.A. ELT program at Atatürk University is quite up-to-date and covers contemporary issues in language teaching.

Table 43. Opinions of Participants from Başkent University on Program Content

		Program Content			
Başkent	1.	The program is/was relevant to my needs.	4,50	0,548	Agree
	2.	The program is up-to-date.	4,50	0,548	Agree
	3.	The program gives/gave me adequate training in teaching skills.	4,33	0,516	Agree
	4.	The program allocates sufficient time for each course.	4,17	0,408	Agree
	5.	The program gives /gave me adequate training for the needs of the local context (Turkey)	4,00	0,632	Agree

As for the M.A. ELT program at Başkent University, we can see in Table 43 that Başkent University can be viewed as successful on account of the fact that all of the items are favored above 4,00. The most favored items are Item 1 and Item 2, which clearly demonstrate that the program is highly relevant to the needs of students with its contemporary content. The next most favored item is Item 3. It is seen that the program is sufficient in providing its students with the necessary skills to teach English. The next most favored item is Item 4. We see that time allocation for the courses is seen convenient by the participants. Finally, we can understand that the local context is taken into consideration in the program content (Item 5). To sum, it can be deduced that the content offered in the M.A. ELT program at Başkent University is highly up-to-date and touches the local needs of the students. Moreover, it is also relevant to the needs of learners.

Table 44. Opinions of Participants from Bilkent University on Program Content

		Program Content			
Bilkent	1.	The program is/was relevant to my needs.	4,64	0,497	Agree
	2.	The program is up-to-date.	4,86	0,363	Agree
	3.	The program gives/gave me adequate training in teaching skills.	4,64	0,497	Agree
	4.	The program allocates sufficient time for each course.	4,43	0,646	Agree
	5.	The program gives /gave me adequate training for the needs of the local context (Turkey)	4,36	0,633	Agree

The findings of the M.A. ELT program of Bilkent University are extremely high. The lowest item is rated as 4,36. The most favored item is the second item with a mean score of 4,84. This manifests that almost all of the participants agreed with the item, indicating that they find their program highly up-to-date. Shortly, we can say that Bilkent University M.A. ELT program is extremely successful in providing the proper content for its students.

Table 45. Opinions of Participants from Çukurova University on Program Content

Program Content					
Çukurova	1.	The program is/was relevant to my needs.	4,17	0,753	Agree
	2.	The program is up-to-date.	4,33	0,516	Agree
	3.	The program gives/gave me adequate training in teaching skills.	3,50	0,837	Agree
	4.	The program allocates sufficient time for each course.	3,83	0,753	Agree
	5.	The program gives /gave me adequate training for the needs of the local context (Turkey)	3,83	0,753	Agree

Depending on the results pertaining to Çukurova University M.A. ELT program, it is obvious that the participants find the program relevant to their needs. The mean score for this item is 4,17. Similarly, the program is also found to be highly contemporary with a mean score of 4,33. When it comes to whether the program provides the students with adequate training in language teaching, the participants moderately agreed with the statement (Item 3). One suggestion would be to increase the number and content of courses that are related to the teaching of language skills in this M.A. ELT program. The next two items, Item 4 and Item 5, are favored equally by the participants. We learn that time allocation for the courses is satisfactory and the local needs are met by the department.

Table 46. Opinions of Participants from Gazi University on Program Content

		Program Content		
Gazi	1. The program is/was relevant to my needs.	3,94	0,873	Agree
	2. The program is up-to-date.	3,72	1,018	Agree
	3. The program gives/gave me adequate training in teaching skills.	3,78	1,060	Agree
	4. The program allocates sufficient time for each course.	3,39	0,916	Disagree
	5. The program gives /gave me adequate training for the needs of the local context (Turkey)	3,22	1,215	Disagree

The program content in the M.A. ELT program of Gazi University is moderately appreciated by the participants. The program is found to be relevant to the needs of students and provides adequate training in the teaching of English. The third most favored item is Item 3, denoting that the program is up-to-date. Yet, the mean score is relatively low ($m=3,72$). The last two items are not agreed by the participants from Gazi University M.A. ELT program. We learn that time allocation is not managed well in the program and the program does not seem to keep abreast of the developments in the local context. In short, the M.A. ELT program at Gazi University is can be said to be moderately up-to-date while it falls short of keeping sufficient time for courses and meeting the local needs of the language teaching practices.

Table 47. Opinions of Participants from Hacettepe University on Program Content

		Program Content		
Hacettepe	1. The program is/was relevant to my needs.	3,67	0,985	Agree
	2. The program is up-to-date.	3,00	1,044	Disagree
	3. The program gives/gave me adequate training in teaching skills.	3,33	1,155	Disagree
	4. The program allocates sufficient time for each course.	3,58	1,165	Agree
	5. The program gives /gave me adequate training for the needs of the local context (Turkey)	3,33	0,888	Disagree

The evaluation of the M.A. ELT program of Hacettepe University revealed that some items are agreed and some of them are disagreed. The first item is agreed by the participants with a mean score of 3,67. We can understand that the M.A. ELT program is found relevant to the needs of students. The program at Hacettepe University was not found to be capturing the current development in language education. In addition, the program was also found to fail to provide sufficient education on language skills. As for time allocation, the program is found to be averagely precise. The participants do not agree with the last item and this indicates that the local context is not focused on by the M.A. ELT program at Hacettepe University.

Table 48. Opinions of Participants from Selçuk University on Program Content

Program Content					
Selçuk	1.	The program is/was relevant to my needs.	3,00	1,000	Disagree
	2.	The program is up-to-date.	3,20	0,837	Disagree
	3.	The program gives/gave me adequate training in teaching skills.	3,60	1,140	Agree
	4.	The program allocates sufficient time for each course.	3,20	0,837	Disagree
	5.	The program gives /gave me adequate training for the needs of the local context (Turkey)	3,00	0,707	Disagree

As for the M.A. ELT program at Selçuk University, only one of the items was agreed by the participants. This is Item 3. However, the mean score for this item is 3,60. This indicates that the program barely provides students with adequate training in the teaching of languages. As for contemporariness, the program falls short of meeting the expectations of the participants. The participants also disagree that the program is relevant to their needs. When it comes to time allocation, the participants do not believe that time allocation is not managed well by the department. Finally, the participants do not also believe that they are presented with proper content that deals with the needs of the local context. In short, the M.A. ELT program at Selçuk University does not seem to be efficient in terms of the content it provides for its students.

Table 49. Opinions of Participants from Other Universities on Program Content

Program Content					
Other	1.	The program is/was relevant to my needs.	4,00	0,816	Agree
	2.	The program is up-to-date.	4,15	0,689	Agree
	3.	The program gives/gave me adequate training in teaching skills.	3,69	0,947	Agree
	4.	The program allocates sufficient time for each course.	3,54	0,877	Agree
	5.	The program gives /gave me adequate training for the needs of the local context (Turkey)	3,85	0,987	Agree

Finally, as for the other universities, all of the items are agreed by the participants. The most favored item is Item 2, which signals that the programs keep abreast of current developments in language teaching. The second most favored item is Item 1. This manifests that the programs are relevant to the expectations of students. The next most favored item is Item 5 with a mean score of 3,85. Being averagely agreed, this item indicates that the programs are concerned with the local context. The least favored item is related to time allocation with a mean score of 3,54. This indicates that time management is barely successful in the departments.

Table 50. The sum of the mean scores on program content

Program content	
University	Mean
Bilkent University M.A. ELT program	4,58
Başkent University M.A. ELT program	4,30
Çukurova University M.A. ELT program	3,93
Atatürk University M.A. ELT program	3,93
Other M.A. ELT programs	3,84
Gazi University M.A. ELT program	3,61
Hacettepe University M.A. ELT program	3,38
Selçuk University M.A. ELT program	3,20

As the sum of the mean scores on program content indicates, the most favored program is the M.A. ELT program at Bilkent University. The mean score is remarkably high, indicating that participants are extremely satisfied with the content they are offered by the program. The second one is again Başkent University M.A. ELT program. Here again we see that private universities are prominent. Among the state universities the most successful one is Çukurova University. It is followed by the M.A. ELT program at Atatürk University with the same mean score. The least favored university is Selçuk University with a mean score of 3,20, a relatively low level of appreciation by the participants. This may be taken as a sign of the fact that the M.A. ELT program at Selçuk University needs some development in terms of content selection and making it relevant to the local needs. The next section undertakes an overview of each of the M.A. ELT programs.

5.9.3 Program Instruction

Being one of the most important components of this evaluation, program instruction handles issues that are related to whether the program lets the students to reflect on their experiences, whether the program enhances intellectual development, whether the balance between students centeredness or teacher centeredness is touched by the program, whether the program has a good linkage among courses, etc. A quick review of the results indicates that M.A. programs are in general providing the necessities of proper instruction. The details are presented on the basis of universities below.

Table 51. Opinions of Participants from Atatürk University on Program Instruction

	Program Instruction	Mean	Std. Deviation	Result
Atatürk	1. The program encourages/encouraged me to be a reflective teacher when I start teaching.	4,07	0,799	Agree
	2. The department promotes intellectual development.	3,80	1,014	Agree
	3. I receive/received valuable feedback from my professors.	4,20	1,014	Agree
	4. The program puts/put emphasis on the balance between theory and practice.	3,93	0,961	Agree
	5. Quality of instruction in my courses is satisfactory.	3,87	0,834	Agree
	6. The program balances/balanced teacher-centered and student-centered learning on its courses.	3,80	0,862	Agree
	7. The program prepares/prepared me to teach English in the classroom.	4,13	0,834	Agree
	8. The program equips/ equipped with the necessary instructional technologies and other resources.	3,40	1,056	Agree
	9. The program has/had good linkage between different courses.	3,60	1,298	Agree

Depending on the findings of Atatürk University, we can see that there is a high level of acceptance for all items and this clearly indicates that participants from Atatürk University believe that they received feedback that was sufficient in guiding them in their studies. Another finding is that the M.A. ELT program of Atatürk University fulfills one of the most important goals of an M.A. ELT program (Item 7). Providing help for reflectivity is also one of the most importance aims of an M.A. ELT program, and relying on the results we can comfortably say that the ELT department of Atatürk University accomplishes this aim. Therefore, it is possible to state that the M.A. ELT program at Atatürk University is fully competent in fulfilling its aims as an M.A. ELT program. Another important point for an M.A. ELT program is to balance theory and practice. The participants from Atatürk University stated that the program more or less touches the balance between theory and practice. The mean score of the related item (Item 4) is 3,93. In terms of developing personal intellectual development, Atatürk University ELT department is moderately favored with a mean score of 3,80. The least favored item is Item 8, which is related to whether the M.A. ELT program equips students with sufficient knowledge and skills to use technology in language classes.

Table 52. Opinions of Participants from Başkent University on Program Instruction

		Program Instruction	Mean	Std. Deviation	Result
Başkent	1.	The program encourages/encouraged me to be a reflective teacher when I start teaching.	4,17	0,753	Agree
	2.	The department promotes intellectual development.	4,17	0,408	Agree
	3.	I receive/received valuable feedback from my professors.	4,33	0,816	Agree
	4.	The program puts/put emphasis on the balance between theory and practice.	4,00	0,632	Agree
	5.	Quality of instruction in my courses is satisfactory.	4,33	0,516	Agree
	6.	The program balances/balanced teacher-centered and student-centered learning on its courses.	4,50	0,548	Agree
	7.	The program prepares/prepared me to teach English in the classroom.	4,17	0,408	Agree
	8.	The program equips/ equipped with the necessary instructional technologies and other resources.	4,50	0,548	Agree
	9.	The program has/had good linkage between different courses.	4,00	0,632	Agree

Table 52 shows that all of the items are highly favored by the participants from Başkent University ELT department. The most favored ones are Item 6 and Item 8. We learn that there is a good balance between student centered and teacher centered education in this department and the program equips students with necessary technological skills. The next most favored items are Item 2 and Item 5. The findings indicate that the participants are highly content with the feedback they received and they find the quality of instruction extremely satisfactory. Reflectivity, intellectual development and preparation to become good English teachers are also among the areas where the ELT program at Başkent University seems to excel. Depending on the results, we also find out that the ELT department of Başkent University properly hits the balance between theory and practice (Item 4, $m=4,00$). In short, it is clearly seen that the M.A. ELT program at Başkent University is highly favored by its participants and is among the programs that can be said to fulfill the requirements of a sound M.A. ELT program.

Table 53. Opinions of Participants from Bilkent University on Program Instruction

	Program Instruction	Mean	Std. Deviation	Result
Bilkent	1. The program encourages/encouraged me to be a reflective teacher when I start teaching.	4,64	0,497	Agree
	2. The department promotes intellectual development.	4,64	0,497	Agree
	3. I receive/received valuable feedback from my professors.	4,86	0,363	Agree
	4. The program puts/put emphasis on the balance between theory and practice.	4,50	0,650	Agree
	5. Quality of instruction in my courses is satisfactory.	4,57	0,514	Agree
	6. The program balances/balanced teacher-centered and student-centered learning on its courses.	4,79	0,426	Agree
	7. The program prepares/prepared me to teach English in the classroom.	4,43	0,646	Agree
	8. The program equips/ equipped with the necessary instructional technologies and other resources.	4,64	0,497	Agree
	9. The program has/had good linkage between different courses.	4,43	0,646	Agree

We can understand from Table 53 that Bilkent University M.A. ELT program is highly successful in almost all of the areas in program instruction section. The mean scores are very high. The most favored item is Item 3 ($m=4,86$). This is a very high rate and

indicates that almost all of the participants believe that they received valuable feedback from their professors. The second most favored item is Item 6 (m=4,79). For this item also we can say that it has been accepted by almost all of the participants and the result indicate that there is a nearly perfect balance between student and teacher centeredness. The next three most favored items are Item 1, Item 2, and Item 8 (m=4,64). We learn that Bilkent University ELT department promotes intellectual development, reflectivity, and provides the necessary technological skills for its students.

Table 54. Opinions of Participants from Çukurova University on Program Instruction

		Program Instruction	Mean	Std. Deviation	Result
Çukurova	1.	The program encourages/encouraged me to be a reflective teacher when I start teaching.	3,83	1,169	Agree
	2.	The department promotes intellectual development.	4,50	0,548	Agree
	3.	I receive/received valuable feedback from my professors.	3,50	0,837	Agree
	4.	The program puts/put emphasis on the balance between theory and practice.	4,17	0,753	Agree
	5.	Quality of instruction in my courses is satisfactory.	4,17	0,408	Agree
	6.	The program balances/balanced teacher-centered and student-centered learning on its courses.	3,83	0,408	Agree
	7.	The program prepares/prepared me to teach English in the classroom.	3,83	0,408	Agree
	8.	The program equips/ equipped with the necessary instructional technologies and other resources.	3,83	0,408	Agree
	9.	The program has/had good linkage between different courses.	4,17	0,408	Agree

As for the M.A. ELT program in Çukurova University the most favored item is Item 2. This demonstrates that there is emphasis on the development of intellectual development. In this sense, the M.A. ELT program meets the expectations of its students on account of the fact that promotion of intellectual development is one of the most important goals of an M.A. ELT program according to the participants. The next most favored items are Item 4, Item 5, and Item 9 (m= 4,17). We learn, depending on these findings, that theory and practice is properly balanced and the quality of instruction in Çukurova University is perceived as being high. Besides, we also find out that the courses in the program are well-linked to each other. The least favored item is the third item, which is related to feedback. The mean score is 3,50. Although the result indicates that the item is “agreed” by the participants, it is rather low. In short, the M.A. ELT program in Çukurova University can be said to successful in terms of meeting the needs of students.

Table 55. Opinions of Participants from Gazi University on Program Instruction

		Program Instruction	Mean	Std. Deviation	Result
Gazi	1.	The program encourages/encouraged me to be a reflective teacher when I start teaching.	3,58	1,170	Agree
	2.	The department promotes intellectual development.	3,63	1,012	Agree
	3.	I receive/received valuable feedback from my professors.	3,53	1,124	Agree
	4.	The program puts/put emphasis on the balance between theory and practice.	3,68	1,057	Agree
	5.	Quality of instruction in my courses is satisfactory.	3,53	1,073	Agree
	6.	The program balances/balanced teacher-centered and student-centered learning on its courses.	3,53	1,124	Agree
	7.	The program prepares/prepared me to teach English in the classroom.	3,33	1,138	Agree
	8.	The program equips/ equipped with the necessary instructional technologies and other resources.	3,89	0,994	Agree
	9.	The program has/had good linkage between different courses.	3,63	1,012	Agree

As for the M.A. ELT program in Gazi University, we can see in Table 55 that most of the items are moderately accepted by the participants. The most favored item is Item 8 ($m=3,89$), which indicates that the department provides satisfactory education on the promotion of technological skills. The next most favored item is Item 4 ($m=3,68$). This is one of the most important items as regards the goals of an M.A. ELT program and we generally expect it to have a good balance of theory and practice. The result indicates that the item is “agreed” by the participants but it could be a little higher. The next two most favored items are Item 2 and Item 9. Depending on the results of these items we can say that the program provides sufficient intellectual development and there is a linkage between the courses. However, the rates are not so high. To conclude, it is possible to say that the M.A. ELT program in Gazi University meets the needs of its students, yet the rates could have been higher given the fact that Gazi University ELT department is one of the most well-known and preferred departments in Turkey.

