**EVALUATION OF THE CURRENT CURRICULUM
IN ELT DEPARTMENTS FROM THE
PERSPECTIVES OF LECTURERS AND
STUDENTS: A NEEDS ANALYSIS**

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Doctorate Dissertation

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İNGİLİZ DİLİ EĞİTİMİ BÖLÜMLERİNDEKİ MEVCUT MÜFREDATIN ÖĞRETİM ÜYESİ VE ÖĞRENCİ PERSPEKTİFİNDEN DEĞERLENDİRİLMESİ: BİR İHTİYAÇ ANALİZİ

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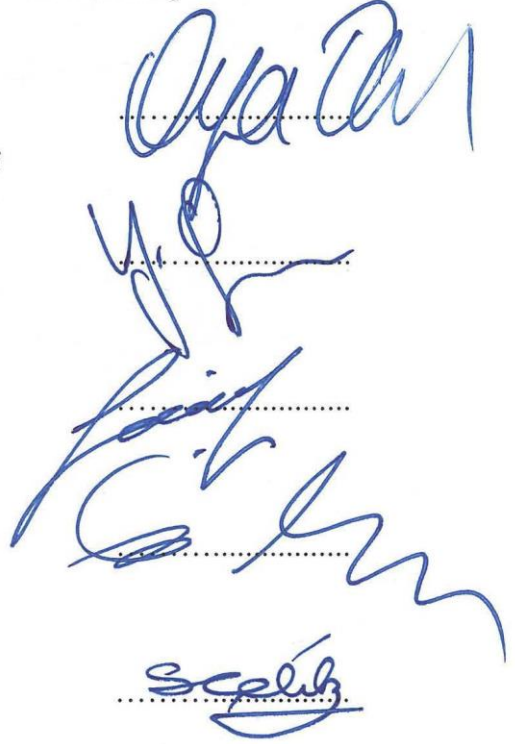
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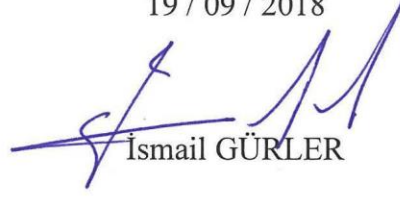
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ÖZ

DOKTORA TEZİ

İNGİLİZ DİLİ EĞİTİMİ BÖLÜMLERİNDEKİ MEVCUT MÜFREDATIN ÖĞRETİM ÜYESİ VE ÖĞRENCİ PERSPEKTİFİNDEN DEĞERLENDİRİLMESİ: BİR İHTİYAÇ ANALİZİ

İsmail GÜRLER

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Amaç: Bu çalışma, 2006-2007 eğitim-öğretim yılından bu yana yürürlükte olan mevcut İngilizce Öğretmenliği müfredatının öğretmen yetiştirici ve aday öğretmen gözünden değerlendirilmesini ve aday öğretmenlerin ihtiyaçlarının eksiklikler, gereksinimler ve istekler açısından belirlenmesini amaçlamaktadır.

Yöntem: Bu çalışmada hem nitel hem de nicel verilerin aynı anda kullanılmasına imkân sağlayan karma model araştırma desenlerinden biri olan birleştirme deseni kullanılmıştır. Nicel veriler anket, nitel veriler ise yarı yapılandırılmış mülakat soruları yardımıyla toplanmıştır. Nicel verilerin analizinde SPSS 23 kullanılarak ortalama, mod ve medyan, varyans, standart sapma ve ranj gibi tanımlayıcı istatistikler, nitel verilerin analizinde ise kodlar, temalar ve kategoriler kullanılmıştır. Bu çalışmanın katılımcıları, 2016-2017 eğitim-öğretim yılında Türkiye'nin farklı üniversitelerinden İngilizce Öğretmenliği programında çalışan toplam 41 öğretmen yetiştirici ve 592 son sınıf öğretmen adayıdır.

Bulgular: Bulgular mevcut müfredatın hem güçlü hem de zayıf yönlere sahip olduğunu; eklenecek veya çıkartılacak bazı derslerin olduğunu; ders saatleri ve kredilerinin, katılımcıların çoğunluğuna göre yeterli olmadığını ortaya koymuştur. Katılımcıların yarısı müfredatının güncel olduğunu ve teknolojik ilerlemeleri göz önünde bulundurduğunu düşünmektedir. Ancak katılımcıların diğer yarısı bunun tersini düşünmektedir. Katılımcıların büyük çoğunluğu müfredatın kendisinden ziyade öğretmen yetiştiricilerin daha önemli bir yere sahip olduğunu belirtmektedir. İhtiyaç analizi kapsamında aday öğretmenlerin eksikleri, gereksinimleri ve istekleri belirlenmiştir. Sonuçlar ayrıca öğretmen adaylarının öğretmen yetiştiricilerine kıyasla genel olarak programdan daha memnun olduklarını göstermektedir.

Sonuç: Araştırmanın bulgularının, daha kapsamlı müfredat oluşturmak için ve mevcut İngilizce Öğretmenliği müfredatının iyileştirilmesi yönünde politika yapıcılar için yararlı olacağına inanılmaktadır.

Anahtar Kelimeler: müfredat, program, ihtiyaç analizi, müfredat değerlendirmesi, İngilizce öğretimi

ABSTRACT

DOCTORATE DISSERTATION (Ph.D.)

EVALUATION OF THE CURRENT CURRICULUM IN ELT DEPARTMENTS FROM THE PERSPECTIVES OF LECTURERS AND STUDENTS: A NEEDS ANALYSIS

İsmail GÜRLER

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Purpose: This study aims to evaluate the current English Language Teaching curriculum, which has been in practice since the 2006-2007 academic year from the perspectives of teacher trainers and prospective teachers and determines the needs of prospective teachers in terms of lacks, necessities and wants.

Method: In this study, one of the mixed method research designs, convergent parallel design, which allows data triangulation of both qualitative and quantitative data gathered at the same time, was used. The quantitative data were collected by evaluation questionnaire and qualitative data by semi-structured interview questions. Descriptive statistics such as mean, mode, and median, variance, standard deviation, and range were used in the analysis of the quantitative data by using SPSS 23. Codes, themes, and categories were used in the qualitative data analysis. The participants in this study were totally 41 teacher trainers and 592 last year students from different universities in Turkey in the 2016-2017 academic year.

Findings: The findings show that the current curriculum has both strengths and weaknesses; there are some courses to be added or omitted; course hours and credits are not enough according to the majority of the respondents; half of the respondents think that the ELT curriculum is up-to-date and consider the technological advances, but the rest think the opposite; a great majority of the respondents state the importance of the teacher trainers rather than the curriculum itself; in needs analysis procedure, lacks, necessities and wants of the teacher trainers were determined. The results also indicate that prospective teachers are more satisfied with the program in general in comparison with the teacher trainers.

Results: The findings of the study are believed to be helpful for the policy-makers for the betterment of the current ELT curriculum in order to construct a more comprehensive curriculum.

Key Words: curriculum, program, needs analysis, curriculum evaluation, English language teaching

CONTENTS

LIST OF FIGURES

LIST OF TABLES

LIST OF ABBREVIATIONS

CALL : Computer Assisted Language Learning

CEFR : Common European Framework of Reference for Languages

CIPP : Content – Input – Process – Product

CoHE : Council of Higher Education (YÖK)

CSE Model : Centre for Study of Evaluation Model

DEM : The Discrepancy Evaluation Model

EAP : English for Academic Purposes

ECTS : European Credit Transfer and System

ELT : English Language Teaching

EPOSTL : European Portfolio for Student Teachers of Languages

ESP : English for Specific Purposes

KPSS : Public Personnel Selection Exam

KPSS : Public Personnel Selection Examination

MoNE : Ministry of National Education (MEB)

PhD : Philosophy of Doctorate

PT : Prospective Teacher

RQ : Research Question

SPSS : Statistical Package for the Social Sciences

TT : Teacher Trainer

CHAPTER ONE

Introduction

Introduction

A curriculum has so many areas of use with its crucial and indispensable characteristics in all processes that are expected to be successful. It helps to draw borders and regulate the processes from the easiest and simplest program to most complicated and comprehensive state policies. Only tragic and undesirable results will be achieved without programming or constructing a curriculum. In this respect, especially in education, the curriculum has an exclusive place in order not to waste any time and harm people.

The concept of curriculum embodies the whole experience that has values, knowledge, and abilities that students are required to learn at school. The planned educational activities taught at a school in a definite time period, to particular students construct the understanding of curriculum in general. It is estimated that there are more than one hundred different definitions that were stated by researchers (Küçükoğlu, 2015). Therefore, making one sharp definition or just choosing one among them may be incorrect to reach a conclusion or deduce one concrete result. What is more suitable about such a word as "curriculum" that has so many different definitions is to accept all of them without excluding any of them. One of those definitions says that the curriculum field is by no means clear and lacks clear boundaries as a discipline of study and as a field of practice (Olivia, 2001).

Having no concrete boundaries, curriculum and its evaluation becomes very challenging process while thinking of the numerous aspects of the curriculum. Brown (1995) grouped the curriculum evaluation into four subtitles as (1) product-oriented evaluation, (2) static-characteristic evaluation, (3) process-oriented evaluation, (4) decision and facilitation. There are also summative and formative evaluation types that were shaped by such bases as purpose, audience, major characteristics, measures, the frequency of data collection and sample size (Rothern and Sanders, 1998). These distinctions and categorization of the evaluation help to reach more reliable conclusions about the success of the curriculum or program that are expected to bear excellent outcomes.

While talking about the evaluation process, "needs" should be considered seriously because needs analysis has very important role especially in language curriculum development. In general, target situation analysis (TSA) and present situation analysis (PSA) are known as

two different approaches in needs analysis process. In TSA, data are collected about learner, but they are not collected from learners, and PSA, -learner-centered- data are collected by means of interviews and questionnaires from the learners (Dehnad et. al., 2010). However, in both cases, a needs analysis circle may be thought in three segments as "lacks, necessities, and wants" (Nation & Macalister, 2010). The first segment "lacks" concerns what the learners can do or cannot do currently; the second segment "necessities" describes what is necessary for a learner to use language in the target situation. The last segment "wants" identifies what the learner wants or wishes (Macalister, 2012).

Considering the increasing demand for English teaching and learning in recent years, the need for constructing promising ELT curriculum to educate well-qualified prospective English teachers has accelerated. Those prospective teachers who are going to teach at all probable grades of the students from primary schools to universities should have to be equipped with all language skills, teaching methods, material adaptation, development skills, the knowledge of learner differences and linguistics, and the qualifications of classroom management. Of course, this challenging process will be completed by the participation of all the stakeholders of the curriculum, especially the teacher trainers such as professors, lecturers and instructors, and the student teachers.

Statement of the Problem

A curriculum has a great importance in any program in accomplishing objectives, finishing a project or a duty, reaching a target and achieving a great success. Although there are various definitions of curriculum in so many studies and books, they are generally clustered around education and educational studies. As well as educational goals are determining elements in developing or constructing the curriculum, educational outcomes also provide guidance for curriculum especially in having opportunities that prepare students for entering practice (Zelintsky et al. 2014). Sequires (1991) gave exclusive importance to curriculum and stated that the curriculum is the reason of being of education and curriculum studies should be in the center of any study in education at different levels. In a study conducted by Sng (2008), a curriculum is defined as a set of plans for learning and development that include both syllabus and some important processes such as planning, instructing, evaluating, and managing. It can also be called as a learning plan that consists of goals and objectives, selection and organization of content, the implication of learning and teaching patterns, and finally results in evaluation program (Soto, 2015). A multi-dimensional, well-organized curriculum or course design process should care about learner goals, language learning process, tasks, and learner goals' reflection on learning (Cotteral, 2000).

According to the previous studies and the definitions, it can easily be inferred that curriculum is a must, crucial and indispensable element in every program, especially in educational programming. The study area of the curriculum concerns what is taught and what should be taught. In this respect, Sequires (1991) broadens curriculum understanding as follows: "the study of the curriculum has to go beyond the study of the syllabus, to see how that syllabus becomes actualized and to take account of the various contextual factors which may affect the end of results" (p. 11).

Coskun and Daloglu (2010) claimed in their evaluation study that ELT program seems to have been researched rarely. This case was determined by scanning the previous relevant literature. Such phrases as few studies and rare researches in curriculum studies show that curriculum studies do not attract enough attraction to conduct comprehensive studies that they deserve. Considering the crucial features of curriculum, it has to be highlighted periodically, as the needs of lecturers, teachers, students, policies, technological developments, educational practices, social, explicit, and implicit environmental changes and progresses day by day. In relation to these developments and progressions, curriculum ought to be revised according to the requirements of its era. In this connection, Newton and Hagemeier (2011) state that curriculum development is a dynamic and ongoing process.

In Turkey, education faculties were re-structured and changed considerably in the 1997-1998 academic year (Ögeyik, 2009; Tercanlioglu, 2008). According to these studies, the curriculum had been in practice between 1998 and 2007, it lacked enough practical and culture-oriented lessons; however, it had structurally comprehensive lessons, and it did not have autonomous learners. On the other hand, the current ELT curriculum, which is in practice today, is solely based on the Common European Framework (CEF), which was declared by Council of Europe in 2002. Nevertheless, in Turkey, Council of Higher Education (CoHE) accepted its implementation in the 2006-2007 academic year. "The reorientation of the curriculum was planned within the framework of European Portfolio for Student Teachers of Languages (EPOSTL) and designed by taking the prerequisites of teacher training programs and faculties of education (Ögeyik, 2009, p. 2)"

There have been so many advances in technology, methodology, classroom environment, culture, needs of lecturers and students, social expectations, communication, and communication tools since 2007. There is a need to make urgent changes within these developments in ELT curriculum that would meet the demands of teachers, students, and the social expectations. Evaluation of the former and the present ELT curriculum and detailed needs analysis should be done to reshape the curriculum.

Purpose of the Study

This study aims to evaluate current curriculum that has been in practice since the 2006-2007 academic year when Council of Higher Education (CoHE) regulated the general curriculum of the education faculties considering the changing demands, needs and prerequisites of educational and political areas of local, national and international necessities (Karakaş, 2012). This evaluation is going to be done from the perspectives of teacher trainers and university students, who are sometimes called as prospective teachers, student teachers or pre-service teachers attending the Departments of English Language Teaching (ELT). Previous studies, which found some pros and cons of this current ELT curriculum will construct the frame of evaluation. With the help of previous findings, and the data that will be collected within this study are going to be used in needs analysis. To collect the data, the researcher constructed a new questionnaire and semi-structured interview questions considering the previous questionnaires related to the literature. This study is going to consist of three main divisions such as evaluation, needs analysis, and conclusion. Interviews were used to collect qualitative data. Both types of data were collected from different state and foundation universities in Turkey.

Research Questions

This study that is based on three bases as curriculum, program evaluation, and the needs analysis has been conducted to identify, analyze, and evaluate the current status of the ELT program which has been in practice since the 2006-2007 education years when CoHE made the last legislation on education faculties.

This study focused on the answers to the following questions:

1. What are the opinions of teacher trainers on the ELT program in general?

   - Is the philosophy of the current ELT Program clearly stated?
   - Does the ELT Program have good linkage among courses, does it avoid overlaps?
   - Does the ELT Program prepare prospective teachers to work in the sociocultural context in which they will work?
   - Does the ELT Program prepare prospective teachers for classroom teaching adequately?
   - Is it clear for the EFL teachers in which grades to teach? What do they think of grouping ELT departments as ELT for primary schools, ELT for secondary schools and etc...?

- Do you think the academic studies in Turkey support the courses given in the ELT program?

2. What are the strengths of the ELT program?
3. What are the weaknesses of the ELT program?
4. What are the needs of prospective teachers in terms of the ELT program?
    - Needs in general (lacks)
    - Occupational needs (necessities)
    - Expectations (wants)
5. What are the perceptions of both prospective teachers and teacher trainers about whether there is a need to add or omit any lessons?
6. What are the perceptions of both prospective teachers and teacher trainers about the course hours?
7. Is the program up-to-date and does it consider the technological developments?
8. From the perspectives of both prospective teachers and teacher trainers, which one is of more importance to reach the educational objectives: the program itself or teacher trainer?
9. To what extent does the ELT program reach the determined objectives from the perspectives of both prospective teachers and teacher trainers?

Significance of the Study

Curriculum constructs the intended and planned results and gives chances to self-evaluation through all aspects of the teaching and learning process. Designing excellent educational curriculum is going to be more meaningful when thought the children or prospective teachers who are intended to be educated. "Examination of curriculum change will also help to reduce educational wastage (Sng, 2008, p. 90)". The term "educational wastage" sounds scary because the time (if it passes, never comes again) and our children, who guaranty our future and next generations, should not be thought as wastage.

In order not to waste any time and people, perfect and excellent curriculums lack of deficiencies or at least minimal drawbacks should be developed especially in educational science. In ELT departments, to reach an excellence the progressing technology and theoretical improvements should be followed both by teacher trainers and by student teachers. These changes in the curriculum should not be formed up-to-down or down-to-up. As Kır (2009) stated, beliefs of teachers or lecturers, administrators or policymakers, and the prospective teachers or students should be taken into consideration.

Considering all these aspects, within the light of the previous studies, questionnaires and interviews were applied to teacher trainers and student teachers from different state and foundation universities in Turkey. When compared to previous evaluation studies, this study additionally presents a needs analysis in order to see the lacks, necessities and wants of the learners named as prospective teachers.

Strengths and Limitations of the Study

The current ELT curriculum has been in practice since the 2006-2007 education year when CoHE regulated the education faculties in terms of different variables. Since then, the present studies show that it has some shortcomings as well as having some strong points. The growing number of evaluation studies about the current ELT program in recent years refer to a need for detailed evaluation. When looking at these studies, a great number of them pointed to the requirement of collecting the data from a larger population. According to CoHE statistics, only 46 of the 55 universities having ELT program, both state and foundation, have senior class students who constitute the population of this study. So, within the scope of this study, of all the 3.578 senior student teachers who were placed at universities in 2012-2013 education year, construct the population of the study, 592 student teachers from different universities were reached as sampling. In those universities, according to CoHE records, there are 347 teaching staff, who are teaching in ELT departments having different academic ranks that vary from professor to lecturer. All of them were tried to be reached via mail or face to face, but only 43 of them gave responses. The number of the samplings can be thought as the strong sides of this study.

In this study, the researcher tried to collect as homogenous data as he can. Therefore, considering the ethical rules, half of the present universities having ELT Departments, which are thought to provide homogenous data were sent a permission to collect both qualitative and quantitative data from prospective teachers. In one hand, both types of data from academic staff were collected via mail, on the other hand, both types of data were collected via questionnaires and short-answer interviews.

Curriculum evaluation or -in one sense- "program evaluation" is such a challenging process that it has to consider different sub-categories which are constructing the program thoroughly. As evaluation process has so many dimensions, in this study, between all the different evaluation types, summative evaluation is going to be done in order to determine the boundaries of the study. Some different evaluation types may be used in further studies.

Key Terminology

Some details about the terms, which are frequently used in the study, will be given below in order to facilitate the reading and understanding of this dissertation.

Curriculum: Curriculum is defined as a set of plans for learning and development that includes both syllabus and some important processes such as planning, instructing, evaluating and managing (Sng, 2008, p. 92). It can also be defined as a plan for action or a written document that includes strategies for achieving desired goals or ends (Ornstein and Hunkins, 2004).

Curriculum Design: It involves seeing the big picture, what a teacher wants from his/her students. It gives trainers a visual picture of the curriculum and can allow them to see where there may be exceedingly many or too few concepts being taught and where the relationships between concepts are either clear or not.

Syllabus: A syllabus provides guidance to teachers about a course and what will be expected from teachers. A syllabus covers the course policies, rules and regulations, required texts, and a schedule of assignments. It is expected to direct the practitioners almost everything they need to see and understand in the process of running a course and what you are required to do.

Evaluation: The term evaluation has very different definitions which resulted in confusion in understanding. Evaluation is done to improve a curriculum, it covers collecting and analyzing the relevant information (Brown, 1995).

Summative Evaluation: It is a type of evaluation which is conducted at the end of the implemented program.

Formative Evaluation: In a formative evaluation, a researcher emphasizes on the assessment process which is carried out in the ongoing program.

Illuminative Evaluation: It focuses on teaching and learning process in order to get a better understanding of different features of a certain program (Küçükoğlu, 2015)

Program: Program, in general, can be defined as an action plan which is aiming at a clear objective to accomplish by determining such details as what is going to be done, when, by whom and with which resources whether monetary or labor.

Program Evaluation: It is a detailed assessment of the result and outcomes of the program. In terms of program evaluation, measures should be taken against if the program objective falls short.

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

The Product-Oriented Approach: If the applied curriculum meets the goals and objectives is the concern of the product-oriented approach. Like summative evaluation, it is done to find out its effectiveness after administering a program.

The Static-Characteristic Approach: "This approach intends to find out the effectiveness of the curriculum and it is carried out by outside experts" (Küçükoğlu, 2015, p. 18).

The Process-Oriented Approach: "This approach seeks every step of the implemented curriculum to understand how it works and the focus is on the analysis of the process" (Küçükoğlu, 2015, p. 18).

The Decision-Facilitation Approach: In this kind of evaluation approach, there are no judgments belong to researchers. But, they collect information that will be beneficent to analyze the program and allows managers or faculty to take their own decisions. CIPP, CSE and discrepancy models are the examples of this kind of approach (Brown, 1995, p. 223)

CIPP Model: CIPP model is the acronym of Context, Input, Process, and Product. Context means the rationale for objectives, an input is the utilization of resources for achieving objectives, the process is the periodic feedback to decision-makers, and the product is the measurement and interpretation of attainments during the end of a program (Brown, 1995). Considering all facts above, it makes provision for holistic evaluation.

CSE Model: It is the acronym of Centre for Study of Evaluation. Like CIPP it helps decision making.

The Discrepancy Evaluation Model (DEM): It was developed in 1966 by Provus, it provides information for program assessment and program improvement. In this model, the evaluator identifies problem areas by comparing program performances.

CHAPTER TWO

Literature Review

Introduction

Drastic changes are stated to be observed obviously in education during the last twenty or thirty years. Throughout the world and also in Turkey crucial adjustments have been made in all facets of the education system. Thanks to the rapid technological development prompting the social change that we have been experiencing so extensively, it is normal to observe the changes in the structure and the nature of education system. As education system is generally accepted as a social institution, it will be ridiculous to expect it to stand still rather than waiting for it to change along with the other institutions as normal. This change is also required to continue to develop the quality and the quantity of responses, not only the social expectations of the rapidly changing society but also the needs of the educational process itself and the curriculum studies which are the center of the educational studies.

In curriculum development, planning and preparation are the characteristic features of the curriculum change that have been experienced for over the last three decades. Curriculum changes, which were once described as "unplanned drift" (Hoyle, 1969a in Kelly, 2004) have begun to bear a meaning in educationists' mind as the need for planned innovation. Kelly (2004) stated that these educationists should also observe whether the change is to keep pace with and match the social changes in society and if it is responding to increasing wonders of curriculum and education which are derived from the recent work of curriculum studies which must be "deliberately managed rather than merely left to happen." It is also added that the changes in the curriculum should be evolutionary which can be smoother, quicker and more effective rather than being revolutionary which is far from smooth and thus less effective.

Evolutionary changes in social life which were accepted smoothly and profoundly by a great majority of the people triggered the curricular changes which depend heavily on educational changes. Contrary to the smooth changes in society prompted by rapid but evolutionary technological advances, educational changes in the realm of central control have sometimes been considered as revolutionary in its effects in Turkey in last decades. In the following chapters, with its various definition and endless borders, curriculum, in particular, English Language Teaching (ELT) curriculum- evaluation of curriculum and the needs analysis

is going to be handled. These three subtitles (1) curriculum (2) curriculum evaluation and (3) needs analysis construct the basis of the theoretical framework of this study.

Curriculum

What is curriculum?

Before talking about a concept, making detailed definitions is going to be helpful to comprehend and understand all dimensions to make precise inferences. However, when it comes defining the word "curriculum" one should admit that it is not an easy matter. As the use of this word dates back to the ancient Greek, the fourth century B.C. (Marsh, 2005), having more than 120 different definitions (Portelli, 1987) will be accepted as normal. The curriculum is a Latin root word that was derived from "currere" means 'to run'; 'to run the course' or 'racecourse'. In accordance with the definition, students see school curriculum a race to be run, or series of obstacles to get over or hurdles to be jumped or passed. Even this word had been used in such understanding for centuries and affected the teaching at the school, it was not until the twentieth century that the interpretation of this word broadened. Marsh (2005) clarifies the reason as "presumably because authors are concerned about either delimiting what the term means or establishing new meanings that have become associated with it" (p.3).

In this response, Glatthorn et. al. (2012) collected some of the prescriptive definitions that broaden or clarify the meaning of curriculum starting from the beginning of the twentieth century to today (see Appendix-I).

Nearly all the definitions that had been made throughout nearly seventy-year period are clustered around some similar concepts. They focus that curriculum is a long-lasting process or procedure that includes development stages of the life or school experiment and enterprises of a learner, a student or a child with the planned or unplanned guidance of school or teacher. It can also be derived from the chronological order of the definitions that seeing curriculum as a race and generalizing it to a process or procedure left it place to concrete borders such as determination of the aims and specific objectives, well selected and organized content that have certain patterns of teaching or learning and the evaluation of outcomes.

Seen as a process to reach the pre-determined objectives, a curriculum must be planned in order to provide sets of learning opportunities for an identifiable specific population by the center of single school (Johnson, 1970). In a broader sense, it must include everything which stimulates and directs the experiences and learning of the student. Educators or teachers' systematic and intentional efforts are the primary focus. However, there might be significant unplanned results (Skager & Robinson, 1977). "Curriculum" as a term is used at different levels

of comprehensiveness in an education. However, it generally refers to the instruction content, curriculum plans including instructional objectives, content, and methods (Skager & Robinson, 1977). In a definition proposed by Tanner and Tanner (1980) nearly the same basis was focused: "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). Besides its being a learning plan, Wiles and Bondi (1985) see curriculum as a collection of values or an objective, which is activated during the development stage in the teaching procedure or process.

No matter how the definitions of the curriculum reveal some little variations, yet they show a developmental process in this chronological order. Portelli in 1987 posed a comment on the impossibility to find a clear-cut and clear definition of the curriculum by using a metaphor: "Those who look for the definition of curriculum are like a sincere but misguided centaur hunter, who even with a fully provisioned safari and a gun kept always at the ready, nonetheless will never require the services of a taxidermist" (p. 364). It can be derived from this metaphor that since 1987, there had not been a satisfying definition of the curriculum which had many and important areas of use at all levels of the educational process. In this regard, Richards, and Platt and Platt (1993) extended the definition of curriculum from that generalization to such specification 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 of assessing whether or not the educational ends have been achieved" (p. 94).

When looking at all definitions above, it can be concluded that the philosophical aspect of the curriculum was somehow ignored and the importance it deserves was not given. White (1993) asserted the curriculum theory that circumscribes the philosophy and the value systems besides its components such as purpose, content, methodology, and evaluation in accordance with the development, implementation and evaluation process. This understanding was broadened by Marsh and Willis (1995) by identifying the curriculum with permanent subjects such as "grammar, reading, logic, rhetoric, mathematics, and the greatest books of the western world that embody essential knowledge" (p.13). When it comes to 1997, Olivia (cited in Küçükoğlu, 2015) states more comprehensive description of multifaceted status of the curriculum concept as follows:

- Curriculum is what is taught in schools.
- Curriculum is a set of subjects.
- Curriculum is content.

- Curriculum is a program of studies.

- Curriculum is a set of materials.

- Curriculum is a sequence of courses.

- Curriculum is a set of performance objectives.

- Curriculum is a course of study.

- Curriculum is everything that goes on within the school, including extra-class activities, guidance, and interpersonal relationships.

- Curriculum is everything that is planned by school personnel.

- Curriculum is a series of experiences undergone by learners in a school.

- Curriculum is something, which an individual learner experiences as a result of schooling.

As the years passed, the definitions also varied and became more comprehensive. This variation may result from the different areas of use of a curriculum. Each of the authors makes his/her exclusive description that is going to draw the borders of their study. If a researcher tries to make a study on school curriculum, s/he tends to define curriculum that it is the total of what students do as learning activities, and what they experience under the direction or supervision of school (Finch & Crunkilton, 1999). Kelly (2004) signifies this situation that curriculum has many different use areas and it can be changed according to the teaching or instruction program. So, this leads the use of curriculum concepts in limited situations sometimes according to definitions of what teaching and instruction are, and what its purposes, its objectives. Ross (2001) admits that although there has been a huge amount of literature about the curriculum for the past eighty years, there has not been any definite definition to be agreed upon whether it is a formal document, plan or it is what is assessed. In order to make the definition clear and draw some borders to curriculum, Ornstein and Hunkins (2004) list five different descriptions of the term as follows:

- A curriculum is a plan to act or it is a written document including strategies to reach desired objectives or results.

- A curriculum is to deal with the learner's experiences in a broad sense.

- Curriculum is also a system related to the people and the processes or procedures when administering that system.

- Curriculum can be seen as a study field.

- Curriculum can be thought with regard to the content or subject matter.

What is different in the Ornstein and Hunkins' description is viewing the curriculum as a field of study. Nearly all the definitions use the same keywords such as a planned action,

having aims, objectives, and goals, a process or a procedure has a subject matter or content. These words were generally used to define the curriculum; but, seeing it as a field of study was firstly introduced in Ornstein and Hunkins' study. Though the definitions are all clustered around nearly the same words, each of the different definitions are supposed to provide insights and understanding about the prominent characteristics of curriculum and they emphasize the idea of curriculum in general. Marsh (2005) also states other definitions which reflect –more or less- the similar characteristics of the curriculum.

- Curriculum is such 'permanent' subjects as grammar, reading, logic, rhetoric, mathematics, and the greatest books of the western world that best embody essential knowledge.
- Curriculum is those subjects that are most useful for living in contemporary society.
- Curriculum is all planned learnings for which the school is responsible.
- Curriculum is the totality of learning experiences provided to students so that they can attain general skills and knowledge at a variety of learning sites.
- Curriculum is what the student constructs from working with the computer and its various networks, such as the internet.
- Curriculum is the questioning of authority and the searching for complex views of human situations. (Marsh, 2005, p.4).

According to the definitions, such variables as the nature of the learner, social requirements and the world of knowledge should be considered while proposing a curriculum definition. Sng (2008) reminds that there is a need to review the curriculum in terms of whether it meets the demands and the objectives. Curriculum is a set of plans for such processes as learning and development. It includes the syllabus and such important procedures as planning, conducting and managing. It should be kept in mind that social needs and demands will affect the objectives of the curriculum. Knowledge, skills, and values which are expected to be learned by students at the school are the indispensable elements of curriculum. The experiences that are needed to attain the intended goals and the way educational activity, which is embraced by the curriculum, is designed and measured at schools (Kırmızı, 2011).

Relations between curriculum, program, and syllabus.

Although there are clear distinctions among the words curriculum, program, and syllabus, there could be some misusing of these concepts. They are even interchangeably used in some studies, and it causes some misunderstandings. Graves (2008) makes clarification by defining these three confusing words as follows:

- "A curriculum is the processes and products of planning, teaching and evaluating a course of study or related courses."
- "A program is all of the courses or courses of study offered in a particular institution or department."
- "A syllabus is a plan for what is to be learned in a particular course or course of study." (p.147).
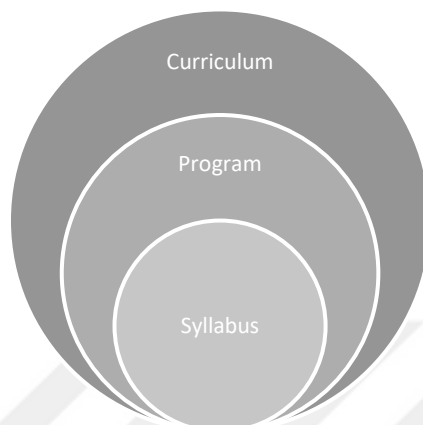
Figure 1. Relations between syllabus, program, and curriculum.

According to the definitions of the concepts above, it is understood that syllabus is a plan on a particular course but program covers all the courses offered in a particular institution, and curriculum includes all processes and products resulted from planning, conducting, teaching and evaluating only a course or related courses. So, Figure 1. above tells the relation between syllabus, program, and curriculum. Similar to the definitions above, Ullman (1982) focuses on the difference between syllabus and curriculum and he defines curriculum as an entire teaching plan of a subject and according to him syllabus refers to the subcategory of a curriculum. Making equations between these words makes people limit their planning to consideration of the content or the body of knowledge they wish to transmit or a list of the subjects to be taught or both (Kelly, 2004, p.4). It is admitted in nearly all definitions of the curriculum that it has many angles and dimensions to be considered, and it is accepted that it is beyond the collection of subjects (Wrag, 1997).

Types of curriculum.

Eisner (1979) claims that schools teach students much more or much less than they plan or intend to teach even though they have constructed or followed a curriculum. Therefore, there needs to be more than one curriculum that is offered in school. Although much of what is taught is explicit and public, a great deal is not. In order to make a clear distinction on the curriculum,

Eisner inserts three types of the curriculum as implicit curriculum, explicit curriculum, and null curriculum. In the following paragraphs, they are tried to be clarified shortly.