Table 56. Opinions of Participants from Hacettepe University on Program Instruction

Program Instruction		Mean	Std. Deviation	Result
Hacettepe	1. The program encourages/encouraged me to be a reflective teacher when I start teaching.	3,67	0,888	Agree
	2. The department promotes intellectual development.	3,83	0,389	Agree
	3. I receive/received valuable feedback from my professors.	3,50	0,798	Agree
	4. The program puts/put emphasis on the balance between theory and practice.	3,50	1,243	Agree
	5. Quality of instruction in my courses is satisfactory.	3,25	1,055	Disagree
	6. The program balances/balanced teacher-centered and student-centered learning on its courses.	3,25	0,754	Disagree
	7. The program prepares/prepared me to teach English in the classroom.	3,08	1,084	Disagree
	8. The program equips/ equipped with the necessary instructional technologies and other resources.	3,17	1,115	Disagree
	9. The program has/had good linkage between different courses.	3,25	0,965	Disagree

The findings for Hacettepe University M.A. ELT program are relatively low compared to other M.A. ELT programs. The first four items were agreed by the participants while the last five items were disagreed. The highest mean score belongs to Item 2 ($m=3,83$), which shows that the department provides intellectual development up to a certain degree. The next is Item 1 ($m=3,67$), and the result denotes that the program helps students reflect on their experiences. The feedback is also favored moderately ($m=3,50$) along with the balance between theory and practice ($m=3,50$). The following items are not followed by the participants. We learn that the participants do not believe that the program touches on the balance between teacher and student centeredness, preparation of teachers, equipping students with technological skills and having linkage among courses. Normally, we would not expect the findings of Hacettepe University M.A. ELT program that low. There may be several reasons for this. Firstly, Hacettepe University is one of the most well-known and most-appreciated universities in Turkey. It is also known to be more focused on social sciences compared to METU. This might make learners to become highly expectant. And this might create some sort of deviation in the

results. Or as we have found out there were tensions in this department, and this might have led the participants to evaluate some of the items negatively.

Table 57. Opinions of Participants from Selçuk University on Program Instruction

		Mean	Std. Deviation	Result
Selçuk	Program Instruction			
	1. The program encourages/encouraged me to be a reflective teacher when I start teaching.	4,20	0,837	Agree
	2. The department promotes intellectual development.	3,00	1,414	Disagree
	3. I receive/received valuable feedback from my professors.	3,60	1,140	Agree
	4. The program puts/put emphasis on the balance between theory and practice.	3,40	1,140	Agree
	5. Quality of instruction in my courses is satisfactory.	3,00	1,225	Disagree
	6. The program balances/balanced teacher-centered and student-centered learning on its courses.	3,40	0,894	Agree
	7. The program prepares/prepared me to teach English in the classroom.	3,20	1,304	Disagree
	8. The program equips/ equipped with the necessary instructional technologies and other resources.	3,60	1,140	Agree
9. The program has/had good linkage between different courses.	2,60	0,894	Disagree	

As for the M.A. ELT program in Selçuk University, some of the items are agreed and some of them are not by the participants. The first item is agreed with a high mean score ($m=4,20$). This connotes that the ELT department in Selçuk University meets one of the most important goals, providing chances to reflect on one's experiences. The second item is not favored by the participants and we learn that the M.A. ELT program fails to provide intellectual development on the part of the students, which is seen as highly important by the participants as being one of the fundamental objectives of an M.A. ELT program. The third and fourth items were favored by the participants. The mean scores are 3,60 and 3,40, respectively. Depending on these results, we can state that the program provides valuable feedback for its students and watches the balance between theory and practice. The next item, Item 5, was not agreed by the participants. We learn that students do not find the instruction as of high quality. The result of Item 6 shows

that the program touches upon the balance between teacher or student centeredness. The next item, Item 7, was “disagreed” by the participants, denoting that the program seems to fail to fulfill the function of preparing English teachers. Item 8 is agreed by the participants (m=3,60). The technological focus seems to be viewed as satisfactory by the participants. Finally, Item 9 is not agreed by the participants. It is possible to state that the program falls short of providing a link among its courses.

Table 58. Opinions of Participants from Other Universities on Program Instruction

Program Instruction		Mean	Std. Deviation	Result
Other	1. The program encourages/encouraged me to be a reflective teacher when I start teaching.	4,15	0,801	Agree
	2. The department promotes intellectual development.	4,31	0,630	Agree
	3. I receive/received valuable feedback from my professors.	4,08	0,641	Agree
	4. The program puts/put emphasis on the balance between theory and practice.	4,08	0,760	Agree
	5. Quality of instruction in my courses is satisfactory.	4,08	0,641	Agree
	6. The program balances/balanced teacher-centered and student-centered learning on its courses.	3,69	1,032	Agree
	7. The program prepares/prepared me to teach English in the classroom.	4,31	0,630	Agree
	8. The program equips/ equipped with the necessary instructional technologies and other resources.	3,69	0,855	Agree
	9. The program has/had good linkage between different courses.	3,92	0,862	Agree

Finally, as regards the other departments, the most favored items are Item 2 and Item 7. They show that the programs lead students to intellectual development at a satisfactory level. In addition, the participants also believe that the program is good at preparing English teachers. It is also good to find out that the program provide sufficient guidance in enabling the students reflect on their experiences (Item 1, m= 4,15). The third most favored items are Item 3, Item 4, and Item 5 with a mean score of 4,08 for all. The feedback is found to be adequate, the balance between theory and practice is touched on, and the quality of instruction is found to be high. For the program here, the item that

was favored the least by the participants is Item 6, which connotes that the programs do not satisfactorily watch the balance between student and teacher centeredness. Overall, the program here can be said to be successful. The table below presents the sum of the mean scores of each of the universities.

Table 59. The Sum of Means on Program Instruction.

Program Instruction	
University	Mean
Bilkent University M.A. ELT program	4,61
Başkent University M.A. ELT program	4,21
Other M.A. ELT programs	4,03
Çukurova University M.A. ELT program	3,98
Atatürk University M.A. ELT program	3,86
Gazi University M.A. ELT program	3,59
Hacettepe University M.A. ELT program	3,59
Selçuk University M.A. ELT program	3,33

As is seen in Table 59, M.A. ELT programs at Bilkent and Başkent Universities ranked highest depending on the opinions of the participants. Once again private universities excel the others in terms of providing adequate instruction. Among the state universities, the most successful ones are the ones that are evaluated under the title of “other M.A. ELT programs”. Çukurova University M.A. ELT program is the second among the state universities. The least favored M.A. ELT program belongs to Selçuk University with a mean score of 3,33.

5.9.4 Departmental Support

Departmental support covers issues that are related to the sufficiency of clerical staff within the department, whether the department is helpful to the students in general, and whether the program provides good preparation for further career development. The results are analyzed by university. The findings pertaining to Atatürk University are given in table 60.

Table 60. Opinions of Participants from Atatürk University on Departmental Support

	Departmental Support	Mean	Std. Deviation	Result
Atatürk	Number of support and clerical staff (including student assistants) in the department is satisfactory.	3,87	0,915	Agree
	The faculty is/was helpful for the M.A. ELT program students.	3,87	1,125	Agree
	The program is providing me with very good preparation for my future professional work.	3,73	0,961	Agree
	The department actively helps graduates of master's program find appropriate employment.	3,20	1,265	Disagree

We can understand from Table 60 that departmental support is somewhat satisfactory on the part of participants. This is due to the fact that the mean scores for each item are lower than 4,00. Some of the participants think that they have sufficient number of clerical staff and the faculty helps them in their studies. Some of them believe that the department provides them help for future career. However, participants from Atatürk University do not believe that their department provides them help on finding employment. The mean score for Atatürk University on departmental support is 3,66.

Table 61. Opinions of Participants from Başkent University on Departmental Support

	Departmental Support	Mean	Std. Deviation	Result
Başkent	Number of support and clerical staff (including student assistants) in the department is satisfactory.	3,83	0,753	Agree
	The faculty is/was helpful for the M.A. ELT program students.	4,33	0,516	Agree
	The program is providing me with very good preparation for my future professional work.	4,33	0,516	Agree
	The department actively helps graduates of master's program find appropriate employment.	4,00	0,632	Agree

Table 61 includes the findings about department support at Başkent University. The findings indicate that the most favored item is the one related to the help provided by the faculty and the departmental support on career development. It is an important point that Başkent University is found to help its graduates find employment. The mean score for Başkent University on departmental support is 4,12. Depending on this, we can say that Başkent University provides sufficient support for both its students and graduates. Table 44 shows the findings pertaining to Bilkent University.

Table 62. Opinions of Participants from Bilkent University on Departmental Support

	Departmental Support	Mean	Std. Deviation	Result
Bilkent	Number of support and clerical staff (including student assistants) in the department is satisfactory.	4,29	0,726	Agree
	The faculty is/was helpful for the M.A. ELT program students.	4,64	0,497	Agree
	The program is providing me with very good preparation for my future professional work.	4,57	0,852	Agree
	The department actively helps graduates of master's program find appropriate employment.	3,07	0,917	Disagree

The mean scores for departmental support at Bilkent University are quite high and this indicates satisfaction with the department. Participants from Bilkent University, however, do not believe that their department provides them help in finding employment. It is surprising that it falls short of providing help on employment while Başkent University does considering the fact that both universities are private universities and Bilkent University is seen as one of the most prestigious universities in Turkey. The mean score for departmental support is 4,14. It is possible to say that Bilkent University is successful in terms of the departmental support it provides for its students.

Table 63. Opinions of Participants from Çukurova University on Departmental Support

	Departmental Support	Mean	Std. Deviation	Result
Çukurova	Number of support and clerical staff (including student assistants) in the department is satisfactory.	3,33	1,366	Disagree
	The faculty is/was helpful for the M.A. ELT program students.	4,00	0,632	Agree
	The program is providing me with very good preparation for my future professional work.	4,33	0,516	Agree
	The department actively helps graduates of master's program find appropriate employment.	3,17	0,983	Disagree

Table 63 demonstrates that Çukurova University is good at helping its students in career development. The participants stated that they received sufficient help from the

department in general. However, the findings indicate that there are not sufficient clerical personnel at Çukurova University. Besides, Çukurova University fails to provide help to its graduates on employment. The mean score is 3,70.

Table 64. Opinions of Participants from Gazi University on Departmental Support

	Departmental Support	Mean	Std. Deviation	Result
Gazi	Number of support and clerical staff (including student assistants) in the department is satisfactory.	3,37	1,065	Disagree
	The faculty is/was helpful for the M.A. ELT program students.	4,11	0,875	Agree
	The program is providing me with very good preparation for my future professional work.	3,68	0,946	Agree
	The department actively helps graduates of master's program find appropriate employment.	3,16	1,015	Disagree

The findings pertaining to Gazi University also show that the department provides sufficient help to its students. However, similar to Çukurova University, Gazi University also fails to include sufficient number of clerical staff within its ELT department. The mean score for Gazi University is 3,58. This indicates that departmental support at Gazi University ELT department is found reasonably satisfactory.

Table 65. Opinions of Participants from Hacettepe University on Departmental Support

	Departmental Support	Mean	Std. Deviation	Result
Hacettepe	Number of support and clerical staff (including student assistants) in the department is satisfactory.	2,92	1,311	Disagree
	The faculty is/was helpful for the M.A. ELT program students.	3,17	1,030	Disagree
	The program is providing me with very good preparation for my future professional work.	3,42	0,669	Agree
	The department actively helps graduates of master's program find appropriate employment.	2,58	0,900	Disagree

Depending on the findings in Table 65, it is seen that Hacettepe University fails to include sufficient number of clerical staff and provide general help to its students. Both

items are found to be “disagreed” by the participants. The third item was “agreed” by the participants but the mean score is relatively low ($m=3,42$). As for the last item, Hacettepe University, similar to other universities except for Başkent, fails to provide help to its graduates on employment. The mean score for Hacettepe University on departmental support is 3,02. This indicates that Hacettepe University ELT department needs some improvement in terms of department support.

Table 66. Opinions of Participants from Selçuk University on Departmental Support

	Departmental Support	Mean	Std. Deviation	Result
Selçuk	Number of support and clerical staff (including student assistants) in the department is satisfactory.	3,20	0,837	Disagree
	The faculty is/was helpful for the M.A. ELT program students.	3,00	1,225	Disagree
	The program is providing me with very good preparation for my future professional work.	2,00	0,000	Disagree
	The department actively helps graduates of master’s program find appropriate employment.	2,20	1,095	Disagree

The findings indicate that Selçuk University ELT department seems to fail in all four items. It appears that department support is not one of the areas Selçuk University ELT department focus on. The average mean score is 2,6.

Table 67. Opinions of Participants from Selçuk University on Departmental Support

	Departmental Support	Mean	Std. Deviation	Result
Other	Number of support and clerical staff (including student assistants) in the department is satisfactory.	3,23	1,166	Disagree
	The faculty is/was helpful for the M.A. ELT program students.	3,92	1,115	Agree
	The program is providing me with very good preparation for my future professional work.	3,92	0,954	Agree
	The department actively helps graduates of master’s program find appropriate employment.	2,62	1,121	Disagree

We learn from Table 67 that the participants from other universities (they were explained in the previous section) fail to provide its participants with sufficient number of clerical staff and help on employment after graduation. Career help also seems to be weak in these universities along with the general help that is expected to be provided by the department. The means score for other universities is 3,42. This shows that they are moderately successful in providing help to their students.

Table 68. The Sum of Means on Departmental Support by University

Departmental Support	
University	Mean
Bilkent University	4,14
Başkent University	4,12
Çukurova University	3,70
Atatürk University	3,66
Gazi University	3,58
Other	3,42
Hacettepe University	3,02
Selçuk University	2,60

Depending on the sum of means, Bilkent University M.A. ELT program ranked highest in terms of providing support to its students or graduates. It is followed by Başkent University. The mean scores for both universities are close. It was found that the only university that provides help on employment was found to be Başkent University. This is a very important point while the other universities fail to do this. The other universities seem to provide an average level of help to its students or graduates. One interesting point is that the first two universities in providing departmental support are private universities. State universities do not seem to be as successful as private universities in helping their students.

5.9.5 Atmosphere in the Department

This section covers the atmosphere in the department in terms of the relations between students, professors, and other faculty members. The findings are presented in tables by university. The findings of Atatürk University are given in Table 69.

Table 69. Opinions of Participants from Atatürk University on Atmosphere in the Department

	Atmosphere in the Department	Mean	Std. Deviation	Result
Atatürk	The department has a humane environment characterized by mutual respect by students and professors.	4,07	0,961	Agree
	Master's students tend to help and support each other to meet the academic demands of the department.	3,73	1,163	Agree
	There is good communication between faculty and master's students regarding student needs, concerns and suggestions.	3,60	1,183	Agree

It is possible to see in Table 69 that participants from Atatürk University believe that the atmosphere in their department can be characterized as humane and there is mutual respect between students and professors. When it comes to the communication between program head and faculty administration, the mean score (Item 2) is 3,87, which gives the idea that it is satisfactory. Then, as for the solidarity among students we can say that it was moderately favored by the participants. Finally, as regards the communication between faculty and master's students, the result indicates that it is agreed. However, the mean score is comparatively low. In short, we can say that the atmosphere the ELT department at Atatürk University has a humane environment that provides a fair level of solidarity between and among its members.

Table 70. Opinions of Participants from Başkent University on Atmosphere in the Department

	Atmosphere in the Department	Mean	Std. Deviation	Result
Başkent	The department has a humane environment characterized by mutual respect by students and professors.	4,50	0,837	Agree
	Master's students tend to help and support each other to meet the academic demands of the department.	4,17	1,329	Agree
	There is good communication between faculty and master's students regarding student needs, concerns and suggestions.	4,17	0,753	Agree

The results for Başkent University ELT department show that the atmosphere in the department is really favorable for master students to continue their education smoothly. The mean score for all items are above 4,00, which indicates a highly positive attitude. The most favored items are Item 1 and Item 2. We can see that the learning context is positively humane and the cooperation of the program head with faculty administration is quite successful. Moreover, we learn from Item 3 and Item 4 that students help each other and the communication among them is satisfactory. The atmosphere in M.A. ELT program can easily be seen as a favorable one for students.