The explicit curriculum can roughly be understood as what schools offer to the students. The explicit curriculum includes teaching students reading and to writing, teach them to learn something about their town, country, history, and it has goals and objectives for various different lessons. These goals can be found in both school district curriculum guides and course planning materials that teachers are required to prepare. Subjects and its academic content to teach, learning plan, the texts, objectives, and any teaching materials that teachers prepare for the learning process of the students, in short, 'public' construct the explicit curriculum. Eisner (1979) also states that the school offers to the people an educational menu that includes different things, in its advertisement it offers what it is prepared to serve. In this list, students have an array of options that they can choose. These outside effects that are prepared or offered by public, schooling system, policymakers or etc. are thought as explicit curriculum.

Implicit Curriculum is related to a set of moral values that are felt rather than dictated by any extraneous variable. However, classroom environment, the competitiveness in the classroom, rewards in the lesson, traditions, religious and social aspects are the determining factors that shape the implicit curriculum. Moreover, school does not teach everything intentionally, what schools teach is largely unintentional. They teach in the trend of the culture similarly to the its teaching style (Eisner, 1979). What is taught unintentionally here may refer to the implicit and hidden curriculum which is generally shaped by the factors stated above. Although the implicit curriculum is seen that it has negative effects when education is the matter, it can also be kept in mind that through implicit curriculum, such intellectual and social virtues as punctuality, willingness to work can be taught.

Null Curriculum has two major dimensions to be considered as (1) intellectual processes that schools neglect (2) content or subject areas that are present or absent in the school curricula. Null curriculum advocates that some sorts of art branches which have more than one meaning should be taught to students, and Eisner (1979) asks: "Why is it that law, economics, anthropology, psychology, dance, the visual arts, and music are frequently not offered or are not required parts of secondary school programs? Why do so few schools offer work in filmmaking, in the study of communication, in the study of war and revolutions" (p.103)?

Beyond Eisner's (1979) three types of curriculum, there is another type named as *curriculum as a narrative* which was firstly asserted by Dewey in 1938. This type of curriculum advocates that each individual is of the experiences of the past, present actions and the intentions related to future and there is a continual interaction with the physical and social

environment. That's to say, the meeting of the memories belonging to past and future intentions in present actions that are covered by the social and physical environment, an individual is continually constructing and reconstructing the meaning. In narrative perspective, it can be said that when students and teachers create their own live curriculum text, the curriculum then comes to life. This narrative perspective offers that each person constructs or reconstructs sometimes deconstructs their own narrative knowledge according to the interaction they experience situationally and relationally (Margaret, 2000).

Approaches to curriculum.

There are two approaches to the ELT curriculum that the theory-based literature describes: (1) product-oriented curricula and (2) process-oriented curricula. *Product-oriented curricula* assert that the course of instruction, which is independent of the teaching-learning process causes the learner to get the knowledge and the communication ability in the target language. The literature of L2 teacher education generally offers product-oriented course design and product-oriented information about the lessons. In this type of curricula, teacher or instructor is seen as an authority and the one who controlled the classroom and learners are seen as the receivers of the curriculum (Wette, 2011). Instructors are obliged to follow a syllabus which is developed externally out of the classroom, teacher and learner environment.

The process-oriented approach offers teachers not to follow the curriculum just determined in the course syllabus but to share decision making with the learners. So the needs and the wishes of the learner gain importance in this type of curriculum. Teacher in this curriculum plays an organizer role and s/he is seen as a facilitator, resource person, and counselor. Learners are seen as a counterpart of designing the syllabus and they also take negotiation responsibilities in a collaborative teaching and learning environment. Teachers are free to design a curriculum and they are flexible enough to make considerable changes. The process-oriented curriculum also underpins the task-based courses and curriculum should have links to the learning process and the learners' needs. "In product-oriented classrooms learning is hindered by the fact that the needs and priorities of learners and the teacher are usually hidden from each other, and often in conflict" (Wette, 2011, p.137).

Curriculum mapping.

Curriculum mapping is a term that is generally used to talk about the existing curriculum while evaluating or creating a new curriculum. Curriculum mapping helps to find answers to such kinds of questions as (1) what is taught (2) how it is taught (3) when it is taught and (4) what is learned. Course contents and the learning objectives are the answers to what is taught.

Learning opportunities and teaching methods are the answers to how it is taught. Teaching timetable and sequencing answer the question "when it is taught". The evaluation of students and the learning outcomes are the answers to what is learned. Curriculum mapping also shows standards of the accreditation and outcomes of the education (Kelly, McAuley, Wallace & Frank, 2008). Specifically, in curriculum mapping, anyone can identify gaps, redundancies, or inconsistencies in content, learning opportunities, or student assessments. Curriculum mapping offers guidance for faculty staff to make decisions about the offered courses or adapting the new curricular changes. It is also used to analyze the difference and similarities between the intended and the learned curriculum (Zelintsky et. al. 2014).

Harden (2001) states that curriculum mapping easies teaching staff to see the other courses, the overall curriculum and the relation among different courses and it has contributions for them and continues: "It can assist in course design and decisions related to content and sequencing, teaching methods, and student assessment" (p.125). For administrators "a curriculum map can inform program planning in areas related to course evaluation, faculty development, teaching assignments, and resource allocation" (p.125). For evaluating a curriculum "a curriculum map can provide structure for informative inquiry, analysis, and continuous quality improvement" (p.126). While curriculum mapping allows program/curriculum developers or administrators to see difference between the aim of the program/curriculum and what is learned after the program, it also reveals the curriculum's impact on the learning and performance of students and their professional practice (Zelintsky et. al. 2014). In an analogy made by Marsh (2005), curriculum can be introduced as a construction, which is in need of an accurate mapping: "An accurate map may be essential to a good construction project, but where specific roads and structures are built depends on the beliefs and values of the designers of the project, on budgets and the availability of building materials, and on numerous other practical matters that vary from project to project" (p.204).

Components of curriculum.

It is mostly stated that curriculum is a very comprehensive and fundamental concept that it is normal to have some supplementary components as general goal, content, and method. All of the curriculum components should be potentially interactive. Therefore, it will be beneficial to talk about the components of the curriculum, which were initially formulated by Skager (1977): Objectives, Curriculum Plan, Teaching Methods and Learning Activities, Learning Materials, Evaluation Procedures, and Curriculum Implementation.

1. *Objectives*: "Statements about what the curriculum should accomplish may be made at many levels of inclusiveness, such as at the national level, for the entire school

stage, for different grade levels of schooling or for different subject matter areas" (p.25). The levels of curriculum differentiate the objective changes as well.

2. *Curriculum Plan*: This plan can be seen as formal design of the process of implementation. In this curriculum plan two dimensions should be kept in mind (1) the content of the curriculum should be defined (2) the specified or desired teaching and learning processes should be determined. As can be understood that this plan is a written document derived from a complex process.

3. *Teaching Methods and Learning Activities*: Methods and learning activities are the final part of the stated objectives which were designed and proposed in the curriculum plan. It is the real implementation phase of the curriculum. There are some discrepancies or differences that are arisen from the educational objectives, and the plans derived from those objectives. These discrepancies sometimes can arise from the real events that occur while teaching.

4. *Learning materials*: These materials include anything that can be utilized from textbooks to technological devices. Libraries, museums, exhibitions and audio-visual centers like cinema and theatre can also be thought as supplementary learning materials.

5. *Evaluation Procedures*: This procedure primarily concerns with students' assessment with exams or observations, either formal or informal. This evaluation can be conducted by peer assessment of the learners themselves, by instructors or teachers, or some outsider authorities.

6. *Curriculum Implementation*: This component is about when to introduce curriculum change. It covers the process of planning and administering the curricula at different levels in a society. The instructional process involves administrators, teachers and others who are involved in this process. It also encompasses the monitoring of the process of implementation.

Educational practices of curriculum.

Theoretical frame of the curriculum which is tried to be drawn by defining what curriculum is, stating the types of curriculum, the approaches, and its components are serving to create suitable educational practices which are critical to enable an utmost level of teaching and learning. Educational practices give the answer of what happens in the classroom atmosphere after conducting a curriculum. According to Mugimu and Mugisha, (2013) educational practices refer to the sort of activities to foster education by interventions. These

interventions by government or communities aim to improve the quality of education considering the latest innovations.

As the educational practices cover the implementation part of the curriculum, the deficiencies and the excessiveness can be discovered after the evaluation of the practice period. This evaluation lets curriculum designer change the curriculum. The success of the change is dependent on the social relationships with the educational institution. So, the role of implementers like academics, instructors or teachers is of great importance. Unlike the business organizations, education institutions have a top-down planning process, so many problems are supposed to be cope with in strategic management. If the practitioners like teachers and students do no involved in the process, it will be unsuccessful. (Rowley et al., 1997). However, it is seen that the changes develop or correct the failing part of the curriculum, it does not mean that the implementer puts this change into practice as intended and the learners learn what is served.

There are two types of change as adoptive and adaptive that are expected to minimize the discrepancy which rises from the planned change and its practice. Sng (2008) states that adaptive changes are the top-down and linear decisions which are asserted by curriculum designer or such authorities who are somehow far from educational practices. On the contrary, adaptive changes are more sensitive to individual differences such as school's situation and context. These adaptive changes also deal with the development of capacity for change within the local context and institutional context. In both cases, it is seen that the change is an inevitable part of educational practices in the curriculum.

No matter how important are the changes, the frequency of the change is a more crucial point in educational practices. In a study conducted by Fang and Garland (2013) they conclude that frequent curriculum changes have reduced teachers' enthusiasm. The data collected via interviews and daily conversations reveal that even teachers are opposed to the changes, which were done by government and its policies, they try hard to get used to the frequent change of textbooks and curriculum. These frequent changes seem to reduce the teachers' enthusiasm for change. According to their study, it is easily inferred that the frequency of the change must be taken into consideration.

Program Evaluation

What is Evaluation?

Evaluation is a crucial process that helps curriculum developers to reach utmost level of perfection. Therefore, it has great importance because, it collects and analyses all the relevant data and information systematically and uses the results of these analyses to improve the

curriculum and understand, considering the institutions' curriculum content, to what extent the curriculum is effective. The evaluation process can be thought as a kind of needs analysis which is generally used in the initial stage of any process and collects data through such data collection tools as interview, questionnaires, some sorts of linguistic analyses, and also professional judgments. No matter how the evaluation process includes some similar data collection tools, it can use all the data, knowledge and the results of the analyses to make an overall and comprehensive assessment of the effectiveness of a program. What differentiates evaluation from needs analysis is that it is an ongoing process gathering, analyzing and synthesizing, then concluding the data. This ongoing process aims to improve and develop each element of the curriculum from well-known to unknown parts whether separately or collectively. "Curriculum that is viewed as a process can change and adapt to new conditions, whether those conditions be new types of students, changes in language theory, new political exigencies within the institution, or something else. In a systematic curriculum development, curriculum can be changeable and adaptable to new conditions. These conditions can be stated as new types of learners, new language theories, new political obligations to urge institutions to change or something else (Brown, 1995).

In another definition posed by Richards and Schmidt (2002) similar features of the evaluation are stated. They asserted that evaluation is gathering of information in a systematic way, with the aim of making decisions. According to Brown (1995), this definition seems to be too broad; needs analysis and testing which are seen as other curriculum components also collect systematic data for purposes of making decisions. Therefore, it can be understood that even the evaluation process requires the same data collection procedure with the same aims; but indeed both needs analysis and testing information might be included in the evaluation process. There is one more definition that proposes "systematic educational evaluation consists of a formal assessment of the word of educational phenomena" (Popham, 1985, p.98). This definition is to focus on just the formal assessment side of the educational evaluation that lacks a number of other activities such as peer evaluation, expert or teachers' opinion. Moreover, as there are different forms of evaluation that focus on improving the curriculum, Popham's definition can be thought as more restrictive (Brown, 1995).

"Evaluation is the determination of the worth of a thing. It includes obtaining information for use in judging the worth of a program, product, procedure or object, or the potential utility of alternative approaches design to attain specified objectives" (Worthen & Sanders, 1973, p. 19). According to this definition, when comparing with others, there are a lot of sides that the evaluation should take care such as information, which is collected to judge the

worth of a program, product, procedure, and object. In addition, alternative approaches to design can also be used to reach the specified objectives. Considering all the complementary elements of the evaluation, this definition including the alternative approaches broadens the evaluation concepts. Though, it is an expanding definition as it considers both the intrinsic and probable extrinsic condition of the evaluation, stating the specified objective may unnecessarily be limiting-implying a goal-oriented approach to the evaluation process while ignoring the potential of evaluation to affect curriculum improvement (Brown, 1995).

Criticizing nearly all the definitions, Brown (1995) stated that there was a need to make a more comprehensive definition that includes all the relevant information while excluding the irrelevancies and posed that "the systematic collection and analysis of all relevant information are necessary to promote the improvement of a curriculum and assess its effectiveness within the context of the particular institutions involved" (p.26). In this definition, it is seen that while collecting or gathering only relevant data should be selected and irrelevant ones should be filtered, and there should be two purposes of collecting data (1) the promotion of improvement and (2) the assessment of effectiveness. In this definition, there is also another perspective that evaluation should consider the institution with its all dimensions. This institution can be a school; it can be all the schools in one district or the school system of the whole nation. The evaluation then focuses on the context of the institution and it is formed according to the types of the institution or institutions. According to Brown (1995), evaluation consists of five elements as evaluation, objectives, testing (assessment), materials and teaching. All of them can be evaluated part by part or all elements can be evaluated in a whole. The figure below shows the relations between evaluation and its elements.
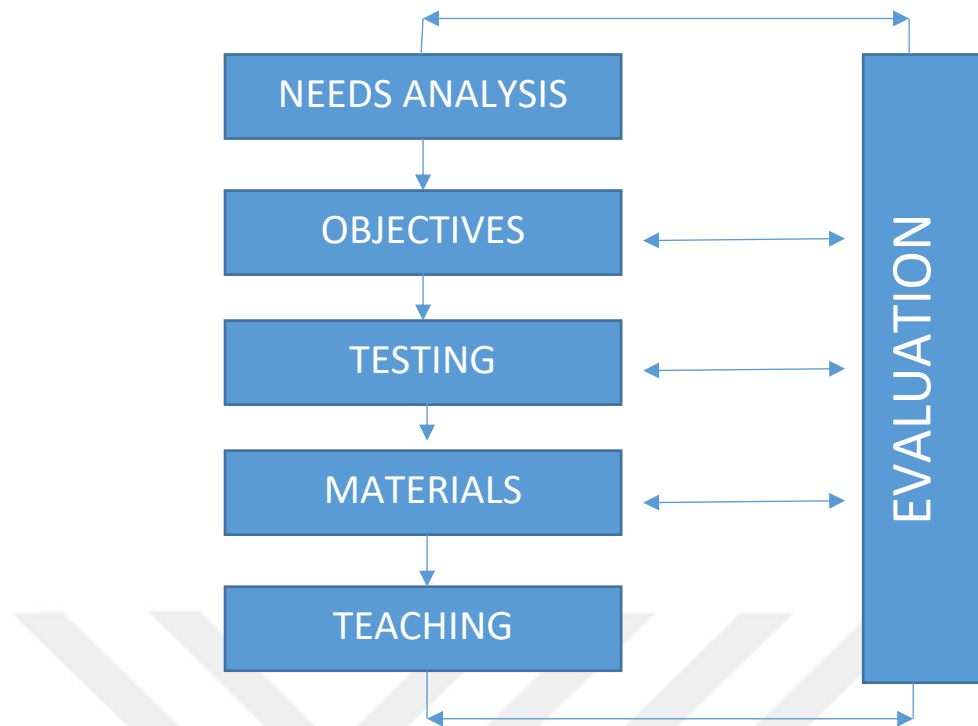
Figure 2. Systematic approach to designing and maintaining language curriculum (Brown, 1995).

Evaluation or assessment.

Nunan (1992) states that evaluation conceptually has a broader sense when comparing assessment. "Assessment refers to the processes and procedures whereby we determine what learners are able to do in the target language. Evaluation, on the other hand, refers to a wider range of processes which may or may not include assessment data" (p. 185). There is also another definition of these two words and Frye and Hemmer (2012) made nearly same description: "We define ''assessments'' as measurements (assessment = assay) or the strategies, which are chosen to gather information needed to make a judgment. Evaluation is about reviewing, analyzing, and judging the importance or value of the information gathered by all these assessments" (p.289).

Marsh (2005) states that assessment is done to obtain the information about to what extent the students improve their knowledge, skills, and attitudes. The assessment is done by the teacher and the required data in order to describe the students' level can include both formal assessment data as the objective tests and informal assessment data as observation checklists and student opinions. After this assessment process, teachers are expected to give such marks and grades as a numerical score, letter, grade, descriptive ranking for the exam, project or test

of the students. Evaluation, as stated above, uses the results of this kind of assessment to review, analyze, and make overall judgments.

There are some stated questions to be answered before starting an evaluation in order to decide why the evaluation is being done. These questions also show how evaluation considers each step in detail.

1. Find who the evaluation is for and what kind of information they need.
2. Find what the results of the evaluation will be used for – to improve the course, to decide whether to keep or get rid of the course.
3. Decide if the evaluation is necessary or if the needed information is already available.
4. Find how much time and money are available to do the evaluation.
5. Decide what kinds of information will be gathered.
   - Amount of learning, quality of learning, teaching, curriculum design, course administration, support services – library, language lab, etc. In addition to these qualities, teacher, learner and sponsor satisfaction. Success of the graduates and financial profitability of the course should be determined.
6. Try to gain the support of the people involved in the evaluation.
7. Decide how to gather the information and who will be involved in the gathering of information.
8. Decide how to present the findings.
9. Decide if a follow-up evaluation is planned to check the implementation of the findings.
10. A further step would be to evaluate the evaluation. Was the evaluation reliable, valid and practical (Nation & Macalister, 2010 p.123)

Approaches to program evaluation.

There are four different approaches to program evaluation stated by Brown (1995) as: (1) goal-attainment approaches, (2) static-characteristic approaches, (3) process-oriented approaches, and (4) decision-facilitation approaches.

1. *Product-Oriented Approaches*: This type of approach tries to identify to what extent the goals and instructional objectives are achieved. Before evaluation process, according to this approach, the program should be built on the explicitly defined objectives that consider the society, students, and subject matters. So evaluation, in this approach, looks for the success of whether the program achieved its objectives or not. Of course, there are two expected results of

this type of evaluation. One result is that the aims and the pre-defined purposes are reached and are met the expected needs of the program. The other result is that the attained goals are not achieved and the program fails. There are five steps to be followed in a product-oriented evaluation approach stated by Hammond:

- Identifying precisely what is to be evaluated

- Defining the descriptive variables

- Stating objectives in behavioral terms

- Assessing the behavior described in the objectives

- Analyzing the results and determining the effectiveness of the program (cited in Worthen and Sanders, 1973, p. 168).

2. *Process-Oriented Approaches*: This type of approach is also called as goal-free evaluation. The difference of product-oriented approaches is that they do not take care of the objectives of the program whether they are achieved or not. On the contrary, the evaluator in this approach should be open to the other kinds of possibilities and unexpected results, which are expected to be studied later when they are recognized. This approach is a formative and goal-free evaluation. Parallel to the definitions above, Stake (1967) proposed a model called the countenance model that is about the process evaluation and this model includes the following basic elements: (1) Begin with a rationale, (2) fix on descriptive operations (intents and observations), (3) end with judgmental operations (standards and judgments) at three different levels: antecedents (prior conditions), transactions (interactions between participants), and outcomes (as in traditional goals but also broader in the sense of transfer of learning to real life). In this model, it is also determined that there should be dynamic transaction component to evaluation.

3. *Static-Characteristic Approaches*: In this kind of evaluation, the products and to reach the pre-determined goals and objectives are important as same as in the product-oriented approaches. It can also be thought as an alternative to the product-oriented approach. "This type of evaluation is conducted by outside experts. They inspect a program by examining various accounting and academic records, as well as such static characteristics as the number of library books, the number and types of degrees held by the faculty, the student-to-teacher ratio, the number and seating capacity of classrooms, the parking facilities, and so forth" (Brown, 1995, p.221). An outsider evaluator reminds the procedure, which the accreditation process includes in, and which is used even in today. Though this kind of evaluation is proved to be effective considering its objectiveness, the intrinsic factors rather than only the extrinsic factors should be taken into consideration.

4. *Decision-Facilitation Approaches*: In this kind of program evaluation approach, the evaluator collects or gathers data and information, which are going to help the administrators and managers in the decision-making process. Though the evaluators gather the needed information, they avoid making any judgments or any decisions to affect the executors or authority. CIPP, CSE and Discrepancy Model are the examples of the decision-facilitation approaches. In the following lines, they are going to be defined.

CIPP is the acronym of Context, Input, Process, and Product. Context includes the rationale for objectives and aims, Input is for utilization of the sources to reach the determined objectives, Process is about the periodic feedback for the administrators or decision makers and Product is for the assessment and the interpretation of the accomplishments reached during the program and at the end of the program. Stufflebeam (1974) lists four key elements that should be kept in mind in program evaluation:

1. Evaluation is performed in the service of decision making hence it should provide information that is useful to decision makers.
2. Evaluation is a cyclic, continuing process; therefore, it must be implemented through a systematic program.
3. The evaluation process includes three main steps of delineating, obtaining, and providing. These steps provide the basis for a methodology of evaluation.
4. The delineating and providing steps in the evaluation process are interface activities requiring collaboration (cited in Brown, 1995, p. 226).

CSE model is the acronym of the Centre for the Study of Evaluation at the University of California, Los Angeles, UCLA. It is also helpful for decision-making process for the decision makers like CIPP model. Atkin (1969) stated that CSE model should provide information for such different categories as:

1. Systems assessment (the state of the overall system)
2. Program planning (selection of particular strategies, materials, and so forth)
3. Program implementation (appropriateness of program implementation relative to intentions and audience)
4. Program improvement (changes that might improve the program and help deal with unexpected outcomes)
5. Program certification (the overall value of the program). (cited in Brown, 1995, p. 226)

Discrepancy model was asserted by Provus in 1971. Like CIPP and CSE models, it is also used to help in the decision-making process. According to Provus, program evaluation process should consist of:

1. Defining program standards;
2. Determining whether a discrepancy exists between some aspects of program performance and the standards governing that aspect of the program;
3. Using discrepancy information either to change performance or to change program standards (cited in Brown, 1995, p. 227).

Common evaluation models.

Frye and Hemmer (2012) state four different common evaluation models although some of them are accepted as approaches and their use areas are tried to be mentioned in the following paragraphs. (1) The familiar experimental/quasi-experimental approach to evaluation; (2) Kirkpatrick's approach; (3) the Logic Model; and (4) the Context/ Input/Process/Product (CIPP) model are going to be described as follows:

1. *Experimental and quasi-experimental designs:* This type is accepted as the earliest design that was applied in the educational evaluation. "Arising from the reductionist theoretical foundation, the validity of findings from studies using these designs depends on the evaluator's careful validation of the assumption of linear causal relationships between program elements and desired program outcomes" (Frye & Hemmer, 2012, p. 270). In experimental design, evaluator changes something and looks for the effect (McMillan & Schumacher, 2014). Quasi-experimental design differentiates from experimental design for its having no random assignment to treatment or control. But, both types of experimental design are used generally in biology, chemistry and physics. In educational studies, in the context of complex educational environments, they were proven to be less useful (Frye & Hemmer, 2012).

2. *Kirkpatrick's four-level approach:* This type is concerning the outcomes of a program. This evaluation type provides not only the clarified focus on the outcomes of the program but also description of the outcomes clearly. There are four levels of program outcomes to assess the learner satisfaction asserted by Kirkpatrick;

1. Learner satisfaction or reaction to the program;
2. Measures of learning attributed to the program (e.g. knowledge gained, skills improved, attitudes changed);
3. Changes in learner behavior in the context for which they are being trained;
4. The program's final results in its larger context (Frye & Hemmer, 2012, p. 293).

3. *Logic Model*: In this type of evaluation model, the program components and program context relationships are very important, and it has some similar characteristics of what CIPP evaluation model has. The simplicity of the evaluation attracts the attention of both novice and experienced evaluators but the relationships between the educational models and the expected outcomes should be clearly stated. "The Logic Model works best when educators clearly understand their program as a dynamic system and plan to document both intended and unintended outcomes" (Frye & Hemmer, 2012, p.294). This model also includes input, activities, output, and outcome that are going to be defined briefly in the following paragraphs according to them.

Inputs, according to Frye and Hemmer (2012), in the Logic Model include nearly all elements that are seen as sources such as "funding, facilities, faculty skills, faculty time, staff's time, staff skills, educational technology, and relevant elements of institutional culture" (p.295). 'Input' can be thought as the starting point of a program and defines the present situation of a program.

'Activities' is another component of the Logic Model, the compromised of a set of treatments as strategies, innovations or changes that are planned for the educational program. The order of the activities is very important to develop more detailed models to meet the demands and needs of the program.

'*Outputs'* is the third component of the Logic Model, which can be stated as indicators showing whether the program itself or any phase or part is completed. Each activity must have at least one output and this one output may have relationships with other outputs. The outputs include the number of the learners that attend the program or activity so it can be a very large size or a small amount.

'Outcomes' is the expected or the intended changes, which is observed in short term, medium term and long term after the program implementation. The probable outcomes may be stated as follows: the acquisition of knowledge or skills, the implementation of what is being taught to program participants, and the observed change in the participants' health.

4. *The CIPP Model*: The CIPP is the acronym of context, input, process, and product. As it can be easily understood that there are many similarities between Logic Model and CIPP. This model was first introduced by Stufflebeam (1971). This model also concerns the process, the improvement, and the development of the program. The questions to evaluate according to the CIPP model are stated by Frye and Hemmer (2012) in the table below.

Table 1. *Evaluation Questions of CIPP Model (Frye & Hemmer 2012).*

	Evaluation questions common to CIPP evaluation studies.
Context	• What is necessary or useful: in other words, what are the educational needs? • What are the impediments to meet necessary or useful needs? • What pertinent expertise, services, or other assets are available? • What relevant opportunities (e.g. funding opportunities, administrative support) exist?
Input	• What are the potential approaches to meeting the identified educational need? • How feasible is each of the identified approaches, given the specific educational context of the need? • How cost-effective is each identified approach, given the specific educational context of the need?
Process	• How was the program actually implemented, compared to the plan? • How is/was the program implementation documented? • Are/were program activities on schedule? If not, why? • Is/was the program running on a budget? If it is/was over or under the planned budget, why? • Is/was the program running efficiently? If not, why? • Can/did participants accept and carry out their roles? • What implementation problems have been/were encountered? • How well are/were the implementation problems addressed? • What do/did participants and observers think about the quality of the process?
Product	• What positive outcomes of the program can be identified? • What negative outcomes of the program can be identified? • Were the intended outcomes of the program realized? • Were there unintended outcomes, either positive or negative? • What are the short-term implications of program outcomes? • What are the longer-term implications of program outcomes? • What impacts of the program are observed? • How effective was the program? • How sustainable is the program? • How sustainable are the intended and positive program outcomes? • How easily can the program elements be adopted by other educators with similar needs?

Types of evaluation.

Program evaluation aims to develop and improve each of the elements of curriculum both separately and collectively (Brown, 1995). Purposes of the program evaluation may differ according to the purposes of the program evaluator. In general, there are two broad functions of evaluation: one is to develop and improve the program, which is called formative evaluation, and other is to decide whether to continue the program or not which is called summative evaluation. That is to say, formative evaluation aims to improve, develop or design a program, project or intervention while the summative evaluation aims to judge and determine the effectiveness of the program.

In both evaluation types, the distinction is resulted from the purpose of the evaluation process. Their purposes determine the types of the data which are thought to be collected or

gathered in order to realize the pre-determined objectives. Nation and Macalister (2010) reveal the difference between formative and summative evaluation in the table below.

Table 2. *The Comparison of Formative and Summative Evaluation (Nation & Macalister, 2010)*

Formative and Summative Evaluation Compared		
	Formative	Summative
Purpose	• Improve the course	• Judge the course
Type of data	• More likely to look at causes, processes, individuals	• More likely to look at results, • standards, groups
Use of data	• Used for counseling, mentoring, professional development, setting goals, adapting material	• Used to make decisions on adequacy
Presentation of findings	• Presented to and discussed with individuals	• Presented in a report

The formative evaluation includes the direct involvement of the program evaluator that this involvement is generally seen as informal. As this type of evaluation deals with the development and improvement of the ongoing process, it shows a tendency to focus on aspects of an educational process (Skager, Dave, & Robinson, 1977).

Furthermore, summative evaluation is related to the overall worth of a curriculum, concerning whether the planned and expected objectives are reached or accomplished. The effectiveness and the efficiency of the program are decided after the summative evaluation. In Table 3 below, some other aspects of both types of evaluation are going to be given in comparison.

Table 3. *Some Other Basis for Comparing Formative and Summative Evaluation (Worthen & Sanders, 1998)*

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?	With whom?
	What needs improvement?	At what cost?
	How can it be improved?	With what training?

Needs Analysis

Definition of needs analysis.

"Just as no medical intervention would be prescribed before a thorough diagnosis of what ails the patient, so no language teaching program should be designed without a thorough needs analysis" (Long, 2005, p.1). Needs analysis like the diagnosis is a very crucial element that helps to identify what is missing in a language program considering the whole structure of the program. Brown (1995) states that "needs analysis refers to the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students" (p.35). In the context of the language programs, the needs, of course, are related to the language. The stated needs are the basis of objectives and then these objectives affect the type of tests for measuring, suitable material development, classroom activities and evaluation process. In order to show the importance of needs analysis in curriculum, Brown (1995) also states that "needs assessment is an integral part of systematic curriculum building (p.35)."

If the needs analysis is seen as an integral part of a curriculum, then it can be said that this needs analysis has been used for a long time by experienced teachers to assess the requirements of the students informally. When conducting a needs analysis, one can aim to clarify how much the students already know and to what extent they are eager to learn. No matter how successful the informal needs analysis is, which is done by teachers, formal needs analysis makes easier to find out the needs of learners or learners group and arranges their needs in accordance with the priorities. As a result, a needs analysis can be thought as a process to determine what is more necessary or useful for the learners' or program's pre-determined objectives. Priorities in the needs are so important that Pratt (1980) also asserts that "needs assessment refers to an array of procedures for identifying and validating needs and establishing priorities among them" (p.79). According to these definitions, formal needs analysis is more acceptable to determine the classification of the needs according to their priorities. Though determining the needs of the learners is so important, making a priority order has much more important to decide what to apply and when. 'Array of procedures' mentioned above refers to a different kind of data collection equipment for identifying the needs and making priority order.

"Needs analysis is an efficient process that determines firstly the needs of the learner related to the target language use, i.e. language environment, instruments, language variety, language skills, and learner attitudes and behaviors, and finally the learning needs, i.e. the educational background, motivation, proficiency level, preferred activities and study habits of

the learner" (Diken, 2006, p. 30). Inconsistent with the former definitions, this definition also reveals the importance of the needs analysis in determining the learners' needs related to the target language and educational background. According to Hutchinson and Waters (1987) the 'target needs' and 'wants' should be differentiated in order to define needs analysis. Target needs are the points that are expected to be reached by the needed requisites. Target needs can also be named as 'necessities' which refer to the knowledge that the learner must know in order to reach the target situation. 'Wants' represent the views of learner about their needs. Among the defined necessities, determining what the learners do not know represents the 'lacks' in terms of needs analysis.

In definitions of the needs analysis given above, it is seen that both terms as 'analysis' and 'evaluation' are used interchangeably in their places. The literature sees no inconvenience to use these words interchangeably. Although these two words have similar definitions, it would be helpful to remind that there is a tiny discrepancy between them. This difference was put forward by Bayyurt and Karataş (2001) as analysis assigns a value to the data obtained through 'assessment'. So, 'analysis' is used to draw conclusions from the data or knowledge which are derived from the assessment.

In needs analysis process, the definition of 'needs' may also be required to comprehend the topic in detail. Needs sometimes refer to the learners' requirements, which the learners are in need of at present or in the future (Li, 2014a). Needs are thought as the additional information rather than the educational program information, which the students would like to learn. Berwick (1989) asserts the definition 'needs' is seen as "the gap between the current situation and the anticipated future state" (p. 52). There are some inadequacies between the knowledge that is known by the learner and the knowledge that is required to be known. It can be concluded that the gap that is to be filled can be stated as "needs".

Classification of needs.

There are broad and narrow approaches for defining learners' needs. It can easily be concluded that the narrow approach deals with the primary needs of the learners in terms of a restrictive syllabus and the broad approach is related to the immediate needs, skills, and situations (Zohoorian, 2015). Keeping in mind both the narrow and broad approach of needs analysis, making a division of needs analysis will be helpful to determine the learners' needs thoroughly. Hutchinson and Waters (1987) divide needs of learners into three subcategories as necessities, lacks and wants. 'Necessities', in general, are about what the learner has to know to function effectively, 'lacks' deal with what the learner knows and does not know already and lastly, 'wants' are related to what the learners think they need (Nation & Macalister, 2010).

Brown (2005), also defines nine different needs analysis that nearly covers all kind of them. They are (1) target situation analysis, (2) deficiency analysis, (3) presents situation analysis, (4) learner-oriented analysis, (5) strategy analysis, (6) means analysis, (7) language audits, (8) set menu analysis, and (9) computer-based analysis. Nunan (1999) also makes a classification of needs as "content needs and process needs". "Content needs include the selection and sequencing of such things as topics, grammar, function, notions, and vocabulary, while process needs refer to the selection and sequencing of learning tasks and experiences" (cited in Li, 2014a, p.16).

There are different classifications stated by different scholars; however, these classifications have some similarities in common. Making a widely accepted classification might be hard. Therefore, in this doctoral dissertation, the classification of Li (2014a) is going to be followed to provide a general understanding of needs. The Figure 3 below is going to help to see the general classification of needs.
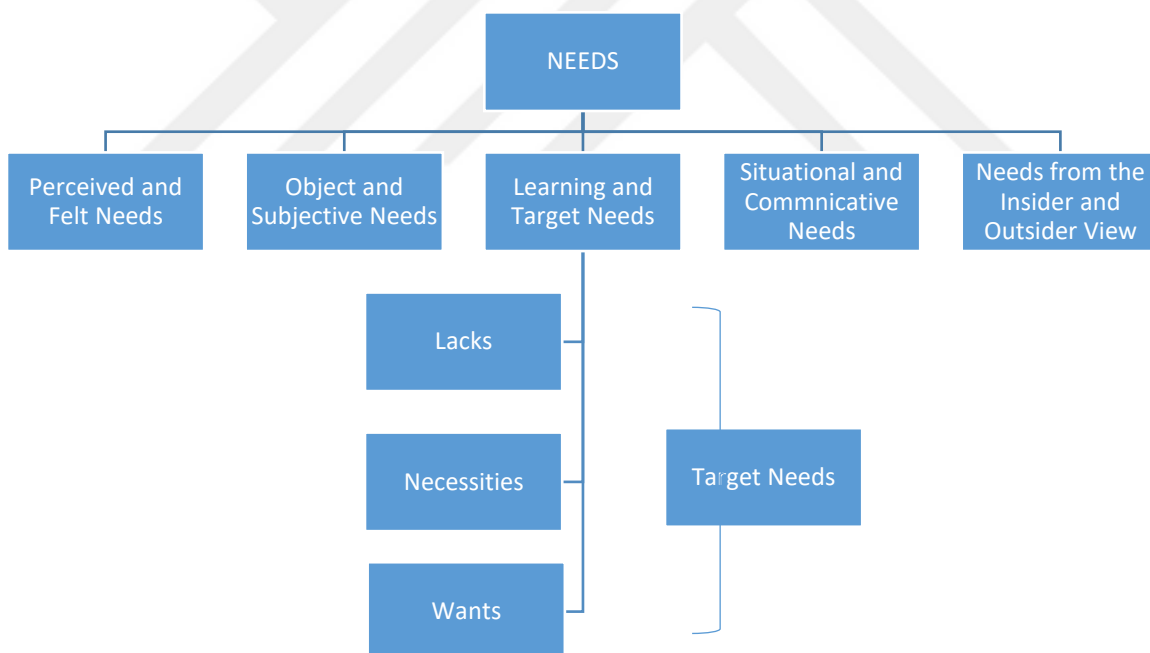
Figure 3. Classification of needs.

1. Perceived and Felt Needs: The perceived needs are the needs that are determined according to the learning experiences of others. The experts generally consider it as real, objective and normative. These needs are reflections of experts, teachers or other than the learners' language needs. Defined as "wants and desires" of the learner, the felt needs, on the

contrary, are the learners' own needs and they include the feelings, assumptions, and thoughts of the learner.

2. Objective and Subjective Needs: Objective needs are derived from the 'factual information' of learners which are gathered through observation reports, biographical data, results of current language proficiency, the tendency, and ability for learning a foreign language which is diagnosed by teachers or experts. Subjective needs, on the other hand, are derived from the 'effective and cognitive factors' of the learners such as the learners' personality, self-confidence, personal cognitive styles, expectations, and self-esteem during the learning process (Brindley, 1984).

3. Learning and Target Needs: *Learning needs* deal with the process that starts with defining the lacks of the learner and ends with the necessities, the destination place of the learners. No matter how is the learning process tiring, long, and out of date, the process should be generative, enjoyable and manageable. "Course designers need to analyze learners' learning needs according to their motivation, the conditions of the learning situation, and their existing knowledge and skills" (Li, 2014a, p. 14). *Target needs* are the learners' expectations of the requirements of target situation. It has three subcategories as "necessities, lacks and wants" which are determined by Hutchinson and Waters (1987).

'*Necessities*' is the expected requirements, which should be trained in order to reach the target situation. These necessities can vary according to the different purposes such as academic, business, trading, housing and holiday etc.

While 'necessities' reflect the ideal point to be reached, '*lacks*' are determined by comparing these necessities with the current status of proficiency or level of learners. Lacks of learners can be identified by comparing the target and existing proficiency. According to the lacks, the institution decides whether to extend or narrow the instruction of language teaching. The institution also decides to what extent do the learners need teaching instruction to reach or accomplish the targeted aims or levels.

'*Wants*' share nearly the same perspective of the objective and subjective needs which are determined both by the experts as outsiders and the learners themselves as insiders. However, 'wants' include more individual perceptions about the needs of the learner. 'Wants' like felt needs concern more about the learners' own needs.

4. Situational and Communicative Needs: *Situational needs* refer to such general parameters of language programs as "goals, expectations, learning styles and the learners' proficiency levels, and it also includes the teachers' expectations, teaching styles and

techniques" (Li, 2014a, p. 15). Having some overlapping parts with the target needs, *'communicative needs'* is related to the setting and the environment that the learners are exposed to in the process of language learning. This process covers all the relationships or language necessities that learner needs in reaching target situations.

5. Needs from the Insider and Outsider View: According to the insider and outsider view, objective and perceived needs are determined by outsiders considering facts and known factors. However, the subjective and felt needs are extracted from insiders' view based on cognitive and affective factors. In short, it can be concluded that any outsiders can observe what is already known but the cognitive and affective factor can only be derived from the insiders.

Models of needs analysis.

Although there are various models of needs analysis that have been put forward to, only four models as (1) target situation analysis, (2) present situation analysis, (3) Hutchinson and Waters' Model, (4) Dudley-Evans and St. John's Model which are commonly recognized in the literature are going to be defined as follows:

1. Target Situation Analysis (TSA): Target situation exemplifies the situation that a learner is expected to accomplish the aims and reaches the planned situation. The products of a target situation analysis are the target needs. Identification of the target situation comes first, then linguistic features should be analyzed to carry out the addressed situation. Third, the identified characteristics will shape the course syllabus. "The collected information in the target situation includes the language application information, communicative skills, and the cognition of the teaching objectives of the learners, working institutions, and societies" (Li, 2014b, p.1870). Among the target situation needs analysis Munby's model (1958), "Communication Needs Processors" (CNP), can be helpful for researcher as it includes some questions to identify the target needs of the learners. The Figure 4. below shows Munby's Model of needs analysis.
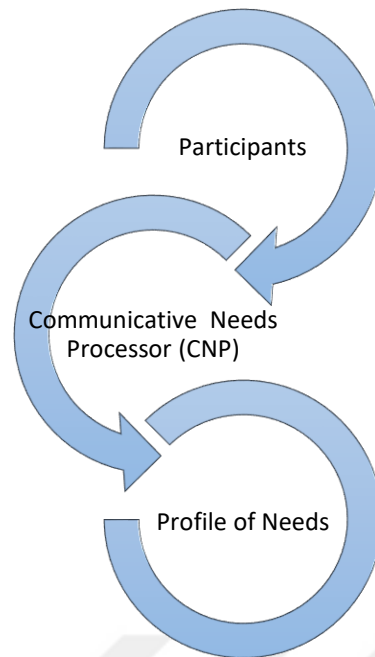
Figure 4. Munby's model of needs analysis.

2. Present Situation Analysis (PSA): This Analysis is proved to be successful to define the current status, the present level of proficiency of learners. This analysis also reveals the gap between the present situation of the learner and the target situation that is thought to be reached. In order to draw a conclusion, PSA uses the data, which are obtained from students themselves, the organizations, or institutions, which teach language and the user-institution or prospective employer. It can be concluded that PSA is helpful for those who are trying to define or determine the current status of the learner and to what extent the learner should struggle to reach pre-determined aims or targets. It is also effective in seeing the present proficiency level of the learner.

3. Hutchinson and Waters' Model: This model has two subcategories as learning needs and target needs. Learning needs include learning process and they concern how learners learn the language and these needs are related to the learners' language learning route. Target needs, on the other hand, are related to the 'necessities', 'lacks' and 'wants'. Necessities can be thought as the demands of the aimed or targeted tasks. Lacks determine the level of the learner and define the gap between the necessities and the present status of the learner knowledge. Wants are the intrinsic and subjective needs of learners. In short, Li (2014b) uses a journey metaphor to identify this language learning process as follows: "The starting point of the journey is the "lacks" and the destination is the "necessities". Learning needs are how the learners get from the starting point to the destination. Sometimes the "destination" may deviate because the

"necessities" perceived by the sponsors may be different from what the learners want or feel they need" (p.1871).

Lacks   Necessities

Learning needs

Starting point   Destination
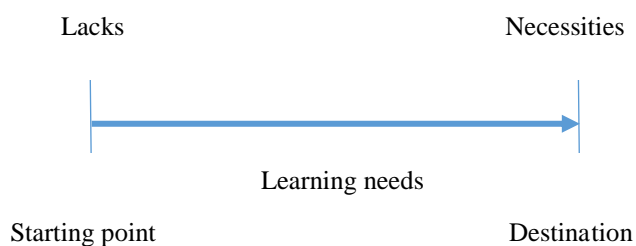
Figure 5. Business English course route (Wang, 2007).

    4. Dudley-Evans and St John's Model of Needs Analysis: This type of needs analysis, which is asserted by Dudley-Evans and St. John (1998, p. 125, cited in Songhori, 2008) includes nearly all models of needs analysis:

- Environmental situation - information about the situation in which the course will be run (means analysis);
- Personal information about learners - factors which may affect the way they learn (wants, means, subjective needs);
- Language information about learners - what their current skills and language use are (present situation analysis);
- Learner's lacks (the gap between the present situation and professional information about learners);
- Learner's needs from course - what is wanted from the course (short-term needs);
- Language learning needs - effective ways of learning the skills and language determined by lacks;
- Professional information about learners - the tasks and activities English learners are/will be using English for (Target Situation Analysis and objective needs);
- How to communicate in the target situation – knowledge of how language and skills are used in the target situation (register analysis, discourse analysis, genre analysis).

36
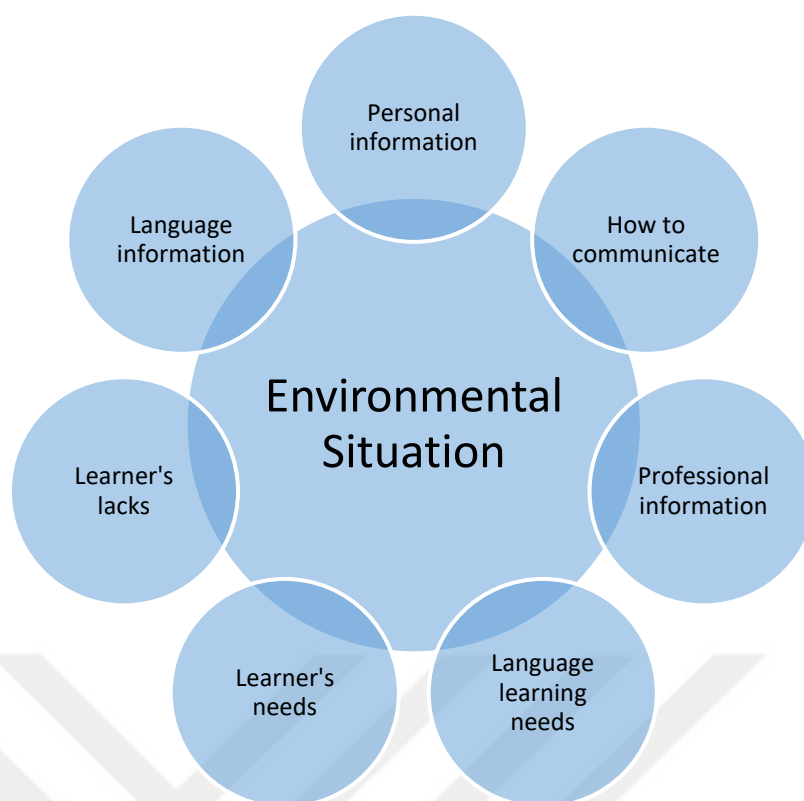
Figure 6. Dudley-Evans and St John's model of needs analysis.

Importance of needs analysis.

Needs analysis is beneficial for those who want to develop a long-term and strategic improvement in language teaching. In order to improve and make progress the needs of the learner should be determined through the needs analysis. According to the results, the learning process can be revised or re-organized (Karababa & Karagül, 2013). The results of the well-established needs analysis also serve as references for the policy makers, curriculum developers, experts, and authorities who concern the development of the learners (Lamnert, 2010). Lambert also states the benefits of the needs analysis in the following lines:

Needs analysis…

- …can be used to check the previous needs of the educators.
- …greatly facilitates the educational organizations and the educators to develop learner-centred teaching materials, selecting the appropriate teaching methods, and making a fair assessment.
- …makes the language teaching more target oriented and effective.
- …provides the instructor to get information about what the learner brings to the course.

37

- …provides the instructor to have a general overview of what has been accomplished through this course and what the learner wants and needs to know in the future (p.13).

It is thought that learning a language thoroughly and with all aspects seems to be a bit more challenging process that always ends with miserable results that are far from learning it. Focusing on some specific reasons why language is needed to learn then will be reasonable in order not to waste any time and effort. Needs analysis to determine the needs of the learner will be helpful to hurdle obstacles (Mahmoud, 2014). As a result, "needs analysis is generally believed to be important in ESP/EAP (English for Specific Purpose and English for Academic Purpose) context because it enables practitioners and materials writers to find out about their real learners' needs (Ali & Salih, 2013, p.11).

It can also be seen that the needs analysis in recent years is thought to be a prerequisite in any course design and the learner needs are of great importance (Yılmaz, 2005) for teachers to determine the teaching goals, select the suitable teaching materials and identifying learners' level (Wu, 2012). As learners' needs change within the changing context of the courses and social requirements, then needs analysis should also be an on-going process allowing both teachers and learners to be aware of the new and intermediate needs which are seen as motivating factors for both perspectives (Hoangh Oanh, 2007). Macalister (2012) also states its importance especially in curriculum design that it is helpful to determine the aim and the content of a course. Richards and Nunan (1990) claimed that needs analysis serves many purposes in English language teaching as:

- It provides a means of obtaining a wider input into the content, design, and implementation of language program.
- It can be used in developing and setting up goals, objectives, and contents of programs.
- It can provide data for reviewing and evaluation of existing programs (cited in Ali & Salih, 2013, p.12).

ELT Curriculum Studies

With its crucial and indispensable characteristics in all processes that are expected to provide success in teaching a language, a curriculum has so many use areas. It helps to draw borders of education and to regulate the processes that are from the easiest and simplest programs to most complicated and comprehensive state policies. Only tragic and miserable results will be achieved without programming or constructing a curriculum. These results

cannot be overcome in educational programming. With this respect, curriculum -especially in education- has an exclusive place in order not to waste any time and harm people. In this study, as a part of this important topic, the curricula in ELT departments both in Turkey and abroad are going to be touched upon as follows:

Coskun and Daloglu (2010) accepted that the curriculum studies in Turkey are quite a few and they continued that only a few attempts were made to develop a model designed for evaluation of programs that is exclusive for evaluation. These studies focus on three dimensions as weakness and strengths of the ELT curriculum, and future recommendations for a new curriculum. However, it should be kept in mind that one should distinguish the current curriculum and the previous curriculum, which was in practice between 1997 and 2007.

In association with the previous ELT curriculum, which was in practice between 1997 and 2007, Seferoglu (2006) conducted a case study to determine the reflections of senior pre-service English teachers on methodology and practice components. In this study, 176 pre-service English teachers were asked to write a detailed evaluative report on methodology and practice courses in a qualitative research design. The findings of the study asserted that the participants were aware of the discrepancy between the real classroom atmosphere and the course materials and content. Because of this, participants stated that they need some more opportunities to practice enough and microteaching activities would be beneficial to gain the required skills for real classroom conditions.

In another study which was conducted on 25 of 834 pre-service English teachers during 2005-2006 education year, when the previous ELT curriculum was running, it was aimed to provide greater insight into a new and effective curriculum for a more qualified English teacher education (Tercanlioglu, 2008). In a qualitative research design, the participants were asked to answer pre-planned and open-ended interviews as focus group interviews. According to the research results, it was reported that the English language-teaching department did not fulfill many of its purposes even though it had some strengths.

Ögeyik (2009) in her evaluation study related the current ELT curriculum, which has been in practice since 2006-2007 education year asked 53 third year pre-service teachers whether the current curriculum was consistent with the expectations of them. In a survey method, only quantitative data were obtained through a questionnaire having four dimensions as 'teaching profession', 'social benefits', 'social objectives' and 'autonomy of students' which was developed by the researcher. The results reveal that there is a consistency between the expectations of the pre-service teachers and the applied ELT curriculum, although this current ELT curriculum lacks culture specified courses.

Through Peacock's Evaluation Model, Coskun and Daloglu (2010) conducted a research to evaluate the current ELT program in order to focus on how important is to evaluate teacher training programs and to reveal the program components from the perspectives of both teacher trainers and pre-service teachers. In a mixed method design, using both qualitative and quantitative data collection tools, 55 seniors were asked to fill the questionnaire, 10 of 55 student teachers were interviewed and 3 teacher trainers from 3 different universities were interviewed who taught in the current ELT program in the department. According to the findings, both teacher trainers and pre-service English teachers have some similar views on some program components except the linguistic and pedagogic components. In one hand, teacher trainers think that this ELT program is not sufficient enough to develop learners' linguistic competence, on the other hand, the pre-service English teachers think that the pedagogic side of this current ELT program should be improved because it does not meet the pedagogic demand of the learners.

In an evaluative review conducted by Karakas (2012), strengths and weaknesses of the current English language teacher education program were identified through theories, models and some previous studies and this current ELT program was compared with the preceding ELT programs. The results of the study show that this current program that has been in practice since the 2007-2008 academic year has more weaknesses than its strengths. While pedagogical and theoretical components are well covered in the program, it is criticized for being out-of-date, not having enough practical oriented construction and lacking culture-specific courses. After having identified some strengths and weaknesses of the ELT program, this study also expresses that systematic evaluation is crucially required to train well qualified English teachers and constitute a successful educational environment for both teacher trainers and the pre-service English teachers.

Hişmanoğlu (2012) conducted a research to find out the views of 72 pre-service English teachers on the ongoing English language teacher-training program that has been running since 2007 in each department of education faculties. In order to collect relevant data, a questionnaire was applied to totally 72 student teachers attending third and fourth years of education. According to the findings of the study, it is observed that besides its being clear and comprehensible and being learner centered, the program meets the needs of the student teachers to a great extent, develops their level of knowledge, helps them to find solutions to their problems, uses the communication and information technologies, and supports permanent learning. Although this study reflects the positive sides of the current program, there are also some negative aspects that it lacks caring the improvement of creative and critical thinking and

problem-solving ability at the desired level and it does not increase the level of learners' interest and involvement in the course.

In another study conducted in recent years (Uzun, 2015) aiming at the efficiency of pedagogical courses which are thought to be deficient in the previous studies, 90 last year pre-service English teachers were asked to fill a questionnaire and were interviewed to determine the effectiveness of the courses. Considering the pedagogical courses they receive, the prospective English teachers were asked to rate and evaluate their sufficiency and competency in face-to-face interviews and questionnaires. Results show that English education courses are more beneficial in comparison with the Turkish educational courses and the source of their competencies resulted from their own personal qualities, not the program itself or the courses themselves. This study also asserts that the pedagogical courses should be revised and restructured more carefully in order to meet the demands of the rapidly changing world to educate internationally eligible language teachers.

In another evaluation, a study aiming at the effectiveness of English teacher education program conducted by Demir (2015), in a mixed method approach both qualitative and quantitative data were collected from pre-service English teachers and teacher trainers respectively. Data were obtained from 57 senior pre-service English teachers and 8 teacher trainers through a questionnaire and a semi-structured interview, which was developed by Peacock (2009). This evaluation study concludes that the current ELT program is irrelevant in terms of learners' needs, it falls short to provide adequate training English, it is proved to be outdated, it needs to be revised considering the basic skills courses and courses to develop practical language use in classroom and it should facilitate student teachers to function in EFL classroom conditions and balance teacher-students centered teaching.

In another study by Uzun (2016), the English language teacher training program was evaluated from the perspective of pre-service teachers. Both qualitative and quantitative data were collected from 90 senior student teachers through questionnaires and interview sheets. This study tries to determine to what extent the courses contribute learners' personal development, professional development and whether the courses provide theoretical and practical knowledge which is required to be used in learners' active teaching lives. This research also states whether courses contribute the development of students more or the teacher trainers, and the learners' views on education, courses, and teacher trainers. The result of the study shows that the current ELT program is not the only source for learners to develop skills and gain knowledge to meet the demands, needs, and interest of the student teachers. According to the study, the ELT program should be revised and restructured to meet the demands and needs of

the learners and society and provide practical and advantageous contents to each individual.

It is clear that curriculum and curriculum development in English as a Foreign Language (EFL) and English as a Second Language (ESL) context are taken into consideration all over the world seriously. Each of the curricula has distinctive features related to the geography, education policy and different learning styles of different countries. So, in the following paragraphs, ELT curricula in foreign countries are tried to be overviewed considering the different aspects of the curriculum.

In a study conducted by Humphries and Burns (2015) in Japan stated that over the last three decades, innovations in ELT curriculum have been focusing on the introduction of communicative approaches to language teaching. They accepted that the only widespread tool for the communicative approach is textbook. Therefore, they investigated teachers' views about textbooks and how they use them. They determined after six weeks of observation of reports and interviews that teachers are following form focus instruction.

Hadley (1999) shared a different use of curriculum after Japanese Ministry of Education's historic decision that every university and college should do away with general education requirements. An inventive ELT curriculum was designed differently in each university or college in Japan. In this regard, five different ELT curricula from different universities were investigated in the study. The innovative curricula that Japanese have regarded the widely recognized societal needs; so, broad-based external and internal supports for innovation are strengthened. These different curricula developed by each university or college would result in providing more resources for teachers, in this respect, an active participation would be realized by providing real incentives. Some curriculum examples from those universities are given as follows:

According to the study, firstly, at Keio University a program named as 'language immersion program' was developed. In each classroom, only English is used by bilingual Japanese lecturers. A teacher-centered learning in which trainers encourage learners to use the target language and make them use English in dialogues in the classroom. The aim of the program is to create an atmosphere that motivates learners to speak in the target language and make them feel free to speak English. This program also aims that learners should gain self-confidence and fluency especially in spoken English that will help them communicate in an international context. Secondly, having so many exchange students whose first or second language is English at Asia University, 'English Lounges' were used as selected places at the university where only English is allowed to speak and only native speakers work full-time. Their classes are also given by native speakers or bilingual Japanese teachers. According to

their program named as AUAP (Asia University America Program), students are encouraged to live on campus for five months with an American roommate at an American university, which is determined by the program. Thirdly, Miyazaki International College (MIC) aims to teach "how to learn" with its non-Japanese native English speaker lecturers having at least MA degree. At the university, the trainers are not allowed to give lectures but to use cooperative learning techniques in its 'integrative classrooms'. Other courses are also given in English to improve the language skills and critical thinking abilities. The university also has an overseas program that gives chance its students to get the related courses at universities in America, Australia or the United Kingdom.

In a study conducted by Taie (2015) the status of ELT in South Korea, its historical background and reform movement, which was asserted in order to boost the level of language education are reviewed. Within the study, learning strategies in the ELT, beliefs of both teachers and learners, the status of technology-assisted language teaching and the language ideology are also discussed considering the philosophical roots or structure of their education. According to this review about ELT program in South Korea, some stunting factors in front of demystifying language teaching are determined as (1) ideological basis of their language reform movement that somehow caused some identity crisis in some teachers, (2) critical pedagogy is ignored, which has some steps as perceiving a problem and reflecting it, then act on it, (3) insufficient attempts to teach overall and detailed language learning strategies, (4) lack of sufficient technology-assisted language learning studies in order to reach normalization standards. This paper alleges that the findings shed light upon not only South Korea's language teaching problems but also other Asian countries that have Confucian discipline.

In another study conducted in Iran by Mellati, Fatemi, and Mottalibzadeh (2013), it is aimed to find out whether there is a relationship between the beliefs of Iranian ELT trainers on language teaching and their practices in a classroom environment. In order to reach their aim, in a mixed method approach, both qualitative and quantitative data were collected via such questionnaires as Teacher's Beliefs Questionnaire and Students' Satisfaction Questionnaire and face-to-face interviews. Data were collected from 369 Iranian ELT instructors at different Iranian Universities and 512 Iranian students studying at different Iranian universities. According to results after analyzing both types of data, it is reported that there is a statistically significant and positive relationship between the beliefs of the instructor and their real classroom practices. It is also stated in the study that if there is not a positive relationship between beliefs and practice it results from such barriers as educational policy, mismatched beliefs of teachers and learners, having not enough teaching materials, insufficient financial

support, and unmotivated learners. This study also asserts that some applicable implications derived from this study could be useful for policymakers or curriculum developers in order to construct a reflective teaching and to develop programs for teacher education.

There are so many elements to be considered in order to develop a desired curriculum. According to some findings of a curriculum study in Singapore, more attention should be paid to student's learning and top-down decisions should be incorporated into bottom-up input while preparing curricula. In any change in the curriculum, academics should be involved in every stage of change or development process (Sng 2008). Soto (2015) in Ecuador conducted a research and provided an overview of how linguistics, ethnicity, culture, politics, history, and economy affected the curriculum. In addition to the involvement of students and academics and considering the implicit and explicit elements that have an impact on curriculum. Although both of the studies are not directly related to the English language-teaching curriculum, they are important to give information of what kind of variables should be taken into consideration while developing a curriculum.

Another research (Waters & Vilches, 2008) is about the factors that affect ELT reforms that were put into practice in the Philippines. In a meta-analysis design, data were collected through interviews and focus-group discussions from eight English teachers and eight managers from two different regions which are thought to provide information to be generalized throughout the country. This study defines some problems seen in the implementation process of curriculum program introduced as BEC (Basic Education Curriculum). The results show that the implementation of BEC is very hard to achieve in the level of classroom conditions as (1) the curriculum is not efficient for teaching situation constraints, (2) there is a lack of professional support and related instructional materials, and (3) BEC fall short to meet or see the existence of socio-cultural tendencies. This study also identifies some more explanations for the occurrence of problems that can be discussed in further studies that within the innovation contexts, there are 'intercultural tensions' between policy-making process and its implementation and there are national historic-political factors affecting the curriculum developing and implementation process.

In an inspiring evaluation study, Peacock (2009) tries to evaluate English Language Teaching education program, which was put into practice in Hong Kong University. In order to accomplish his aims different kinds of data from a different range of stakeholders were collected through interviews, questionnaires for students, teachers, and alumni. Course materials and program philosophy were also evaluated via student essays and evaluation of researchers. 101 students were interviewed, 65 students responded the questionnaires, 8

44

teachers were interviewed, 35 students were asked to write an essay and course materials of 34 courses were evaluated, and finally alumni questionnaires were asked to be filled. As a result of this evaluation study, it is reported that there are some strengths of the ELT program in teaching pedagogic skills, encouraging self-evaluation and reflection. However, there are some parts of the program to be improved such as increasing the amount of practicing and giving some more knowledge on how to teach considering different local sociocultural contexts and different classroom management atmospheres. This study also alleges that the procedure to evaluate ELT program can be useful in other contexts.

ELT Curriculum in Turkey

History of ELT curriculum in Turkey.

There are some differences in classifying the periods of foreign language teaching journey in Turkey. Some classifications consider the periods after the foundation of the Republic of Turkey, the 29th of November 1923, by dividing the period from 1923 to 1980 and 1980 to today (Bayyurt & Akcan, 2014; Enginarlar, 2014). Some other classifications just look at the period when the Council of Higher Education (CoHE) made some arrangements for foreign language education and teaching in the first years of the 1980s (Bayyurt, 2013; Kırkgöz, 2014). According to these classifications, there are three drastic changes in foreign language education programs along with the education faculties that were unified by CoHE in 1981. The first period, which started in 1981, ended in 1997 when 'National Education Development Project' was put into practice. After that, in 2007 another period started aiming at designing more suitable curriculum to educate more qualified language teachers. The ELT curriculum that was put into practice in 2007 has been running since then.

Even the republican period offers the changes above, some studies stated that history of foreign language teaching dates back to the Ottoman period before the foundation of the Republic of Turkey (Erdem, 2015; Küçükoğlu, 2012; Takkaç, 2012). It was not until the 1840s that any European language drew the Ottoman Empire's attraction to teach as a foreign language. Before Tanzimat Period, although the government language was Turkish, two foreign languages were taught; first, Arabic as a science language and second, Persian was taught as a literary language. Knowing both languages was meant to be a well-educated Turkish person (Küçükoğlu, 2012). During the Tanzimat Period, French was a foregrounded language and in Meşrutiyet Period, it was German that is of great importance to know and teach. After the World War Two, English gained much more importance all over the world and in Turkey.

Language teacher education is naturally connected with the teacher education policies and teacher education institutions. The process of teacher education started with the foundation of "Dârülmuallimîn" (teacher training schools) on the 16th March 1848 in Ottoman period. In Republic period, 'the education faculties' functioned as teacher education institutions today. Erdem (2015) successively enumerated the institutions that were founded after republic as (1) Primary Education Schools, (1) Village Institutes, (2) Higher Teachers' Schools, (3) Three-Year Education Institutes, (4) Two-Year Education Institutions, (5) Education Faculties.

Rather than the functions of these institutes, focusing on the Foreign Language Education Reforms will be more beneficial. After the foundation of CoHE, these reforms were done in 1997, 2005 and 2012 (Bayyurt & Akcan, 2014; Kırkgöz, 2014). With the educational reform that is known as 'National Education Development Project' that was conducted in collaboration with the World Bank between 1994-1997, the education faculties and education programs were restructured, improvement and development of programs, enhancement of the quality of textbooks and teaching materials were aimed. As a result of this project, extensive arrangements were made in the teacher training programs (Kırkgöz, 2014). This regulation allowed "communicative approach" to be applied in a classroom environment and advised student-centered education that urged teachers act as facilitators, advisors or mentors. However, teachers who were familiar with traditional teaching techniques faced some problems to overcome. The second foreign language reform was in 2006. In order to meet the country's teacher needs more efficiently, general cultural courses were increased, elective courses were offered, educational courses were extended, and new courses were added to the program.

Stated goals of ELT curriculum in Turkey.

The Ministry of National Education regulated foreign language education and training (Official Gazette, 31.05.2006 / 26184); the purpose of foreign language education and training is determined in Article 5 as follows:

ARTICLE 5 – (1) In accordance with the general objectives and basic principles of National Education, taking into account the aims and levels of schools and institutions, the aim of the foreign language teaching and training in the formal, informal and distance education institutions is to ensure individuals to acquire

(a) listening-understanding,

(b) reading-comprehension,

(c) speaking,

(d) writing skills and to communicate with the language they learned and to develop a positive attitude towards foreign language teaching.

New programs that have been in practice in education faculties since 2006 are the programs that embrace the philosophy of education that involves the recent changes in teaching English. The CoHE states in the descriptions of some lessons that it is aimed to make prospective teachers be aware of changing paradigms in the world, to look English from a critical perspective within the frame of such issues as culture, intercultural communication, and identity. The number of general culture courses were increased, elective courses were offered, educational courses were extended to the process and new courses were added to the program so that the country could meet the teacher needs more efficiently. The prospective teachers are expected to acquire the critical thinking, problem-solving and lifelong learning skills (Kırkgöz, 2014). In short, the most important aim of the revised "English Language Teaching" programs is to train "competent" English teachers (Bayyurt & Akcan, 2012). Comparing National Education aims with the higher education programs, CoHE expanded the aims to some extent besides sharing some similar points.

No matter how an excellent manner the aims are stated considering the changing social and individual needs, Paker (2012) asserts that the majority of foreign language teachers do not aim at any of these identified goals; on the contrary, they act entirely on their own agendas and objectives. In accordance with these determined objectives, unfortunately, few of them give lessons; therefore, a large majority do not measure the skills (reading, writing, listening and speaking) in exams. In practice, however, the courses that offered in regulations of CoHE that provides critical thinking, problem solving and lifelong learning skills are not adequately represented in the curricula of universities (Bayyurt & Akcan, 2012).

Common European Framework of Reference for Languages (CEFR) expects the trainees to be autonomous learners and teachers who are going to develop their professional and personal career. The last regulations and reshaping the ELT curriculum were done considering the European Portfolio for Student Teachers of Languages (EPOSTL) and the required changes were completed by taking the prerequisites of education faculties and teacher training programs. In this context, Ögeyik (2009) states that "EPOSTL which is a means of fostering professional growth is a document by which educational knowledge and skills for teaching languages are assessed, monitored, recorded and reflected. In these processes, feedback is provided for students' performances. Since EPOSTL is a means of promoting professional growth through reflection and dialogue, it enhances autonomous learning (p.25)."

In a more recent progression headed by MoNE named as Teacher Strategy Paper 2017-2023, which was published in Official Gazette, 09.06.2017, after The Workshop of National Teacher Strategy, serious important decisions were taken. There are three main objectives determined in this workshop, and one of them is generally about teacher training. This objective is:

Objective: To ensure the employment of highly qualified, well trained and professionally qualified individuals as teachers

The objectives associated with this purpose are;

- Improving training in teacher training programs
- To select the most appropriate ones for the teaching profession among college graduates

According to the objective above, there are also 11 determined actions to be taken in which CoHE and MoNE are the counterparts. According to this strategy paper, these actions are supposed to be accomplished at the end of 2019 (for further details see Official Gazette, 09.06.2017). This strategy paper reveals that there will be some new regulations in higher education especially in the education faculties, which are training teachers.

The program aims, in general, are presented in the table below that was prepared considering the CEFR and EPOSTL requirements under the title of key learning outcomes. The key learning outcomes below are thought to be helpful to see the aimed objectives of the ELT program.