Table 71. Opinions of Participants from Bilkent University on Atmosphere in the Department

	Atmosphere in the Department	Mean	Std. Deviation	Result
Bilkent	The department has a humane environment characterized by mutual respect by students and professors.	4,57	0,646	Agree
	Master's students tend to help and support each other to meet the academic demands of the department.	4,07	1,072	Agree
	There is good communication between faculty and master's students regarding student needs, concerns and suggestions.	4,57	0,514	Agree

Similar to Başkent University ELT department, the findings in Bilkent University M.A. ELT program are also highly positive. Shortly, we can say that the atmosphere in the ELT department of Bilkent University is highly convenient for the students.

Table 72. Opinions of Participants from Çukurova University on Atmosphere in the Department

	Atmosphere in the Department	Mean	Std. Deviation	Result
Çukurova	The department has a humane environment characterized by mutual respect by students and professors.	3,83	0,983	Agree
	Master's students tend to help and support each other to meet the academic demands of the department.	3,83	0,408	Agree
	There is good communication between faculty and master's students regarding student needs, concerns and suggestions.	4,17	0,753	Agree

In the ELT department of Çukurova University, the mean scores are generally below 4,00. Only the last item, Item 4, was evaluated as above 4,00 by the participants. This indicates that although the results shows that the participants agree with the statements, the level of communication could be better than as it is.

Table 73. Opinions of Participants from Gazi University on Atmosphere in the Department

	Atmosphere in the Department	Mean	Std. Deviation	Result
Gazi	The department has a humane environment characterized by mutual respect by students and professors.	3,89	1,049	Agree
	Master's students tend to help and support each other to meet the academic demands of the department.	3,68	1,108	Agree
	There is good communication between faculty and master's students regarding student needs, concerns and suggestions.	3,53	1,349	Agree

When it comes to the ELT department of Gazi University, the situation seems to be a little worse compared to Çukurova University. The mean scores range from 3,53 to 3,89. This shows that the atmosphere in the ELT department of Gazi University could be improved to provide a more convenient environment for the students.

Table 74. Opinions of Participants from Hacettepe University on Atmosphere in the Department

	Atmosphere in the Department	Mean	Std. Deviation	Result
Hacettepe	The department has a humane environment characterized by mutual respect by students and professors.	3,08	0,996	Disagree
	Master's students tend to help and support each other to meet the academic demands of the department.	3,75	1,215	Agree
	There is good communication between faculty and master's students regarding student needs, concerns and suggestions.	3,42	0,900	Agree

At Hacettepe University, the situation is different. Here, the participants do not believe that the atmosphere can be characterized as humane. The mean score is 3,08, and the result is "disagree". The other items are not highly favored. We can say that the

department environment could be better. The issue of atmosphere in the department is a vibrant issue. That is to say, it may change instantaneously. The results may not be taken to mean that the atmosphere at ELT department of Hacettepe University is unfavorable. This may be due to changing conditions of the department.

Table 75. Opinions of Participants from Selçuk University on Atmosphere in the Department

	Atmosphere in the Department	Mean	Std. Deviation	Result
Selçuk	The department has a humane environment characterized by mutual respect by students and professors.	4,00	0,707	Agree
	Master's students tend to help and support each other to meet the academic demands of the department.	3,80	1,643	Agree
	There is good communication between faculty and master's students regarding student needs, concerns and suggestions.	3,60	1,140	Agree

Unlike the three state universities above, Selçuk University seems to offer a little better atmosphere in its ELT department. The mean score for the first and the second items is 4,00. Depending on this mean score, it is possible to state that the learning environment in Selçuk University ELT department is pleasurable and the cooperation is relatively high. However, the last item is favored low by the participants. This indicates that students' needs are not well-articulated by the students and they are not handled with care by the faculty members.

Table 76. Opinions of Participants from Other Universities on Atmosphere in the Department

	Atmosphere in the Department	Mean	Std. Deviation	Result
Others	The department has a humane environment characterized by mutual respect by students and professors.	3,77	1,092	Agree
	Master's students tend to help and support each other to meet the academic demands of the department.	4,00	1,000	Agree
	There is good communication between faculty and master's students regarding student needs, concerns and suggestions.	3,69	1,109	Agree

Finally, in other universities the item that comes to fore is the third item with a mean score of 4,00, which shows that students in these universities tend to help each other in their studies. The other items are moderately favored, and this gives us the idea that the level of communication is fairly agreeable. Table 77 shows the sum of the mean scores pertaining to each university.

Table 77. The Sum of Means on Atmosphere in the Department

Atmosphere in the Department	
University	Mean
Bilkent University	4,42
Başkent University	4,33
Çukurova University	3,87
Selçuk University	3,85
Other	3,82
Atatürk University	3,81
Gazi University	3,71
Hacettepe University	3,41

Table 58 indicates that the most favored universities in terms of atmosphere of ELT departments are Bilkent and Başkent universities. They are followed by Çukurova University. It is again the private universities that exceed the others. An internal evaluation among state universities reveals that the most successful program in term of providing a humane atmosphere is the M.A. ELT program of Çukurova University.

5.9.6 Program Resources

This section undertakes to get a quick overview of the library holdings and computer or Internet support offered by the departments. In this section, all universities are evaluated at once since there are only two items and this makes a general evaluation possible. The findings are presented in Table 78.

Table 78. Opinions of Participants on Program Resources

Program Resources		Mean	Std. Deviation	Result
Atatürk	University library holdings are relevant to the field.	3,53	0,990	Agree
	The institution offers sufficient computer and Internet support	3,33	1,175	Agree
Başkent	University library holdings are relevant to the field.	3,17	1,169	Disagree
	The institution offers sufficient computer and Internet support	2,67	1,506	Disagree
Bilkent	University library holdings are relevant to the field.	4,79	0,426	Agree
	The institution offers sufficient computer and Internet support	4,71	0,611	Agree
Çukurova	University library holdings are relevant to the field.	3,83	0,983	Agree
	The institution offers sufficient computer and Internet support	3,33	1,211	Disagree
Gazi	University library holdings are relevant to the field.	3,47	0,964	Agree
	The institution offers sufficient computer and Internet support	3,47	1,307	Agree
Hacettepe	University library holdings are relevant to the field.	3,00	0,853	Disagree
	The institution offers sufficient computer and Internet support	2,92	1,311	Disagree
Selçuk	University library holdings are relevant to the field.	2,60	1,342	Disagree
	The institution offers sufficient computer and Internet support	2,40	1,140	Disagree
Other	University library holdings are relevant to the field.	4,15	0,899	Agree
	The institution offers sufficient computer and Internet support	3,54	1,266	Agree

Depending on the findings presented in Table 68, we can say that the M.A. ELT programs in Atatürk University, Bilkent University, Gazi University, and other universities provide sufficient library holdings and Internet support for their students. On the other hand, Başkent, Hacettepe, and Selçuk Universities fail to provide them for their students. Finally, in Çukurova University ELT department library offerings are found to be sufficient while the Internet connection support is found to be inadequate. In this section, the most favored university is Bilkent University, especially in terms of library holdings. This is true given that Bilkent University has a huge library that includes resources from all over the world and it is a great opportunity for the students of this university. The next section deals with the evaluation of program content.

5.9.7 Overall Evaluation

Finally, an overall evaluation of the M.A. ELT programs was undertaken in order to synthesize the findings. The items here concern issues that are related to whether the students would select the same department again if they had the chance to re-start their M.A. studies, whether what they have learned is valuable for them, whether they feel competent enough to start their PhD studies, etc. The results are evaluated on the basis of universities as we have done in the previous sections. Table 79 shows the results of Atatürk University.

Table 79. Opinions of Participants from Atatürk University on Overall Evaluation

	Overall Evaluation	Mean	Std. Deviation	Result
Atatürk	1. What I have learned in this program will be valuable for my future.	4,00	0,756	Agree
	2. By the end of this program, I feel competent enough to teach English.	4,13	0,743	Agree
	3. I have developed the knowledge and necessary skills required for my chosen career.	4,07	0,799	Agree
	4. By the end of this program, I feel that I will be able to carry out research in my field on my own and/or continue to do my PhD studies at any ELT-related program both in Turkey and abroad.	4,00	0,845	Agree
	5. Overall I was satisfied with the quality of my learning experiences at this institution.	4,40	0,632	Agree

Table 80 indicates that in terms of overall evaluation most of the participants agree with all of the statements. This shows an overall satisfaction with the program. This is obvious from the fact that all of the items were evaluated with a rate of above 4,00. In short, we can say that the participants from Atatürk University M.A. ELT program are content with their program and would select the same department if they had the chance.

Table 80. Opinions of Participants from Başkent University on Overall Evaluation

		Overall Evaluation	Mean	Std. Deviation	Result
Başkent	1.	What I have learned in this program will be valuable for my future.	4,50	0,548	Agree
	2.	By the end of this program, I feel competent enough to teach English.	4,33	0,816	Agree
	3.	I have developed the knowledge and necessary skills required for my chosen career.	4,33	0,516	Agree
	4.	By the end of this program, I feel that I will be able to carry out research in my field on my own and/or continue to do my PhD studies at any ELT-related program both in Turkey and abroad.	4,33	0,516	Agree
	5.	Overall I was satisfied with the quality of my learning experiences at this institution.	4,33	0,756	Agree

As for the M.A. ELT program at Başkent University, we can see that all of the items were rated extremely high by the participants, which is indicative of the fact that participants are satisfied with the education they received there. The mean scores are quite high, pointing to a high level of contention. It is possible to state the program meets the expectations of its students.

Table 81. Opinions of Participants from Bilkent University on Overall Evaluation

		Overall Evaluation	Mean	Std. Deviation	Result
Bilkent	1.	What I have learned in this program will be valuable for my future.	4,86	0,743	Agree
	2.	By the end of this program, I feel competent enough to teach English.	4,71	0,799	Agree
	3.	I have developed the knowledge and necessary skills required for my chosen career.	4,79	0,845	Agree
	4.	By the end of this program, I feel that I will be able to carry out research in my field on my own and/or continue to do my PhD studies at any ELT-related program both in Turkey and abroad.	4,71	0,632	Agree
	5.	Overall I was satisfied with the quality of my learning experiences at this institution.	4,93	0,548	Agree

As we can understand from the table above, the M.A. ELT program at Bilkent University is extremely successful. We can see that the mean scores are very close to top level (5,00). Almost all of the participants agree with all of them. Therefore, the

M.A. ELT program at Bilkent University can easily be said to be highly successful in general.

Table 82. Opinions of Participants from Bilkent University on Overall Evaluation

	Overall Evaluation	Mean	Std. Deviation	Result
Çukurova	1. What I have learned in this program will be valuable for my future.	4,50	0,816	Agree
	2. By the end of this program, I feel competent enough to teach English.	4,33	0,516	Agree
	3. I have developed the knowledge and necessary skills required for my chosen career.	4,50	0,516	Agree
	4. By the end of this program, I feel that I will be able to carry out research in my field on my own and/or continue to do my PhD studies at any ELT-related program both in Turkey and abroad.	4,67	0,516	Agree
	5. Overall I was satisfied with the quality of my learning experiences at this institution.	4,17	0,363	Agree

Çukurova University M.A. ELT program also seems to be highly valued in terms of overall evaluation. All of the items are rated above 4,00. It is good to see that the most rated item is Item 4 and it is related to whether students would be able to carry out their PhD studies by building upon the education they received from their present M.A. ELT programs. The findings show that Çukurova University M.A. ELT program successfully prepares its students for the next level.

Table 83. Opinions of Participants from Gazi University on Overall Evaluation

	Overall Evaluation	Mean	Std. Deviation	Result
Gazi	1. What I have learned in this program will be valuable for my future.	4,33	0,469	Agree
	2. By the end of this program, I feel competent enough to teach English.	3,78	0,426	Agree
	3. I have developed the knowledge and necessary skills required for my chosen career.	4,11	0,611	Agree
	4. By the end of this program, I feel that I will be able to carry out research in my field on my own and/or continue to do my PhD studies at any ELT-related program both in Turkey and abroad.	3,89	0,267	Agree
	5. Overall I was satisfied with the quality of my learning experiences at this institution.	3,65	0,548	Agree

It is clear from Table 83 that Gazi University M.A. ELT program is moderately rated by the participants. However, some of the items are rated rather low. For example, Item 5 is rated as 3,64 by the participants and this item is important in terms of giving us the general idea about the whole program. The participants are satisfied with their stay in the program, but to a certain extent. In short, however, depending on the results we can say that the M.A. ELT program at Gazi University is found to be successful in general.

Table 84. Opinions of Participants from Hacettepe University on Overall Evaluation

Overall Evaluation		Mean	Std. Deviation	Result
Hacettepe	1. What I have learned in this program will be valuable for my future.	3,92	0,516	Agree
	2. By the end of this program, I feel competent enough to teach English.	3,67	0,548	Agree
	3. I have developed the knowledge and necessary skills required for my chosen career.	3,50	0,516	Agree
	4. By the end of this program, I feel that I will be able to carry out research in my field on my own and/or continue to do my PhD studies at any ELT-related program both in Turkey and abroad.	3,75	0,408	Agree
	5. Overall I was satisfied with the quality of my learning experiences at this institution.	3,25	0,840	Disagree

It is seen in Table 84 that in terms of overall evaluation Hacettepe University M.A. ELT program is acceptably successful. We learn that the M.A. ELT program at Hacettepe University fulfills its aims and prepares its students for further study. The fact that the last item was “disagreed” by the participants may be due to the density of the program.

Table 85. Opinions of Participants from Selçuk University on Overall Evaluation

		Overall Evaluation	Mean	Std. Deviation	Result
Selçuk	1.	What I have learned in this program will be valuable for my future.	3,60	1,114	Agree
	2.	By the end of this program, I feel competent enough to teach English.	3,20	0,832	Disagree
	3.	I have developed the knowledge and necessary skills required for my chosen career.	3,00	0,758	Disagree
	4.	By the end of this program, I feel that I will be able to carry out research in my field on my own and/or continue to do my PhD studies at any ELT-related program both in Turkey and abroad.	3,60	1,169	Agree
	5.	Overall I was satisfied with the quality of my learning experiences at this institution.	3,20	0,669	Disagree

Table 85 indicates that in terms of overall evaluation the participants agree with two of the items whereas they disagreed with three of them. The items they agreed, Item 1 and Item 4, connote that participants believe that what they have learned is valuable for them and the program prepares them for further study. This shows that the M.A. ELT program, in fact, fulfills one of the most important goals, preparing PhD students. However, the participants do not believe that they will be able to teach English at the end of the program nor do they think that they have developed the required skills for their chosen careers. And the general idea of the participants is that they are not content with their stay in this department. The findings indicate that the M.A. ELT program at Selçuk fulfills its functions but it needs some development.

Table 86. Opinions of Participants from Hacettepe University on Overall Evaluation

		Overall Evaluation	Mean	Std. Deviation	Result
Other	1.	What I have learned in this program will be valuable for my future.	4,31	0,778	Agree
	2.	By the end of this program, I feel competent enough to teach English.	4,15	1,000	Agree
	3.	I have developed the knowledge and necessary skills required for my chosen career.	4,23	0,622	Agree
	4.	By the end of this program, I feel that I will be able to carry out research in my field on my own and/or continue to do my PhD studies at any ELT-related program both in Turkey and abroad.	4,00	0,965	Agree
	5.	Overall I was satisfied with the quality of my learning experiences at this institution.	4,15	0,894	Agree

Finally, as for the other universities, we can say that they are highly valued by the participants. We can see that all of the items are rated above 4,00, which denotes a high level of satisfaction by the participants. Shortly, they can be viewed as successful depending on the results of overall evaluation by the participants.

Table 87. The Sum of Means on Overall Evaluation.