Table 4. *The Key Learning Outcomes of English Language Teaching Programs in Turkey*

Key Learning Outcomes
1. Depending on the competencies acquired during secondary education, students can conceive the concepts and relationships between concepts.
2. They can conceive the methods in relation to the production of scientific knowledge.
3. They have knowledge of English language teaching program, methodological strategies, teaching methods and techniques, and testing and evaluation.
4. They acquire knowledge of the development, learning experiences and difficulties of secondary school students.
5. They can use authentic information sources.

Table 4. *(Continuation)*

6. They have conceptualization skill of phenomena of English, investigate using scientific methods and techniques, evaluate data, describe problems, analyze, and develop recommendations and solutions

7. They can apply the most appropriate teaching strategies, methods and techniques with respect to learners' considerations and outputs related to the field, and individual differences

8. They can develop materials in accordance with learners' needs.

9. They can evaluate the acquisitions in secondary education in a multidirectional way.

10. They can share responsibilities in group works and perform their duties effectively; also they are aware of their individuality and can use creative and strong sides.

11. They can have a responsibility as individual and group in order to solve the complicated problems that are not provisioned during teaching experiences.

12. They can evaluate knowledge and skills they acquired critically

13. They can determine learning needs and shape teaching and have attitudes towards life-long learning.

14. They participate in art and culture activities.

15. They are sensitive to the actuality in national and global levels; also they can plan and apply professional projects and activities for the society in which they live

16. They can share their suggestions related to opinions and problems depending on the data supported qualitatively and quantitatively and communicate with their colleagues, and follow developments in their field.

17. They can use information and communication technologies that are used in teaching English.

18. They have ideal behaviors in terms of human rights, and social, scientific and professional ethics and aim at being ideal samples in terms of attitudes and behaviors.

19. They have individual and institutional communication skills to create a secure school climate and they are conscious about protecting environment and labor safety.

20. They are aware of national and universal sensitivities expressed in National Education Law; also they have ideal behaviors in relation to individual tasks, the laws about rights and responsibilities.

The offered courses in Previous ELT curriculum in Turkey.

The bachelor degree in ELT program takes four years and consists of field and field education (ELT) courses, professional teaching knowledge (education) courses, general culture courses. Table 5. reveals all the course credits that were determined by CoHE.

According to the table (see Appendix-E), CoHE determined the field and field education (ELT) courses as in the first year: Contextual Grammar I-II Advanced Reading and Writing I-II, Listening and Pronunciation I-II, Oral Communication Skills I-II, Lexical Competence. In the second year: English Literature I-II, Linguistics I-II, Approaches to ELT I-II, Translation: English to Turkish; Oral Expression and Public Speak, Language Acquisition, Methodology I.

In the third year: Teaching English to Young Learners I-II, Methodology II, Teaching Language Skills I-II, Literature and Language Teaching I-II, Second Foreign Language I-II. In the fourth year: Second Foreign Language- III, Teaching Materials Adaptation and Development, English Language Testing and Evaluation.

Educational courses are Introduction to Teaching, Educational Psychology, Principles and Methods of Teaching, Teaching Technology and Materials Development, Classroom Management, Testing and Evaluation, School Experience, Guidance, Special Education, Turkish Education Systems, Comparative Education, Practice Teaching.

General culture courses are Computer I-II, Turkish I: Composition, Effective Communication, Turkish II: Oral Communication, History of Turkish Education, Research Techniques, Drama, Community Services, Atatürk Principles and History of Turkish Reforms I-II. There are also three elective courses, which show different variations according to the universities.

Table 5. *Course Credits Belonging to Previous Program According to Years*

	1st Year	2nd Year	3rd Year	4th Year	Total Credits
ELT	27	30	30	9	96
EDU	6	6	5	17	34
GC	13	4	5	4	26
Elective	-	-	-	6	6

When looking at the distribution of the credits according to ELT, EDU, GC and Elective courses, total credits of the ELT courses are 96; total credits of EDU courses are 34; total credits of GC courses are 28, and total credits of elective courses are 6. It can also be derived from the table above that the credits of ELT courses are much more than others. However, in the last year, they become fewer. On the contrary, the credits of education courses are much more than other course credits in the last year. The credits of general culture courses are of more credits when comparing its credits with the other years. In conclusion, ELT and GC course credits are high in the first years, whereas, the credits of EDU courses gain more importance in the last year. The table (see Appendix-E) gives more details about the course credits, theory and practice hours.

The offered courses in New ELT curriculum in Turkey.

The offered courses for first year: Introduction to Teaching, Educational Sociology, Atatürk Principles and History of Turkish Reforms I – II, Second Foreign Language I-II,

Turkish Language I-II, Information Technologies, Reading Skills I-II, Writing Skills I-II, Listening and Pronunciation I-II, Oral Communication Skills I-II, Educational Psychology, Educational Philosophy, Structure of English.

The offered courses for second year: Teaching Technologies, Principles and Methods of Teaching, Three elective courses for both semester (Elective I-II), Approaches to English Learning and Teaching, English Literature I- II, Linguistics I-II, Critical Reading and Writing, History of Turkish Education, Research Techniques in Education, English Teaching Programs, Language Acquisition.

The offered courses for third year: Classroom Management, Morals and Ethics in Education, three elective courses for both semester (Elective III-IV), Teaching English to Young Learners I-II, Teaching English Language Skills I-II, Literature and Language Teaching I-II, Testing and Evaluation in Education, Turkish Education Systems and School Management.

The offered courses for forth year: Practice Teaching I-II, Special Education and Integration, two elective courses for both semester (Elective V-VI), Community Services, Course Content Development in English Teaching, Translation, Guidance at Schools, Exam Preparation in English Teaching.

Table 6. *Course Credits Belonging to New Program According to Years*

	1st Year	2nd Year	3rd Year	4th Year	Total Credits
ELT	18	20	20	13	71
EDU	8	12	12	18	50
GC	17	4	4	2	27
Total	43	36	36	33	148

When looking at the distribution of the credits according to ELT, EDU and GC courses, total credits of the ELT courses are 71; total credits of EDU courses are 50; total credits of GC courses are 27. It can also be derived from the table above that the credits of ELT courses are much more than others. However, in the last year, they become fewer. On the contrary, the credits of education courses are much more than other course credits in the last year. The credits of general culture courses are of more credits when comparing its credits with the other years. In conclusion, ELT and GC course credits are high in the first years, whereas, the credits of EDU courses gain more importance in the last year. The table (see Appendix-G) gives more details about the course credits, theory and practice hours.

CHAPTER THREE

Methodology

Introduction

This study aims to evaluate the current ELT curriculum that has been in force since 2006-2007 education year at Turkish universities from the perspective of both instructors and students. Within this evaluation study, a needs analysis was also conducted to determine the lacks, necessities and wants, which are important to build more comprehensive curriculum. In the study, as both qualitative and quantitative data were collected at the same time, "the convergent parallel design", which has different names as triangulation design, simultaneous triangulation, parallel study, convergence model and concurrent triangulation (Creswell & Clark, 2011) was used in a mixed method approach. This chapter will provide a detailed description of research design, setting, participants, instruments, data collection and data analysis procedures.

Research Design

Considering the previous evaluation studies, convergent parallel design, one of the mixed-method approaches, was adopted throughout the study. It can be understood from its name that qualitative and quantitative approaches are mixed within or across the stages of the research process (Johnson & Christensen, 2004). The mixed-methods are used when just a qualitative or quantitative method is not enough to provide complete answers that meet the goal or purpose of the study (McMilan & Schumacher, 2014, p.425). Mixed studies, compensating each weakness to the other, are much adorable in recent years. What is different in convergent design is to collect both qualitative and quantitative data simultaneously, then to merge the data, in the end, use the results to comprehend the research problems (Creswell, 2005). Figure 7. below helps to see the process of convergent parallel design in detail.
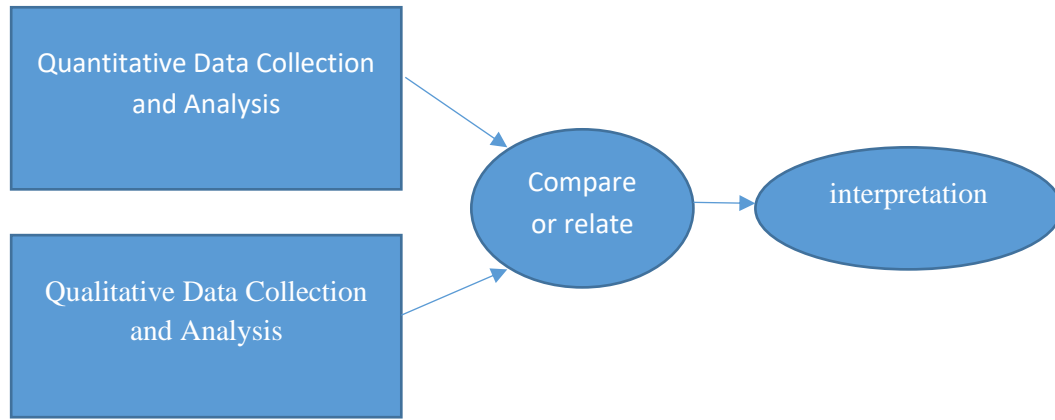
Figure 7. Convergent parallel design (Cresswell, 2012, p. 541).

In order to increase validity, reliability, and generalizability both qualitative and quantitative data were collected simultaneously in this study. In one hand, quantitative data were collected from both prospective teachers and teacher trainers to reach an understanding of general evaluation of ELT program in Turkey and see the differences between prospective teachers and teacher trainers. On the other hand, qualitative data were collected from the prospective teachers and teacher trainers to conduct an in-depth analysis and understand individual differences and exclusive thoughts about the program and the needs of participants.

Setting

This evaluation study was conducted at 14 different state and foundation universities, which have seniors in their ELT departments. While determining which university to choose for the study, heterogeneity of the participants from different regions of Turkey was considered. A letter of permission to conduct the research was sent to the universities in different regions that were expected to represent different student-teachers and teacher trainer profiles of Turkey. The evaluation questionnaire for student-teachers was conducted at their universities by the researcher himself; however, the evaluation questionnaires for teacher trainers were sent to all teacher trainers in Turkey via e-mail. Therefore, all teacher trainers and last year student-teachers in ELT departments constructed the setting of the study. Totally 3.578 students, who are thought to be in the last year of their education in 2016-2017 education year, placed in the ELT departments in 2012-2013 education year according to the university placement information. According to the last developments in ELT departments, there are totally 358 teacher trainers (27 Professors, 34 Associate Professors, 108 Assistant Professors, 30 Instructors, 159 lecturers) having different academic titles and giving lectures in the ELT departments at both state and foundation universities throughout Turkey. (YÖK, Personel Sayısı, 2017)

Participants

In this part, participants who voluntarily took part in this evaluation study, filled the questionnaires, and answered the semi-structured interview questions from 14 different state and foundation universities are described in detail. The participants of the study can be considered in two categories as prospective teachers who are in the last year of their education in 2016-2017 education year and teacher trainers who are giving lectures at the state and foundation universities.

Teacher trainers.

The number of the participants from six different regions of Turkey was 41 in total and there was no response from south-east region. Thirty-one of them accepted to fill in the evaluation questionnaire and answer some of the interview questions and 10 of them just accepted to answer the interview questions and did not fill the questionnaire. The quantitative data were collected by an evaluation questionnaire and qualitative data by semi-structured interview questions via e-mail. An e-mail was sent all the teacher trainers to ask for filling the questionnaire and answer the interview questions. Due to some reasons, such as teacher trainers' having no valid e-mail address on the university websites, seeing mail as junk mail, their being too busy to answer etc., only 31 of them responded the mail. Ten of them accepted face-to-face interview, the researcher did interviews with them, recorded the interviews and took some notes during the interviews.

The demographic information varies according to gender, age, academic rank, years of teaching at the university, highest degree held, and the location of the university. The detailed information about the teacher trainer participants is given in Table 7 below.

Table 7. *Demographic Information about Teacher Trainers*

		Frequency	Percent
Gender	Female	22	53.7
	Male	19	46.3
Age	under 30	1	2.4
	30-44	12	29.3
	45-59	27	65.9
	60 and over	1	2.4
Academic rank	Prof. Dr.	4	9.8
	Assoc. Prof	6	14.6
	Asst. Prof.	22	53.7
	Lecturer	8	19.5
	Res. Asst.	1	2.4

Tablo 7. *(continuation)*

Years Teaching at University	1-5	3	7.3
	6-10	2	4.9
	11-15	8	19.5
	16-20	9	22.0
	21-25	5	12.2
	26-30	7	17.1
	Over 30	7	17.1
Highest degree held	PhD	34	82.9
	MA	6	14.6
	Other	1	2.4
Location of University	Eastern Anatolia	1	2.4
	Black Sea Region	5	12.2
	Central Anatolia	8	19.5
	Mediterranean Region	11	26.8
	Aegean Region	3	7.3
	Marmara Region	13	31.7
Total		41	100,0

Prospective teachers.

The second of the participants of this study consists of totally 591 seniors, who somehow made some contributions to this study whether quantitatively or qualitatively. The profiles of the student teachers vary according to the university they are attending, gender, grade point average (GPA), high school they graduate, and age. Table 8. gives demographic information about prospective teacher participants in detail.

Table 8. *Demographic Information About Prospective Teacher Participants*

		Frequency	Percent
Gender	Female	435	73.5
	Male	150	25.3
	Not Mentioned	7	.2
Age	19-22	453	76.5
	23-25	108	18.2
	26 and over	31	5.2
High school they graduated	Anatolian High School	159	26.9
	Teacher Training Anatolian High School	302	51.0
	Science High School	2	.3
	High School	111	18.8
	Vocational High School	4	.7
	Other	14	2.4

Table 8. *(continuation)*

	1. Adana Çukurova Uni.	50	8.4
	2. Trabzon Uni (formerly KTÜ)	10	1.7
	3. Bursa Uludağ Uni.	101	17.1
	4. Erzurum Atatürk Uni.	58	9.8
	5. Mersin Çağ Uni.	11	1.9
	6. Mersin Uni.	50	8.4
Universities	7. Bolu Abant İzzet Baysal Uni.	49	8.3
	8. Samsun 19 Mayıs Uni.	45	7.6
	9. Balıkesir Uni.	26	4.4
	10. Sakarya Uni.	24	4.1
	11. İzmir Dokuz Eylül Uni.	76	12.8
	12. Sivas Cumhuriyet Uni.	31	5.2
	13. Denizli Pamukkale Uni.	26	4.4
	14. Hatay M. Kemal Uni.	35	5.9
GPA	Below 1.99	6	1.0
	1.99-2.49	79	13,2
	2.50-3.00	253	42,7
	Above 3.00	254	42,9
Total		592	100,0

Data Collection Instruments and Data Collection Procedure

A detailed literature review was done in order to find most suitable data collection tools that will help to evaluate current ELT curriculum in Turkey. Getting inspired by Peacock's (2009) comprehensive ELT study, a new evaluation questionnaire and open-ended interview questions for both teacher trainers and prospective teachers were developed considering the Turkish ELT context. These data collection instruments are described separately below.

ELT curriculum evaluation questionnaire (CEQ) for prospective teachers.

The first data collection instrument in this study is the ELT Curriculum Evaluation Questionnaire for Teacher Trainers which consists of 36 items five-point likert scale questionnaire ranging from *"Strongly Disagree (1) to Strongly Agree (5)"*. This questionnaire starts with the demographical information part that has such variables as age, gender, the type

of high school the participants graduated, grade point average (GPA), and the questionnaire part, which has 36 items five-point likert scale. In the end of the questionnaire, one more item was added to understand the respondents' comprehension level of the questionnaire (see Appendix B).

The questionnaire was developed considering the previous literature and their data collection instruments in terms of Turkish ELT context. The current ELT curriculum was prepared by CoHE and expected to be applied at all universities, which have ELT department. CoHE determined all the courses, their credits, practice hours and course hours according to CEFR framework and drew borders to the determined courses including the expected outcomes of the lessons. Such learning outcomes are the starting point of constructing the items of the questionnaire to see whether the courses and in general program accomplish the expected aims of the lessons. 289 items were formed considering all the lessons and their expected outcomes. All items were reviewed repeatedly in order to find the ones that are more comprehensive. After six drafts of the questionnaire, only 36 items were agreed upon both by the researcher and the supervisor. These items were sent different evaluators who have at least master degree in ELT to rate whether the items are suitable, needs revising or must be omitted. According to the evaluators' responses, some grammatical corrections were done, some items were omitted or revised considering their comments. After constructing the last version of the questionnaire, a pilot questionnaire was applied to 27 seniors in ELT department and they were asked to sign any item if it requires being changed.

Having completed all these processes, the final version of the questionnaire was formed. The internal consistency reliability is very important because in the absence of reliability it is impossible to validate the scores of the questionnaire. In order to determine the reliability of the questionnaire, SPSS was used. The results are presented in the table below.

Table 9. *The Reliability Values of ELT CEQ for Prospective Teachers*

	Internal Consistency
ELT CEQ (36 items)	.93

The reliability of the questionnaire reveals to what extent a scale gives the same results after repetitive measurements. In order to see how reliable the questionnaire is, Cronbach's alpha reliability analysis was done. The results show that the Cronbach's alpha value is .93, which means that CEQ has a very high reliability in terms of the .70 value. (see Appendix –B– for CEQ for prospective teachers)

ELT Curriculum evaluation questionnaire (CEQ) for teacher trainers.

Having completed all the process of conducting ELT CEQ for prospective teachers the same questionnaire was adapted for the teacher trainers in order to see if there is any difference between the views of two groups. The adaption of the questionnaire and its application aimed to compare and contrast the response of all participants. This allows the researcher to conclude concrete results on current ELT curriculum and provides an overall view of both practitioners of the curriculum and interlocutors. The Cronbach alpha results of the ELT CEQ also show a very significant level of reliability. The table below gives the detail about its internal consistency level (see Appendix –D– for CEQ for teacher trainers).

Table 10. *The Reliability Values of ELT CEQ for Teacher Trainer.*

	Internal Consistency
ELT CEQ (36 items)	.98

Open-ended questions.

The open-ended questions constitute the qualitative part of the research in order to provide in-depth understanding of both teacher trainers and prospective teachers' views on current ELT curriculum. Open-ended items provide greater 'richness' in collecting data to find answers to the research questions. As the respondents feel free to answer these kinds of questions, they are mostly preferred in qualitative data collection. Dörnyei and Taguchi (2010) stated, "respondents often like to have an opportunity to express their opinions more freely and may find it frustrating to be completely limited to choosing from ready-made options" (p.37). The reason why open-ended questions were chosen in order to collect qualitative data lays behind these lines. The answers to these questions clarify, exemplify, and illustrate the underlying reasons for their responses.

The researcher formed nine open-ended questions for student teachers and 13 open-ended questions for teacher trainers in order to reach the research objectives determined in the research questions. These questions were asked in two forms as (1) specific open questions, which are asked to learn about concrete information such as *"What can be added in or omitted to the ELT Program?* (2) short-answer questions, which were asked to understand the respondent free answers that can sometimes be unpredictable. The questions to teacher trainers do not consist of only 13 questions. The teacher trainers were given such an extra item to express themselves as "*If you have any further idea you can fill in here.*" These open-ended questionnaires were administered via mail, face to face and in printed forms. The prospective teachers were asked the questions in their mother tongue to make them feel comfort and feel

free to answer sincere, however, the teacher trainers were asked in English (for interview questions see appendix –C– and –E–).

Data collection procedure.

After determining the data collection tools and preparing their final forms, the online and the printed types of the questionnaires and semi-structured (open-ended) interview questions were prepared. In order to collect heterogeneous data, universities from all regional part of Turkey were determined to collect both quantitative and qualitative data. To fulfill this aim, 22 state and foundation universities were asked for permissions to administer the questionnaires and interviews with prospective teachers. Fourteen of the 22 universities that were asked for permissions gave positive responses to administer the questionnaire. The rest did not give any positive or negative response to our requests because of postal or administrative reasons. The researcher himself went to nine universities to apply the questionnaire on prospective teachers and made face to face interviews with teacher trainers. The data were collected from the rest five universities with the help of some research assistants working there and via e-mail. All participants were warranted to participate in this study voluntarily and their response would be kept confidential before applying the questionnaires and interviews.

The following tasks were accomplished in successive: First, as stated in the study plan, the data collection instruments were developed. Secondly, the permissions were received then, data were collected from 14 universities. Next, the interviews were transcribed, and the data entry was completed. After analyzing data, the writing process began. Considering all the steps, one thing should be kept in mind that the review of the relevant literature was done before starting the process, during the process and throughout the writing the process. Both quantitative and qualitative data were collected from prospective teachers via printed questionnaires. The teacher trainers were applied face to face interviews to collect qualitative data. However, in order to collect quantitative data from them, all e-mail addresses of the teacher trainers were gathered by visiting the websites of the universities and both questionnaires and open-ended questions were sent to be filled.

Data Analysis

The convergent parallel design, which requires collecting both qualitative and quantitative data at the same time, obligated the researcher to make use of both type of analyses; qualitative data analysis and quantitative data analysis. In this study, the triangulation of both types of data and their exclusive analysis procedures were followed in order to fulfil the stated research objectives, which were stated in the research questions.

Quantitative data analysis.

After gathering quantitative data from teacher trainers and prospective ELT teachers, they were transferred into Statistical Package for Social Science (SPSS) 23 software program, and quantitative analyses were done through SPSS. Determining what kind of quantitative analyses were going to be used is completely bound to the research questions of the study. According to Cresswell (2012), there are two types of statistics that can be applied to quantitative studies. (1) Descriptive statistics are used to "describe trends in the data to a single variable or question on the instrument (e.g., "What is the self-esteem of middle school students?")" (2) Inferential statistics is used to "compare two or more groups on the independent variable in terms of the dependent variable (e.g., "How do boys and girls compare in their self-esteem?")" (p.128).

Descriptive statistics were used in terms of research questions in this study considering the specialties of descriptive statistics in comparison to inferential statistics. Under descriptive statistics, measures of general tendency such as mean, mode, and median, measures of spread such as variance, standard deviation, and range were employed. In order to reveal the demographic background of participants and other related variable, descriptive statistics were used. As the researcher specifically aimed at determining the perceptions of both teacher trainers and prospective ELT teachers about to what extent the ELT program is successful, the data were analyzed item by item throughout the study.

Qualitative data analysis.

According to Creswell (2012) in analyzing the qualitative data, there are six steps to be followed in the analysis procedure. The first step is organizing and preparation process of data, which are going to be analyzed. Second is coding the data to explore the structure and content of the collected data. Next step is data description and themes of the codified data to see the general picture of the overall data. Narrating and using visuals come next to represent the findings. The fifth step is the interpretation of the results, which is understood from the findings, and it reflects both personal and previous relevant literature results that can clarify the current findings. The last and the final step is to validate the accuracy of findings by conducting some strategies. It is not obligatory to follow all the steps in sequence. McMillan and Schumacher (2014) also list the steps as recording, data, coding and categorizing, patterns/themes/ concepts and narrative structures or visual representations. The Figure 8. below gives the details of four phases of qualitative data analysis.
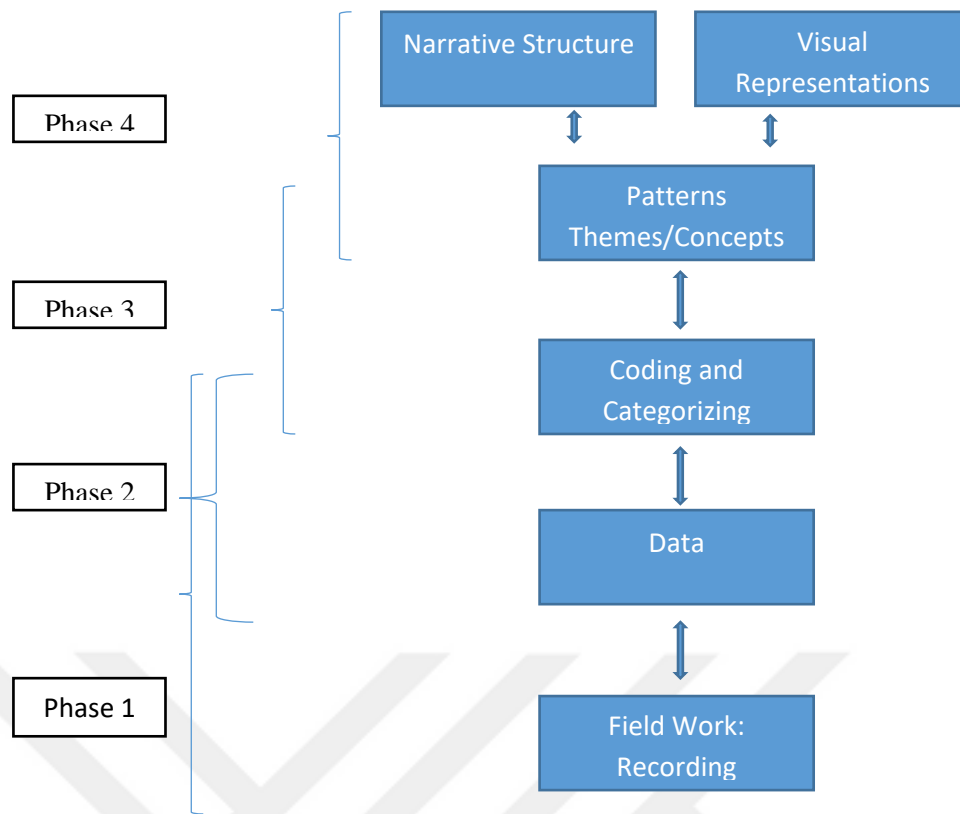
Figure 8. General Process of data analysis (McMillan & Schumacher, 2014, p.396).

Findings

Introduction

This chapter is going to provide the results of both quantitative and qualitative data that were gathered through the research. The research questions will be answered and interpreted in a detailed way.

Findings and Interpretations about RQ-1: What is the opinion of teacher trainers on the ELT program in general?

Is the philosophy of the current ELT program clearly stated?

Of all the 41 teacher trainers who voluntarily took part in this study, only 19 responded this question. Six of the respondents gave the answer 'No', and eight of them gave the answer 'Yes'. Five of the respondents stated that the philosophy was clearly stated but to some extent, or it was stated just officially or theoretically. Twenty-two of the respondents did not give any response to this question.

Table 11. *Responses of Teacher Trainers about the Philosophy of the ELT Program*

		N	F
	Yes	8	19
Philosophy of	No	6	15
ELT program is	Partially yes	5	12
stated clearly	No response	22	54
	Total	41	100

Table 11. above shows the opinions of the teacher trainers about the philosophy of the ELT program. More than half of the participants gave no response on whether there is a clearly stated philosophy. The responses (N=19) of this question can be grouped into three categories as "Yes", "No", and "Partially Yes". The 16 respondents gave exact answers and said "Yes" or "No". The rest (n=5) agreed upon that the philosophy is stated to some extent or officially. One of the participants clarified why there was a clearly stated philosophy in the following lines. "*Yes. Skill proficiency comes first; then learning and acquisition issues are completed. Finally, how to teach in various contexts to different age groups are formulated throughout the curriculum.*" *(TT 5) On* the other hand, another participant makes an explanation on not having an intervention by teacher trainers on the philosophy of the program. "*I haven't witnessed that*

any teacher trainers are involved in or invited to an academic platform on the programs' *philosophy. This refers to natural results of a top-down organization."* *(TT10)* One other participant states that "*Philosophy should be felt not stated.*" There are also some answers as; "*officially yes, to some extent, theoretically yes.*" *(TT 7)*

Although the answers are grouped under three titles as "yes", "no" and "partially yes", one of the respondents tried to clarify the philosophy of the program, and made some criticism on it.

> *"There is no philosophy. Here is our philosophy: standardize the students, oppress them, grow them to the way we want them. Do not slip right and left. Do not leave the division they choose, go straight. There is an attempt to keep them under control. However, new world order philosophy, postmodernism is not such things. The personal development here is differentiated according to the interests and needs of everyone, such as multiple intelligences, creative people, autonomous people; and teachers need to develop themselves in a wide variety of skills. In Finland, for example, there is no inspection, who check people. However, teachers develop themselves. Every teacher knows his or her strengths and weaknesses. S/he searches, explores, improves. We do not encourage our teacher candidates to research here. We say, bring it up and look at it. The students should now be able to research and investigate their own needs. Yet, such things do not happen here." (TT 1)*

The responses vary according to the years of the university, location of the university, participants' age, gender, academic rank, teaching experience and latest degree held. In the following tables and paragraphs, some details related to these variables are going to be given.

Table 12. *Responses of Teacher Trainers about Philosophy of the ELT Program According to the Years of the University*

		Yes	No	Partially yes	No response	Total
	Under 5 years	-	-	1	2	3
	5-10	-	2	-	-	2
Uni. Years	11-20	1	-	-	-	1
	21-30	3	1	1	6	11
	31-40	1	1	1	4	7
	41 and over	3	1	3	11	17
	Total	8	5	6	22	41

According to Table 12, of all the 3 participants working at 5-year-old universities one of them said that the philosophy was stated to some extent, and 2 other participants gave no response. There are 2 negative answers from totally 2 participants working at a 5-10-year-old universities. One participant from the 11-20-year-old university said 'yes' and of all the 11

participants at 21-30-year-old universities 6 of them gave no response, three of them said 'yes', one said 'no' and the other one said 'partially yes'.

Table 13. *Responses of Teacher Trainers about Philosophy of the ELT Program According to the Region of the University*

		Yes	No	Partially yes	No response	Total
Regions	Eastern	-	-	1	-	1
	Southeast	-	-	-	-	-
	Black Sea	-	-	-	5	5
	Central	2	3	-	3	8
	Mediterranean	2	1	4	4	11
	Aegean	-	2	-	1	3
	Marmara	4	1	1	7	13
	Total	8	7	6	20	41

Table 13 shows that there is one response on 'to some extent' from Eastern Anatolia. Five participants from the Black Sea region gave no response, of all the 8 participants from Central Anatolia, two of them sad 'yes', three of them said 'no', three of them gave no response. The 11 participants from the Mediterranean Region, two said 'yes', one said 'no', four said 'partially yes' and the rest (N=4) gave no response. Two of the 3 participants from the Aegean Region said 'no' and the rest (N=1) gave no response. Four of the 13 participants from the Marmara Region said 'yes', one said 'no', one said 'to some extent' and the rest (N=7) gave no response to the question.

Table 14. *Responses of Teacher Trainers about Philosophy of the ELT Program According to their Ages*

		Yes	No	Partially yes	No response	Total
Ages	Under 30	-	-	-	1	1
	30-44	3	3	1	5	12
	45-59	6	3	5	13	27
	60 and over	1	-	-	-	1
	Total	10	6	6	19	41

Table 14 shows that there is only one participant under 30 and s/he gave no response about the philosophy of the ELT program. There are 12 participants between 30 and 44 and three of them said 'yes', three of them said 'no', one of them said 'partially yes' and the five of them gave no response. Most of the participants were between 45-59 that constituted 27 of the total 41 participants. There were 6 participants saying 'yes' and 3 participants said 'no', 5 participants said 'partially yes' and the rest (N=13) gave no response.

Table 15. *Responses of Teacher Trainers about Philosophy of the ELT Program According to their Gender*

		Yes	No	Partially yes	No response	Total
Gender	Female	5	1	4	12	22
	Male	3	5	2	9	19
	Total	8	6	6	21	41

Table 15 reveals the gender differences of the totally 41 participants. In general, it can be seen that 22 participants were female and 19 were male. Five of the 22 female participants said 'yes', one of them said 'no', four of them said 'partially yes' and rest of them gave no responses. Three of the totally 19 participants said 'yes', five of them said 'no', two of them said 'partially yes', and the rest of them give no response. According to the table, majority of the male respondent stated that there was not a clearly stated philosophy while female respondents said the opposite.

Table 16. *Responses of Teacher Trainers about Philosophy of the ELT Program According to their Academic Ranks*

		Yes	No	Partially yes	No response	Total
Academic Rank	Prof. Dr.	-	-	-	4	4
	Assc. Prof. Dr.	-	-	1	5	6
	Asst. Prof. Dr.	6	5	3	8	22
	Lect.	2	1	2	3	8
	Res. Asst.	-	-	-	1	1
	Total	8	6	6	21	41

There were four professors who participated in this study and none of them gave any response to the question about the philosophy of the ELT program. There were six associate professors and five of them gave no response while one of them said the program's philosophy was somehow stated. The great majority of the participants in this study had Assistant Professor degree, of all the 22 participants, six said 'yes', five of them said 'no', three said 'partially yes' and the rest of them (N=8) gave no response. There were eight lecturers and two of them said 'yes', one of them said 'no', two of them said 'partially yes' and the rest of them gave no response. There was only one research assistant participating in this study and gave no response to the question whether there was a clearly stated philosophy of the ELT program.

Table 17. *Responses of Teacher Trainers about Philosophy of the ELT Program According to the Degree Held*

		Yes	No	Partially yes	No response	Total
Highest degree held	PhD	7	5	5	17	34
	MA	2	1	1	2	6
	Other	-	-	-	1	1
	Total	9	6	6	20	41

Another variable showing difference is the degree that the participants held. According to Table 17., the great majority of the participants (N=34) have PhD degree and six of them have MA degree and only one has BA degree. Of all the 34 Participants having PhD degree, seven said 'yes', five said 'no', five said 'partially yes' and the rest of them (N=17) gave no response. Two of the participants having MA degree said 'yes', one of them said 'no', one of them said 'partially yes' the rest of them (N=2) gave no response to this question. Only one participant having other degree gave no response to the question about the philosophy of the ELT program.

Table 18. *Responses of Teacher Trainers About Philosophy of the ELT Program According to the Teaching Years at University*

		Yes	No	Partially yes	No response	Total
Teaching Years at University	1-5 years	-	-	1	2	3
	6-10	1	-	-	1	2
	11-15	2	-	-	6	8
	16-20	2	4	2	1	9
	21-25	1	1	1	2	5
	26-30	1	-	1	5	7
	Over 30	1	1	1	4	7
	Total	8	6	6	21	41

Another determining factor that is thought to be important is the teaching years of the participants. There were 3 participants having teaching experience between 1 and 5 years, and one of them said 'to some extent' and two of them gave no response. Two of them had teaching experience between 6-10 years, one said 'yes', and the other gave no response. Eight of the total participants had teaching experience between 11-15 years, two of them said 'yes' and six of them gave no response. The participants between 16-20 years are totally nine, and two of them said 'yes', four of them said 'no', two of them said 'partially yes', and one of them gave no response. There are 5 participants between 21-25 years of experience, one of them said 'yes',

one them said 'no', one them said 'partially yes' and two of them gave no response. Seven participants have been teaching between 26-30 years, one of them said 'yes', one of them said 'partially yes' and five of them gave no response. Seven participants have over 30-year teaching experience. One of them said 'yes', one of them said 'no', one of them said 'partially yes', and four of them gave no response.

The responses show no significant differences according to such variables as "the years of the university, the location of the university, participants' age, gender, academic rank, teaching years and degree held." However, one clear distinction is that participants who are Prof. Dr. (N=4) gave no responses to this question. Regardless of the variables stated above, a great proportion of the respondents stated that there was not a clearly stated ELT philosophy. Twenty-four percent of the total responses gave negative responses and 44% said 'theoretically yes', or 'officially yes'. According to both type of responses, which totally constitute 68%, it can be easily concluded that there is not a clearly stated ELT philosophy or the philosophy is not reflected in the answers. Figure 9. presents the results when the participants who did not give any response are excluded.
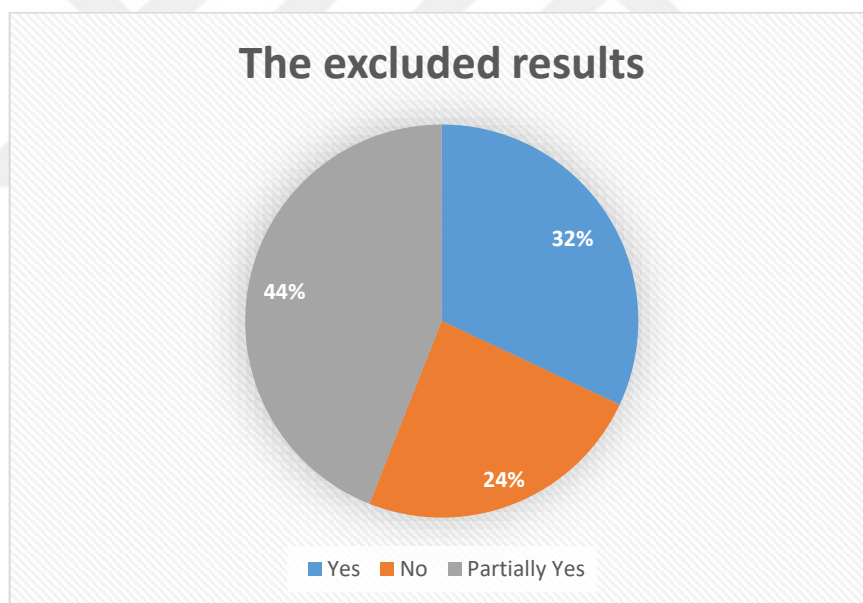
Figure 9. The results when non-response participants are excluded.

Does the ELT program have good linkage among courses, and avoid overlaps?

There are 7 negative responses stating that the ELT program does not have a good linkage among courses and avoid overlapping; however, there are 7 positive responses stating that there is a good linkage among courses.   Eleven responses show that there are somehow overlapping areas and some completing courses. The rest of the participants (N=16) did not give any response to this question.

Table 19. *Responses of Teacher Trainers about if There is a Good Linkage among Courses*

		N	F
Does the ELT Program have good linkage among courses, avoiding overlaps?	Yes	7	17
	No	7	17
	Partially yes	11	27
	No response	16	39
	Total	41	100

Table 19 gives detailed information on the responses of the participants who were voluntarily accepted to fill in the questionnaire and answered the open-ended questions. The participants gave responses to the question "Does the ELT Program have good linkage among courses, avoiding overlaps?" in three dimensions as "yes", "no", and "partially yes". There are some short responses as "yes, it is good" and some responses defining the reasons why there is a good linkage among courses. The education as skill-based, theory and practice given to the prospective teachers is thought to complete each other's and one of the participants stated, "*They (the courses) completed each other definitely, they completed each other. Because we, teachers, know what we teach and we consider. Before I teach something, I always ask what others do in that field. So they are completing not competing.*" *(TT 11)* These lines clarify that the courses are completing each other but there is one condition to be aware that the respondent is aware of what other teacher trainers are doing. Another answer also supported this idea that the teaching staff in the same ELT department should work in accordance with the others, in order to see the good linkage among courses and she continues:

> *"The courses are not the opposite of themselves. The courses can be different but the content of the lessons are more important. If the instructors in the department are unaware of each other, in a colloquial manner, they may be stepping on each other's feet. The coordination of the teaching staff is important here. Because the lessons under a certain theme I think are similar to each other, they work in the same theme. Theory, methodology, practice. However, as I said, teachers who teach teacher candidates are unaware of each other, and the lessons can be overlapped. They may also be using the same source. If they do not know each other, there may be such a problem." (TT 9)*

The lines above show that what is important to provide a good linkage among courses can be put into practice by the coordination of the teaching staff in departments. The key factor here is to construct healthy communication and coordination among instructors. The following lines show this reality: *"Some of the lessons are disconnected, some support each other. It also depends on the level of the relationship between the instructors. I can run the program with someone who I know or who I can understand, but when I do it with someone else, it can be*

troublesome. More cooperation and coordination should be achieved. Students, in such conditions, complain, too. (TT 19)"

In another response, it is seen that there is a good coordination and cooperation among the instructors *"In the program, it is inevitable that there will be some repetitions, however, the focus is different in each course. The focus is sometimes on theoretical issues to provide a background knowledge and sometimes on practical issues related to the process of teaching and learning."* (TT 33) Some other participants also stated that they experienced overlaps and solved this by communicating with lecturers and by skipping units in one corresponding course in which they believe overlapping. One different opinion is that the inadequate lesson hours cause some lessons to be overshadowed.

Even though the comments stated above remark that the courses, in general, have good linkage with one another, there are negative answers on seeing a clear linkage among courses. In the following lines, the negative responses of the participants are given. "…*even instructors do not know what others are teaching*". "*No, never. Subject courses and pedagogical courses seem to repeat each other and students listen to the same content in Turkish first then in English for the second time which is quite boring*". "*There are so many overlapping courses, the content of the lessons are not clearly determined."* (TT 2) Another participant focused on different dimension about how to pass a course. He stated that there should have been a conditional passing system, if a student did not pass the first course, s/he should not be allowed to take the second course. The following lines give detail about his idea.

> "*Yes, the lessons should have good link. To me, the lessons have not enough relation with each other. The student, for example, is taking methodology lessons in the second semester. However, language acquisition, applied linguistic lessons are infrastructure. These are the infrastructure of the methodology. Plus, these lessons are not conditional. The student, let's say, passes Linguistics II; but, fails Linguistic I. They have to be related to each other. Those who can not pass the linguistics and language acquisition courses should not take the language teaching courses. There is a disconnection between them."* (TT 4)

In the following paragraphs, it is going to be discussed whether such variables as "the years of the university, the location of the university, participants' age, gender, academic rank, years of teaching experience and degree held" show any differences.

Table 20. *Responses of Teacher Trainers about Linkage among Courses according to the Years of the University*

		Yes	No	Partially yes	No response	Total
Uni. Years	Under 5 years	-	-	2	1	3
	5-10	-	-	1	1	2
	11-20	1	-	-	-	1
	21-30	5	3	1	3	12
	31-40	-	1	2	4	7
	41 and over	1	2	6	7	16
	Total	7	6	12	16	41

Table 20. shows the responses of teacher trainers about whether there is a good linkage among courses and avoid overlaps according to the history of the university. It revealed that of all the three teacher trainers working at under 5-year universities, two of them said 'yes', and one of them gave no response. There was only one participant from 11-20-year university and said 'yes'. Twelve of the 41 participants were working at 21-30-year universities, and five of them said 'yes', three of them said 'no', one of them said 'partially yes' and three of them gave no response. Of all the seven participants from 31-40-year universities, one of them said 'no', two of them said 'partially yes', and rest of them gave no response. A great majority of the participants (N=16) were at 41 and over- year universities. One of the 16 participants said 'yes', two of them said 'no', six of them said 'partially yes' and rest of them gave no response.

Table 21. *Responses of Teacher Trainers about Linkage among Courses According to the Region of the University*

		Yes	No	Partially yes	No response	Total
Regions	Eastern	-	-	1	-	1
	Southeast	-	-	-	-	-
	Black Sea	-	1	3	1	4
	Central	1	-	2	5	8
	Mediterranean	1	3	4	3	11
	Aegean	-	1	1	1	3
	Marmara	6	2	1	5	14
	Total	8	7	11	15	41

It can be seen in Table 21. that the responses vary according to the location of the university where the participants work at. One respondent from Eastern Region said 'partially yes' about whether there is a good linkage among courses and the program's being avoid overlaps between courses. There are not any participants from Southeast Region. Of all the 4

participants from Black Sea Region, one of them said 'no', three of them said 'partially yes', and one of them gives no response. Participants from Central Anatolia are totally eight, one of them said 'yes', two of them said 'partially yes', and five of them gave 'no response'. There are 3 participants from Aegean Region, one of them said 'no', one of them said 'partially yes', and other participant gave no response. Majority of the participants are from Marmara Region. Six of the total fourteen participants said 'yes', two of them said 'no', one of them said 'partially yes', and the rest of them gave no response.

Table 22. *Responses of Teacher Trainers about Linkage among Courses According to their Ages*

		Yes	No	Partially yes	No response	Total
Ages	Under 30	-	-	-	1	1
	30-44	5	2	2	3	12
	45-59	3	5	10	9	27
	60 and over	-	-	-	1	1
	Total	8	7	12	14	41

Age, as a determining factor, has an important role in the answers. According to Table 22., there is only one participant under 30, and s/he gave no response. there are 12 participants between 30-44, and five of them said 'yes', two of them said 'no', two of them said 'partially yes', and three of them give no response. There are totally 27 participants between 45 and 59 - the majority of the participants- three of them said 'yes', five of them said 'no', ten of them said 'partially yes', and nine of them gave no response. There is only one participant over 60 years and gave no response.

Table 23. *Responses of Teacher Trainers about Linkage among Courses According to their Gender*

		Yes	No	Partially yes	No response	Total
Gender	Female	4	2	5	11	22
	Male	4	5	6	4	19
	Total	8	7	11	15	41

Table 23, gives details about the gender factor on the responses. According to the table, there are 22 female and 18 male participants. Of all the 22 female participants, four said, 'yes', two of them said 'no', five of them said 'partially yes', and the rest (11) of them gave no response. Four of the 19 male participants said 'no', five of them said 'no', 11 of them said 'partially yes' and 15 of them gave no response.

Table 24. *Responses of Teacher Trainers about Linkage among Courses According to their Academic Ranks*

		Yes	No	Partially yes	No response	Total
Academic Rank	Prof. Dr.	-	-	1	3	4
	Assoc. Prof. Dr.	-	2	1	3	6
	Asst. Prof. Dr.	4	4	7	7	22
	Lect.	3	1	3	1	8
	Res. Asst.	-	-	-	1	1
	Total	7	7	12	15	41

Another variable is the academic rank of the participants about the linkage between courses and avoid overlaps. There are 4 participants who are professor. Three of them gave no response, and only one of them said 'partially yes'. There are six associate professors, who participated in this study, two of them said 'no', one of them said 'partially yes', and three of them gave no response. The great majority of the participants are assistant professors, four of them said 'yes', four of them said 'no' seven of them said 'partially yes', and rest of them gave no response. Of all the eight lecturers, three of them said 'yes', one of them said 'no', three of them said 'partially yes', and the rest of them gave no response. There is only one Res. Asst. and gave no response.

Table 25. *Responses of Teacher Trainers about Linkage among Courses According to the Degree Held*

		Yes	No	Partially yes	No response	Total
Highest degree held	PhD	6	6	10	13	35
	MA	1	1	2	1	5
	Other	-	-	-	1	1
	Total	7	7	12	15	41

Degrees such as PhD, MA, and BA are the other factors that are thought to affect responses of the participants. Thirty-five of the total 41 participants have PhD degree, six of them said 'yes', six of them said 'no', ten of them said 'partially yes', and the rest (N=13) gave no response. There are 5 participants having MA degree, one them said 'yes', one of them said 'no', two of them said 'partially yes', and one of them gave no response. There is only one participant having BA and gave no response.

Table 26. *Responses of Teacher Trainers about Linkage among Courses According to the Teaching Years at University*

		Yes	No	Partially yes	No response	Total
Teaching Years at University	1-10 years	1	-	2	2	5
	11-20	6	4	1	6	17
	21-30	-	3	4	5	12
	Over 30	-	-	5	2	7
	Total	7	7	12	16	41

Teaching years of the participants at universities is another variable in search for determining the linkage among courses and avoiding overlaps. Table 26. gives details about the teaching years. There are 5 participants between 1 and 10 years, one of them said 'yes', two of them said 'partially yes', and two of them gave no response. Most of the participants teach between 11 and 20 years, they are totally 17 and six of them said 'yes', four of them said 'no', one of them said 'partially yes' and six of them gave no response. There are 12 participants between 21 and 30 years. Three of them said 'no', four of them said 'partially yes' and the rest of them gave no response. There are 7 participants whose teaching years are over 30, five of them said 'partially yes', and two of them gave no response.

When looking from the perspective of such variables as "the years of the university, location of the university, participants' age, gender, academic rank, teaching years and degree held", there are not any significant differences. However, the general results show that 17% of the participants, regardless of the variables, said definitely 'yes', the same amount said 'no'. However, a great number (27%) said 'conditionally yes', claiming that there are some overlapping areas to be corrected. This portion, which claims that there is something that must be done is 44 % in total. When the non-response participants are excluded from the general distribution, it is seen that 72% of the participants are not satisfied with the courses and their contents, according to the answers to the question "Does the ELT Program have good linkage among courses, avoiding overlaps?" Figure 10. shows the percentages of the results when the participants who did not give any responses are excluded.
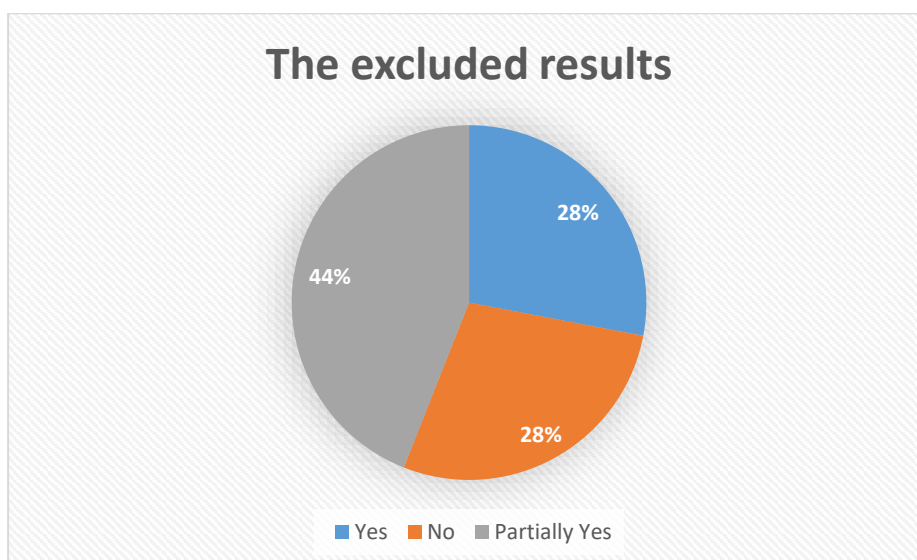
Figure 10. The results when non-response participants are excluded.

Does the ELT Program prepare student teachers to teach in the sociocultural context in which they will work?

Under the title of overall views of teacher trainers about ELT program, this question aimed at to investigate the sociocultural aspect of the program whether it prepares student teachers to work in different contexts. In order to find some concrete answers to this question, totally 41 participants were interviewed. Of all the 41 participants, two of them said 'yes', the ELT program prepares prospective teachers for different sociocultural contexts, nine of them said 'no' the program falls short to fulfil this aim, 12 of them said 'to some extent' the program prepares prospective teachers but it is not enough, and 19 of them gave no response.

Table 27. *Responses of Teacher Trainers about if the ELT Program Prepares Student Teachers to Function in the Sociocultural Context in Which They Will Work*

		N	F
Does the ELT program prepare prospective teachers to function in the sociocultural context in which they will work?	Yes	3	7
	No	9	22
	To some extent	11	27
	No response	18	44
	Total	41	100

Table 27 gives details about the responses of all the 41 participants. The responses can be grouped under three titles as 'yes', 'no' and 'to some extent'. Some of the participants just gave short answers; however, some others decided to give a detailed explanation of the question. Of all the three positive responses, one is just a short answer saying 'yes'. The other

74

one have some further explanations about how the program prepares student teachers to function in different sociocultural contexts.

> *"Yes, most of them are ready. For me, myself, I sent many students to do actual work. As if they were teaching and they were getting paid. So, yes. We can say that a good percentage of them are ready. And, in the end, some idealist students are reluctant to study, reluctant to teach. So, of course, we have failing results but they are out of the perspective of the students of himself or herself. Because now they are adults. But, the majority of them yes they are definitely ready. There are criteria that we follow. And, they should meet before they graduate. And, for good percentage of them, I am quite sure that they are ready."* (TT 25)

According to the process, which is explained above, the teacher trainer's own efforts to make the student teachers gain different teaching experience can easily be seen though the subject and the object pronouns of the speech. The third positive answer is also clustered around the teacher trainer's own efforts and her academic field of study.

> *"I carry out serious studies on internship, in accordance with my PhD thesis. We are starting to send students to schools in Community Service lessons in the third year to practice in internship. We provide all our students the nursery classes in the Community Service class. They are able to teach those who are in need of, visually impaired, and study and teach in a wide variety of settings, such as. - free - private tutoring, for example. But, as far as possible, they are directed to nursery classes. When the third-grade finishes, when we start the fourth grade, we put the students in a shift. Two groups go to secondary school; three groups go to the high school. Later, those who went to secondary school go to high school and vice versa. We also expand the number of schools. For example, if we went to two secondary schools in the first semester, we would work with 3 secondary schools in the second semester; so that we can balance our shifting system. We provide students with the opportunity to see different kinds of arrays. Because, for years - until last year - internship lessons have been carried out by some certain teacher trainers, we talked a lot about this issue and we had a lot of discussions. What we can do is to give our students more opportunities. We think that in order to show our students different levels in different classes, we do not send them to only prep classes, even though we have time, they can be sent for observation for Special Teaching Methods lessons. We get in touch with the English teachers in prep classes and help each other. They are very helpful in that regard. If we want to observe, we go there in planned way. They go to a low-level school, which is very low in social status. On the other hand, they go to school in the city's demanding high school. Every semester, this practice obviously changes."* (TT 10)

The impressing explanation in the previous lines about how student teachers get prepared for different ranges of the teaching conditions should be considered as an inspiring

application study that can be followed by other ELT departments throughout Turkey and in some international contexts.

Some other responses show that the current ELT program prepares student teachers for different sociocultural contexts "to some extent", "to a certain extent", or "to a great extent". According to the responses, it can be understood that the teacher trainer is a key factor to prepare student teachers. With this respect, one of the respondent states that "*Sociocultural context is covered by the instructors who teach the course. I believe that it cannot be conveyed through textbooks or courses. For example, I have worked in various institutions and I shared my experience related to the cultural context in various parts of the country.*" *(TT 15)* Parallel to this statement, another respondent has somehow similar claims about the importance of teacher trainers. "*…depends on the teacher who gives courses. We know many teachers who just give their lecture within the limits of the course. In addition, there are many other instructors who try to question and explore the future working conditions for their students...*" *(TT 19)* In another response, it is referred that the center point to prepare student teachers for different conditions is the teacher trainers. Being aware of this importance, another participant focuses that "*…we discuss a lot about the pragmatic function of EL and ideology for an ELT teacher in Turkish contexts, even for those whose mother tongue is not Turkish…*". *(TT 22)* This statement also shows the importance of the effort of teacher trainer to prepare their students.

It is seen that the role of teacher trainers is important, but there is another factor that can be considered as a key factor is the text-book, which is distributed to all schools from all different regions of Turkey regardless of the regional differences. A respondent states this case as follows:

> "*It's not about the program; it's more about the textbooks. There is no regional distinction. The same book is distributed everywhere. Therefore, the student cannot apply any information he or she has learned here to any region in the east or west. Here, children are taught how to handle foreign languages, but when they start teaching, they are unable to convey to the student potency there*". *(TT 16)*

Besides the statements above which point at the teacher trainers and textbook, the majority of the participants indicate the deficiencies resulted from the ELT program itself and one of them states that "*The feedbacks coming from teachers show that the ELT program does not really prepare the EFL teachers to function in the sociocultural context in which they will work properly.*" *(TT 19)* There are some other responses parallel to this statement:

> "*It doesn't prepare students to teach in different sociocultural context.*" *(TT 25)*

"Not suitable for socio-cultural structure. A proper lesson should be given. The teachers are experiencing a culture shock in the eastern regions." (TT 35)

"Teacher candidates meet the real school environment during the 7th and 8th semesters. It's too late." (TT 22)

"It does not prepare the student for the socio-cultural conditions exactly. In general, education is given according to ideal conditions." (TT 40)

These are all the program deficiencies that are stated by the participants. However, there are some other aspects to be considered before developing a program. According to some responses, some regional and individual differences should be considered when constructing a program. Asking the needs of the prospective teachers is a very important phase to be applied. Having considered the needs of the student teachers, individual and regional differences, some suitable courses can be added to the ELT curriculum. The following paragraphs give details about the betterment of the program.

"Its actual sociological infrastructure is: Material preparation has a number of universal principles. However, it needs to be re-examined in terms of the national context of Turkey. If a student teacher gets the same curriculum, the curriculum has to consider the same situation everywhere this time. What is the situation in Turkey? The Ministry of National Education and CoHE say this is the curriculum for you. That is why the curriculum needs to be revised according to national conditions and local conditions. The biggest shortcoming for us is that there is no lesson about how teacher candidates will prepare the curriculum. Local conditions, for example, students should be able to make additions, subtractions, extensions in the curriculum according to the conditions of the places where students will go to teach. In Erzurum, I showed a photograph taken during a course in Istanbul in which students are on the desks, no one has seen such situation before. It is normal. There is a need to construct curriculum suitable to there, need to provide flexibility. There is no need to say 'you don't know, I construct the curriculum, you are a teacher candidate but you don't know anything about the curriculum, that is what I said.' Such understanding is not acceptable." (TT 9)

Within the light of the explanations about considering the needs of learners, it can be inferred that when constructing a curriculum that is applied on a very large area and different cultural environment, the variables affecting the educational situations and their practitioners should be considered. In order to educate well-equipped teachers to be able to make additions, subtractions or extensions suitable the requirements of the special conditions, there is a need to add some related courses. One can easily infer that the policymakers or authorities should trust their practitioners and consider their ideas and needs to reach perfectness.

"There is not a needs analysis for the students here, now we are training a single type of teacher and this teacher goes all over Turkey. Is there a smart board

everywhere, let's say 'yes'. I do not know if there is internet in rural areas or in the villages. How is that smart board going to be? Then, according to our student teachers, many student teachers do not know the language of the student. They are trying to teach English in such manner. Our students are suffering from the following problems: They do their school experience courses in the best schools in the big cities. When they become a teacher, it turns out to be a different world. In order to increase the awareness, something can be done whether in the courses of the program or in practice. To me, it is not enough obviously. They become teachers under difficult circumstances." (TT 7)

The responses are not very suitable to distinguish according to the variables as "the years of the university, the location of the university, participants' age, gender, academic rank, teaching years and latest degree held" as the responses vary so much and some responses are too long to classify. Instead of giving the differences according to such variables, constructing a table showing the theme, categories and codes is much more suitable. Table 28. gives detail as follow.

Table 28. *Challenges to Prepare Student Teachers to Function in Different Sociocultural Context*

Categories	Codes
1. Problems resulted from program	Related lessons are at the last semesters
	Same course book for different regions
	Top-down decision
2. Problems resulted from application	Lack of teacher trainers' interest
	Lack of learners' interest
	Inadequate application of related courses
3. Solutions	Adding extra courses
	Effective Practicum courses
	Effective Community Service courses
	Including learners in the teaching process

When looking at the responses given by the participants, it can be inferred that three subcategories are determined under the title of preparing student teachers to function in different sociocultural contexts. First category is the problems resulted from the program itself; second category is the problems resulted from the application and third category is the solutions to these problems. According to the responses, (1) related lessons are at the last semesters, (2) same course book for different regions, (2) top-down decisions can be enumerated under the problems resulted from the program itself. (1) Lack of teacher trainers' interest, (2) lack of learners' interest, (3) inadequate application of related courses are the problems resulting from the application. (1) Adding extra courses, (2) effective Practicum courses, (3) effective Community Service courses, (4) including learners to the teaching process are some solution offers stated by respondents.

Does the ELT program prepare student teachers for classroom teaching adequately?

This question aims to discover the ideas of the teacher trainer whether the ELT program prepares students teachers for classroom teaching adequately. In order to fulfill this aim, 41 participants were asked to answer this question voluntarily. There were seven positive answers alleging that the program prepares the student teachers, and there were four negative answers stating that the program does not prepare student teachers, and there were six answers proposing that the program prepares student teachers to some extent. There were 24 participants giving no response to these questions. Table 29. below gives details about the responses.

Table 29. *Responses of Teacher Trainers about if the ELT Program Prepares Student Teachers for Classroom Teaching Adequately*

		N	F
Does the ELT program prepare student teachers for classroom teaching adequately?	Yes	7	17
	No	4	10
	To some extent	6	15
	No response	24	58
	Total	41	100

Table 29 shows that more than half of the participants gave no response to this question. The responses are generally short and they are all around "yes", "no" and "to some extent". Even though the responses are generally short, some participants gave some explanations in their answers. One expresses the importance of practice and said:

> *"Yes, they do. However, they need to practice more in teaching practice schools. They should go to the School Experience 1 to carry out focused observation in the spring semester of the second grade. They should go for the School Experience 2 to work as an assistant teacher in the spring semester of the third year. Finally, they should do the teaching practice for two semesters in the fourth year." (TT 8)*

Another participant who gave positive response focuses on the collaboration between faculties and the departments. *"The Program prepares them. However, the implementation changes according to the faculty/department attitude. I have not come across a collaboration, experience-information exchange that are supposed to be between faculties/departments." (TT 41)*

According to both extracts, it can be inferred that the program should provide more practice facilities. These facilities should follow a systematic schedule to reach the determined objectives. Another key factor mentioned in the responses is the effective collaboration between

the faculties and the departments. The experience will change the attitude of the faculties. Successful or undesired results urge faculties or authorities to change the attitudes towards changes in curriculum or syllabus applications.

In the following paragraphs the responses according to such different variables as "the years of the university, the location of the university, participants' age, gender, academic rank, teaching years and degree held" are going to be introduced with help of some tables and figures.

Table 30. *Responses of Teacher Trainers on whether ELT Program Prepares Student Teachers for Classroom Teaching Adequately According to the Years of the University*

		Yes	No	To some extent	No response	Total
	Under 5 years	1	-	1	1	3
	5-10	1	-	1	-	2
	11-20	-	1	-	-	1
Uni. Years	21-30	3	2	1	6	12
	31-40	1	1	1	4	7
	41 and over	1	-	2	13	16
	Total	7	4	6	24	41

The first variable is the age of university, which the teacher trainers work at, Table 30. shows the changes according to the years of the universities. There are three participants working at under 5-year universities. One of them said 'yes', one of them said 'to some extent' the program prepares prospective teachers for adequate classroom teaching, and one of them gave no response to this question. There are two participants working at 5-10 year universities. One of them said 'yes' and the other one said 'to some extent'. The only one participant from 11-20-year university said 'no', the program does not prepare student teachers for classroom teaching. Twelve of the total participants working at 21-30-year university, three said 'yes', two said 'no', one said 'to some extent' the rest of them (6) gave no response to this question.

Table 31. *Responses of Teacher Trainers on whether ELT Program Prepares Student Teachers for Classroom Teaching Adequately According to the Region of the University*

		Yes	No	To some extent	No response	Total
	Eastern	-	-	1	-	1
	Southeast	-	-	-	-	-
	Black Sea	-	-	-	5	5
Regions	Central	-	1	2	5	8
	Mediterranean	4	3	2	2	11
	Aegean	1	-	1	1	3
	Marmara	2	-	-	11	13
	Total	7	4	6	24	41

The second variable is the location of the universities where the participants work at. Table 31. gives details about the difference according to the regions. From the Eastern part, the only one participant said 'to some extent' the program has some contributions on the student teachers for classroom teaching adequately. There is not any participant from Southeast part. There are 5 participants from Black Sea region, and none of them gave any response. Of all the 8 respondents from the Central Anatolia, one of them said 'no', two of them said 'to some extent', and five of the gave no response. There are 11 respondents from Mediterranean region, four of them said 'yes', three of them said 'no', two of them said 'to some extent' and two of them gave no response. From Aegean region, there are 3 respondents and one of them said 'yes', one of them said 'to some extent' and the other one gave no response. The majority of the participants are from Marmara region, there are totally 13 participants, two of them said 'yes', and 11 of them gave no response.

Table 32. *Responses of Teacher Trainers on whether ELT Program Prepares Student Teachers for Classroom Teaching Adequately According to their Ages*

		Yes	No	To some extent	No response	Total
Ages	Under 30	-	-	-	1	1
	30-44	-	2	1	9	12
	45-59	7	2	5	13	27
	60 and over	-	-	-	1	1
	Total	7	4	6	24	41

The third variable is the age of the participants, Table 32. shows the details of the differences according to the ages of the respondents. According to the table, there is only one respondent and gave no response at teaching under 30 years. There are 12 participants between 30 and 44, two of them said 'no', five of them said 'to some extent' and nine gave no response. Majority of the respondents (N=27) are between 45 and 59, and seven of them said 'yes', two of them said 'no', five of them said 'to some extent' and the rest of them (13) gave no response. There is only one respondent over 60 and gave no response to this question.

Table 33. *Responses of Teacher Trainers on whether ELT Program Prepares Student Teachers for Classroom Teaching Adequately According to their Gender*

		Yes	No	To some extent	No response	Total
Gender	Female	4	2	3	13	22
	Male	3	2	3	11	19
	Total	7	4	6	24	41

The fourth variable is the gender of the participants, Table 33. shows the details of the differences according to the gender of the respondents. Twenty-two of the respondents were female and four of them said 'yes', two of them said 'no', three of them said 'to some extent' and the rest of them (N=13) gave no response. There are 19 respondents who are male, three of them said 'yes', two of them said 'no', three of them said 'to some extent' and the rest of them (N=11) gave no response to this question.

Table 34. *Responses of Teacher Trainers on whether ELT Program Prepares Student Teachers for Classroom Teaching Adequately According to Their Academic Ranks*

		Yes	No	To some extent	No response	Total
Academic Rank	Prof. Dr.	-	-	1	3	4
	Assoc. Prof. Dr.	-	-	1	5	6
	Asst. Prof. Dr.	4	4	2	12	22
	Lect.	3	-	2	3	8
	Res. Asst.	-	-	-	1	1
	Total					41

The fifth variable is the academic rank of the participants, Table 34. gives details about the differences according to the academic ranks of the respondents. Totally, there are four Professor respondents, one of them said 'to some extent' and the rest of them gave no response. There are six Associate Professors responding this question. One of them said 'to some extent' and the others gave no response. The majority of the participants are Assistant Professors. Four of them said 'yes', four of them said 'no', two of them said 'to some extent' and the rest of them (N=12) gave no response. Of all the eight lecturers, three of them said 'yes', two of them said 'to some extent' and the rest of them (N=3) gave no response. There is only one research assistant and s/he gave no answer to this question.

Table 35. *Responses of Teacher Trainers on whether ELT Program Prepares Student Teachers for Classroom Teaching Adequately According to the Degree Held*

		Yes	No	To some extent	No response	Total
Highest degree held	PhD	5	4	5	21	35
	MA	2	-	2	1	5
	Other	-	-	-	1	1
	Total	7	4	7	23	41

The highest degree held is the sixth variable and Table 35. shows the different answers that change according to the academic rank. Of all the 41 participants, 35 of them have PhD degree, five of them said 'yes', four of them said 'no', five of them said 'to some extent' and 21 of them gave no response to this question. There are 5 participants having MA degree and two of them said 'yes', two of them said 'to some extent' and one of them gave no response. There is only one BA degree, and gave no answer.