Overall Evaluation	
University	Mean
Bilkent University M.A. ELT program	4,80
Başkent University M.A. ELT program	4,36
Çukurova University M.A. ELT program	4,34
Other M.A. ELT programs	4,16
Atatürk University M.A. ELT program	4,12
Gazi University M.A. ELT program	3,95
Hacettepe University M.A. ELT program	3,61
Selçuk University M.A. ELT program	3,20

The first two universities, as we can see in Table 87, are again the private universities. The mean score of Bilkent University M.A. ELT program is overwhelming and gives the idea that almost all of the participants are satisfied with their stay in the M.A. ELT program of the university. The first M.A. ELT program within the state universities is Çukurova University M.A. ELT program with a mean score of 4,34. This shows that students in the M.A. ELT program of Çukurova University are highly satisfied with their programs. The least favored university in Selçuk University. The level of satisfaction in this department is quite low. The sums of each of the categories are given in the table below.

Table 88. The Mean Scores by University in Terms of General Evaluation.

	Program Description	Departmental support	Atmosphere in the Department	Program Instruction	Program Resources	Program Content	Overall Evaluation	Mean
Bilkent University M.A. ELT program	3,92	4,14	4,42	4,61	4,75	4,58	4,80	4,46
Başkent University M.A. ELT program	3,81	4,12	4,33	4,21	2,92	4,30	4,36	4,00
Çukurova University M.A. ELT program	3,64	3,70	3,87	3,98	3,58	3,93	4,34	3,86
Other M.A. ELT programs	3,68	3,42	3,82	4,03	3,84	3,84	4,16	3,82
Atatürk University M.A. ELT program	3,68	3,66	3,81	3,86	3,43	3,93	4,12	3,78
Gazi University M.A. ELT program	3,33	3,58	3,71	3,59	3,47	3,61	3,95	3,60
Hacettepe University M.A. ELT program	3,20	3,02	3,41	3,59	2,96	3,38	3,61	3,31
Selçuk University M.A. ELT program	3,22	2,60	3,85	3,33	2,50	3,20	3,20	3,12

The table above clearly shows that the most favored program in all categories is Bilkent University M.A. ELT program. This program excels in program resources and program instruction, with mean scores that are above 4,50. In terms of overall evaluation the program was rated as 4,80, indicating that it is in general a successful M.A. ELT program fulfilling most of the functions that are desired from an M.A. ELT program. The second program is Başkent University M.A. ELT program, with an average of 4,00. Being highly rated by the participants, the M.A. ELT program at Başkent University is seen as the most successful in terms of departmental support, atmosphere in the department, and program content. As we can see private universities seem to surpass state universities.

Among the state universities, the most successful M.A. ELT program is the one offered in Çukurova University. The mean score is 3,86. The most successful areas for the M.A. ELT program in Çukurova University are program instruction and program content. In terms of overall evaluation, the mean score for this department is 4,34, which connotes a satisfactory level of appreciation from the participants. Secondly, the other M.A. ELT programs are the second most successful programs with an mean of 3,82. In terms of overall evaluation, these programs were rated as 4,16, indicating that they are highly favorable. The third most successful M.A. ELT program within the state universities is Atatürk University M.A. ELT program. The mean score for this program is 3, 78. This program also favored in terms of program instruction and program content. In terms of overall evaluation, the mean score is 4,12. Finally, among the state universities, the M.A. ELT programs in Hacettepe University and Selçuk University are not rated as much as the others.

5.10 Evaluation of Courses and Course Components by Universities

In the previous section we handled the evaluation of issues that are related to the program and in this section we undertake to investigate the evaluation of courses and course components based on the universities that took part in the study. Each component is analyzed based on each M.A. ELT program. We start with linguistic component.

5.10.1 Linguistic Courses

There are three courses in linguistic component. This component is thought to be one of the most important components in an M.A. ELT program. The findings, however, show a fragmented picture of the issue. General findings are given in the table below.

Table 89. General Findings on the Success of Linguistic Courses Based on Universities

Linguistic Courses		Mean	Std. Deviation	Result
Atatürk	Phonology and Morphology	3,29	1,139	Unsuccessful
	Second Language Acquisition	4,07	0,829	Successful
	Linguistics for English Language Teaching	4,50	0,650	Successful
Başkent	Phonology and Morphology	3,00	0,894	Unsuccessful
	Second Language Acquisition	4,33	0,516	Successful
	Linguistics for English Language Teaching	3,50	1,378	Successful
Bilkent	Phonology and Morphology	3,07	1,269	Unsuccessful
	Second Language Acquisition	4,50	0,519	Successful
	Linguistics for English Language Teaching	4,14	1,027	Successful
Çukurova	Phonology and Morphology	3,00	0,894	Unsuccessful
	Second Language Acquisition	4,33	0,516	Successful
	Linguistics for English Language Teaching	4,67	0,516	Successful
Gazi	Phonology and Morphology	3,11	1,629	Unsuccessful
	Second Language Acquisition	3,74	1,327	Successful
	Linguistics for English Language Teaching	3,37	1,461	Unsuccessful
Hacettepe	Phonology and Morphology	3,58	1,311	Successful
	Second Language Acquisition	3,92	0,900	Successful
	Linguistics for English Language Teaching	3,67	0,492	Successful
Selçuk	Phonology and Morphology	2,80	0,837	Unsuccessful
	Second Language Acquisition	4,20	0,447	Successful
	Linguistics for English Language Teaching	4,00	1,225	Successful
Other	Phonology and Morphology	3,00	1,581	Unsuccessful
	Second Language Acquisition	3,77	1,166	Successful
	Linguistics for English Language Teaching	3,62	0,768	Successful

As we can understand from Table 89, in the M.A. ELT program of Atatürk University the courses “Second Language Acquisition” and “Linguistics for English Language Teaching” are found to be successful. The success rate of “Linguistic for English Language Teaching” course is quite high with a mean score of 4,50. The course that is not found successful is “phonology and morphology”.

As for the M.A. ELT program in Başkent University two of the courses are found to be successful. These are “Second Language Acquisition” and “Linguistics for English Language Teaching”. On the other hand, one of the courses is not found to be successful. This is “Phonology and Morphology”. The successful rate of “Second Language Acquisition” is quite high with a mean score of 4,33. It seems that students at Başkent University seem to have benefitted a lot from this course. As for “Linguistics for English Language Teaching”, however, the success rate is 3,50, which denotes a rather low level of success.

Similar to the first two programs investigated here, for the M.A. ELT program of Bilkent University the participants valued the courses “Second Language Acquisition” and “Linguistics for English Language Teaching” with high levels of success. The mean scores are above 4,00, which demonstrates that students greatly benefit from these courses. The course that was not found to be successful is “phonology and morphology” course.

In the M.A. ELT program of Çukurova University the situation is the same. “Second Language Acquisition” and “Linguistics for English Language Teaching” courses are found to be quite successful whereas “phonology and morphology” course is not successful. The success rate of “Linguistics for English Language Teaching” is 4,67 and “Second Language Acquisition” 4,33. This clearly shows that the M.A. ELT program of Çukurova University is highly successful in terms of the linguistic component.

For the M.A. ELT program at Gazi University, we understand that two of the courses are not found to be successful. These are “phonology and morphology” and “Linguistics for English Language Teaching”. The only course that is found to be successful is “Second Language Acquisition”. But the success rate of this course is not very high. Relying on the findings we can understand that the linguistic component in the M.A. ELT program of Gazi University is not highly favored by the participants.

When it comes to the M.A. ELT program of Hacettepe University we can see that all of the courses are successful. The most successful one is “Second Language Acquisition” with a rate of 3,92. We can state that the linguistic component meets the needs of the participants at Hacettepe University.

As for the M.A. ELT program in Selçuk University we can see that “Second Language Acquisition” and “Linguistics for English Language Teaching” courses are found to be successful whereas “phonology and morphology” course is not. The success rates of the other two courses are considerably high. We can say that the linguistic component of the M.A. ELT program of Selçuk University favorably meets the needs of its students.

Finally, for the other M.A. ELT programs the situation is the same for the other M.A. ELT programs. “Second Language Acquisition” and “Linguistics for English Language

Teaching” course are found to be successful. But the success rates are not very high. “Phonology and Morphology” course is not found to be successful.

To sum up, we can say that “phonology and morphology” course is not generally found to be successful except for in the M.A. ELT program of Hacettepe University. The other courses are relatively successful with varying degrees. “Second Language Acquisition” course is the most successful in the M.A. ELT program of Bilkent University. “Linguistics for English Language Teaching” course is the most successful course in the M.A. ELT program of Çukurova University with a success rate of 4,67. In the following table the sum of the mean scores of each university are compared.

Table 90. The Sum of the Mean Scores on Linguistic Component

Linguistic Courses	
University	Mean
Çukurova University M.A. ELT program	4,00
Atatürk University M.A. ELT program	3,95
Bilkent University M.A. ELT program	3,90
Hacettepe University M.A. ELT program	3,72
Selçuk University M.A. ELT program	3,66
Başkent University M.A. ELT program	3,61
Other M.A. ELT programs	3,46
Gazi University M.A. ELT program	3,40

It is clearly seen in Table 90 that Çukurova University M.A. ELT program ranked higher compared to other ELT departments in terms of the success of linguistic courses with a rate of 4,00. The next department is Atatürk University M.A. ELT program with a mean score of 3,95. It is closely followed by Bilkent University M.A. ELT program, which has a mean score of 3,90. The least favored department is the ELT department of Gazi University with a mean score of 3,40. The next section deals with the success of ELT methodology courses.

5.10.2 ELT Methodology Courses

There are three courses in the ELT methodology component. All the findings are given in Table 91. It is seen in the table that these courses are generally found to be successful.

Table 91. General Findings on the Success of ELT Methodology Courses Based on Universities

ELT Methodology Courses		Mean	Std. Deviation	Result
Atatürk	Approaches to English Language Teaching	4,20	0,775	Successful
	Teaching Language Skills	4,33	0,816	Successful
	Teaching grammar in ELT	4,07	1,223	Successful
Başkent	Approaches to English Language Teaching	4,83	0,408	Successful
	Teaching Language Skills	4,67	0,516	Successful
	Teaching grammar in ELT	4,17	1,602	Successful
Bilkent	Approaches to English Language Teaching	4,71	0,469	Successful
	Teaching Language Skills	4,57	0,852	Successful
	Teaching grammar in ELT	4,29	1,139	Successful
Çukurova	Approaches to English Language Teaching	4,50	0,548	Successful
	Teaching Language Skills	4,50	0,548	Successful
	Teaching grammar in ELT	4,17	0,983	Successful
Gazi	Approaches to English Language Teaching	4,58	0,692	Successful
	Teaching Language Skills	4,37	0,761	Successful
	Teaching grammar in ELT	3,84	1,015	Successful
Hacettepe	Approaches to English Language Teaching	4,25	0,452	Successful
	Teaching Language Skills	4,33	0,492	Successful
	Teaching grammar in ELT	3,58	1,084	Successful
Selçuk	Approaches to English Language Teaching	3,20	1,643	Unsuccessful
	Teaching Language Skills	3,40	1,342	Successful
	Teaching grammar in ELT	3,20	1,304	Unsuccessful
Other	Approaches to English Language Teaching	4,46	0,877	Successful
	Teaching Language Skills	4,46	0,519	Successful
	Teaching grammar in ELT	4,08	1,038	Successful

Table 91 clearly shows that all ELT methodology courses are found to be successful with varying degrees of appreciation in all M.A. ELT programs except for the M.A. ELT program at Selçuk University. In this program, two of the courses are not found successful. These are “Approaches to English Language Teaching” and “Teaching grammar in ELT”. Apart from that it is good to see that ELT methodology courses are found to be successful on the premise that preparing qualifies language teachers is one of the most important goals of M.A. ELT programs in Turkey. Therefore, we can state

that the M.A. ELT programs in Turkey fulfill one of the most important goals. The next section deals with the success of literature related courses.

5.10.3 Literature Courses

There are two courses in Literature and Culture Component. The results are given in Table 92.

Table 92. General Findings on the Success of Literature Courses Based on Universities

Literature Courses		Mean	Std. Deviation	Result
Atatürk	Literature in the Teaching of English	3,00	1,195	Unsuccessful
	Cultural Aspects of Language Teaching	3,87	0,990	Successful
Başkent	Literature in the Teaching of English	3,33	1,633	Unsuccessful
	Cultural Aspects of Language Teaching	4,50	0,548	Successful
Bilkent	Literature in the Teaching of English	2,36	1,277	Unsuccessful
	Cultural Aspects of Language Teaching	4,00	0,877	Successful
Çukurova	Literature in the Teaching of English	3,00	1,265	Unsuccessful
	Cultural Aspects of Language Teaching	4,00	0,632	Successful
Gazi	Literature in the Teaching of English	3,47	1,264	Successful
	Cultural Aspects of Language Teaching	3,84	1,214	Successful
Hacettepe	Literature in the Teaching of English	2,75	1,357	Unsuccessful
	Cultural Aspects of Language Teaching	3,00	1,414	Successful
Selçuk	Literature in the Teaching of English	3,60	1,673	Successful
	Cultural Aspects of Language Teaching	4,60	0,548	Successful
Other	Literature in the Teaching of English	3,08	1,115	Unsuccessful
	Cultural Aspects of Language Teaching	4,08	0,494	Successful

The findings indicate that both literature courses are found to be successful in two of the M.A. ELT programs: Gazi University M.A. ELT program and Selçuk University M.A. ELT program. Apart from that one of the courses is not found successful in all of the departments. This is “Literature in the Teaching of English” course. And the other course is found to be successful in all of the M.A. ELT programs. This may be due to the rise and integration of cultural studies in language teaching practices. The next part deals with research courses.

5.10.4 Research Courses

There are four courses in research component. Being one of the most important components of an M.A. ELT program, research component is particularly important. The results are given in Table 93.

Table 93. General Findings on the Success of Research Courses Based on Universities

	Research Courses	Mean	Std. Deviation	Result
Atatürk	Research Methods	4,00	0,655	Successful
	Research Projects in ELT	4,27	0,594	Successful
	Special Studies	4,00	1,134	Successful
	Seminar	3,93	0,961	Successful
Başkent	Research Methods	4,50	0,548	Successful
	Research Projects in ELT	4,50	0,548	Successful
	Special Studies	3,83	0,753	Successful
	Seminar	4,50	0,548	Successful
Bilkent	Research Methods	4,50	0,760	Successful
	Research Projects in ELT	4,36	1,008	Successful
	Special Studies	4,07	1,141	Successful
	Seminar	4,50	0,760	Successful
Çukurova	Research Methods	4,67	0,516	Successful
	Research Projects in ELT	4,50	0,548	Successful
	Special Studies	3,83	0,408	Successful
	Seminar	3,67	0,816	Successful
Gazi	Research Methods	4,05	1,268	Successful
	Research Projects in ELT	3,53	1,429	Successful
	Special Studies	3,37	1,165	Unsuccessful
	Seminar	3,47	1,219	Successful
Hacettepe	Research Methods	3,83	1,115	Successful
	Research Projects in ELT	3,92	1,165	Successful
	Special Studies	3,17	1,193	Unsuccessful
	Seminar	3,58	1,505	Successful
Selçuk	Research Methods	4,60	0,548	Successful
	Research Projects in ELT	3,60	1,517	Successful
	Special Studies	4,60	0,894	Successful
	Seminar	4,40	0,894	Successful
Other	Research Methods	4,38	0,961	Successful
	Research Projects in ELT	4,31	0,751	Successful
	Special Studies	4,08	1,188	Successful
	Seminar	3,92	1,115	Successful

It is promising to see that research courses are favored in almost all of the M.A. ELT programs. And the mean scores are relatively high. This shows that M.A. ELT programs specifically focus on research components and attach the due importance to the

academic development of the students. However, some of the courses are not favored in some departments. For the M.A. ELT programs of Gazi and Hacettepe Universities, “special studies” is not found to be successful. Apart from that the other courses are successful in these programs. Given that special studies covers a timeline of almost one year, it may be that the students could not become well-connected with their supervisors and therefore disagreed with the success of this course. The next part deals with educational sciences courses.

5.10.5 Educational Sciences Courses

There are mainly four courses that are offered in almost all of the M.A. ELT programs in Turkey. The findings are given in Table 94.