Table 36. *Responses of Teacher Trainers on whether ELT Program Prepares Student Teachers for Classroom Teaching Adequately According to the Teaching Years at University*

		Yes	No	Partially yes	No response	Total
Teaching Years at University	1-10 years	2	-	1	2	5
	11-20	1	4	-	12	17
	21-30	2		2	8	12
	Over 30	2	-	3	2	7
	Total	7	4	6	24	41

The last and the seventh variable is the teaching years of the academic staff at university. Table 36. shows the different answers changing according to the teaching years. There are 5 respondents teaching between 1 and 10 years. Two of them said 'yes', one them said 'partially yes', two of them gave no response. Of all the 17 participants teaching between 11-20 years, one of them said 'yes', four of them said 'no', 12 of them gave no responses. There are 12 participants between 21-30, two of them said 'yes', two of them said 'partially yes', and eight of them gave no response. There are 7 participants teaching over 30 years. Two of them said 'yes', three of them said 'to some extent' and two of them gave no response.

Is it clear for the EFL teachers which grades to teach? What do you think about designing ELT departments as ELT for primary schools, ELT for secondary schools etc...?

This question aims to discover whether there is a need for grouping or designing ELT departments as ELT for primary schools, ELT for secondary schools etc. The responses are generally on "yes, there is a crucial need" or "no, there is no need for such change". All the responses are about its positive or negative sides. Forty-one participants were asked, 22 (52%) of them gave no response, 11 (26%) of them gave positive answers that there was a need for designing or grouping ELT departments as primary, secondary etc. Nine (22 %) of them thought that there was no need for such grouping. Table 37 gives details about the responses.

Table 37. *Thoughts of Teacher Trainers on Designing ELT Departments as ELT for Primary Schools, ELT for Secondary Schools Etc.*

		N	F
Designing ELT departments as ELT for primary schools, ELT for secondary schools etc. will be beneficial	Yes	11	26
	No	9	22
	No response	22	52
	Total	41	100

Table 37. shows that 11 (26 %) of the total participants stated that it is not clear for prospective teachers, which grade they will teach when they graduate. Therefore, even there is a small difference the majority of the participants on the idea that "*Such a division might be of help." (TT 6)* One participant thinks that not grouping ELT departments according to the ages differentiate ELT teacher candidates from others and said, "*This is why it is also different and challenging to train ELT teachers compared to other school subject teacher candidates." (TT 39)* Some other respondents gave such answers that reveal their expectations and wills as follows:

"*There should be a clear-cut which is not the case now." (TT 30)*

"*Yes, definitely it should be done." (TT 36)*

"*I will be more than happy if someone does this." (TT 41)*

"*Yes, it is acceptable." (TT 22)*

Besides the short answers stated above, there are some other responses focusing on the grouping factors. With this regard, one of the participants clarifies where to divide. "*The skills you teach can be adjusted according to the level, age groups, and learning contexts. The students will redesign their knowledge and competence depending on which context they work." (TT 24)* The key factors here are the level, age groups, and learning contexts. This division makes teacher candidates ready for the contexts in which they are going to work.

One other respondent also states, "*It is not clear to which age groups the prospective teachers will give education. What about the foreign language training for adults? With the same training, many different people are taught. The prospective teachers are taught for which learners?" (TT 21)* According to the explanations, it can be inferred that individual differences should be taken into account when educating the prospective teachers. They should be more qualified and more equipped with the different teaching conditions after graduation. Therefore, grouping the ELT departments will be beneficial for the teacher candidates.

Another participant also tells nearly the same thing by making some clarification about the lessons and their departmental support to fill in the gap, which the teacher candidates are not equipped well for every age groups. The following lines are going to reflect these ideas.

"*The most beneficial course considering the age levels is Teaching English to Young Learners. There is not a clear course that allows student teachers to make preparation for secondary or high schools. There is not a good preparation for Teaching English to Adults. That's to say, there is not a clear segregation of primary and secondary schools. I and some of my friends make collaborations on some applied courses to prepare course design and microteaching for*

different grades, and try to prepare our students for different situations in which they may encounter in the future." (TT 11)

Another respondent advocating the necessity of dividing ELT program suggests a different design and groups teacher training from nursery to university lecturers. The following paragraph reflects the ideas of the respondent.

We train them as lecturers of a general area of teaching. I mean, we have to divide them into some fields like teachers of nursery, teachers of primary schools, teachers of secondary schools, teachers of high schools, and teachers of university lectures. Therefore, the ELT education system has to be reorganized. (TT 7)

The explanations above also indicate a need for a course for adult learners, which covers the secondary and high school students. The respondent also clarifies another factor that must be considered by ELT department that there should be a collaboration among teaching staff. It can be inferred that the prospective teachers need to know more about the learners. Another conclusion that can be deduced that there is an urgency to reorganize the ELT program.

"It should be as primary English, high school English etc. This can be difficult to divide in the undergraduate level. There should be such sub-fields as English teachers for children, English teachers for adults, English teachers for disabled students. However, this is very difficult. Conditions may change in Turkey in the future, such requirement as MA degree will be needed, MA programs will be done accordingly, like specialization." (TT 3)

According to the explanation above, there is another category. This response also includes the disabled students and it serves more comprehensive dimension to group the ELT departments. According to the response above, it can also be inferred there is a need to construct sub-disciplines that under ELT departments, which leads specialization.

Although majority of the respondents have positive ideas about the need to change, design or group the ELT departments according to the ages of the target learners, a considerable number of them state negative responses and one of them said, "*dividing is nonsense*". *(TT 37)* Another response is explaining why there is not a clear need for change and said, "*Since the courses offered to cater for all these levels, I do not think it is necessary*". *(TT 23)* Some other responses:

"I don't think there is a need for that specific grouping." (TT 12)

"Not a good idea." (TT 24)

"Our graduates should become teachers for all level. This is impossible." (TT 19)

"Not necessary, all these can be done provided by planning courses well." (TT 39)

"If separated by age group, the students will be limited. Considering language teaching as a whole will give more positive results. It is not very good to separate young learners from adult learners in order to adapt both education styles each other." (TT 7)

When looking at the negative aspects of separation of ELT departments, it can be concluded that thinking language, as a whole, will be more beneficial, limiting prospective teachers may affect them negatively. One other respondent also supports the previous explanations and adds some more comments as follows:

"So today, some countries have separated them. However, ultimately we are language teachers. We have to deal with the language as a whole. We need to look teaching process holistically. Saying that I will work in elementary and take the easy way out is not acceptable. After all, we should know the language well. I do not think that such a separation will be positive for us." (TT 6)

The thing that is emphasized in the previous paragraph is to see the language as a whole and every language teacher has to be well equipped without excluding any subject in language teaching process. The importance of seeing language holistically is focused on. In the following paragraph, another participant states that the grouping, designing or separating ELT departments is not necessary and this kind of dividing would not work.

"Such a discrimination would not work and is not necessary... Within the curriculum imposed by CoHE, we do have the chance to teach student teacher alternative ways to teach different age groups. European countries have such discrimination. Regardless of the subject, they have schools for, say, primary/elementary schools, secondary schools, high schools etc... However, this is something different, teaching any subject to a specific group of students is different from teaching a specific subject to any one else... And both are possible! (TT 10)

As the responses are gathered around just positive and negative aspects of dividing, designing or grouping the ELT departments, according to the responses, there is not a clear distinction in terms of such variables as "the years of the university, location of the university, participants' age, gender, academic rank, teaching years and latest degree held."

Do you think the academic studies in Turkey support the lessons given in the ELT program?

This question is asked to determine the relationship between academic studies and the lessons given in ELT departments. It is tried to be clarified whether the scientific studies have some contributions to the practices or the scientific studies are generally far from the classroom

conditions in ELT departments. Of all the 41 voluntary participants, 21 gave no response to this question. Of all the 41 respondents who are interviewed, 51% that constitute the majority of the participants do not give any responses to this question. There are 5 participants (12 %) who said 'yes' the academic studies support the lessons given in ELT departments. Six of them (15 %) said 'no' there is not any relation between the academic studies and the lessons given in departments. Seventeen of them (17 %) said the academic studies support the given lessons 'to some extent'. Different from the other questions, two of them (5 %) stated that they did not have enough knowledge about the academic studies in Turkey.

Table 38. *Thoughts of Teacher Trainers on whether Academic Studies in Turkey Support the Lessons Given in the ELT Program*

		N	F
Academic studies in Turkey support the lessons given in the ELT program	Yes	5	12
	No	6	15
	To some extent	7	17
	Not enough knowledge	2	5
	No response	21	51
	Total	41	100

There are totally 41 interviewees and five (12 %) of them gave positive responses to this question. It means they think that the academic studies in Turkey have contributions to the lessons given in ELT departments. Their responses are generally shortly 'yes'. One of them states that "*Yes, they do. If academicians follow the articles in national and international journals and attend national and international symposiums.*" *(TT 37)* According to the statement, academic studies will support the lesson only when the academicians follow the latest journals and symposiums. Another respondent states that she can give an answer in terms of her colleagues and said 'yes'. Similar to this response, the colleagues focus on the collaboration between the teaching staff and their study areas. The different fields of study in the same department make it easy to fill in the gap that appears in nearly all ELT departments. In the following paragraphs, the detailed description of how they overcome such problems is given.

> "*We think that the academic studies meet the demands. We have academic staff having different study areas. The diversity in the departments is prominent. Because if everyone was working on methodology, if everyone was working in one area, we would not be able to provide diversity, but it is our luck now.*" *(TT 9)*

"Yes, this department has such an advantage. In our research areas, I studied teacher education, the same in my department. This is perhaps a bit of an advantage as we work on teacher training. It is always a question of how we make teacher education better. We always think about how much information we can have on teachers' candidates in practice, how we can influence them. They are curious. What can we do more effectively? As I said in their cognitive development, as we speak at meetings, the cognitive development of the teacher candidate is more important than the information I give. The information is coming from everywhere. At your fingertips. When they are connected to the university network, they have access to everything. However, I think it is important for them to develop their awareness of their metacognitive skills. How we will make practices better depends on our practice. We are fortunate to be part of the teaching staff who always question how to improve the level of education." (TT 11)

When looking at the response as a whole it is seen that the main topic is the collaboration of the teaching staff. The second advantage of that department is the variety of the research areas of the teaching staff. This variation leaves no open part in overall education and helps teacher trainers to reach better results in the process of education. The third thing to be considered is to ask "What can we do more effectively?" Questioning themselves means that there is not a limit and there is no way to wait or stop. If any of the teacher trainers ask this question to himself or herself, there will a progress every time. The last thing that can be inferred from the response is caring firstly the metacognitive skills of the prospective teachers. Learners who gain the required metacognitive skills can easily reach the knowledge and put them into practice when they need. In short, the key points which are derived from the detailed response can be enumerated as follows:

1. The collaboration of the teaching staff
2. Variety of the research areas of the teaching staff
3. Asking "What can we do more effectively?"
4. Considering firstly the metacognitive skills of the prospective teachers

The positive answers reflect the ideal teaching atmosphere, which suppresses the deficiencies resulted from the program. However, this is not always the case. There are seven (17%) participants giving responses that to some extent the academic studies have contributions and to some extent not. One answer clearly shows the reasons why yes and why not.

"Yes and no. Yes, because some course lecturers are capable of doing this. No, because some lecturers and faculties simply do not have adequate resources (staff, space, library, etc.) for extra support." (TT 6)

The effort of the lecturers is the key point in this explanation. According to the response, what makes it negative is the lack of adequate resources. Another respondent also states that "*probably but not fully*". *(TT 37)*

"*To some extent*" *(TT 26)*

"*Not that much*" *(TT 19)*

"*Not quite*" *(TT 31)*

"*There are some academic studies having contributions to lessons but some others have not. It depends on the academic staff a bit. It is not right to make an overgeneralization.*" *(TT 13)*

The last response also emphasizes the role of the teacher trainers. This kind of responses saying 'to some extent' reveals the inconvenience of the relation between the academic studies and the real classroom conditions. They state the discomfort of application. There are six (16 %) participants who gave negative responses and they mean that the academic studies do not support the lessons given the ELT departments. One of them shortly said '*no, they don't*'. *(TT 36)* There are some other short responses as "*I don't think so, studies in Turkey are usually grounded on theories not totally valid for Turkish context.*" *(TT 40)*

"*Studies about language education are repeated in a vicious circle, always in the same way. They are not suitable for the truth of Turkey. The foreign language issue is needed to be fully concentrated. The studies should be in EFL context. There are no studies directed towards the field, which is between theory and practice.*" *(TT 3)*

The response above reveals that the academic studies do not reflect the reality and the needs of Turkey, and the studies are repeated themselves in a vicious circle. According to the same respondent, in academic studies, there should be a balance between theories and practices. This balance will be beneficial from the aspect of EFL context.

"*The academic studies now are as follows: There are studies that are made entirely of technology. But, there are very few studies on how to use technology in teaching foreign languages. If so, how do the lessons integrate and relate to the program? I have not seen any study associated with our fixed program. In general, studies are being done not to solve the problem but to be done. In my opinion, a very comprehensive summit can be done. Foreign language summits need to be done in which the academicians who have relations take part. But there is also the other side of our students who are going to take School Experience courses. How much technology do they use in school experience and teaching practice? How much do you know about this Fatih project? How are the courses in the program taught? We need to discuss them together. To reach the solution, I think things should be done. I think it was a meeting of associate*

professors and colleagues. Something was discussed there, but how effective? We need to reconsider our philosophy first." (TT 9)

The words in the previous lines give some clues about the shortcomings of the academic studies conducted in Turkey. First, the studies are not integrated in teaching a foreign language. This integration will be useful to overcome the difficulties faced during the teaching process and after the graduation of the prospective teachers. Second, the academic studies should have an aim to solve either student teachers or teacher trainers' problems or recommend an application for the betterment of the courses. Third, a very comprehensive summit which will determine the deficiencies, and construct an action plan can be held. What is important when holding such a summit is to call every teacher trainer who are related the ELT curriculum. Next, the School Experience and Practice Teaching courses should be effectively given and teacher trainers should be informed and taught about the real classroom conditions. Fifth, the prospective teachers should also be involved in every teaching process in the ELT program for the betterment of the program. Last, the philosophy should be thought again and a new and comprehensive philosophy that can be embraced by all stakeholders of the ELT program is needed to be stated.

> *"The studies have to be related to the classroom practice. There are not many studies for that. The courses are such classical issues as material development, instructional technology, what the principles of developing a material are etc. but the academic studies are pinpoint, more specific. For example, I cannot put my academic study in practice in the classroom environment. There is not a course that overlaps with my field of study completely. Only when with a little force as an elective course can be selected." (TT 10)*

According to the responses of the participants above, it is seen that although the courses in the ELT curriculum have general and classical issues, the study areas are much more specific. The respondent also admits that his studies are not among the courses given in the program, and said, "*I cannot put my academic study in practice in the classroom environment.*" *(TT 36)*

Findings and Interpretations About RQ-2: What are the Strengths of the ELT Program?

Strengths of ELT program from the perspective of teacher trainers.

Under the title of strengths of the program, it was aimed to find out the strong and positive sides of the program. In order to reach a more detailed result both the teacher trainer and the prospective teachers were interviewed. There are 41 teacher trainers who were asked this question, but 23 of them gave no response. Five different categories and fifteen codes were derived from all the responses of teacher trainers. The details about the categories and codes are presented in Table 39.

Table 39. *Strengths of the ELT Program from The Perspective of Teacher Trainers*

Categories	Codes
1. Courses	Number of Courses
	Relevance to Teacher Training
	Addressing all age groups
2. Future expectations	Job opportunity
	Its being Promising
3. Academic staff	Qualifications
	Study areas
4. Prep. Class	Upgrades the students' level
	Helps to gain main skills
5. Knowledge	Theoretical
	Recent development
	Teaching profession
	Same knowledge for different learners
	How to behave future students
	How to teach English

There are five categories derived from the responses of teacher trainers. The categories are enumerated as (1) Courses (2) Future expectations (3) Academic staff (4) Preparation Class (5) Knowledge. Under the title of courses, there are three codes to state the strong sides of the program. A number of courses, related to teacher training, addressing all age groups are the codes of under the 'courses' category.

The number of the "*courses*" is thought to be an advantage, a positive side or one of the strengths of the present ELT program. In general, the addition of the courses, which are related to the ELT, is one of the strong sides of the program. One of the respondents said *"introduction of some new ELT courses" (TT 39)* is a beneficial attempt for student teachers. Today's changing conditions and the changing learning types make adding some courses urgent to the program. Other respondent stated some similar explanations as *"Adding some courses as Computer Assisted Language Learning (CALL), and Teaching English to Young Learners etc., which respond the needs of today in teacher training." (TT 6)* This explanation also focuses on the content of the courses and their relation to today. Another factor to be considered is the density or the variation of different courses. Supporting this view another responded said that *"The density of the courses is a plus which is more than the previous curriculum. In the old curriculum, for example, the students can take two or three courses; however, there is a density now." (TT 41)* Besides the determined courses, the opportunity to take more courses as elective is another positive side stated by another respondent. The number of the courses are much more

when comparing this curriculum with the previous one, considering the elective courses and other offered courses.

The courses that are related to the teacher training are another factors to be considered as a strong point of the program. It is understood from the responses that the courses are mainly related to the teacher training area. Therefore, the important points, which are supposed to be included in the ELT program, are given through these courses. The psychological aspects of the learners, the characteristic differences of the learners and new methods of teaching are also taught to teacher candidates. The following paragraph gives the explanation of one the respondents on this topic.

> *"The good sides of the ELT Program are these: First of all, the students are taught how to behave to the future students according to their ages, their psychologies, and their characters. Because our subject is human beings. Then, teaching them how to teach English in a best way of teaching, using the new methods of teaching to their students is very important."* (TT 6)

This relation is sometimes reflected by being aware of the recent development in the field. Another respondent also states this case as follows: "*1. Getting students aware of what's going on in our profession. 2. Having the opportunity to get the student teachers to know the recent developments in the field.*" (TT 26)

'Addressing all age groups' is another code stated by the respondents. As the ELT program has no division as primary, secondary and high school English, the courses must consider all age groups from primary school to university. Even, there are not any either courses about how to teach adults or a course named Teaching English to Adult Learners, one of the participants thinks that the curriculum is suitable to teach different age groups. The respondent said, "*The curriculum has been designed in such a way that it addresses all age groups; it includes teaching four language skills and testing them communicatively as well as effective use of real and virtual materials.*" (TT 16)

"*Future expectations*" of the learners is the category that is stated by the respondents as a positive and strong side of the program. Within the future expectations, 'job opportunity' and 'the program's being promising' can be stated as sub-categories. After graduation, the prospective teachers have so many job opportunities as being teachers at all level of the schools whether public or private, being a lecturer or a research assistant, being a translator to translate books or do simultaneous translation, tourist guidance, tutoring teaching and so forth. Program's having so many and different working areas makes this program more preferred. All the opportunities to find a job also makes the ELT program 'promising' as one of the respondent states.

"*Academic staff*" is seen as a positive side of the program. Their field of study, and qualifications that meet the demands of both student teachers and the department are considered as the strengths of the program. Some respondent directly said that in short "academic staff, strong academic staff" is a positive side. However, one respondent clarifies it in detail. The following lines are about the response of the participant.

> "*As a teacher trainer, I have such a character as follows: I think that knowledge can always be reached from various sources. There are no such courses about the use of technological applications. But, there are elective courses in our department. Maybe this is our chance that Mr. Sedat is in our department, this is an advantage that his study area is related to technology. Because, whenever there is a request related to the technology from a student, there is a solution for this. I do not have any idea what would happen if we did not have such a chance.*" (TT 10)

According to the response above, it can be understood that an academic staff with the required qualifications and meet the demands of prospective teachers and the department is really important considering the requirements of the ELT program in general. As the knowledge is easily accessible from anywhere, the academic staff then is considered as a strong side of the program. It can be concluded that the departments should take into account the study areas of the academic staff in order to provide much more suitable education environment.

"Preparation class" is another advantage of the ELT program for the student teachers to reach some required English level in general. The preparation classes are beneficial for student teachers to upgrade their English levels. According to the responses, especially in prep classes "*students are exposed to English reading materials*". Although this statement focuses only reading skills, prep class helps prospective teachers gain other skills such as listening, writing, and speaking. This case is explained in detail in one of the respondents' answer as follows:

> "*I think the positive side of the program is that it is always upgrading the levels of the students. You should not accept the students until you make sure that is really qualified enough to get into the university. There should be a kind of criteria. We are applying this in our university. However, you still feel that students always need more. This is why maybe we have a prep class while other universities don't.*" (TT 11)

The explanation above reveals that student teachers should have a certain level of English before starting the ELT program. After having been accepted to the program, the prep classes help student teachers to upgrade themselves in the language skills, which will be required both to understand teacher trainers, books, articles and to teach English to the learners at different levels. In short, it can be concluded that the prep class is required to help students to gain main language skills and to upgrade their level.

The respondent also states that student teachers should be at some certain level before coming to university. Students' entering university without knowing at least main level at English will be a problem especially in ELT departments. The respondent clarifies this case with some example as follows:

"*They should have main skills before theoretical knowledge. They should have some certain level of English even before they get into the university. In our university, in order to solve this problem, partially at least, we have a prep class. Which has two semesters. However, a student teacher might still suffer from this problem, but we try to lessen it comparing the other universities. For example, in Aleppo University, we used to have some students in the first grade they don't speak even a simple sentence. But, here in our university, No. we have students who are capable of by 90% expressing some notions, some consortium in English.*" (TT 7)

Another strong side of this ELT program is "knowledge" that can be sometimes theoretical. This knowledge is sometimes related to recent developments and teaching profession. The knowledge help student teaches how to behave future students or how to teach English, besides it gives some knowledge for different students.

One of the respondents said "*Students learn a lot of theoretical information about how to become good English teachers. However, the program does not develop their English proficiency.*" *(TT 39)* No matter how much theoretical knowledge the students learn; their proficiencies of English do not improve. In this response, there is a positive side that it teaches students the theoretical knowledge and how to become a good teacher, but also a negative side that it does not help them to increase their proficiency levels. There is another strong side stated by the respondents that the awareness of the student teachers of the profession and the recent developments in the field. *"(1) Getting students aware of what's going on in our profession. (2) Having the opportunity to get the student teachers know the recent developments in the field."* Raising awareness of the prospective teachers is thought to be a strong side of the ELT program according to the response. In the following paragraph, the respondent focuses on and two strong sides of the program: (1) The prospective teachers learn how to behave future students and (2) they learn how to teach English in the best way.

"*The good sides of the ELT Program are as follows: First of all, the student teachers are taught how to behave to their future students according to their ages, their psychologies, and their characters. Because our subject is human beings.*" (TT 17)

According to the response above, the ELT program considers the psychological features, individual differences, and ages of the students. These are important sides of human beings as any of the individuals, has her/his own exclusive learning types and perceptions.

"*On the positive side, everyone eats the same food. It does not have much variety. In terms of the students, now we have 180 students here and every year, all of them are in the same form. There is a more or less standard. This prevents too much variety. This is not a positive side either. Actually looking for the good side. Diversity is better. For different abilities, it would be better when we educate student teachers in particular. It would be better if a teacher plays a good accordion. Then would it be bad if a teacher had very good human psychology knowledge, be a philosopher. It would be better if there were such things, but there are not. The program has a standard. Everyone has eaten the same food, grown up with the same things, we are raising teachers who are always to the same standards. We are talking about our university. I do not know what other universities are like. It is the good side that we are looking for. Another good side is; I always argue that people should take responsibility for their own education.*" (TT 9)

According to the explanation above, even it is seen as a good thing to give the same education to different individuals, in fact, this case prevents diversity. This participant advocates that everyone should take the responsibility for his or her education. Educating multi-tasker and multi-dimensional teachers would be much important. In teacher education, the ELT program should take into account the individual differences to provide diversity at all levels of the education.

Strengths of the ELT program from the perspective of prospective teachers.

There are totally 85 participants who voluntarily accept to respond the questions that were asked to determine prospective teachers' thoughts on the strong or positive sides of the current ELT program. None of the 85 participants left this question unanswered even though some of questions are quite short. Seven different categories 25 codes were determined. The details are given in Table 40.

Table 40. *Strengths of the ELT Program from the Perspective of Prospective Teachers*

Categories	Codes
1. Providing practical facilities	School experience
	Theory to practice
	Presentation in courses
2. Courses	Field courses
	The content of courses
3. Future expectations	Advantage in career
4. Academic staff	Individual efforts
	Technical support

Table 40. *(continuation)*

5. Skills	Writing
	Speaking
	Thinking in English
	Expressing feelings
6. Knowledge	Theoretical
	Technical
	Cultural
	Language teaching
	Pedagogical
	Profession of teaching
7. Field competency	Use of foreign language
	Considering the current methods and techniques
	Considering individual differences
	Binding teaching practice to other fields
	Autonomous learning
	Material development

One of the categories derived from the responses of the participants is that the program provides opportunities for practices. The practice areas are stated as school experience, classroom presentations and theory to practical implementations.

"The internship is a strong side." (PT 16)

"Providing real-life facilities." (PT 12)

"Provides adequate field knowledge and adequate school experience." (PT 31)

According to these responses, the current ELT program somehow provides practice opportunities and real-life situations. Such courses as School Experience and Teaching Practice are beneficial from the perspective of prospective teachers.

The program also makes prospective teachers practice what they have learned theoretically. This is also seen as a strong side of the ELT program. Teaching experience is an important issue to be considered as a must.

"Much practice is being done to gain teaching experience, and lessons are very appropriate to make a good teaching experience for the department." (PT 26)

"It provides so much practice opportunities." (PT 39)

"It tells what to do or not to do in class." (PT 13)

"The stronger side is that we can better learn the student-teacher relationship practically with the mini-lessons in the preparation phase of teaching." (PT 22)

"It provided us to practice classroom management." (PT 6)

"It makes us practice what I have learned theoretically." (PT 76)

"I prepared us to practice with its strong theoretical training." (PT 61)

"After the lessons in high school, English lessons we realized here helped us a lot and this program has enabled us to use the language in everyday life." (PT 69)

"I think it is very useful to practice some lessons." (PT 75)

According to the answers above, the prospective teachers state that there is a sufficient theoretical knowledge on teaching experience or real-life conditions. However, what is more, important than the theoretical knowledge is the practice facilities of what has been learned before.

Besides the school experience and practice opportunities are supported with strong theoretical knowledge, the classroom presentations are also of great importance to gain teaching experience and to make prospective teachers feel confident enough to see themselves. So, one of the respondents shortly said "*presentations*" in order to focus on the strong side of the program. Parallel to this short response, another respondent also stated that "*we make a lot of presentations to show our performance*". *(PT 3)* These responses show that the classroom presentation is another factor to be taken into account when constructing an effective teacher-training program.

Another strong side is the courses offered within the ELT program. Courses having relation with the field of English Language Teaching are mostly favorable courses that are considered to be beneficial to the prospective teachers. The contents of the courses are also of importance in that they make ELT program stronger.

"Field courses." (PT 67)

"The program does not have a lot of strengths other than our field courses and some of our academic staff." (PT 2)

"The field courses and courses of educational sciences are given together." (PT 80)

"Methods, techniques and practical courses." (PT 50)

The responses above clearly show that the field courses can be thought as one of the strong sides of the ELT program from the perspective of prospective teachers. The field courses and their contents are so important that one of the respondents states that there are not any strengths other than the field courses and some academic staff.

The other category stated by the responses is the future expectations of the prospective teachers. Parallel to the responses of teacher trainers, one of the participants stated the

advantages of knowing different foreign languages in working life. Knowing one or more foreign languages will be beneficial in future career and finding a prestigious job. The respondent stated: "*As a second language, knowing foreign languages offers more advantages, especially in our business life, because, sometimes it is not enough to know even three languages.*" (PT 51)

Academic staff is stated to be another strong side of the program similar to the responses of teacher trainers. According to the respondents, individual support of the teaching staff and their technical supports are the forefront responses, which are thought as strong side.

"*They do their best in order to be a good teacher trainer.*" (PT 42)

"*Our teacher trainers did their best in order to make us good English teachers.*" (PT 6)

"*I do not know how it works in different institutions, but the influence of academic staff is very influential on younger students.*" (PT 66)

"*There is no shortage in the program in general, but lecturers are very important factors. It is very important that the academic staff have a responsibility of the lesson. If there were no teacher with a consciousness of responsibility, no matter how good the education and the program are, there would not be a beneficial educational atmosphere.*" (PT 78)

According to the responses above, the individual efforts of the teacher trainers are of a great importance. The academic staff doing their best and their influences are noticed by their students. Even a better program without its better practitioners becomes meaningless.

"*An education with good teachers. Use of visual material. Take advantage of technology.*" (PT 17)

The academic staff as a strong side of the program also gives technical knowledge on the teacher training. It is understood that the prospective teachers are in need of some technical and technological support that is thought to be useful in their teaching profession.

According to the responses of the participants, another strength of the program is that it helps to develop some basic skills such as writing, speaking, listening, expressing feelings and thinking in English. The other skill reading was not mentioned in the responses.

"*I did not know how to speak the language when I first came to university, but now I have a fluent language. Through this program, I learned class management techniques to use in courses in an effective way.*" (PT 21)

"*Developing oneself in the field of language and culture to express oneself in a foreign country.*" (PT 84)

"*It aimed at improving people, students. It improves the speaking skills, listening skills, writing skills.*" (PT 60)

"Being able to express yourself in another language, making friendships from different cultures and environments, looking at events from different and wide angles." (PT 33)

"Strengths, it is successful in developing essay writing, and teaching how to write articles." (PT 63)

Among the four basic skills, reading is not noticed by the respondents even other skills as listening, writing and speaking are mentioned. There are also two different aspects besides these skills. Thinking in English and expressing feelings in a foreign language are thought as other strong sides of the program.

Another strong side of the program is providing theoretical, technical, cultural, language teaching, pedagogical, knowledge on the teaching profession. Some of the participants' response that the theoretical knowledge is one of the strong and positive sides of the program. Their responses are as follows:

"Very strong in terms of theoretical knowledge." (PT 9)

"Good presentation of theoretical information." (PT 71)

"It provides us the theoretical required knowledge." (PT 49)

"I learned a lot theoretically." (PT 40)

One other strong side is stated as technological knowledge given throughout the education process through related courses or the academic staff' individual efforts. So, one of the respondents noticed this detail and stated "*The use of technology is at a high level and provides many opportunities for both students and teachers in terms of language teaching.*" *(PT 16)*

Cultural knowledge is also stated as a strong side of the program according to the responses of the participants. The foreign language itself not only develops some linguistics proficiency but also some cultural elements that the language brings together. A second language also provides people a second identity to express their feeling in different situations.

"Foreign language always keeps people ahead. Because learning a different language culture will improve us. This is one of its strengths." (PT 12)

"...knowing a second language, a second identity, culture, etc. will help learner to meet and contact various people and generations." (PT 78)

No matter how great importance is given to the education of a well-qualified language teacher, some pedagogical knowledge is also given in low level. Some respondents in their statements focus on the pedagogical aspects when talking about the strong sides of the program.

"Pedagogical and field knowledge." (PT 13)

> *"Pedagogical courses and language exposure are the strengths of the program."* (PT 30)

Within the pedagogical aspect, the knowledge of teaching profession is another strong side of the program. Beyond being a good language teacher, to overcome the challenges that the prospective teachers are going to face is of importance in the real teaching atmosphere. According to some respondents, this program somehow prepares them for the future teaching conditions.

> *"First of all, the program teaches how to be a good teacher, there is a understanding in the field of education, and this makes people ready for the profession."* (PT 32)

> *"To teach the necessary information and strategies for being teachers, giving us enough information about where to teach, what to do and how to do it."* (PT 51)

> *"Its huge contributions to our teaching profession, and preparing us for a good future".* (PT 57)

> *"Program will prepare us for the challenges we face in our lives. It provides the information about the needs of a teacher in the class."* (PT 26)

> *"How a teacher should prepare a program, teaching students how to learn, how to design a proper course and choose learning strategies in a multifaceted way are some of the strengths of our department."* (PT 40)

It is seen that the program gives the knowledge of pedagogy and teaching profession in general; however, it also gives the knowledge of how to be a good language teacher. Some linguistic knowledge, material developments, having communication skills and how to teach a language are some other strong sides stated by some other respondents. In the following lines, the extracts from their responses are given.

> *"To provide various and advanced education on language teaching."* (PT 15)

> *"I learned how to behave according to the children's level, to think like them, to prepare materials, and gained knowledge on linguistic and pronunciation."* (PT 1)

> *"It's being intellectual; the acquired information can be transferred to many different fields."* (PT 21)

> *"There is a strong teaching about how we should give the language, what should be taken into consideration while teaching a language is answered clearly."* (PT 27)

> *"Speaking and translation progressed."* (PT 28)

> *"At the very least, communication with people is a stronger side, but it is not always the case for everyone."* (PT 67)

The last strong side stated by the respondent is the field competency, which varies as the use of foreign language, considering the current methods and techniques, considering individual differences, autonomous learning, binding teaching practice to other fields and material development. The participants responded that this current ELT program helps them to gain some required field competency and the skills to the foreign language that will be useful in their teaching profession.

> *"Upgrade the level of foreign language use compared to the high school level." (PT 61)*

> *"The ability to know and teach the origins of things I talked about and wrote." (PT 55)*

> *"We improves our English that we brought from high school, and I learned a lot about the teaching and learning of English language teachers' strategic knowledge." (PT 3)*

The responses above show that the program helps prospective teachers to improve their foreign language and provide them a suitable atmosphere to use this language. It is also stated that they have learned to make a search to find the origin of the words and structures they use. One of the respondents said s/he can also teach what s/he has learned before.