Table 94. The Success of Educational Sciences Courses Based on Universities

Educational Sciences Courses		Mean	Std. Deviation	Result
Atatürk	Psychology for language learner/learning	3,87	1,125	Successful
	Materials Evaluation and Development in ELT	4,33	0,617	Successful
	Instructional Technology in ELT	4,13	0,915	Successful
	English Language Testing	4,13	0,834	Successful
Başkent	Psychology for language learner/learning	3,83	1,472	Successful
	Materials Evaluation and Development in ELT	4,67	0,516	Successful
	Instructional Technology in ELT	3,83	0,753	Successful
	English Language Testing	3,67	0,816	Successful
Bilkent	Psychology for language learner/learning	3,79	0,975	Successful
	Materials Evaluation and Development in ELT	4,36	1,008	Successful
	Instructional Technology in ELT	4,43	0,852	Successful
	English Language Testing	4,43	0,756	Successful
Çukurova	Psychology for language learner/learning	4,17	0,753	Successful
	Materials Evaluation and Development in ELT	4,00	0,632	Successful
	Instructional Technology in ELT	4,17	0,753	Successful
	English Language Testing	4,17	1,329	Successful
Gazi	Psychology for language learner/learning	3,63	1,012	Successful
	Materials Evaluation and Development in ELT	4,26	0,933	Successful
	Instructional Technology in ELT	3,53	1,020	Successful
	English Language Testing	4,16	0,898	Successful
Hacettepe	Psychology for language learner/learning	3,67	1,073	Successful
	Materials Evaluation and Development in ELT	3,42	1,165	Successful
	Instructional Technology in ELT	3,50	1,243	Successful
	English Language Testing	3,67	1,073	Successful
Selçuk	Psychology for language learner/learning	3,00	1,581	Unsuccessful
	Materials Evaluation and Development in ELT	2,80	1,304	Unsuccessful
	Instructional Technology in ELT	2,80	1,304	Unsuccessful
	English Language Testing	2,60	1,140	Unsuccessful
Other	Psychology for language learner/learning	4,38	0,650	Successful
	Materials Evaluation and Development in ELT	4,23	0,927	Successful
	Instructional Technology in ELT	3,85	1,068	Successful
	English Language Testing	4,00	1,225	Successful

Table 94 clearly indicates that educational sciences courses are in general found to be successful except for the M.A. ELT program of Selçuk University, where all the courses are found to be unsuccessful. In this category, “Psychology for language learner/learning” course assumes importance on account of the fact that language teaching requires being highly aware of what goes inside the learners during the process of internalizing the language. The other three courses provide students with practical issues that they will invariably needs during actual teaching. Therefore, the success of educational sciences courses can be taken as a sign of the fact that M.A. ELT programs in Turkey achieve one of the most important goals: preparing teachers and providing insights in order to ensure reflective teaching. The sums of each M.A. ELT program in terms of courses are given in Table 95.

Table 95. Sums of the Success of Courses Based on Universities

	Linguistic Courses	ELT Methodology Courses	Literature Courses	Research Courses	Educational Sciences	Mean
Başkent University M.A. ELT program	3,61	4,55	3,91	4,33	4,00	4,08
Bilkent University M.A. ELT program	3,90	4,52	3,18	4,35	4,25	4,04
Çukurova University M.A. ELT program	4,00	4,39	3,50	4,16	4,12	4,03
Atatürk University M.A. ELT program	3,95	4,20	3,43	4,05	4,11	3,94
Other M.A. ELT programs	3,46	4,33	3,58	4,17	4,11	3,93
Gazi University M.A. ELT program	3,40	4,26	3,65	3,60	3,89	3,76
Selçuk University M.A. ELT program	3,66	3,26	4,10	4,30	2,80	3,62
Hacettepe University M.A. ELT program	3,72	4,05	2,87	3,62	3,56	3,56

It is obvious from the table above that the highest mean score in terms of the general evaluation of all courses belongs to the M.A. ELT program of Başkent University ($m=4,08$). The most successful component in this department is ELT methodology component with a mean score of 4,55. The second most successful component is research component. Clearly, the M.A. ELT program at Başkent University seems to fulfill the most important functions with a high level of appreciation from the students. The second most favored M.A. ELT program is Bilkent University. The mean score is 4,04. Similar to the M.A. ELT program of Başkent University, the one at Bilkent University also excels in ELT methodology and research components. We can see that the private universities outscored the state universities in terms of the evaluation of courses.

Among the state universities, the most favored one is Çukurova University with a mean score of 4,03. The M.A. ELT program of Çukurova University is mostly favored in research and educational sciences components. The M.A. ELT program of Atatürk University is the next most favored program among state universities. The mean score for this department is 3,94. The most successful components in this program are ELT methodology and educational sciences components. This demonstrates that the M.A. ELT program at Atatürk University focuses more precisely on the educational and methodological issues in language education.

In regard to the evaluation of the components, it is observed that the M.A. ELT program at Çukurova University is the most successful in terms of linguistic component ($m=4,00$). In terms of ELT methodology courses, the most favored program is the one offered by Başkent University ($m=4,55$). This denotes a very high level of satisfaction on the part of the participants. Also, the mean scores for all other M.A. ELT programs, except for Selçuk University, are above 4,00. In general, therefore, we can say that ELT methodology component is successfully fulfilled by almost all of the programs investigated within the scope of the study. When it comes to literature courses, the M.A. ELT program of Selçuk University seems to outscore all other departments with a mean score of 4,10. Given that the mean score for Literature and Culture Components is below 4,00 in all other departments, the difference is outstanding. It may be concluded that the M.A. ELT program at Selçuk University is more interested in literature courses

rather than methodology or educational sciences courses. As for research and educational sciences courses the highest mean scores belong to Bilkent University M.A. ELT program (m=4,35, 4,25, respectively).

This section focused on the evaluation of M.A. ELT program courses based on universities. Each of the components was exposed to statistical tests in terms of their means and the results were presented as successful or unsuccessful. We have found out that some components are more favored by the participants compared to others. Components that are generally measured as successful are ELT methodology, research, and educational sciences components while the less successful components are calculated as linguistic and Literature and Culture Components. Among them linguistic component seems to be more favored by the participants, albeit with varying degrees of appreciation from different departments. The least successful component was Literature and Culture Component.

Table 96. Sums of the Mean Scores for Each University on Participant Opinions on Program Issues and Participants' Evaluation of Course Components Courses Components

	Participant Opinions on Program Issues	Participants' Evaluation of Course Components	mean
Başkent University M.A. ELT program	4,00	4,08	4,04
Bilkent University M.A. ELT program	4,46	4,04	4,25
Çukurova University M.A. ELT program	3,86	4,03	3,94
Atatürk University M.A. ELT program	3,78	3,94	3,86
Other M.A. ELT programs	3,82	3,93	3,87
Gazi University M.A. ELT program	3,60	3,76	3,68
Selçuk University M.A. ELT program	3,12	3,62	3,37
Hacettepe University M.A. ELT program	3,31	3,56	3,43

5.11 Analysis of Qualitative Data

This section deals with the analysis of the data that have been collected through these interview questions. Within the scope of the study, the participants were asked three open-ended interview questions as regards their stay in their departments. These are as follows:

1. What did you like most about your studies at this institution?
2. What did you dislike most about your studies at this institution?
3. What suggestions do you have for improvements in your program at this institution?

Interview Question 1. What did you like most about your studies at this institution?

The data obtained by means of this question are analyzed in categories such as personal enrichment, professors, Developing Teaching Skills Courses.

Personal enrichment

Most of the participants stated that they had a chance to develop intellectual development. This was already one of the most favored goals of an M.A. ELT program as was revealed above. The participants who accentuated the personal enrichment aspect of M.A. ELT programs stated the following.

- Trying to generate and organize ideas and trying to present them in its best form was what I like most. (Hacettepe)
- Personal enrichment and my advisor (Bilkent)
- I liked all the things we did in MA. This study improved me both personally and academically. (Çukurova)
- Being able to discuss things in lessons (Atatürk)

Professors

Most of the participants stated that they were happy to work with prestigious professors. Moreover, a great number of them were happy with their advisors and stated that they got a lot of beneficial help from their advisors. Most of the participants evaluated the attitudes of their professors as very helpful, respectful, and kind, and the quality of the instructions very enriching. Moreover, one of the participants stated that:

I graduated from Çukurova University MA department and it was a good experience for me. I am mostly interested in Educational Technology and Methodology lessons. I am not interested in Linguistics a lot. The best point of my university, my supervisor was really helpful and I could choose the thesis topic that I wanted.

The professors were also described as open-minded with non-judgmental attitudes. They also mentioned that their professors provided them with constructive feedback. Moreover, participants also stated that interaction between professors and students was satisfactory.

Developing Teaching Skills

Most of the participants stated that they had a chance to improve their teaching skills. Some of them stated that:

- I really felt I improved in English and English Lang. Teaching (Atatürk)
- I have been much more aware of my lacking points in the field. In my former university I learnt a lot on practice, here theory was on the stage. (Hacettepe)
- The chance to improve teaching skills. (Baskent)
- I developed my skills in teaching English and I gained in self-confidence. (Baskent)

As we can understand advancement in the teaching of language skills was emphasized by two of the participants. Given that the total number of the participants from Başkent University is eight, this is a good point. This indicates that the M.A. ELT program at Başkent University is good at fulfilling the objective of preparing teachers. Overall, it seems that most of the learners are happy with courses that were specifically related to the teaching of English and they had an opportunity to improve themselves.

Courses

Participants stated as regards M.A. ELT programs that:

- I liked most the courses such as Language, mind and communication, SLA and linguistics lessons. I learned a lot from the SLA courses. (Çukurova)
- Many electives (METU)
- NLP courses (Gazi)
- My thesis topic and the courses I took in my MA program were quite linked to my profession which is teaching. Basically, I was practicing my theoretical skills along with teaching. It was very beneficial in terms of the fundamentals. (Çukurova)
- Discourse analysis course was beneficial (Selçuk).
- The M.A. ELT program I have attended helped me gain the concept of methodology. Material adaptation was also satisfactory. Discourse analysis led me to write better (Atatürk)

As we can see, some of the participants stated that they were content with the specific courses they took.

Other Good Sides

Some of the participants stated that:

- In this program, I had the chance to read a lot about ELT, lots of articles and journals. I learned how to make a good presentation. (Çukurova)
- Improving my pronunciation (Hacettepe)
- The opportunity to improve myself in terms of carrying out a research study. (Bilkent)
- preparing term papers for each course, chances (and guidance) to examine studies, thesis and articles in my field (Çukurova)
- It was nice that all lectures were on either Monday or Tuesday, so people who were working could attend the lectures on one of these days. It was also nice that MA and PHD students did not get the same lectures in the same class. (Hacettepe)

- Its being research oriented- and the thesis advisor I worked with (Hacettepe)
- Everything was excellent, I had a great chance to have my MA degree at Bilkent University and study with my advisor (Bilkent)
- Developing research skills, promoting autonomy (Gazi)
- The relation between the professors and the students (Bilkent)
- The chance to choose the thesis topic of will (Atatürk)
- Getting help from highly competent academics for my studies a very rich library (Boğaziçi)
- The way professors behave the students, not as professors but generally as equals, as friends (Selçuk)
- The fact that questionnaire and their evaluation enabled me to receive feedback from my students to who I had been teaching literature for years. (Gazi)
- I was able to view language teaching from different perspectives (Başkent)

As we can see, the good sides of M.A. ELT programs range from giving a chance to students to reflect on their practices to more practical issues like the dates of courses. It is important to note that some of the participants stated that he or she had learned how to do effective presentations. Another stated that he or she had a chance to improve in autonomy

Interview Question 2: What did you dislike most about your studies at this institution?

The results obtained from this interview question are given below.

Academic Staff

Most of the participants complained about a number of issues about academic staff.

Sample responses are as follows:

- Insufficient number of professors (Başkent)
- Limited number of academic staff (Atatürk)
- Attitudes of lecturers to students (Çukurova)
- The indifference of the professors to students' problems and developments (Hacettepe)

- I disliked the manner which some of the department scholars have. (Çukurova)
- Tension in the faculty (Hacettepe)

Courses

Most of the participants complained about courses. Sample responses are as follows:

- Lack of obligatory courses (Atatürk)
- Limited courses in number or content. For example, one of the participants complained that there were no courses related to his or her thesis area. (Selçuk)
- Pure linguistic issues which are not related to my daily life and EFL classes. (Atatürk)
- The number of elective courses was minimal (Hacettepe)
- All the courses were elective but the lack of versatility made them somewhat compulsory. The professors did not teach research methods and instructional technology. (Selçuk)
- I would like to get more educational technology lessons. I chose mostly methodology and research lessons. The other lessons in the syllabus were mostly related to linguistics. (Çukurova)
- Not many electives (Marmara)
- The very limited options in the courses, the courses being related to linguistics more than ELT (Selçuk)
- Too many courses at a time four lessons in one terms and two in the other (Başkent)
- Lack of compulsory research courses (Atatürk)

It is obvious from the sample responses that one recurrent problem is lack of variety in courses. Another issue is related to the number of elective courses. The participants find the number of elective courses insufficient. Another point that merits attention was that some of the participants stated that their programs were too linguistic based with less emphasis on practical aspects of language teaching. Finally, some of the participants stated that there must be more compulsory research courses.

Other Responses

There are also a number of issues that were stressed by the participants. These are as follows:

- During the first year of MA, in some courses being one-to-one with the instructor was hard. If there had been some more students, it would have been much better. (Hacettepe)
- Too many papers (Hacettepe)
- Without knowing how to write a research paper, everyone expects us to write perfect research papers. The classes all are conducted by students through presentations and the lecturers (not all but most) just sit listen. (Hacettepe)
- Stress and assignment load (Bilkent)
- Time restraint, very short time- a lot to do.. it was stressing. (Bilkent)
- Because of time limitation, most of the researches were not good enough. (Hacettepe)
- The most important thing I dislike about this institution is that I have been demotivated about my further career, and I do not feel content and happy with the situation I am in. (Hacettepe)
- presentations; They were over-whelming and only few of them helped me with my research and presentation skills (Abant İzzet Baysal)
- Lack of institute-wide development programs in order to systematically reach institute-led, thereby provide hands-on training for the graduate students. (Çukurova)
- The program did not have enough instructors and we had to take up the lectures of the same instructors many times. We did not have enough elective courses. (Hacettepe)
- Too intense, too many things to do in a short time period (Bilkent)

It is possible to deduce from the responses that one of the repeating complaints is time restrictions and having to write too many research papers at a time. Another one related to presentations and paper submission is that students or graduates complain that they are expected to write good research papers while they are not competent to write. In

order to overcome such problems, it may be wise to place “research methods” course in the first semester of the M.A. program. In short, the prevalent topics in this section were insufficient number of professors, insufficient number of elective courses, time restraints, too many presentations, and sometimes indifferent professors. The participants were also asked how to overcome such issues. Their responses are presented in the next section.

Interview Question 3: What suggestions do you have for improvements in your program at this institution?

As was stated, the participants were inquired on their suggestions on how to overcome the problematic areas of their M.A. programs. The responses mainly focus on providing more elective courses, providing variety in courses, employing more professors, and putting more emphasis on research courses.

Suggestions about Courses

- Variety in courses (Atatürk)
- There should be new courses to capture the developments in language teaching (Atatürk)
- Research techniques must be provided. Teachers should take the responsibility of teaching rather than employing presentations (Atatürk)
- More obligatory courses. One of the participants from Atatürk University stated that the number of obligatory courses was limited and there should be more of them.
- More course options that cover a wide range of areas (Atatürk)
- More literature courses and development in literature courses. One of the participants stated that although he or she had been a graduate of literature department, he or she gained a considerable degree of intellectual enrichment. Furthermore, he or she stated that the ELT program had added to his or her research skills. (Gazi)
- More academic courses, focus on research skills, current developments are not attended (Gazi)
- More academic content and classroom practices (Gazi)

- More research courses that deal with the issue in a detailed manner (Gazi)
- More elective courses (Hacettepe)
- The number of elective courses should be increased. This accordingly entails increasing the number of the faculty. Taking courses outside the department should be encouraged. There should be a compulsory lesson for statistics. (Hacettepe)
- Adding of elective courses (Bilkent)
- More comprehensive Corpus Linguistics courses related to ELT (Bilkent)
- Adding some new courses which enhance the practice of teaching and also some elective courses which cater for the interests of the students would be effective. (On Dokuz Mayıs University)
- Courses about Research methods, reflective teaching, individual language learning differences, teaching to learn, curriculum and material development, statistics and instructional technology are to be must and taught effectively. (Selçuk)
- Some educational technology lessons and e-learning lessons for ELT can be added. (Çukurova)
- There must be more SLA and research methods courses. (Çukurova)
- More lessons on teaching English (Başkent)

It can be seen that adding variety to courses is voiced by participants from almost all of the participating universities. One thing that is voiced is to increase the number of elective courses and the other is to add variety to courses. Interestingly, one of the participants from Atatürk University stated that there should be more compulsory courses. Suggestions also include making lessons more academic and more research oriented. The research component is emphasized every time it is mentioned. We see here that the participants want to have more research oriented courses.