> *"Consider current methods and techniques." (PT 7)*

> *"Teaching English language and teaching modern language teaching techniques and methods." (PT 11)*

> *"Teaching the techniques of teaching and teaching that we should teach according to student needs." (PT 53)*

> *"Teaching a foreign language is the most important aspect, teaching individual teaching techniques according to age groups." (PT 44)*

> *"Teaching when to teach a language, techniques and teaching methods that we are going to use." (PT 46)*

According to the responses above, the ELT program teaches the required and current methods and techniques which are going to be useful in the teaching profession of prospective teachers. The statements below also show that this program considers the individual differences of both teachers and the learners.

> *"I learned enough about how to teach the language to different age groups." (PT 83)*

> *"There was a great contribution to understanding what we talked and listened to, and there was a contribution to how we would teach the knowledge we learned to students at different levels." (PT 33)*

101

"The fact that individuals are unique and show that we should apply a separate teaching for each." (PT 34)

"It teaches us how to communicate better with children. It makes it easier for us to learn basic concepts like English grammar and vocabulary." (PT 8)

"Teaches different teaching techniques for different age groups avoiding traditional English teaching." (PT 49)

"Shows how to teach English to students of all ages, we learn how to teach English for every level of students." (PT 64)

Different age groups and especially the child learners are carefully considered according to the responses of the participants. The program somehow prepares the prospective teachers for different teaching conditions. It prospective teachers to notice the different learning or learner types and chose the most suitable teaching method. The following lines reveal that another strong side is to consider autonomous learning for both teachers and learners.

"Program helped me to love the language, and my self-confidence about speaking increased; I can notice the deficiencies and become fixable." (PT 39)

It provides students with self-learning. (PT 22)

One of the strong sides is to train teachers who have developed themselves on their own. (PT 5)

The responses show two different aspects that prospective teachers can learn about their deficiencies and how to fix them. The other is that students are capable of self-learning; the program provides training for self-learning. The program has also a multi-dimensional aspect that binds teaching practice to other fields. The statements below reveal the thoughts of participants.

"Combining teaching activities with other areas and its becoming sufficient." (PT 71)

"Offering opportunities for children to develop different perspectives on a worldwide basis." (PT 80)

"Provided us with a broader perspective, allowing us to learn new strategies without fear, without hesitation." (PT 48)

"I think it is a more interactive and more analytical department in social and professional life." (PT 54)

The previous statements reveal that this program has some overlapping sides with other disciplines or fields. It is alleged that the program provides a broader perspective and makes the prospective teachers more interactive and critical individuals.

Material development is another strong side that the program offers prospective teachers. One of the respondents said *"We can learn which approaches will be more creative*

in language teaching, how to be creative, what materials we can use to teach English, and how to teach the language best." (PT 57) According to the statement, the program helps prospective teachers to become more creative and have critical thinking abilities, which are required to develop materials. Through these materials, it may be possible to teach language more effectively in the future teaching conditions.

Findings and Interpretations About RQ-3: What are the Weaknesses of the ELT Program?

Weaknesses of the ELT program from the perspective of teacher trainers.

In this section, it is aimed to determine the weaknesses or deficiencies of the program from the aspects of the teacher trainers. In order to fulfill this aim, 41 teacher trainers were interviewed and five categories were derived from the responses of the participants. The deficiencies stated by the teacher trainers can be categorized under five titles as (1) courses, (2) structure of the program, (3) academic staff, (4) level of English proficiency, and (5) lack of real-life connection. Under these five categories, there are also 16 codes determined through the explanations of the participants. Table 41 gives the details about the categories and the codes about the weaknesses and deficiencies of the program.

Table 41. *Weaknesses of the ELT Program from the Perspective of Teacher Trainers*

Categories	Codes
1. Courses	Course content
	Credits of courses
	Need for extra courses
2. Structure of the program	Lack of concrete philosophy
	Needs of the students
	Too static
	Lack of interaction
	Lack of technology
	Does not consider individual differences
3. Academic staff	Lack of native academic staff
	Inappropriate study areas of academic staff
4. Level of English Proficiency	Low English level of prospective teachers
	Inability to express themselves
5. Lack of real-life Connection	Practical aspect
	Lack of authenticity
	Too academic

Under the category of "courses", there are three subcategories as course content, credits of courses, and need for extra courses. There are also some other deficiencies under the title of the "structure of the program" as lack of concrete philosophy, ignorance of some needs of the students, too static, lack of interaction, lack of technology, and does not consider individual differences. Another weakness or deficiency in the ELT program is the academic staff, which was stated as a strong side in the previous chapter. Academic staff whose study areas are different from the related courses and lack of native speaker are thought as the weaknesses of the program. The level of English proficiency is stated as one of the weaknesses of the program by the participants. Under this category, low English level of prospective teachers and their inability to express themselves are seen as deficiencies. The last and perhaps the most important deficiency derived from the responses of the participants is the lack of real-life connection. According to the responses, practical aspect, authenticity, program's being too academic are considered as negative sides of the program.

Courses are thought both positive and negative sides of the program. The respondents state some deficiencies about courses about their contents, credits of courses and the need for extra courses. According to some participants, the courses are important but if they are not supported by the comprehensive content or they are not applied very well in the classroom, they can be thought as the negative or weak side of the program.

> *"Most of the courses lack practice. In many courses, student teachers do not have any awareness regarding the purpose of the course they are receiving. The student teachers should be encouraged to question the course and its content in relation to their future profession." (TT 1)*

> *"Translation from or into English is not taught." (TT 41)*

> *"Lack of culture teaching." (TT 21)*

> *"Besides, some courses are united together. For example, reading and writing. The result of this, the writing lessons are neglected. Most teachers prefer to teach only reading sides of the course. The other deficiency is that our syllabus does not contain the course "Turkish Grammar" in the first year of the ELT Syllabus. If we teach the Turkish grammar at the beginning of the program, learners will grasp the English grammar easily." (TT 19)*

> *"There is a serious decrease in the field courses with the recent revision. There are more Turkish lessons than English courses. There are not enough English courses." (TT 27)*

> *"There are skill courses, advance reading, and writing courses and listening. It would be beneficial to be more connected, more integrated. These are the shortcomings." (TT 20)*

According to the statements of the respondents above, most courses do not have practice components, which are considered as a vital element in teacher training. In this regard, the prospective teachers are not aware of the purpose of the courses that they are receiving. In addition, there should be Turkish Grammar courses in the first year of the program in order to compare and contrast the similarities and the differences between the target language and mother tongue. As a supporting idea, another respondent said there should be more comprehensive translation courses that allow prospective teachers to get to know the culture of the target language, which is stated as another deficiency of the program.

In the program, some courses are given under one title like "Advance Reading and Writing". As a result, sometimes it causes one side to be neglected depending on the teacher trainers. In relation to this case, one participant said the courses should be more integrated and connected considering the language teaching as a whole process. Other field dependent courses should also be given in English to make prospective teachers grasp the courses thoroughly.

> *"Elective courses may be more flexible. They are only in the last grade. Elective courses can also be taken from different departments." (TT 12)*

> *"There are too many Turkish lessons in the final year, which has a negative effect on the students. Three of the five courses in the final year are in Turkish, only two of them are given in English. The number of English lessons must be increased. Courses and field courses should be added for professional development and course credits should be increased. Speaking and grammar lessons are inadequate. They are only in the first grade." (TT 7)*

According to the responses given by the participants, course credits should be reconsidered in order to reach a more comprehensive program. Some respondents stated that there should be consistency in the credits of the courses throughout Turkey, the standardized credits and courses would be beneficial, and the credits must be increased from three to four hours. Below are the responses:

> *"If ECTS are not equal, it is difficult to send prospective teachers to another university within the mobility programs. The courses do not match. There should be consistency in the credits of the courses." (TT 13)*

> *"There are problems with teaching practice courses. There are differences in terms of evaluating the same course in the same department. There are differences in terms of evaluation of teachers who give the course in the same department. There are inconsistencies between foreign language teaching courses for children, language skills course, special teaching methods and practice courses. They can be standardized." (TT 19)*

> *"The course hours must be at least four hours. Reading and writing lessons should be separated. Each one may be in one semester." (TT 31)*

105

> *"The credit hours allocated to certain courses is not sufficient. For instance, teaching English to Young Learners course has been assigned only three hours per week." (TT 17)*

In addition to course contents and their credits, there is another weakness stated by some of the respondents. There should be some extra courses to be added to the ELT program. The responses below reveal the courses that are needed to be considered while considering the program as a whole. According to the participants, Turkish grammar should be given in order for learner to grasp the target grammar better. The number and credits of SLA and linguistic courses should be increased and school experience course should be given in earlier years. General culture courses should also be added to the program. The responses below give details about such extra courses.

> *"The other deficiency is that our syllabus does not contain the course 'Turkish Grammar' in the first year of the ELT Syllabus. If we teach the Turkish grammar at the beginning of the program, they will grasp the English grammar easily." (TT 22)*
>
> *"The number of SLA and Linguistic courses should be increased and some more elective courses are also necessary." (TT 36)*
>
> *"School Experience course is not given earlier. Lack of General Culture lessons." (TT 13)*

Under the category of structural deficiencies, there are six subtitles as lack of concrete philosophy, needs of the students, too static, lack of interaction, lack of technology and not considering the individual differences. One of the respondents said that there was a great deficiency in stating the philosophy of the program when looking at the program from the perspective of a student. Considering the structure of the program, the first thing to be stated is the philosophy of the program. "*At its simplest, there are shortcomings in terms of philosophy if we look at the program from the bottom up. The program is a program prepared according to the West and the courses are fixed, they can not be changed.*" *(TT 10)* According to this response, it is understood that the philosophy is not felt by the prospective teachers, so they do not know where to reach or what reach or learn. The program must somehow be eclectic or flexible considering the prospective teachers' needs.

The responses also show that the needs of the prospective teachers are not considered when constructing a program. Therefore, the practitioners see it as an important deficiency or weakness of the program. One of the participants directly stated that the program "*falls short of meeting student needs.*" *(TT 18)* The statement below also reveals that the needs of the prospective teachers are not considered and a fixed program is stated without being asked to student teachers.

"If a prospective teacher wants to take a lesson in the first grade, Teaching English to young Learners, for example, s/he cannot take. If said I do not want to take the linguistics course in the program, s/he cannot do. In other words, there is such a constant and fixed case that does not allow much modification. In addition, most of these courses were added without asking to the students. Probably with the influence of some of our professors in our field." (TT 3)

In relation to the needs of the prospective teachers, program's being too static is also criticized. According to a response, only core courses should be static, the other courses should be elective and students should be able to take these elective courses whenever they want. The statement below gives details about the response of one participant.

"I do not know; many courses do not address the interests of students. So, there are two things in my mind that one, the program is very stable, it should not be static, for example, there are core courses; anyone will be able to take lessons related to the field. Students should be able to take them whenever they want. Two, you need to ask the students, you will be teaching English, you will work in this field, what kinds of lessons do you need beside this package program?" (TT 8)

Another aspect which is thought to be a weakness is lack of interaction in a classroom atmosphere. A great amount of student is in the listening position and there is not an effective interaction between the lecturers and the students. Prospective teachers are like audience just listen what the lecturers said. The statement below gives the details about what the respondent thinks about the classroom interaction.

"I think the main negative thing is not just in our university, it is also in other universities; there is a kind of statistics saying that 90% of what students do in all universities around the World 90% is only listening. Therefore, the interaction is not that high between the speaker and the listener. I mean the audience. Maybe this is not a problem only at our university, it is almost everywhere. The statistics I am talking refers to the United States, and it is a common problem. And, probably the main gap for our students that they can not master English very well while they are at the previous stages and in later stages they are more interested in acquiring more knowledge and then getting higher marks. This is what I think." (TT 9)

Another weakness stated by the respondent is lack of technology. Some participants stated that the program does not consider the technological advances and far from catching today's technology. Therefore, one of the respondents said, *"There should be some courses to provide technological support. There is not a CALL course yet. There should be a such lesson." (TT 18)* There is another course to be revised according to another participant. Teaching technology and material design course are far from the today's requirements. Therefore, the respondent said, *"Instructional Technologies and Material Development course dates back to*

previous years. That's to say, the program is weak in technological dimension and does not care about mobile learning, computer-assisted language learning." (TT 18)

There are individual differences among the prospective teachers, especially in their levels of English proficiency. However, the program is supposed not to see the individual differences and considers everybody similar. Therefore, one respondent stated this fact as a deficiency of the program and said, "*This curriculum is not for each ELT department student whose proficiency level is different from the other. METU students are not equal to rural city university ELT Department students in Turkey.*" (TT 14)

As well as its being a strong side of the program, the academic staff is at the same time as one of the weak sides of the program. Lack of native academic staff and inappropriate study areas of academic staff are thought as a deficiency when looking at the program as a whole. Proficiency in English is a key element from the perspective of ELT, therefore, the teaching staff should reflect the foreign language knowledge with its all aspects. Native academic staff will be more efficient for prospective teachers from two dimensions: one, the prospective teachers have a chance to hear the native speaker and learn the idioms and expressions; second, native academic staff may provide effective feedbacks for real-life situations. In this respect, one of the respondents states that "*in our case, not having a native speaker*" (TT 31) is one of the weaknesses of the program. Besides lack of enough number of academic staff, sometimes their inappropriate study areas are thought as another weakness of the program. This situation is generally seen in the elective courses offered in the departments. One of the respondents said, *"The elective courses offered to prospective teachers are not optional but required. What is more, these courses are not related to the field. Instead, they are designed based on the availability of the teaching staff." (TT 30)* This case in a broader sense makes prospective teachers indifferent to the field of language teaching.

In the previous paragraphs, it was mentioned that the individual differences are not considered within the program and this case is thought as one of the weaknesses of the program. In relation with this weakness, the level of English proficiency is seen as a deficiency of the program. Low English level of prospective teachers and their inability to express themselves are stated by the participants as the weaknesses of the program. The students are placed with a placement test organized by Measurement, Selection and Placement Centre (OSYM) and the more proficient students are placed in the famous universities. The level of the students varies in accordance with this kind of placement. "*low English proficiency of students*" is also stated as one of the weaknesses of the program by the respondents. In one of the statements it is focused that students cannot express themselves in the target language and the program also

does not provide a suitable condition for students to overcome this problem. In the following paragraph, the details of the response are given.

> *"The biggest problem is that students cannot express themselves in English. When students fail in the first grade in speaking skills, the course is taken repeatedly. The student goes through the third grade or even fourth grade without passing the course of speaking skills. Students find themselves in the last class without having the ability to speak in English. Previously, there was a 1-3 barrage in passing the courses. Without passing some certain courses, a student could not continue in upper classes." (TT 2)*

Another weakness stated by the respondents is program's having no real life connection and practical aspect, no authenticity and being too academic. In the former paragraphs, it was stated that there is not an interaction between lecturers and students; and there is lack of native academic staff. The category that the program lacks real-life connections has relation with these two categories. There is a Turkey's reality and this program falls short of meeting the requirements of the reality even it is seen theoretically perfect. One of the respondents explains this disconnection and gives suggestions for solution and details in the following lines.

> *"Lack of real-life connection... Theoretically, everything seems ok. I guess, it is the teacher trainers themselves who are incapable of bridging the gap between the classroom and the real life. For instance, I teach in the western part of Turkey, my students will probably be appointed to many parts of the country, including the east where most of their students do not know even Turkish. So what?" (TT 4)*

> *"Practicum is too short to provide future teachers with adequate teaching experience. In the ELT departments, student teachers should be exposed to a variety of activities that they can model in their future workplaces." (TT 23)*

> *"More practicum" (TT 34)*

> *"The other thing is that the last year of the program has to be reorganized. Student teachers only have to get school practicum courses." (TT 23)*

> *"The program is seen as comprehensive. Researchers find their own shortcomings. Regarding the practicum, it should be in the first class and its duration should be increased." (TT 15)*

The real life connection theme is especially clustered around the practicum courses that allow student teachers to gain required experience. The statements above reveal that the only chance that the prospective teachers have is the practicum courses. According to the respondents, the connection between the classroom and real life can be provided through practicum. The prospective teachers should see nearly all conditions and will be equipped with the required qualifications suitable for their future workplaces. Moreover, it is also stated that

the practicum course should be placed in the first year of the program and the course hours should be increased to make prospective teachers ready for real-life conditions.

The program's being "*too academic*" can also be evaluated under the lack of real-life connection. It can also be understood that the program is theoretically strong, it means that it is too academic and there is not a health real-life connection. One other respondent states that the program has a lack of *"authenticity"*. This authenticity can be provided by designing authentic materials, creating authentic classroom atmosphere, and exposing students to the real-life situations.

Weaknesses of the ELT program from the perspective of prospective teachers.

In this section, the prospective teachers' statements the weaknesses or negatives sides of the ELT program. In order to collect the data about the weaknesses, 85 prospective teachers were asked the question "what is the weaknesses of the ELT program?" According to the responses, six different categories such as courses, the structure of the program, academic staff, level of English proficiency, lack of real-life connection, language skills were determined as weaknesses of the program. Except for the language skills, others are the same as the teacher trainers' responses on the weaknesses of the program. Even the categories are nearly the same, the codes vary according to the responses of the participants. Table 42. gives details about the determined categories and the codes which were derived from the answers of the prospective teachers on the weaknesses of the program.

Table 42. *Weaknesses of the ELT Program from the Perspective of Prospective Teachers*

Categories	Codes
1. Courses	Course content
	Credits of courses
	Need extra courses
	Elective courses
	Irrelevant courses
2. Structure of the program	Lack of technology
	Needs of the students
	Placement of students
	Not considering the individual differences
3. Academic staff	Lack of native academic staff
	Qualifications of academic staff
4. Level of English Proficiency	Low English level of prospective teachers
	Inability to express themselves

Table 42. *(continuation)*

5. Lack of real-life Connection	Practical aspect
	More theory
6. Language Skills	Speaking
	Listening
	Writing
	Grammar

As for weaknesses, courses have five different subcategories stated by the prospective teachers as course content, credits of courses, the need for extra courses, elective courses, and irrelevant courses. According to their responses, the course contents somehow make prospective teachers inactive during the class and just give technical knowledge. The internship should also be in the earlier year of the program and there should be a connection with both the target language (English) and native language (Turkish). The responses are given as follows.

> "*Fade of English, after a while, it focuses only on technical information and does not develop the information about the course itself.*" (PT 1)

> "*As a weakness of the English language teaching program, I see that the student should start their internship in the earlier years.*" (PT 71)

> "*I think that this program makes people think apart from Turkish.*" (PT 22)

Credits of the courses are also seen as one the weaknesses according to one respondent. Another deficiency that was stated by the prospective teachers is the need for extra courses. According to some responses, literature courses are not beneficial and their course hours are too much. Therefore, instead of the literature courses, some courses related to the practical aspect should be more beneficial. In order not to make mistakes grammatically, grammar courses should be given not only in the first grade but also in other grades. Here are their responses:

> "*We saw too much literature, in four years; one literature lesson would be enough. Instead, courses which are more practice based and beneficial to improve our teaching practice should be offered.*" (PT 31)

> "*Grammar lesson was only given in the first grade. Therefore, even in the fourth grade there are still simple grammatical mistakes made by prospective teachers.*" (PT 32)

> "*Practical courses should be more.*" (PT 44)

There is another weakness related to the courses in the elective courses. The elective courses are in some departments compulsory and they are especially determined according to the study area of academic staff. This case is seen as a problem by prospective teachers. Some

respondents also state that some courses have irrelevant content. The responses given below reveal the thoughts of the prospective teachers clearly.

> *"Some courses are no appropriate for the department and elective courses are more challenging than the other courses." (PT 81)*

> *"There should be more practice lessons instead of unnecessary lessons." (PT 60)*

> *"I had a headache after listening other's presentations." (PT 65)*

Another category, which is stated as a weakness of the program, is the structure of the program. There are some details stated by the respondents such as lack of technology, needs of the prospective teachers, placement of prospective teachers, and not considering the individual differences.

According to the responses, it is understood that the technological developments are not seriously taken into consideration in the program. This weakness varies according to the departments as some of them have technologically qualified academic staff and some others do not. In both cases, it can be concluded that the program should consider the recent developments in the technology. In this respect, one of the respondent said while talking about the weaknesses of the program indicates "inability to use some technological facilities adequately".

"Needs of the prospective teachers" are not focus on according to the prospective teachers, which is stated as a weakness by teacher trainers before. One of the respondents said *"Program is for those who are researching these issues and developing approaches rather than for students. As a result, we have not learned the information we can use in practice." (PT 19)* According to both responses by the teacher trainers and prospective teachers, no matter how they focus on different aspects, the needs of the prospective teachers, prospective teachers, should be cared in order to build a more comprehensive ELT program.

Another important weakness, even it is stated by only one respondent, is the placement of the prospective teachers. As it was stated before, the student placements are done by OSYM. In the recent developments, placements coefficient ratios have changed and a student can be placed in this department even by having 30-40 right answers of totally 80 English questions. It means that if a student can answer the other kinds of tests, s/he can be placed in ELT department. This case resulted in a low level of English proficiency in ELT departments. Accordingly, one of the respondent said "*There is a gradual drop in quality of student selection.*" *(PT 80)* Parallel to this response other respondents also state;

"One of the weaknesses of our department is that as we have mentioned before, even if we are in the last class we do have difficulties in speaking and using the language." (PT 66)

"I can say that from my perspective, I have not developed myself a lot within this program and my level of English proficiency is inadequate." (PT 41)

These responses above show the reality that although prospective teachers are somehow placed in the ELT department, their level of English is not seriously considered enough and they graduate their departments without being proficient enough to use English comprehensively.

Another weakness stated by prospective teachers is that the program does not consider the individual differences. It is a well-known fact that there are individual differences in education. Within this perspective, one of the respondents stated this case: "*We must learn about the things we will be able to use in future education. Like linguistic ...*" (PT 25) This response shows that this prospective teacher thinks that in his/her career the linguistic knowledge would not be useful as s/he would not choose to be an academician. This is an individual decision not to use linguistic knowledge.

"The students do not have enough time for independent studies." (PT 12)

"Giving everything at the same time." (PT 19)

"We cannot have the knowledge of British culture." (PT 77)

"The facilities can be more fun. There is a need for more comprehensive 1st class and library." (PT 45)

"Failure to apply appropriate techniques and methods within the framework of country realities." (PT 14)

The responses above also show some individual comments on the weaknesses of the program. Some prospective teachers want individual time for independent studies, some find the given knowledge more for him/her and some think that they do not learn much about the target culture. As an individual difference, one of the respondents needs more fun, extra budget, more comprehensive first class and library. Another wants more appropriate techniques and methods suitable to conditions of the country.

Lack of real-life connection is stated as another category included in the weaknesses of the program. According to the responses, this program is far from practical aspects and gives more theory. Comparing with the other categories, this weakness is stated by 21 different respondents of totally 85 respondents. The ratio to state practicum as a weakness obviously shows that there is a great need for more practicum courses or activities. The answers below

give details about the theoretical knowledge, which is considered more rather than the practical aspects of the departments.

> *"Of course, it is not a very easy department, and because we have learned a different language from our own life, there are some missing parts. It does not improve if we do not go over something we do not understand, and if we do not have the language ability, it is not beneficial even if we get much theoretical information." (PT 18)*

> *"Rather than practice, the courses are theoretically weighted." (PT 22)*

> *"Program is inadequate from the practical aspect." (PT 29)*

> *"In practical courses, the theoretical knowledge is given." (PT 42)*

> *"Theory focused instruction and inadequateness in practice." (PT 85)*

> *"The only weakness is that the presentation does not take into account the situation of the actual education system." (PT 79)*

> *"The program's being more theoretical, learning theoretical; however, encountering curriculum in reality are among the weaknesses." (PT 3)*

> *"I think more emphasis should be put on the lessons of practice rather than theory. They do absurd thing. I find the system in this country too absurd." (PT 14)*

> *"Lack of practical courses." (PT 15)*

> *"Lack of adequate practice activities in schools." (PT 51)*

> *"More opportunity of practice should be provided." (PT 82)*

Although there is no such clear distinction between lacks of practicum and considering more theory, some of the respondents choose to state this situation in another way. Below are the answers of the respondents who stated the importance of the practicum.

> *"Even they are very necessary, there are many courses having theoretical aspects in them." (PT 2)*

> *"Not being able to practice too much" (PT 33)*

> *"Theoretical lessons." (PT 5)*

> *"The things we learn theoretically are very different when we practice them. The internship is a great advantage to experience it." (PT 26)*

> *"Failure to teach in a real class environment." (PT 31)*

> *"Lack of practice." (PT 67)*

> *"Inadequate implementation facilities in field courses." (PT 25)*

> *"The weakness is that the internship program is very little limited." (PT 49)*

> *"Not enough practice." (PT 50)*

> *"There should be much more practice." (PT 39)*

Until now, it is seen that even though there are some different sub-categories or codes, the main categories are the same as those formed from the responses of the teacher trainers. There is only one category, which is stated as a weakness of the program that differs from the responses of teacher trainers is "language skills". Within this category speaking, listening, writing, and grammar skills are stated as the weaknesses of the program. Reading is not found in the prospective teachers' responses. Instead of reading, they focus on the grammar as a weakness. The responses below also show the reality which is focused on the previous paragraphs about the problem with the placement. The prospective teachers think that the program is not helpful for them to improve their language skills. The responses below clarify this situation in detail. The responses are given in random order as some responses include two or more language skills. Here are the responses:

> "Speaking does not improve." (PT 21)

> "I think that it is weak in terms of speaking and listening. These lessons will not be useful in the future. As a consequence, the students will be weak in these skills." (PT 75)

> "I think it is inadequate in terms of listening, writing and speaking." (PT 66)

> "People may have trouble in learning a language other than their own." (PT 12)

> "A program that is inadequate in terms of listening and speaking. Listening is expected to be fulfilled by listening to the courses itself, speaking is to fulfilled by some presentations. This is insufficient." (PT 7)

> "I think the time we spend on speaking is inadequate." (PT 29)

> "I think I am not very good at speaking and vocabulary." (PT 8)

> "I think grammar teaching is weak and I can add another lesson supporting learners' creativity because it is very important for a teacher to be creative." (PT 61)

> "Inadequacy of grammar education. Backgrounds inadequacy caused by inadequate institutions such as high school primary school challenge students." (PT 1)

> "Number of grammar lessons should be increased." (PT 63)

> "Enough speaking skills are gained, but the program lacks of vocabulary and grammar knowledge." (PT 20)

> "Children cannot develop their speaking or listening skills because the training programs are measured by multiple choice exams." (PT 11)

> "Does not focus on English speaking ability, focuses on too much teaching. First of all, it is necessary to bring our dominance over English to the top level." (PT 82)

"I think some of the courses are not related to our department." (PT 83)

"We have almost no speaking possibilities, some of our theory courses are given without considering speaking." (PT 46)

Findings and Interpretations About RQ-4: What are the Needs of Prospective Teachers in Terms of the ELT Program?

What are the needs of the prospective teachers within the ELT program? (Lacks).

In order to determine the needs of the prospective teachers, 41 teacher trainers were asked to answer the question above. This type of needs can also be thought as "lacks". Lacks can be seen more objectively from outsider evaluators to reach more concrete, and objective results that sometimes cannot be seen by the insiders. According to the responses to the interview question, four different categories as (1) more practice is needed, (2) prospective teachers are needed to be qualified, (3) extrinsic needs and (4) intrinsic needs were determined. Table 43. gives details about the needs of prospective teachers which were indicated by their teacher trainers.

Table 43. *Needs of the Prospective Teachers within the ELT Program (Lacks)*

Categories	Codes
1. More practice is needed	School life experiment
	For four skills
	Caring for individual differences
	Collaborative activities
2. Prospective teachers are needed to be qualified	Authentic use of language
	Need for individual time
	Expressing themselves
	Foreign country experiment
3. Extrinsic needs	Financial support
	Less content knowledge
	Needs should be determined
	Number of academic staff
4. Intrinsic needs	Motivation
	Changing their perception

More Practice

According to the responses, more practice is needed for the education of the well-equipped prospective teachers. Both teacher trainers and prospective teachers focus on this reality with its nearly all dimensions such as the weakness of the program and on the needs of the prospective teachers. It is seen in the table above in which areas there are needs on more

practice. The respondents stated prospective teachers should experience school life more, develop language skills, care individual differences and carry out collaborative activities when thinking from the perspective of more practice.

> *"More real-life experiments in real school environments." (TT 17)*

> *"More classroom teaching hours to develop the leaners' four language skills and practice." (TT 13)*

> *"The prospective teachers should be given much more practice opportunities; they should see the real school environment in earlier classes." (TT 15)*

The responses above show that the practice should be in real life situations at schools. The prospective teachers should see the real conditions of the future prospective teachers and they are expected to be well-qualified to overcome the possible future troubles. This experience is thought to be useful for the improvement of their language skills and their level of English proficiencies. Facing the real-life conditions in earlier classes will also be helpful for prospective teachers to gain a foresight on what kind of future profession is waiting for them. This situation will make them decide whether to go further on teaching profession or not in earlier stages. Another idea on more practice was that more practice will be more helpful for prospective teachers to improve their language skills. The following paragraph gives details about this idea.

> *"Probably, more time for speaking. Practicing speaking skills. I mean for private language schools; the most problematic issue is speaking. I am not speaking here about the accent like you have Turkish accent while speaking English. This is normal. It is impossible for us to avoid. As I told you before that we have Indian English, Egyptian English. It is not a problem. The problem is the fluency. Richness in vocabulary. I think the new generation is far luckier than the older ones. Because, now for me at least, I concentrate so much on having are rich vocabulary because once you have rich vocabulary, you can express yourself fluently. This is the main problem I think. Speaking, speaking, speaking." (TT 7)*

Though the response above focuses especially on speaking and having rich vocabulary, there are some different aspects to be considered to practice more. There is a need to practice for using the language, academic writing, reading, speaking, practice in internship courses, and also their socialization. The response below gives further explanations about in which areas there is a need for more practice.

> *"They need a lot of practice. They need a lot of practice. Practice for both using the language as well as for more writing and academic writing. More reading lessons, more speaking opportunities, then more chance to practice this profession. The practicum courses should be more, and they need them. They*

also need to socialize too much. Our program is so full that the students cannot give a sigh of relief. They are fully robotized, preparing for the exams. There is also KPSS." (TT 5)

The needs for more practice on different areas and language skills and the threats to the prospective teachers were stated clearly in the paragraph above. Stating the needs is important and it is understood from the response that the threats in front of the prospective teachers should also be unblocked in order to educate more qualified teachers. The individual differences should also be considered for both prospective teachers and their future prospective teachers.

"There is a need for practical training. Field lessons should be more intensive. They should address their own field. Effective communication lessons can spread in two terms. There are deficiencies in communication. Lessons should be given on how to communicate with angry and nervous people. Effective communication courses can be taught in English. It would be better to be in upper classes. Turkish and training courses can be reduced. Speaking classes should continue. In upper classes, the courses should be given in English. There should be more practical courses. The number of the students should not be crowded in foreign language classes. The program that needs to be communicative cannot be given effective because of the intensity in the classroom. Course credits must be determined according to the course. The preparatory class is also not useful. Instead, the number of basic courses can be increased." (TT 10)

"There may be more practice in terms of improving English practice. There may be courses for being an academic person." (TT 33)

The responses above give details about the need for practice, the importance of the field courses, need for more effective communication courses, the importance of teaching how to communicate angry or nervous people, necessity to give courses in English. It is also advised that Turkish lessons should be lessened, crowded classes should be reduced especially in language departments and courses should be interactive. The course credits should be dependent on the course; and instead of preparatory class, the credits of the important lessons should be increased. Another respondent continues that there should be a course to prepare prospective teachers for the profession of being an academician. The following paragraph also focuses on the importance of more practice and the course content to be updated. The theory and practice should be combined successfully. Teacher talk instruction and prospective teachers' chance of more practice help them to use the foreign language and correct their errors. Here is the statement by the respondent:

"More practice needs to be made. Course contents should be updated. The program is not fully available. The theory is being discussed and materials are being developed, but they cannot combine what students learn with practice.

There should be teacher talk instruction and practice. They should use the foreign language effectively." (TT 40)

The following response gives further detail about how to achieve a great success in the practice area of teacher trainer. According to the response, the output and the feedback of the graduates are of much importance to find the needs and change the content of the current courses. One important point to be focused is the collaborative learning. The teacher trainer stated that she changed all the content of the courses that she is giving currently. According to her response, the courses named as practicum, methodology and teaching experience have much importance to provide prospective teachers with more practice areas, which was emphasized nearly in all comments of prospective teachers and teacher trainers. The details of the response below will be more beneficial to those believing the importance of practice.

"We should see the output. It is important to interact with graduates in this regard. We have Facebook group through which we are in contact with graduates. I have a separate group of my friends who are from undergraduate years. In addition, if they have problems in classroom practice, they ask us about their problem. I usually see them progressing by improving themselves. Especially, I think that they are making a lot of effort in the development of materials and they are effective in listening to their colleagues. It is a great advantage to interact with our graduates. We know what they want. Now we can guess what the group of teacher candidates might need, thanks to the reflections we got from them. This is actually something like testing the water. How do we make the students in the system more interactive? For example, I was teaching more theoretical courses, and then I realized that they have troubles with their profession and practice. I have actually developed a program content of our courses that have more collaborative activities in. Now, for example, a student said, 'I do not want to work with the group'. However, when I talk about the nature of the job, they have to work this way when they graduate, because we live in society. They need to keep up. I'm giving courses in teaching profession and methodology of the 4th-grade students recently. At the same time, the practicum courses of the 3rd grades. They get to benefit from those courses more." (TT 10)

Another category that the teacher trainers state is "prospective teachers need to be qualified". It is understood that besides the curriculum, courses and the program, the prospective teachers should improve themselves on how to use reliable internet access, some technologic devices and get benefit from libraries in different ways. The prospective teachers should also improve themselves on authentic use of language, the need for individual time, expressing themselves in the target language, and have foreign country experiment.