Other Suggestions

- Thesis topic selection must be aimed much before and the process must be guided (Hacettepe)
- more academic staff (Hacettepe)

- The number of academic staff is really inadequate. There may be more academics so that the others would also have time to rest. It is also hard to keep contact with the academics- they are either absent or not interested. (Hacettepe)
- Contradiction between academicians should be decreased, at least, not be reflected to students. There should be more elective courses and the number of must courses should be decreased. Also, students should be guided more in terms of research especially. Courses should be taken into consideration appropriately (Hacettepe)
- More support at the beginning of the program in terms of topic choice (Bilkent)
- They should teach the techniques that help the students write theses (Gazi)
- They should balance student-centered and teacher-centered classroom setting (in favor of 'teacher-centered'). There should be more emphasis on research skills. (Gazi)
- Instructors should be more reflective. (Abant İzzet Baysal)
- A more up-to-date study program. Investment/study funds for research programs (Çukurova)
- It would help the students a lot if the institution could provide opportunities for the students to follow their studies abroad in related departments. (Boğaziçi)
- More professors first, more options for courses (Selçuk)

One of the most obvious and recurrent suggestions is to increase the number of professors. This is specifically voiced by participants from Hacettepe University. Another important point is contradictions between academicians, which de-motivates M.A. ELT program students, occasionally making them quit their studies in this institution. Another point that is accentuated is that the process of writing the thesis must start earlier. This way, students can begin their preparations to write their theses earlier and spare time to carry out the related research. To conclude, emerging points in terms of suggestions are increasing the number and variety of courses in M.A. ELT programs, and increasing the number of professors.

5.12 A Suggested Syllabus for M.A. ELT Programs

It was stated at the beginning of the study that the results of this study could be used to create a totally new M.A. program for ELT departments. The aim of this section is to elicit an M.A. program for ELT departments based on the findings of the study. To do this, three sections of the study was used. In the first place, the section that asked participants the importance of the given courses for an M.A. ELT program was used to provide a baseline. Secondly, the final section of the questionnaire, which presented participants with a long list of courses that were compiled by the researchers depending on the M.A. programs in Turkey and abroad, was used. In this section, participants provided two types of data. First of all, they decided whether the course should take place in an M.A. ELT program and secondly if the course is found to be useful for an M.A. ELT program, participants then had to decide whether it should be a must course or an elective course. It would be helpful to remember the findings regarding these two sections. First of all, the first most favored courses in terms of their importance is given below.

Table 97. Ten most favored courses in M.A. ELT programs

Course	Mean
1. Research Methods	4,62
2. Teaching Language Skills	4,51
3. Research Projects in ELT	4,39
4. Second Language Acquisition	4,33
5. Materials Evaluation and Development in ELT	4,33
6. Approaches to Language Teaching	4,31
7. Instructional/ Educational Technologies in ELT	4,3
8. Psychology for Language Learner/Learning	4,27
9. English Language Testing	4,23
10. English Teacher as Reflective Practitioner	4,21

As we can understand from the table above, on the top there is a research-related course, which is followed by a course that is related to the teaching of a language. And in the third place, there is another research-related course. It seems that the research

component of an M.A. ELT program is highly emphasized by participants. In the fourth place, there is a theoretical course. This shows that participants value the theoretical aspect of M.A. education. In the list, practical courses like “Materials Evaluation and Development in ELT” and “Instructional/ Educational Technologies in ELT” are also seen to be highly valued by participants.

In the table below, the results of the section that dealt with which courses participants would like to see in a suggested M.A. ELT program are presented. The most favored ten courses are given in the table.

Table 98. Distribution of courses that must be included in an M.A. ELT program

		Yes	No	Must	Elective
1. Psychology for Language Learner/Learning	N	16	13	38	22
	%	18,0	14,6	42,7	24,7
2. English Teacher as Reflective Practitioner	N	15	7	49	18
	%	16,9	7,9	55,1	20,2
3. Qualitative Research	N	14	1	65	9
	%	15,7	1,1	73,0	10,1
4. Applied Phonetics in ELT	N	13	17	17	41
	%	14,8	19,3	19,3	46,6
5. Curriculum Development for English for Specific Purposes	N	12	5	41	31
	%	13,5	5,6	46,1	34,8
6. Cross-Cultural Communication and Language Education	N	12	8	33	35
	%	13,6	9,1	37,5	39,8
7. Research Projects in ELT	N	12	5	54	18
	%	13,5	5,6	60,7	20,2
8. Language in its Social Context	N	12	9	36	32
	%	13,5	10,1	40,4	36,0
9. Multilingual and Multicultural Studies (TESOL)	N	11	12	24	42
	%	12,4	13,5	27,0	47,2
10. Curriculum Development for English for Specific Purposes	N	10	7	32	39
	%	11,4	8,0	36,4	44,3
11. Teaching Grammar in ELT	N	10	11	41	28
	%	11,1	12,2	45,6	31,1
12. Media, Culture, and Communication	N	10	12	15	52
	%	11,2	13,5	16,9	58,4

Table 97 shows that the course that is mostly wanted in an M.A. ELT program is “Psychology for Language Learner/Learning”. This course was also rated highly (m=4,27) in the existing courses list above. The second course is “English Teacher as Reflective Practitioner”, which is also among the ten courses in terms of its place in an M.A. ELT program. The third course “Qualitative Research” is not found in the M.A. programs of ELT departments in Turkey. However, it is rated highly in the list of courses that are wanted. Therefore, this course can be included in the suggested syllabus. Interestingly, the course “Applied Phonetics in ELT” is wanted by the participants although the course “phonetics and phonology” is not among the ten most important courses of M.A. ELT programs. The fifth course in Table 97 is non-existent in almost all of the M.A. ELT programs surveyed except for the M.A. ELT program at METU. According to participants, it is thought to be a mainstay in an M.A. ELT programs. In the suggested syllabus here, this course is going to be included in order to compensate the lack of emphasis on ESP courses. Among the other courses, “Cross-Cultural Communication and Language Education” and “Multilingual and Multicultural Studies (TESOL)” do overlap in terms of content; therefore, only one of them will be included in the suggested syllabus. Another course that is important for the suggested syllabus is “teaching grammar in ELT”. Although recent approaches to language teaching discard grammar on the premise that it is least important in the communication process, we cannot deny its place in language learning process.

In short, courses that are selected for the suggested syllabus are as follows:

Table 99. The suggested syllabus

Must Courses	Credits
Seminar in English Language Teaching	3
Master’s thesis	-
Elective courses	Credits
Applied Phonetics in ELT	3
Applied Phonology in ELT	3

Language in its Social Context	3
Psychology for Language Learner/Learning	3
English Teacher as Reflective Practitioner	3
Curriculum Development for English for Specific Purposes	3
Linguistics for English Language Teaching	3
Educational Technologies in ELT	3
Teaching Grammar in ELT	3
Teaching Language Skills	3
Research Projects in ELT	3
Second Language Acquisition	3
Materials Evaluation and Development in ELT	3
Approaches to Language Teaching	3
English Teacher as Reflective Practitioner	3
Qualitative Research	3
English Language Testing	3
Cross-Cultural Communication and Language Education	3
Multilingual and Multicultural Studies (TESOL)	3

Rationale behind the Suggested Syllabus

Having been prepared under the light of the findings of this research, the suggested syllabus reflects the opinions and experiences of students and graduates of M.A. ELT programs from various universities. Therefore, it can be said that it is a combination of the different experiences of these students.

In our design of the M.A. suggested program, we recommend to have only two must courses and the rest as elective ones because the M.A. candidates may have problems to

full-fill the graduation credits required by the institutes of social or educational sciences at our universities in the two semesters. Solely, they will not search for any other related program to take an elective course to full-fill the required credits since they are offered in their own programs. Therefore, this peculiarity has been taken into account in the suggested syllabus. Secondly, in the analysis of M.A. ELT programs that are offered in international contexts, it was observed that elective courses are assigned three credits.

The program is presented in the form of must and elective courses. specifications as regards which courses are to be taken in which term are left to the choice of universities since this way they can select and include the courses that they feel necessary based on their needs.

Although course selection is left to departments themselves, there are a few points that need to be clarified. In the suggested program, there are two courses related to phonetics and phonology. These are *Applied Phonetics in ELT* and *Applied Phonology in ELT*. Both of these courses are included with the assumption in mind that different departments can have a variety to choose depending on their needs. Besides, there are a number of courses related to research. These are *Research Methods*, *Research Projects in ELT*, and *English Teacher as Reflective Practitioner*. The research component has been highly valued by the participants; therefore, the number of courses that are valued by participants in terms of research component were high. All of them are included in the syllabus. However, depending on the context of M.A. ELT departments, faculties can eliminate one of them.

Goals of the Program

The M.A. ELT programs suggested aims at the following with the selected courses:

- to help students grasp the structure of the English language (phonology, morphology, syntax, semantics, pragmatics, and discourse)
- to help students develop understanding of language variation, cross-linguistic differences, and ways in which native language affects second language acquisition and performance (first language transfer)

- to familiarize students with current theories and research on first and second language development
- to help students develop basic skills as teacher-researchers and informed consumers of research who can find, analyze, and synthesize relevant research literature
- to familiarize students with critical approaches to teaching EFL and provide them with opportunities to their practices
- to teach students how to adapt instruction to the learners' age, proficiency level, linguistic background, communicative and academic needs, and native language and literacy development
- to help students develop understanding of linguistic and cultural diversity
- to teach students how to find and select appropriate teaching resources and to use computer technology to assist their learners' needs
- to familiarize students with multiple assessment models used to identify levels of language proficiency, acquisition and content learning as well as monitor progress
- to provide students with multiple opportunities to apply theoretical knowledge to practice
- to provide current and former students with multiple opportunities for professional development

CHAPTER 6

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

6.1 Introduction

In the light of overall results and discussions, this chapter aims to draw a conclusion with reference to the findings obtained in this study. Following the conclusions, implications and suggestions for further research will be expounded.

6.2 Conclusion

The analysis of the data in the first section boiled down on four sections. The first section was related to demographic information about the participants. The second section investigated the incentives that induced the participants to do master degree. The third section focused on master students' opinions on a large number of issues that are sub-categorized as program description, departmental support, and atmosphere in the departments, program content, program instruction, and program resources. And the fourth section handled the evaluation of courses and course component.

In Section two, we found out that most of the participants want to carry out master studies in order to continue further academic studies. The number of those who want to become a teacher in a state school is also considerably high, which indicates that teachers want to improve themselves in terms of their knowledge and skills in language teaching. Another important finding of this section is that in terms of the expectations of the participants is the desire to develop themselves intellectually. This is the most important factor in deciding to carry out M.A. studies. The second most important factor is "primary career choice".

Another section regarding the participant profile section was related to the factors that make students enroll in their programs. The most important factor was found to be "graduate program's reputation". The next two most important factors are "opportunity to work with particular faculty member" and "job opportunities are good for graduates

of this program”. Now that “opportunity to work with particular faculty member” is one of the most important factors in enrolling a particular program, it can be speculated that professors are extremely important in post-graduate education. Students may prefer a specific program solely because they can work with a particular professor in this department.

On the other hand, practical factors like “location of the campus”, “proximity of family members”, “availability of housing” or “campus visit” do not seem to be notably determinant in enrolling a particular program. This shows that in post graduate education the reputation of the program is of utmost importance in selecting a particular program.

The next part in participant profile section inquired the participants in regard to the purposed of an M.A. ELT program. A huge number of the participants stated that the most important function of an M.A. ELT program was to “Prepare scholars and researchers”. Another function, namely “providing personal enrichment”, was also highly favored by the participants. These findings are in line with the findings of the third parts in Section two, where participants favored “Personal intellectual enrichment” and “Primary career choice” as the most important factors in deciding to do M.A. studies.

To sum up, it is possible to conclude that M.A. students view M.A. programs both as a primary step for further education and a means for personal development. When it comes to the factors that lead them to select their programs, the reputation of the program, particular faculty members, and job opportunities come to the fore.

The next section, section four, focused on the evaluation of courses and components of M.A. ELT programs. Courses in M.A. ELT programs were grouped under five components. These are: (1) linguistic component, (2) ELT methodology component, (3) Literature and Culture Component, (4) research component, and (5) educational sciences component.

As regards the general evaluation of these components, we found out that learners greatly value two of the components of M.A. ELT programs. These are research component and ELT methodology component. And in the evaluation phase, we saw that

these components are found as successful by most of the participants. One problematic component was found out to be Literature and Culture Component. In the first place, participants did not value Literature and Culture Component as an important one in an M.A. ELT program. And in the evaluation phase, we saw that Literature and Culture Component is not found to be successful.

Under the title of program description, we sought participant opinions on issues related to respect in the faculty, rapport among faculty members, whether the program meets the expectations of the students, the efficacy of the candidacy exam, interaction of the faculty with other disciplines, and number of clerical staff.

The results indicated that M.A. ELT programs provide a respectful atmosphere for their members. This was highly rated by the participants. Another point that was highly rated was the quality of professors in M.A. ELT departments. The participants stated that they have qualified professors. The participants also stated that they had rapport among faculty members. Another point was that M.A. ELT programs met their expectations. When it comes to the candidacy exam, the participants stated that the candidacy exams applied in their departments were a good test of their knowledge and skills.

The second section was related to program support. It is well-known that besides the efficacy of instruction, the support provided by the department is also extremely important for M.A. students. The participants were inquired on whether the department provided help for the students find employment, whether the program provided them with good preparation for their future professional work, and whether the faculty was helpful for the students in general. The findings indicated that the programs provide help for learners. However, depending on the results, it can be said that better support can be provided to M.A. students since they did not highly favor the departmental support they received from their departments.

The next section focused on the atmosphere in the department. In this section, we investigated whether or not the atmosphere in the department can be described as humane, whether the students help each other, and whether there is good communication among students and faculty members. The findings indicate that the

atmosphere is the departments are not described as highly viable and faculty members do not always help each other.

The subsequent section boiled down on the evaluation of the program instruction. It covers issues like the quality of instruction, the linkage between different courses, the balance between student and teacher centeredness, and the connection between theory and practice. The highest point was merited to the promotion of personal enrichment by the participants. This finding is in line with the expectations of the participants. It was stated above that one of the most important reasons that lead graduates to carry out M.A. study is its providing a means for personal intellectual enrichment. Now that learners highly valued this item, it can be said that M.A. ELT programs in Turkey meet the needs of learners in terms of intellectual development. Another important issue in this part was the balance between theory and practice. We found out that learners believe that the balance between theory and practice is hit, but it is not at a satisfactory level.

The next section was related to program resources. In this part, we inquired whether computerized recourses along with the Internet support are satisfactory and whether the library holdings meet the needs of the students. These are important for learners in carrying out their research projects. It was discovered that resources can be enriched since the findings indicate that the level of satisfaction with them is not very high.

What comes next is the part that deals with program content, which is one of the most important parts within the scope of this evaluation study. Topics covered in this section are whether the program is up-to-date, whether enough time is allocated to cover the pre-intended content, whether the program allows for reflection, etc. Most of the participants stated that the content was relevant to their needs. An interesting finding is that the programs were not found quite up-to-date. This is obvious form the fact that in the section that investigated the desired courses in M.A. ELT programs it was revealed that students want to have more technology related courses in their programs. Technology integration, therefore, is one of the issues that must be focused on M.A. ELT program development.

Finally, in the overall evaluation section, participants were asked whether they would select the same department if they had the chance. Most of the students stated that they would. Another point that was inquired was whether they felt competent enough to teach English and to continue their academic studies. In the same way, most of the learners stated that they felt competent. We can conclude that M.A. ELT programs in Turkey give the students what they want despite the parts that need reconstructing. The next section is dedicated to the evaluation of courses and course components.

In the first place, participants were inquired on how much importance they thought each of the component of a program must receive. The most important component was found to be research component, and it was followed by ELT methodology component. This indicates that students view M.A. ELT programs as a chance to develop their teaching skills besides a step in academic advancement. Interestingly, however, Literature and Culture Component was not found to be as important as the other components. It is possible to reach one important conclusion from these findings. Learners may think that Literature and Culture Component is not important due to the fact that they do not have a sound education on literature and the integration of literature in language teaching. Therefore, it can be suggested that more studies may be carried out on the Literature and Culture Component, and necessary modifications can be done in order to increase value of Literature and Culture Component.

In the evaluation of the success of program components, the most successful component was found to be ELT methodology component and it is followed by research component. The least successful components were literature and linguistic components.

In the general evaluation of the courses in each component, it was revealed that the most successful course in linguistic component was “Second Language Acquisition” and the least successful course was found to be “Phonology and Morphology”. As for ELT methodology component, the most successful course was Approaches to English Language Teaching while the least successful course was found to be “Teaching English to Young Learners”. For Literature and Culture Component, there are already two courses, and they are not found very successful. Between them the one that is more successful is “Cultural Aspects of Language Teaching”. When it comes to research

component, we found that both research courses are successful according to M.A. students and graduates.

As for the evaluation of the importance of the courses of an M.A. ELT program, we found that the most favored courses are:

- Research methods
- Teaching Language Skills
- Research Projects in ELT
- Second Language Acquisition
- Materials Evaluation and Development in ELT
- Instructional and Educational Technologies in ELT

These findings can be explained with special reference to the evaluation of program goals, where the participants found the research and ELT methodology components as the most important components. We can also see here that students or graduates want to have technology course in their programs. The least favored courses are as follows:

- Literature in the Teaching of English
- Philosophy and History of Language Teaching
- Teaching Grammar in ELT
- Phonology & Morphology

It is possible to see that M.A. students and graduates do not value literature courses. It is interesting that “Teaching Grammar in ELT” is not favored by the participants. However, “Teaching Language Skills” course is highly favored. This shows that the idea of teaching functional language has been engraved in the minds of students. Yet, it is possible to speculate that it is not possible to dispense with grammar teaching.

As a next step, the findings were exposed to different statistical tests in order to see whether experience plays an important role in the evaluation of the courses and course components. This is because as experience increases teachers or lecturers will invariably

face more different situations in the teaching of a language and the quality of expertise they draw from what they learnt in their M.A. ELT programs will become more important. In other words, experienced teachers or lecturers can have different ideas compared to novices in terms of program content. Likewise, experienced teachers produced different results in some areas. One interesting finding was that the value of linguistic courses increases with experience. This means that experienced teachers or lecturers view linguistic courses more important than novices. The evaluation of program goals also increases by experience. Participants with more experience value the different component of an M.A. ELT program with more precision and attach more importance to each of these components.

In the next section, we investigated the success of program components according to students, graduates, teachers, research assistants, and lecturers. As a result of the findings, we discovered that:

- students do not find linguistic component successful
- graduates and teachers find all the components successful and beneficial
- research assistants do not find linguistic and research components successful, and
- lecturers do not find literature courses successful.

In the next section, we undertook an in-depth analysis of each of the courses in five components of an M.A. ELT program according to students, graduates, research assistants, teachers, and lecturers. In this section, courses were found to be successful with varying degrees of acceptance. However, there are courses that were not found to be successful by the participants. “Phonology and Morphology” course is one of them. It was not favored by the participants. All the courses in ELT methodology component were found to be successful by all the participants. In Literature and Culture Component, “Literature in the Teaching of English” course was not found successful by most of the participants. In research component, both courses were evaluated as successful by most of the participants. And finally, all of the courses in educational sciences component were found to be successful by most of the participants.

Finally, in the evaluation of qualitative data section the participants were asked three questions. The first question was related to what they liked most in their institutions. Responses revealed that the points that were mostly liked and appreciated by the participants are “having a chance to develop oneself in the teaching of language skills”, “having qualified professors and advisors”, and “having a chance to improve oneself intellectually”. The second question was what they disliked most in their institutions. Prominent responses included insufficient number of professors and courses, lack of courses in a wide range of topics, and contradictions between professors. Finally, the third question undertook to get the suggestions of the participants in resolving the stated issues. Accordingly, most of the suggestions focused on increasing the number of professors and courses.

Evaluation of M.A. ELT Programs Based on Universities

The data obtained within the scope of the study was also subjected to further statistical analysis in order to see whether there are differences in the evaluation of different M.A. ELT programs in terms of program description and program components.

In the first place, participant opinions section was handled. To remind, there are five sections in this part and they are program description, departmental support, atmosphere in the department, program content, instruction methods and overall evaluation.

Program Description

In terms of program description, we found that in almost all of the M.A. ELT departments students are treated with respect and their learning atmosphere can be characterized as humane. In most of the departments, there are no tensions among faculty members. Private universities were found to be more favorable in terms of program description compared to state universities. Among state universities, Çukurova University M.A. ELT program stands out.

Departmental Support

The next part within the scope of the Likert-type questions is related to departmental support. The support of the department assumes importance in terms of providing students with sufficient number of clerical staff, being helpful to students, and providing

career consultation. The results of this section indicated that the M.A. ELT programs under study satisfactorily provide help to their students. One of the items, however, covered whether departments help their students find employment. The results showed that only Başkent University ELT department provided help on employment. Another general finding was that the number of clerical staff was found to be relatively insufficient. Overall, we saw that private universities are better at providing departmental support to their students than state universities.

Atmosphere in the Department

It is known that the atmosphere in the departments is one of the most important factors in the success of an M.A. ELT program. Items in this section covered the relations among faculty members, the solidarity among students, and whether the atmosphere in the department can be seen as benign. There are variations in the results. However, depending on the findings, we can see that in most of the departments participants view their environment as comprising of a viable community where a student can go about their studies smoothly.

Program Instruction

Program instruction is one of the most important areas of this research. It contains topics that are related to the extent to which the program encourages reflectivity and personal intellectual enrichment, the quality of feedback, the balance between teacher or student centeredness, the sufficiency of the program in preparing qualified language teachers, and finally the linkage among courses. In addition, another point that was investigated based on the opinions of the participants was the extent to which their departments watch the required balance between theory and practice.

Prominent factors for this section are reflectivity, intellectual development, the emphasis on theory and practice, and the linkage among courses. As regards reflectivity, we discovered that most of the M.A. ELT programs render it possible for their students to reflect on their past experiences. The highest point in this sense belongs to the M.A. ELT program of Bilkent University. When it comes to the extent to which the departments promote intellectual development, we saw that the most rated M.A. ELT program was again the M.A. ELT program of Bilkent University. The other departments

were also highly rated. Therefore, it is possible to conclude that M.A. ELT programs in Turkey fulfill one of their desired objectives.

As for the balance between theory and practice, the results indicated that all M.A. ELT programs investigated attached the due importance to hitting the balance between theory and practice. Finally, the linkage among courses was found to be properly attained by the participants from most M.A. ELT programs while it was seen as unsuccessful by the participants from M.A. ELT programs in Hacettepe and Selçuk Universities. In general, however, we can conclude that instruction in the M.A. ELT programs under study is satisfactorily tailored to the needs of students.

Program Content

Program content covers the relevancy of the program to the needs of students, the contemporariness of the program, time allocation, and the locality of the content that is applied. The results indicated that the M.A. ELT programs in Atatürk, Başkent, Bilkent, and Çukurova Universities are favored for all of the items. As for the M.A. ELT program of Gazi University, items related to time allocation and the adequacy of content in terms of local context were not favored by the participants. In a similar vein, for the M.A. ELT program of Hacettepe University, the participants disagreed with the items that are related to the up-to-dateness of the program, the adequacy of the program in providing training in teaching skills, and the importance attached to local context. Finally, for the M.A. ELT program of Selçuk University, the participants disagreed with almost all of the items except for the one that is related to the language teaching skills.

Overall Evaluation

In the overall evaluation section, participants were asked whether they would select the same program if they had the chance, whether they feel competent enough to teach English, or whether they feel equipped enough to continue their further studies. In this section, we found that despite variations in the sections that were studied above most of the participants agree that they would select the same program if they were to restart their M.A. studies.

Evaluation of Courses and Course Components Based on Universities

In this section we investigated the effectiveness of courses and course components in different M.A. ELT programs. For linguistic component the results unearthed that “Phonology and Morphology” course was not found to be effective by the participants from all M.A. ELT programs. The other two linguistic courses are rated highly by the participants. In terms of linguistic courses, the most effective M.A. ELT program is Çukurova University M.A. ELT program. Similarly, as for ELT methodology courses, most of the participants from different M.A. ELT programs stated that they were highly effective. When it comes to literature courses we can see that “Literature in the Teaching of English” is not found successful by any of the M.A. ELT programs under study while the other literature course, “Cultural Aspects of Language Teaching”, was rated highly by the participants.

As one of the most important components of an M.A. ELT program, the research component of the M.A. ELT programs in the study are labeled as successful by the participants. Finally, most of the participants indicated that educational sciences courses were successful by the participants from almost all of the universities except for Selçuk University M.A. ELT program, where none of the courses were labeled as successful.

We can understand from the results that there are multiple factors in the success of M.A. ELT programs like an updated program, efficiency of faculty, facilities offered by the department or the number of credits that are required. It must be noted, however, that most of the M.A. ELT programs are efficient in Turkish context. What faculties must do is to clearly weigh the influence of these various factors and take measures to reduce their negative impacts to minimum.

6.3 Summary

Participant Profile

- Faculty members select programs based on the reputation of the program as opposed to practical issues like proximity of the campus of family members.
- Two of the most important functions of an M.A. program are being a step to further academic study and providing a means for personal enrichment.

- M.A. programs attach the due importance to preparing scholars and providing personal intellectual enrichment.

Participant Opinions

- Learners are treated with respect by the members of the programs they are attending.
- In most of the departments, there are no tensions among faculty members. Private universities were found to be more favorable in terms of program description compared to state universities.
- The results of this section indicated that the M.A. ELT programs under study satisfactorily provide help to their students.
- M.A. departments do not generally help their students find employment except for the ELT department of Başkent University.
- In most of the departments participants view their environment as comprising of a viable community where a student can go about their studies smoothly.
- Professors help students in their academic development, and the level of communication between faculty members and students is adequate.
- The most important component of an M.A. program is the research component.

Program Instruction

- As regards reflectivity, we discovered that most of the M.A. ELT programs render it possible for their students to reflect on their past experiences.
- M.A. programs are found to be satisfactory in promoting personal intellectual development. The most favored department for the provision of personal enrichment was the ELT department of Bilkent University.
- All M.A. ELT programs attach the due importance to hitting the balance between theory and practice. Moreover, the linkage among courses is properly attained by the most M.A. ELT programs

Program Content

- The M.A. ELT programs in Atatürk, Başkent, Bilkent, and Çukurova Universities are favored highly in terms of the adequacy of content. As for the M.A. ELT program of Gazi University, items related to time allocation and the adequacy of content in terms of local context were not favored by the participants.

Overall Evaluation

- We found that despite variations most of the participants agree that they would select the same program if they were to restart their M.A. studies.

Evaluation of Courses and Course Components Based on Universities

- “Phonology and Morphology” course was not found to be effective by the participants from all M.A. ELT programs.
- In terms of linguistic courses, the most effective M.A. ELT program is Çukurova University M.A. ELT program.
- As for ELT methodology courses, most of the participants from different M.A. ELT programs stated that they were highly effective.
- “Literature in the Teaching of English” is not found successful by any of the M.A. ELT programs under study while the other literature course, “Cultural Aspects of Language Teaching”, was rated highly by the participants.
- Research component of the M.A. ELT programs in the study are labeled as successful by the participants.
- Educational sciences courses were found successful by the participants from almost all of the universities except for the M.A. program of Selçuk University.

Finally, in the last section of the study, a syllabus was offered based on the findings of this research study. To do this, the most favored courses were listed from the top to down and a number of courses were selected from among them. In the suggested syllabus, there are only two must courses and the rest of the courses are set as elective courses since this was reflected as such by the participants besides the assumption that having more elective courses with the same credit value will lessen problems related to final credit gain. This way it is supposed that student will not face the problem of searching for elective courses from other departments in order to complete the required credits.

Finally, a number of suggestions will be drawn. First of all, the participants of this study were selected from a wide spectrum. Thus, there are participants from all age groups. Therefore, some of them went through the M.A. ELT programs long time ago and their programs might have been different compared to current ones. Therefore, some of the findings regarding some participating departments, like the M.A. program at Hacettepe University, may not look satisfactory. However, as was stated most of the participants from Hacettepe University are graduates of some time ago and thus they do not reflect the current situation in some respects. At that point, it is suggested that a more focused study can be carried out on existing students in order to get a clearer picture of these related departments. Secondly, the findings of this study provided a lot of insight as regards M.A. ELT programs. A similar study can be conducted at PhD level in order to evaluate PhD programs offered in ELT departments in Turkey.

REFERENCES

- Alhas, A. (2006). *Lisansüstü eğitim yapmakta olan milli eğitim bakanlığı öğretmenlerinin lisansüstü eğitime bakış açıları (Ankara İli Örneği)*. Unpublished master's thesis, Gazi University, Ankara.
- Arslan, S. & Kara, F. (2010). The postgraduate education of teachers and its effects on their instructional activities. *Turkish Journal of Computer and Mathematics Education Vol.1 No.2, 133-147*.
- Barker, W. (1986). *Doctoral program evaluation student outcomes: How shall we do things?* Unpublished manuscript, Indiana University of Pennsylvania.
- Beerens, D. R. (2000). *Evaluating teachers for professional growth: Creating a culture of motivation and learning*. Thousand Oaks, CA: Corwin Press.
- Beretta, A. (1986). Toward a methodology of ESL program evaluation. *TESOL Quarterly, 20*, 144-155.
- Blanton, L. P., Sidelar, P. T., & Correa, V. I. (2006). Models and measures of beginning teacher quality. *Journal of Special Education, 40(2)*, 115-127.
- Brown, M. H. (1984). Process and product in ESL program evaluation. *TESOL Quarterly, 18*, 409-425.
- Brown, J. D. (1989). Language program evaluation: A synthesis of existing possibilities. In R. K. Johnson (Ed.), *The second language curriculum* (pp. 222-241). Cambridge: Cambridge University Press.
- Brown, J.D. (1995). *The Elements of language curriculum: A Systematic approach to program development*. Boston, MA: Heinle&Heinle.
- Chooto, N. (1988). *Program evaluation*. Bangkok: Thammasan.

- Çıkrıkçı-Demirtaşlı, N. (2002). Lisansüstü eğitim programlarına girişte lisansüstü eğitimi giriş sınavı (LES) sonucunun ve diğer ölçütlerin kullanımına ilişkin bir tarama. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 35, 1-2.
- Clark, M. J., Hartnett, R. T., & Baird, L. L. (1976). *Assessing dimensions of quality in doctoral education: A technical report of a national study in three fields*. Princeton, NJ: Educational Testing Service.
- Conrad, C. F., & Blackburn, R. T. (1985). Program quality in higher education: A review and critique of literature and research. In A. Barclay (Ed.) *Handbook of Theory and Research*, Vol. 1, (pp. 283-308). New York: Agathon Press.
- Cronbach, L.J. (1991). Course improvement through evaluation. *Teachers' College Record*, 64, 672-683.
- Crystal, D. (1997). *English as a global language*. Cambridge: Cambridge University Press.
- Çanga, E. (2002). *Impact of construction management graduate education on professional life*. Unpublished master's thesis, METU, Ankara.
- Dacus, J. M. (1982). An assessment of the environment of selected graduate departments at New Mexico State University (Doctoral dissertation, New Mexico State University, 1982). *Dissertation Abstracts International*, 42.
- Daloğlu, A. (1996). *A case study on evaluating "The certificate for overseas teachers of English" curriculum at Bilkent University*. Unpublished doctoral dissertation, METU, Ankara.
- Darling-Hammond, L., (2006). Constructing 21st-century teacher education. *Journal of Teacher Education*. 57, 300-314.

- Dörnyei, Z. (2003). *Questionnaires in second language research: Construction, administration and processing*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Dubin, F. & Olshtain, E. (1997). *Course design: Developing programs and materials for language learning*. Cambridge: Cambridge University Press.
- Ediger, M. (2006). *Organizing the curriculum*. New Delhi: Discovery Publishing House.
- Eisner, E.W. (2002). *The educational imagination: On the design and evaluation of school programs*. (3rd ed.) New Jersey: Merrill Prentice Hall.
- Erdem, H. E. (1999). *Evaluating the English language curriculum at a private school in Ankara: A case study*. Unpublished doctoral dissertation, METU, Ankara.
- Erden, M. (1995). *Eğitimde program değerlendirme*. Ankara: PegemYayıncılık.
- Erdoğan, V. (2005). *An evaluation of the English curriculum implemented at the 4th and 5th grade primary state schools: The views of the teachers and the students*. Unpublished master's thesis, Mersin University, Mersin.
- Erişen, Y. (2001). *Öğretmen yetiştirme programlarına ilişkin kalite standartlarının belirlenmesi ve fakültelerin standartlara uygunluğunun değerlendirilmesi*. Unpublished doctoral dissertation, Ankara University, Ankara, Turkey.
- Erkılıç, T.,A. (2009). The factors which affect the eagerness of graduate students for postgraduate education, *American-Eurasian Journal of Scientific Research*. 4(4), 254-262.
- Field, H. S., & Giles, W. F. (1980). Student satisfaction with graduate education: Dimensionality and assessment in a school of business. *Educational Research Quarterly*, 5, 66-73.

- Fitz-Gibbon, C.T., & Morris, L.L. (1987). *How to design a program evaluation*. Los Angeles: Sage Publications.
- Fradd, S. H., & Lee, O. (1997). Teachers' voices in program evaluation and improvement: A case study of a TESOL program. *Teaching and Teacher Education*, 13 (6), 563-577.
- Frechtling, J. A. (2007). *Logic modeling methods in program evaluation*. San Francisco: Jossey-Bass.
- Gagné, R. (1987). *Curriculum research and the promotion of learning: Perspectives of curriculum evaluation*. Chicago: Rand McNally.
- Genesee, F. (1996) Evaluation. In R. Carter & D. Nunan (Eds), *The Cambridge Guide to Teaching English to Speakers of Other Languages* (pp. 144-150) United Kingdom: Cambridge University Press.
- Gerede, D. (2005). *A curriculum evaluation through needs analysis: Perceptions of intensive English program graduates at Anadolu University*. Unpublished master's thesis, Anadolu University, Eskisehir.
- Gredler, M. E. (1996). *Program evaluation*. NJ: Prentice Hall.
- Hamalainen, K. (2003). Common standards for programme evaluations and accreditation? *European Journal of Education*. 38 (3), 292-300.
- European Commission, (2008). Higher education governance in Europe: policies, structures, funding and academic staff, Brussel: Eurydice European Unit
- Howey, K. R., & Zimpher, N. L. (1989). *Profiles of preservice teacher education: Inquiry into the nature of programs*. Albany: State University of New York Press.

- Isaac, S. & Michael, W.,B. (1990). *Handbook in research and evaluation* (2nd ed.), San Diego, CA: EdITS.
- Jones, L. V., Lindzey, G., & Caggeshall, P. E. (Eds.). (1982). *An assessment of research doctorate programs in the United States*. Washington, DC: The National Academy Press.
- Kanatlar, A. Z. (1996). *An evaluation of the M.A: TEFL program at Bilkent University*. Unpublished master's thesis, Bilkent University, Ankara, Turkey.
- Karaman, S. & Bakırcı, F. (2010). Türkiye'de lisansüstü eğitim: Sorunlar ve çözüm önerileri. *Sosyal Bilimler Arastirmaları Dergisi*. 2, 94-114
- Kelly, A.V. (1999). *The curriculum: Theory and practice*. London: Paul Chapman.
- Kiely, R. & Rea-Dickins, P. (2005). *Program evaluation in language education*. New York: Macmillan.
- King, J. A., Morris, L. L., & Fitz-Gibbon C. T. (1987). *How to assess program implementation*. Newbury Park, CA: SAGE Publications.
- Kurna, M.A., Alev, N. (2009) İlköğretim ve ortaöğretim lisansüstü öğrencilerinin ders seçimi yaklaşımları ve ilgili sorunları, *Journal of Turkish Science Education*,6 (3).
- Lee, W. R. (1980) *National syllabuses construction for foreign language teaching: Reconciling the approaches ELT documents*. London: The British Council.
- Lee, L.,J. & Sampson, J.,F. (1990). A practical approach to program evaluation. *Evaluation and Program Planning*. 13(2), 57-164.
- Long, H.L., (1984). Process and Product in ESL Program Evaluation, *TESOL Quarterly*, 18, 409-425.

- Lynch, B. (1990). A Context-Adaptive Model for Program Evaluation, *TESOL Quarterly*, 24, 23-42.
- Lynch, B. (1992). Evaluating a program inside and out, In Alderson, J.C., & Beretta, A. (eds.) *Evaluating second language education*. Cambridge: Cambridge University Press.
- Lynch, B.K. (1996). *Language program evaluation: Theory and practice*. Cambridge: Cambridge University Press.
- Lynch, B. K. (1997). *Language program evaluation: theory and practice*. New York, NY: Cambridge University Press.
- Lynch, B.K. (2003). *Language assessment and programme evaluation*. Edinburgh: Edinburgh University Press.
- Mackay, R. (1994). Undertaking ESL / EFL programme review for accountability and improvement. *ELT Journal*, 48 (2), 142 – 149.
- Maley, A. (2001). Literature in the language classroom in the Cambridge guide to teaching English to speakers of other languages. In R. Carter & D. Nunan (eds.) *The Cambridge guide to teaching English to speakers of other languages* (pp. 180-185). Cambridge: Cambridge University Press.
- Minott, M.A., & Young, A.E. (2009). The Benefits Of Employing a Hybrid Evaluation Approach, Enacted Through Evaluation Survey and Reflective Journaling in Teacher Education in the Cayman Islands. *Australian Journal of Teacher Education*, 34 (4), 16-26
- Morris, L. L., & Fitz-Gibbon, C. T (1978). *Evaluator's handbook*. California: Sage.
- Nunan, D. (1988). *The Learner-Centered Curriculum: A Study in Second Language Teaching*. Cambridge: Cambridge University Press.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge: Cambridge University Press

- Olivia, F. P. (2001). *Developing the curriculum*. New York: Longman
- Ornstein, A. C., & Hunkins F. P. (2004). *Curriculum: Foundations, principles and issues*. Englawood Cliffs, NJ: Prentice Hall.
- Owen, J.M., & Rogers, P. J. (1999). *Program evaluation: forms and approaches*. London: Sage Publications.
- Padget, D., Royse, D. & Thyer, B., (2010). *Program evaluation: An Introduction*. Belmont: Wadsworth.
- Peacock, M. (2009). The evaluation of foreign-language-teacher education programmes. *Language Teaching Research* 13: 259-278.
- Pennington, M.C. & Young, A. L., (1989) Approaches to faculty evaluation for ESL. *TESOL Quarterly*, 23, 619-646.
- Richards, J.C. (1990). The dilemma of teacher education in second language teaching. In Richards, J.C. and Nunan, D. (Eds.), *Second language teacher education* (pp. 3–15). Cambridge: Cambridge University Press.
- Richards, P. (1993). *Dictionary of Language Teaching & Applied Linguistics*. London: Longman.
- Rea-Dickins, P. & Germaine, K. (1992). *Evaluation*. Oxford: Oxford University Press.
- Reid, J.M. (1996). Let's put the 'T' back in TESL/TEFL programs. *TESOL Matters*, 5(6).
- Richards, J. C. (Ed.). (2005), *Curriculum development in language teaching*. New York: Cambridge University Press.
- Ross, S. J. (2003). A Diachronic coherence model for language program evaluation. *Language Learning*, 53(1), 1 – 33.

- Rowshan, C. (1988). *Student, alumni, and faculty perceptions of quality-related characteristics of the Ph.D. in English (Rhetoric and Linguistics) at IUP*. Unpublished doctoral dissertation, Indiana University of Pennsylvania, Indiana, PA.
- Sanders, J.R. (1992). *Evaluating school programs*. Newbury Park, CA: Sage
- Schwile, J., & Dembele, M. (2007). *Global perspective on teacher learning: Improving policy and practice*. France, UNESCO: International Institute for Educational Planning.
- Sebüktekin, H. (1981). *Foreign language curricula in institutes of higher education*. İstanbul: Boğaziçi University Publications.
- Sevinç, B. (2001). "Türkiye'de Lisansüstü Eğitim Uygulamaları, Sorunlar ve Öneriler." *Journal of Faculty of Educational Sciences Faculty of Educational Sciences*, 34 (1)
- Stake, R. (2002). Program evaluation: Particularly responsive evaluation. *Evaluation in Education and Human Services*, 49 (4), 343-362.
- Stufflebeam, D. L. (1983). *The CIPP model for program evaluation*. Boston: Kluwer-Nijhoff
- Stufflebeam, D. L. (2001). Evaluation checklists: Practical tools for guiding and Judging evaluations. *American Journal of Evaluation*, 22 (1), 71-79.
- Scriven, M. (1991). *Evaluation thesaurus* (4th ed.). Newbury Park, CA: Sage.
- Tanner, D. & Tanner, L. N. (1980). *Curriculum development: Theory into practice*. New York: Macmillan.
- Talmage, H. (1982). *Evaluation of programs*. New York: Free Press.

- Tezel, K.V. (2006). *A study of an American University Master's Program In TESOL: Multiple perspectives In program evaluation*. Unpublished master's thesis, METU, Ankara, Turkey.
- Tunç, Y. (2009). *An evaluation of the English language teaching program at Atılım University based on stakeholders' perceptions: A case study*. Unpublished master's thesis, METU, Ankara.
- Tunç, F. (2010). *Evaluation of an English language teaching program at A Public University using CIPP model*. Unpublished master's thesis METU, Ankara.
- Türker, K. (2001). Bilim adamı yetiştirme: Dünyada ve Türkiye'de lisansüstü eğitim. *Türkiye Bilimler Akademisi Bilimsel Toplantısı Serileri 7*, TÜBİTAK, 21–32.
- Tyler, R. W. (1969). *Basic Principles of Curriculum and Instruction*. Chicago: The University of Chicago Press.
- Ünal, Ç., İltar, İ. (2010) Sınıf öğretmeni adaylarının lisansüstü eğitime olan tutumları: Fırat, Erzincan ve İnönü Üniversitesi Sınıf Öğretmenliği ABD Örneği. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 14 (2): 1-18.
- Wallace, M.J. (1991). *Training foreign language teachers*. Cambridge: Cambridge University Press.
- Weir, C. & Roberts, J. (1994). *Evaluation in ELT*. Oxford: Blackwell Publishers.
- Weston, C., McAlpine, L. & Bordonaro, T. (1995). A model for understanding formative evaluation in instructional design. *Educational Technology Research and Development*, 43(3), 29-46.
- White, R. (1993). *The ELT Curriculum*. Cambridge: Cambridge University Press.
- Wiles, J. & Bondi, J (1985). *Curriculum development: A guide to practice* (7th ed.). Upper Saddle River, NJ: Prentice Hall.
- Worthen R. & Sanders, R. (1998). *Educational evaluation: Alternative approaches and practical guidelines*. New York: Longman.

Yalabık, B. (1999). *Total quality management in higher education: The case of Middle East Technical University*. Unpublished master's thesis, METU, Ankara.

YOK (Yüksek Öğretim Kurulu), Lisansüstü eğitim ve öğretim yönetmeliği, (Regulations on Graduate Education). Retrieved on June 10, 2011 from <http://www.yok.gov.tr/uak/yonetmelikler/lusinav.pdf>

Zeichner, K. M., & Gore, J. (1990). Teacher socialization. In W. R. Houston, M. Haberman, & J. P. Sikula., (Eds.), *Handbook of research on teacher education* (pp. 329-348). New York: Macmillan.

APPENDIX A: Course Descriptions

Graduate Seminar	The widening of students' perspectives and awareness of topics of interests through seminars.
Linguistics and English Language Teaching	This course deals with contributions of linguistics to the field of foreign language teaching; current approaches to the linguistic analysis of English.
Theories of Second Language Acquisition	Analysis of major theories of second language acquisition. Each theory to be examined with respect to second language development, relations between first and second language acquisition, and second language research.
Applied Phonetics in ELT	This course aims to provide participants with the theories and concepts they need to analyze and develop their learners' (and, indirectly, their own) pronunciation of English. It is also aimed to discuss ways to rehabilitate fossilized errors of English learners.
Applied Phonology in ELT	Participants will learn how to apply their knowledge of phonology to critical reflection on pedagogical issues, principles, and techniques and to the generation of ways to increase students' awareness of, and concern for, the intelligibility of their spoken English.
Cultural Aspects of Language Teaching	This course provides language teachers with a basis for introducing a cultural component into their teaching; significance of culture in teaching English as a foreign language; and perspectives on how language and culture interact.
Psychology for Language Learner/Learning	This course aims at informing students on issues that are related to psychological factors like personality or language learning aptitude in the context of language teaching. It also aims to inform students on recent developments in psychology and language education.
Psycholinguistic Issues in Second Language Acquisition	Study of second language acquisition from a psycholinguistic perspective. Examination of such factors as the learner's development in the second language, the learner's contribution to second language learning, and the learner's situation.
Cross-Cultural Communication and Language Education	Discussion of how such factors as culture and perception, cultural learning, or differences across cultures in verbal and nonverbal communication may affect second language learning and teaching.

Syllabus Design and Materials Development/Evaluation	Principles of syllabus design, implementation, and evaluation. Discussion of ways in which theories of language learning can be incorporated into designing materials for specific language skills. Development, adaptation and evaluation of materials. Students may be required to produce a syllabus design with a sample lesson.
Language Teaching Methods	Critical appraisal of current approaches, methods, and techniques of English language teaching. Evaluation of class procedures and observation techniques.
English Teacher as Reflective Practitioner	The aim of this course is to enable students to carry out in their teaching contexts by paying attention to the impact of different variables on the learning of English.
Teaching Language Skills	Demonstration and discussion of materials and techniques for teaching listening, speaking, reading, and writing.
Educational Technology in English Language Education	The nature, scope, and application of instructional technology systems to English language teaching. The use of software and hardware in language laboratories, video programs, microcomputers, and other media. Selection and evaluation of instructional media in learning English.
English Language Testing	Examination of current methods for classroom and standardized foreign language testing and evaluation. Discrete-point versus integrative approaches to testing. Focus on test construction and evaluation.
Teaching Grammar in ELT	This course surveys English grammar from the pedagogical point of view. It shows the difference between use and usage.
Discourse Analysis and English Language Education	Analysis of spoken and written English discourse through sociolinguistic, psycholinguistic, and linguistic perspectives. Role of discourse analysis in second language learning and use. Cross-cultural implications of discourse analysis.
Literature in English Language Education	Review and appraisal of conventional approaches to the use of literature in English language teaching. Discussion of the contributions of the communicative approach to the teaching of literature in English as a foreign language.
Teaching Young Learners	This course will examine the difference in approach between teaching adults and teaching children, as well as the differences between teaching young learners below the age of 12 and teenagers.

Educational Technologies in ELT	The course aims to provide students with an in-depth knowledge and understanding of the theoretical and practical use of Information Communications Technologies (ICTs) in second language teaching and learning.
Classroom Management	This course critically examines the main skills involved in managing ELT classes.
Discourse Analysis in ELT	The course focuses on the study of discourse in both its written and spoken forms. The course begins with an introduction to discourse analysis and the construction of discourse in society. Various approaches to the analysis of discourse are introduced.
Advanced Practical Teaching	This course analyses and critically evaluates teaching methodology and classroom techniques and includes supervised teaching practice as well as classroom observation of different teaching modes and styles,
Practical Teaching Techniques and Observation	This course explores and critically evaluates teaching methodology and classroom techniques and includes classroom observation of experienced teachers.
Research Methods	This course aims at enabling students to identify and describe basic concepts and theories about different research paradigms and methodologies in language studies research. The course also aims at informing students on recent developments on second language acquisition research.
Sociolinguistics and Language Teaching	This course aims to enable students to describe essential theoretical concepts in sociolinguistics, apply these concepts to the analysis and discussion of language and society.
Curriculum Development for English for Specific Purposes	The main aim of this course is to apply developments in curriculum development to applications of English for specific purposes.
Research Projects in ELT	The aim of this course is to reinforce students' research skills by applying what they have learned from research methods course.
Qualitative Research	The aim of this course is to provide students with qualitative research methods.
Philosophy and History of Language Teaching	This course aims at giving students an understanding of the rationale behind language teaching by paying close attention to various paradigms shifts in the history of language teaching.

Curriculum Development	Students will be introduced different curriculum types and their specific features. Each will be evaluated in terms of their applicability in different contexts.
Current Approaches in ELT	Informed of the recent developments in language teaching, this course aims to provide students with intellectual discussions on how to apply these advancements in their teaching contexts.
Contrastive Analysis in Language Teaching	The purpose of this course is to discuss what benefits can be drawn from the findings of contrastive analysis studies. It is also one of the aims of this course to investigate how contrastive analysis studies can help language teaching process.
Advanced Language Study	The purpose of this graduate course is to introduce current and future teachers to the structure of English syntax, morphology, and phonology and to familiarize them with principles of developmental assessment in these areas. The practicum component of the course will give students an opportunity to apply this theoretical knowledge to practice and to conduct hands-on analysis and diagnostic assessment of learner language in phonology, morphology, and syntax.
Contexts for Teaching and Learning Language	This course examines the ways in which context and culture influence language learning and teaching. By focusing on sociocultural, political, and critical ethnographic perspectives, the course emphasizes the interplay between the macro-level analysis of power relations in society and the micro-level examination of classroom interactions.