"They should improve themselves too. Yet, there is not enough time for that. Most of the time is spent by teaching. Prospective teachers need fresh ideas and some supporting resources, such as a reliable internet access and some

technologic devices that students can benefit from (libraries can loan tablets, laptops, etc.)" (TT 12)

The response above clarifies that there is a need for prospective teachers to improve themselves. However, as most of the time passes through teaching something, there is not enough time to do this. In order to improve themselves, they some devices and reliable internet access are needed to get fresh and recent developments in the field. This can be provided by libraries. Prospective teachers can borrow laptops, tablets or something to reach the knowledge they need. Even they have the devices and technological substructures to reach the information, there is one more thing to keep in mind: They should know the authentic use of language. Sometimes, mother tongue effects on the use target language negatively. So, providing the authenticity in language use gains importance.

Another point which is stated by one of the respondents is "expressing themselves". After having the related devices, internet access and the authentic use of language, the prospective teachers should be able to express themselves both in spoken and written language. They should also know the methodology for teaching future students. So, one of the respondents said *"To be able to express themselves both in spoken and written language and of course, to be equipped with a methodology to teach various skills required to be language teachers." (TT 38)*

In addition to the valuable comments above, there is a shortcut for prospective teachers to improve their language skills "sending them to an English spoken country at least three months". The foreign country experiment provides them with the authentic use of language, helps them to improve themselves especially in speaking and expressing themselves in the target language, and helps them to gain an important life experience. Here is the response of TT 41 *"What is needed for the ELT students have to be sent to the countries where English is spoken, for at least three months."*

Another category, which was determined through the respondents, is the extrinsic needs, which are related to the external factors such as the structure of the program, scholarship, academic staff and the content of the courses. In order to provide more suitable teaching and learning conditions, the external factors should be taken into account seriously. It is a general perception that the betterment of the conditions around the learner has a direct relationship with the success. In the following lines, some extrinsic needs are derived from the responses of the teacher trainers.

According to one respondent (TT 25), there is a need for "*Financial support to buy necessary materials*". As everyone, prospective teachers are also in need of some financial

support to afford their daily life and especially their individual development. Another issue is the "*less content knowledge*". In the previous paragraphs, it is stated that the prospective teacher needs extra time for their individual requirements to be well equipped. Less content knowledge is supposed to provide the needed time for the prospective teachers. With this respect, another respondent stated "*a good integration of how and what to teach courses in Turkish context*" *(TT 39)* is needed. Content should include and consider the Turkish context and its integration to the program.

All the opinions stated above as extrinsic needs are related to the needs of the prospective teachers. Therefore, one of the respondents said, "*the program should be designed considering the needs of the EFL teachers". (TT 18)* This response also shows the significance of determining the needs of the prospective teachers to decide the content of the knowledge, financial support, and integration of the program.

The last subcategory is the number of academic staff to give the required education. *"The number of academic staff should be increased as early as possible. We need to have more research assistants to prepare the future of our programs." (TT 27)* The need for more and qualified academic staff is also of an urgency. In order to train more equipped prospective teachers, the number of the qualified academic staff should be increased to raise the quality of the education at the same time.

Besides extrinsic needs, there is also intrinsic needs of the prospective teachers to be considered within the program. The things that are related to the intrinsic sides of the prospective teachers can be thought of the intrinsic needs. There are two intrinsic needs derived from the answers of the teacher trainers. First is "*motivation*". The student teachers need to be motivated before than all other things. Therefore, one of the respondents said *"there is no physical need but more motivation". (TT 19)* That kind of motivation should arise from the prospective teachers but not outsiders. Thus, prospective teachers need to motivate themselves to reach their goals. The second intrinsic need is the *"changing the perception of learners"*. The quotation below gives the detail.

> *"First of all, there is a problem: there is theoretical courses, methodology, linguistics and we gave the students this or that. For example, when a student enters the class, he writes S + V + O on the board. when asked why s/he does it? He answers: my teacher in my preparation or my high school teacher taught like that. Being a teacher is a matter of modeling rather than reading something and developing a behavior. Therefore, the perception must change first. The second dimension, the speaking and writing skills, does not develop at all. There are courses in the program, there are two courses, but at the end of the process,*

students do not acquire reading, writing, speaking skills at the desired level.
They say I graduate but I still do not speak English". (TT 9)

What are the expectations of prospective teachers from the ELT Program? (Necessities).

In order to determine the necessities, a question *"What are your expectations from the ELT program?"* was asked to 85 prospective teachers. Respondent pointed at many different aspects as the question let the respondents feel free to express their own expectations. According to the responses, four main aspects appear as the exterior, interior, practical and occupational. External aspect refers to the necessities which are not the direct concern of the prospective teachers such as academic staff, courses, the type of education, educational goals etc. Interior aspect refers to the necessities, which are directly related to the prospective teachers, their own objectives, their proficiency levels etc. Practical aspect has relation with the necessities of prospective teachers in practicing more, the daily use of language, and the flow of theory to practice. The last is the occupational aspect, which refers to the teacher qualifications, there being effective teachers and teaching as a profession. Table 44. gives detail about these necessities.

Table 44. *Expectations of Prospective Teachers from the ELT Program (Necessities)*

Categories	Codes
1. External necessities	Academic staff
	Learner-centred education
	More sincere education
	More freedom
	Earlier practicum
	All language skills
	Effective courses
	Adaptable to next generations
2. Interior necessities	Career objectives
	Language proficiency
	Individual necessities
3. Practical necessities	More practice
	Daily use
	From theory to practice
4. Occupational necessities	Being qualified teachers
	Training effective teachers
	Global teachers

First, the external necessities that are not directly related to the prospective teachers consist of eight subcategories as academic staff, learner-centered education, sincerer education,

more freedom, earlier practicum, all language skills, effective courses, and being adaptable to next generations.

> *"Native speakers can also teach." (PT 44)*
>
> *"To provide expert lecturers with appropriate courses in order to train specialist teachers in their field and to select courses in which students can develop themselves." (PT 49)*
>
> *"ELT program students should be trained very well in every field. According to other fields, sources of anxiety as theory or marks should be prevented; courses should be entirely about educating students in every subject." (PT 50)*
>
> *"First of all, I expect such instructors to see us as individuals, and not to find myself in situations of insult and humiliation by them. Then, I expect such instructors who would not have any teaching or character problems even they are sufficient in terms of knowledge." (PT 53)*
>
> *"I want to have lessons with instructors who do not only teach the theory well but also practice at the same time." (PT 59)*

The responses above stated that lecturers who are native speaker would be more beneficial to hear the right pronunciation and right usage. There should also be expert teacher trainers whose study areas are suitable for the appropriate courses. Moreover, prospective teachers should have a chance to select the elective courses independently. These two cases – expert instructor and freedom to choose elective courses- are expected to be useful for the personal development of the prospective teachers. Another response also states that the instructors should care for the learner and change their attitudes towards them. There should be a mutual respect from teacher trainers to prospective teachers and vice versa.

The following responses indicate that the program should be more learner-centered and should focus on the individual development of the prospective teachers. Within the program, prospective teachers are expected to be more independent and creative thinkers. According to the responses below, sometimes rules can be ignored in order to make learners feel comfortable. Here are the responses:

> *"Program should be more learner-centered, should focus on developing more speaking skills of students, and should encourage students to be more independent and creative thinkers." (PT 24)*
>
> *"I expected it to be more student-oriented." (PT 19)*
>
> *"As I point out, more student-centered lessons will be more useful in every respect." (PT 27)*
>
> *"It should not be connected to the rules. Students should feel more comfortable." (PT 51)*

Another thing to be considered as a necessity is the warm environment. According to the respondents, the need for such an environment is greater than the need for a program, courses or academic staff. The warm learning and teaching atmosphere is thought to be of more importance in order to provide a suitable environment. In this respect, one of the respondents said *"Creation of a more intimate and warm learning environment." (PT 4)* This statement also shows the importance to create a more intimate and warm classroom atmosphere. It can also be understood from this statement that while constructing a curriculum, program or course syllabus, "warmth" should also be considered as an indispensable element.

One more thing to be thought as a necessity is the internship program. According to responses of both teacher trainers and the prospective teachers, the practicum courses or internship should start in earlier semesters. This is thought to be useful for prospective teachers to see more real-life classroom atmosphere and practice more. Practice is a key element for a prospective teacher to implement what they learned before. One thing, which is different from other responses here, is that grammar teaching should be focused. The reason why there is a need for grammar teaching reflects a reality that everybody who wants to try himself or herself to see his or her foreign language level, is evaluated through his or her grammar and comprehension.

> *"I think the internship should start earlier. I learn better while observing the real environment. Grammar teaching must be emphasized on. Because, even we are expected to create an interactive environment and use the methods we learn, we are evaluated through grammar." (PT 11)*

> *"It should change." (PT 14)*

Another thing to be considered within the external necessities is more language skills. As a reality, although the prospective teachers are evaluated according to their grammar and grammar is of a great importance, other language skills such as reading, listening, speaking and writing should have more importance than grammar only. Other skills help prospective teachers to make a different and colorful classroom environment. The following response focuses on this understanding.

> *"To teach English more effectively by not only grammar focused instruction but also by using the skills as reading, listening, speaking and writing. To make classroom environment different and colorful." (PT 22)*

According to another response stated by a prospective teacher (PT 83), the prospective teachers should be adaptable to future generations. They can adapt both themselves and the knowledge they have learned throughout their education process. As the time passes, the technological developments and methodological changes affect both teacher trainers and their

future students. The prospective teachers are trained for at least four-year later generations. Therefore, they should keep up with the current developments and be ready for their future students. According to them, the face of education should change and entertaining and rejoicing while teaching should come to the forefront. Followings are the responses of the participants.

> *"Being able to adapt myself to future generations, focusing on teaching English by entertaining." (PT 84)*

> *"I want to learn the language that can contribute to people in the future, especially for those who say 'I cannot learn English in Turkey'." (PT 60)*

Effective courses are thought as another necessity stated by the prospective teachers. These courses have two dimensions which are considered as effective. First, the courses should also have relations with the KPSS examination, which is the only criterion for a prospective teacher to be appointed as a teacher. Second, courses beyond any restriction should urge prospective teachers to be more creative and critical thinking. In both cases, the program courses should be more effective to meet the demands of the prospective teachers according to their responses below.

> *"Some of our field lessons were not effective enough. We have missed. We will have to complete the missing part ourselves for KPSS. On this issue, there is a need to be more responsive." (PT 19)*

> *"There must be more creative and critical thinking environments and lessons. There must be a program that the tests do not limit us." (PT 21)*

Second, there are internal necessities, which refer to the necessities related directly to the prospective teachers themselves. These necessities can be stated as career objectives, language proficiency, and necessities. That can be called as sub-category or code of the internal necessities.

Career objectives is another sub-category that is stated by the respondents. This category is related to necessities of the prospective teacher after their graduation. One of the respondents (PT 15) thinks that this program is very useful and contributing. However, another participant (PT 27) is anxious about the future and think about something related to monetary issues. Therefore, being appointed is so important that there should be some courses about the examination of appointing. Another participant (PT 41) also shares this idea and s/he wants to be appointed to a place to feel relax. In short, there are two different perspectives on career objectives. First is about the usefulness of the program, latter is about the monetary and appointing somewhere to relax.

> *"It is really a useful and contributing program." (PT 31)*

"I have to be ready for the examinations I will enter while graduating from this school, but the field knowledge or training questions seemed to have nothing to do with what I learnt in the lessons. To be more precise, I would like to be able to be appointed as a teacher." (PT 70)

"My expectation is to be appointed somewhere in the west and teach students at a good language level." (PT 9)

Language proficiency is of a great importance that nearly all of the prospective teachers and teacher trainers focus on this category. Having enough proficiency in English has some different aspects. Firstly, four language skills such as speaking, writing, listening, and reading must be improved within the program. According to the responses, speaking and listening are more important issues to be concerned; However, in participants' opinion, they are neglected more. Therefore, the program should give extra importance to language skills especially to those related to speaking, writing and listening. Secondly, the program should provide suitable learning conditions for prospective teachers to practice their theoretical knowledge both in the artificial and real situation. This issue helps prospective teachers to feel comfortable to express themselves in a foreign language and talk fearlessly. The last thing to be considered within the program is following the technological developments in language teaching field. This program is expected to teach how to keep up with the current innovations. In the following lines, more detailed responses are given.

"More emphasis should be given to improve pronunciation of teacher candidates." (PT 30)

"The program should teach prospective teachers how to internalize, use English and transfer it to the students effectively." (PT 38)

"Courses to improve our command of English rather than how to teach should be given. Education courses can only be given in the last class." (PT 41)

"This program should raise me enough level to teach and use English." (PT 64)

"The program should train teachers in a way not only to teach grammar but also to use language, improve their speaking and writing skills and have ability to teach learning." (PT 20)

"Developing in an academic sense is important, but it is more important that we use language and improve ourselves. It will be better to have courses and suitable contents for speaking better." (PT 1)

"We have not been able to speak English in the lessons although we have learnt it since the fourth grade. In addition, I would like to focus on speaking and writing areas as well as theoretical courses." (PT 19)

"I wanted to learn to talk fearlessly." (PT 37)

> *"The program should provide the infrastructure which I can keep up-to-date with the latest innovations and stay up-to-date with." (PT 49)*

The previous responses reflect more general issues though some of them were stated by only one of the respondents. There are also some "individual necessities" to be considered all ideas. In the following responses, some participants think that their education is not enough and they have to struggle on their own to learn something. Some of them think that the program is enough and meet their demands. The responses about the individual necessities are given as follows:

> *"I do not think I have received enough training. We always learn with our own efforts. We need to do a lot of research to use many programs that we have never known." (PT 13)*

> *"An individualized training program should be prepared." (PT 24)*

> *"It meets my expectation to a great extent." (PT 41)*

> *"Existing program meet expectations." (PT 66)*

> *"Generally, it meets my expectations. In the English language teaching program, the instructors have much duty in an academic sense; however, it is very important to improve ourselves." (PT 69)*

> *"This program is above my expectations. There is no such missing thing." (PT 85)*

Third, another necessity is practical necessities, which has three sub-categories as more practice, daily use and flow of theory to practice. Practical necessities are one of the most focused on issues after occupational necessities. According to the responses, nearly all of the prospective teachers see the practice as a key element in teacher training.

According to some respondents, making "more practice" is seen as an important necessity under the category of practical necessities. More practice can be provided by adding some more courses related to the implementation. These courses should not only provide more course hours but also more practical possibilities for prospective teachers. Beside adding more practice courses, some real-life experience is also needed to increase the chance of more practice. Therefore, there should be close relationships between schools and faculties to improve dialogues and create more chance to practice more in real school life conditions. There is also another dimension to be considered is the internship program. They are in the last semesters. As stated before under different category, the internship program should start in the earlier semesters so that it can provide prospective teachers more practice facilities. Here are the responses in detail:

> *"There should be more practical courses." (PT 27)*

127

"Teaching of teacher behaviors in an adequate and practical way and increasing student involvement would be beneficial to our program. Increasing coordination with schools would create more opportunities for implementation." (PT 40)

"Training of fully equipped teachers on language teaching: The program should be of a quality to overcome deficiencies and aim to make more practice rather than theory." (PT 61)

"More observation and practice opportunities, at least, my need is in this direction." (PT 72)

"My expectation is to add more experience. Therefore, we have to experience what we have learned. The internship should not be in the last semester but in my opinion, it should start in the second semester." (PT 78)

"There should be lessons in which we can practice a lot more." (PT 84)

Daily use is stated under the sub-title of practical necessities as practice covers the daily use of language. In this respect, some respondents focus on the importance of daily use of target language. The responses below have concerns on similar issues. Here are the responses:

"The courses that contribute to the daily life should be focused more, rather than theoretical knowledge." (PT 10)

"I think it should be a more application-based program." (PT 14)

"We should use the language more often in daily life, not in the book." (PT 29)

The flow of theory to practice was stated by only one of the respondents under this category. However, in previous paragraphs, this topic was stated several times. According to this response, even though the program has theoretical knowledge, there should be a flow from theory to practice. Therefore, the courses and their testing systems should be adapted to this understanding. The prospective teachers should not be asked about the knowledge in the book but its reflections on them.

"Practice lessons should not be theoretical. Each student has to get a comprehensive feedback and then represent the course according to the feedback, if necessary. The department's inquiries should ask us to make comments on the information in the book rather than directly give the information itself." (PT 2)

The last and the fourth category is occupational necessities. These necessities are related to the teaching profession. The most focused category is the occupational necessities. Nearly more than half of the respondents refer to this issue under three sub-categories as being qualified teachers, training effective teachers and training global teachers. Even though these subcategories are divided into different sub-categories, some responses can be though under both titles or all titles. Therefore, making a clear distinction between the titles will not be

beneficial. Some responses also overlapped. However, giving all the responses in their original form is thought to be more beneficial to see the differences among the views of respondents and to be informed of different perspectives. Here are the responses:

"Learning to teach English." (PT 4)

"Having the skills and techniques necessary to effectively teach English teaching." (PT 9)

"Being a well-equipped teacher." (PT 23)

"Making me a teacher who is ready to teach at the same time when graduated." (PT 27)

"Being able to train fully equipped teachers who can combine theory and practice and contribute to personal development as much as being proficient in their field." (PT 35)

"It should be more about improving ourselves." (PT 37)

"Field development." (PT 39)

"Training qualified teachers." (PT 41)

"A system aimed at teaching language, saving students from being worrying about exam scores." (PT 47)

"First of all, a good pronunciation and a strong sense of comprehension. To reach a level to be able to teach anywhere in the world. (PT 59)

"Teach me how to use activities in classroom and teaching methods, in to teach students and how to behave towards each student." (PT 62)

"Preparing to be an effective teacher." (PT 64)

"Graduating as a self-confident, idealistic and qualified person. There should be also less work in the last year to prepare for the exams." (PT 71)

"Increasing the hours of practical courses. Focusing on four skills, which means to have a preparatory class. It is also necessary to give listening and speaking courses by more experienced instructors." (PT 72)

"I expect the academic staff to give courses about the profession and train more self-confident teachers." (PT 4)

"To give good language training and to be able to speak English without anxiety where I need to speak English." (PT 9)

"More courses about speaking and listening should be placed into the program, their credits should be increased, the credits and the number of general cultural courses can be reduced." (PT 13)

"I would prefer a program which is not only grammatically oriented but also speaking and listening weighted." (PT 8)

"I want to graduate as a teacher candidate who can provide my students with the best learning experience possible." (PT 36)

"There should be blogs where you can research in English and share opinions about them and thus the lessons should benefit from technology." (PT 80)

"The program should develop students in all aspects so that we can become good English teachers. It should be aimed at developing students both in the field of knowledge and in social and cultural aspects." (PT 11)

"It should help us prepare for teaching." (PT 25)

"The program should educate fully qualified English teacher; transfer the whole knowledge of English." (PT 18)

"Being able to develop me as a teacher, learning the culture of target language better." (PT 59)

"I expect that when we graduate, we should find ourselves as competent as a teacher." (PT 33)

"It is my greatest anticipation that to do my work without ignoring my mistakes but improving the progress of time." (PT 45)

"Using the language more effectively, a better preparation to become a good teacher." (PT 44)

"Provide the necessary equipment that enables us to communicate in English language and transfer it in the best possible way." (PT 20)

"With this program, I expect to be a qualified teacher with enough level of knowledge, to get out of the old-fashioned memorization system with help of as much as possible activities, I want to prepare my students in the future." (PT 21)

"Make us conscious and equipped teachers to provide more benefits to future generations." (PT 40)

"Prepare me to teach English when I graduate." (PT 82)

"Teacher candidates should be educated enough to be able to use modern technology and become well-informed." (PT 83)

Do you think you will be ready for teaching? What kind of support do you need? (Wants).

The last question is to determine the wants of the prospective teachers in order to reach a needs analysis. In this respect, 85 prospective teachers were asked to answer, "*Do you think you will be ready for teaching? What kind of support do you need?*" of all the 85 prospective teachers, 80 of them gave responses. The question consists of two dimensions. The responses and the details about the first part of the question *"Do you think you will be ready for teaching?"* are given in Table 45.

Table 45. *Responses of Teacher Trainers about Their Readiness for Teaching*

		N	F
	Yes	20	23
Do you think you	No	22	26
will be ready for	Conditionally yes	38	45
teaching?	No response	5	6
	Total	85	100

Table 45. shows that 23% (N=20) felt ready for teaching and gave positive responses, 26% (N=26) gave negative responses, and 45% of the participants said "conditionally yes", they felt themselves ready but there are some conditions they want to be met, 6% (N=5) of them gave no response to this question. This result reveals that 26% of the participants did not see themselves ready for teaching when they graduate from the ELT program and 45% feel ready but only when they compensate for their deficiencies. It can be concluded that totally 71% of the participant somehow did not see themselves ready. Only 23% think that they will be ready for teaching and did not state any conditions or need for any support to feel ready.

The second part of the question "*What kind of supports do you need?* was answered by those who said "no" and those who said "yes" and want to state conditions. According to the responses of the question, the supports that are stated by the participants gather around four categories as (1) individual support, (2) pedagogical support, (3) linguistic support and (4) structural support. Table 46. gives the details about the categories and the codes of the needs for supports stated by participants.

Table 46. *Supports That Prospective Teachers Need (Wants)*

Categories	Codes
1. Individual support	Real life atmosphere
	Knowledge
	Intrinsic support
2. Pedagogical support	Classroom atmosphere
	More practice
	More time
3. Linguistic support	Speaking
	Grammar
	Material development
4. Structural support	School system
	Lesson planning
	Technology

Individual support is related to the participants' special wants, which exclusively belong to them. This category has three different sub-categories or codes as real-life atmosphere, knowledge and intrinsic support.

According to some respondents, if they are exposed to some more real-life atmosphere, they will feel ready. One of them said, *"I feel ready theoretically, but I think I will have some problems with practice. I need some support for classroom management." (PT 2)* This respondent thinks that s/he will feel ready only when s/he receives classroom management supports and see some more real classroom environment. In addition, there is another response that is similar to the first one. *"I feel ready. I just need to get used to the classroom environment." (PT 44)* With respect to the first two responses, which exclusively belong them; another response is about the human relations. The respondent said, *"Frankly, I hope I will be ready, I need to improve myself on human relations." (PT 20)* This response also states an exclusive condition that belongs to the participant.

Knowledge is another support, which is stated under individual support. According to the respondents, they need to know about technology, general culture and improve themselves constantly on occupational knowledge. One of the respondents states that s/he needs some technological support to be ready for teaching.

> *"I feel ready in different dimensions, but I have a shortage of computer use in teaching. Before this can be done, teachers need to explain the program or sites to the students in a good way." (PT 11)*

Another response is about general cultural knowledge. According to the response, the knowledge of general culture is needed to serve the student in different and multifaceted ways. The statement is given as follows: *"I feel ready, but we need to learn more in the field of general culture so that we can provide a multifaceted service." (PT 65)*

There are some further responses on to be the importance of the need for reading and learning. In the teaching profession, the teachers should permanently develop themselves in order to teach their student by using different methods and teaching materials. The responses below clarify the permanent needs for development for a teacher.

> *"Yes, I think. I always think that I should be open to reading and learning." (PT 12)*

> *"I do not think I can be completely ready. Because teaching is a profession that needs to constantly improve. There are things I will learn more and I will even learn from my students, I think my career life is something that I can improve." (PT 60)*

The last support stated under individual support category is intrinsic support, which is related to the participants' motivation, characteristics, anxiety, hopes, and wants. One of the respondents said s/he needed to hear a word to motive himself/herself. Another one thought that his/her character was not suitable to be a teacher. One other respondent said his/her psychology was not suitable and tried to change his career objectives, do different job expect then teaching. There is also a fear to be unemployed after graduating and anxiety to make mistake. The prospective teachers need some supports about these issues. In the following lines, their answers are given.

> *"I think I'm ready. But motivating words from an expert make me feel better." (PT 1)*

> *"I do not think that I will be prepared in erms of experience and character even if I feel ready as background, but I do not believe that my character will be suitable to the teaching profession." (PT 4)*

> *"Yes, I feel like I'm ready, I'm just a little worried about making mistakes while teaching and using the language." (PT 12)*

> *"I think I will be ready to teach, but I am not sure I really want it." (PT 24)*

> *"I fear that I will be unemployed when I graduate. As you know there is an interview before assignments." (PT 31)*

> *"Even though I do not have enough knowledge and culture, my psychology is not suitable for teaching. So, I will do something different after graduation." (PT 74)*

There is another support stated by the respondents named as pedagogical support, which has such sub-categories as classroom atmosphere, more practice and more time. Pedagogical support refers to the needs that are required for teaching and learning in general. Under this category, the points related to the teaching, learning and the situations are tried to be derived from the responses of the participants.

The classroom atmosphere is the first pedagogical support determined through the answers of the participants. The respondents think that they will be ready for teaching but they need extra support to see and experience the things that they have learned in the real school environment. One of them said, *"I think I will be ready except for classroom management." (PT 80)* S/he needs classroom management that can only be experienced in real life situations. Another response clarifies this situation and said,

> *"I feel ready for teaching, but this is related to the case that I grew up to be a teacher since high school. I can get into trouble as I have not experienced the thing I have learned in a real classroom atmosphere." (PT 41)*

In another response, it is stated that *"I feel I will be ready but want to take part in some lessons such as speaking, listening, writing and reading as an observer." (PT 71)* This response is related to seeing and observing the real-life conditions in their natural environment. Another supporting response about the real-life situation is *"I feel ready for teaching, but I need time to get used to classroom and classroom atmosphere." (PT 52)*

More practice is another sub-category of pedagogical supports. The respondents think that they will be ready for teaching but they need more practice. According to their responses, more practice can be provided by the practicum courses. More and effective practicum courses are believed to be useful for gaining the required experience. Some other responses also indicated that the practicum can be given in the earlier semesters to practice more in real life situations. Some respondents also stated that they can understand whether they are ready for teaching only after experiencing it. Those who shows this as the only solution to be ready for teaching stated their opinions as follows:

"I believe I will be ready for more practice." (PT 13)

"I do not feel that I am ready. The only solution to feeling ready is an experience." (PT 26)

"Yes, but I just need more practice." (PT 8)

"I need more practice." (PT 2)

"I do not feel ready. I think I need more practice." (PT 64)

"Of course, I feel ready, but as at the university, I am ready theoretically. I think that in the teaching profession, I need some more experience. I can say that the only deficiency is experience." (PT 65)

According to some other respondents, practicum courses are important to gain experience and practice more. Some think that the courses on their own will be enough for gaining experience but some of them think that practicum should start in the earlier semester to practice more and gain the required experience which allow them to feel ready for teaching.

"After the practicum courses in the second semester, I think, I will be ready." (PT 83)

"I do not feel that I am ready for teaching completely. Because I need more practice and gain experience. I hope that after practicum, I will have received the required experience." (PT 50)

"I feel almost ready, I feel I will have enough knowledge, but I think the program is not sufficient from practical perspective. Starting practicum courses in the second semester of second grade or the first semester of third grade should be much better to feel ready rather being in the last year of the education." (PT 51)

Some of the respondents think that they can understand whether they are ready or not after they start teaching. They think that in the early years of their profession, they can come across some troubles; yet they believe they can get over these problems only after they experience them. Followings are their responses to state this reality.

"I will implement the things I have learned the first time. My inexperience can be realized at first. I think I will be better after I get used to." (PT 20)

"To feel ready will not be possible at first. We may not be ready for some practice and see the difficulty and easiness." (PT 21)

"No, I do not feel I am ready. I feel that after graduation I will be insufficient about the experience, I will not have enough school experience I need." (PT 22)

"As I have not experienced yet, I cannot comment on this issue. Of course, I have some shortcomings. I will realize them after some progression in the profession." (PT 62)

"I may have some trouble in my first year. I think, after understanding the environment and doing all the activities and get along well with the profession, it will be easier." (PT 5)

In order to practice more and gain experience, the most important thing to be focused on is more time, which can be stated under pedagogical supports. The responses show that the respondents may feel ready for teaching but they need to practice more and they need more time to experience more. Therefore, one of the respondents said, *"I think there are many years in front of me to gain experience and improve myself for teaching." (PT 48)* For this experience, there is a need for more time. Another respondent said, "*It is not possible to think that I am ready. In order to be ready, I need to teaching experience some more time." (PT 77)*

Another category, which deserves to be mentioned separately, is the linguistic supports that refer the needs of the prospective teacher on the language competency. According to the responses, the participants will be linguistically proficient only after they speak frequently enough. There should also be more speaking facilities, foreign country experience, and grammatical support. The details are given in the responses as follows:

"Yes, there should be some activities in foreign countries to improve speaking skills." (PT 14)

"Yes, I feel ready. Maybe, I will have trouble with speaking, but I think I will get over this problem as I speak in the classroom." (PT 17)

"To be autonomous, I want much more speaking opportunities, but I am ready." (PT 24)

"We should improve speaking and vocabulary. I am ready now, but my deficiencies are speaking and vocabulary." (PT 30)

"I do not think that I am fluent enough to speak English in classrooms. Moreover, I think that it will be hard to find a material for each class." (PT 6)

"I feel ready. I have done lots of microteaching and observation and I have been going to practicum lessons since the third year. I can use the language actively, but I am not good at grammar. Perhaps, to get some grammar support will be much suitable." (PT 70)

The last category about the needs of the prospective teachers is structural support, which refers to such things as a school system, lesson planning, and technology. There are some further issues that are not included in the ELT program. After graduation, the prospective teachers must enter an appointment exam and after being placed at a school, they see that the school has different systems. The curriculum of the lessons they are going to teach will be firstly introduced only after they are appointed to a school. The school can be primary, secondary or high school. Considering these realities, the respondents are in need of some structural support.

The support in the school system is the first and may be the most important need of the prospective teachers. According to the responses, it is understood that there is an important ignored issue that the prospective teacher is not informed. The level of the students that they are going to teach is not known. The curriculum of each level of school is also not known and the prospective teachers are not given any courses about these situations. The following responses reflect the ideas of respondents on these issues.

"I do not think that I will be ready. I think that I am going to have deficiencies as we do not know the level of students at schools and we are not given any courses in terms of the school curriculum. I hope that I can only get over this trouble by experiencing and learning in course of time." (PT 7)

"Yes, I think that I am ready. In order to feel ready, the school administration should be qualified, and the classroom should be well equipped. These issues will make me feel ready for the teaching profession." (PT 15)

"I am not really ready, but I am of course ready with regard to this system." (PT 63)

"I think I am ready, but as every day a new application is proposed, there is a need to keep up with these changes." (PT 81)

"I do not think that I will be ready. Because there are differences between the curriculum we attend and the curriculum of MEB (Ministry of Education). I think it takes a lot to fill in this gap and get used to the new system." (PT 10)

"I feel ready, but the greatest support should come from the government." (PT 53)

"There should be more lesson planning activities and application-centered activities." (PT 78)

Even the responses above reveal the most important supports that are of crucial importance, there is another support to be considered: "Technological education and technological equipment." One response is about "technological education". Moreover, a participant said, "*I think I am ready. I need technological equipment to be provided in enough amount.*" (PT 40)

Findings and Interpretations about RQ-5: What are the Perceptions of Both Prospective Teachers and Teacher Trainers About Whether There is a Need to Add or Omit Any Lessons?

Which lessons can be added to or omitted from the ELT program? From the perspective of teacher trainers.

In order to determine the perceptions of teacher trainers about whether there is a need to add or omit any lesson, a question was asked to 41 teacher trainers. The responses are generally clustered around the practice area and effective use of language. There are also some recommendations about adding cultural courses, psychology related courses, project writing and academic orientation courses. The list of courses which are suggested by teacher trainers is given in Table 47.

Table 47. *Courses to be Added According to Teacher Trainers*

Categories	Courses to be added
Supporting Language Skills	More Speaking Lessons
	A Compulsory Prep Year
	Translation and Literature
	Translation
	Comparative Grammar Lessons
	Integration of Language Skills Courses
Practice-oriented	Work Abroad
	Cultural courses
	More Practice Components
	Practice Area Must be Added
Further areas	Psychology Education
	Teaching Adult Learners
	Project Writing
	Lessons that can benefit the teaching profession
	Lessons for Technology
	Lessons for Academic Orientation

According to the responses, there is a need to add such courses related to the language skills as more speaking courses, comparative grammar, translation and literature courses that require using all language skills effectively. Therefore, one of the respondents (TT 15) said, language skills should be given in an integrated way. Another respondent (TT 21) stated that there should be a one-year compulsory preparatory class. The aim of the preparatory class is to give all language skills effectively. These recommendations have all related the level of English proficiency of prospective teachers. *"A compulsory prep year should be added to increase the language proficiency. The contact hours can be increased. The number of courses can be increased." (TT 3)* This response also shows the reality of the low English level of prospective teachers.

There are also practice-oriented courses as working abroad, cultural courses, more practice elements and practice area to be added. The practical elements can be given as an integrated to the other courses. In this respect, one of the participants states, *"More practice component can be added. If it is possible, for each course at least one hours of practice can be integrated. For instance, methodology course teacher trainer might ask student teachers to design and conduct a needs analysis survey." (TT 40)* However, the practice area is an important process; it should be put into practice more systematically. Another respondent warns about this issue as follows:

> *"Courses related to practice need to be added. Practice may not be very systematic. Even during the periods of practice, the number of courses can be reduced. It could be a system like 4 + 1. It can also start from the third semester. How is it done? I do not think that practitioners are being asked for their opinions because it depends on the education policies. Personally, so we tried to help our students in our department. These are the ones that can be added. I do not see a course that can be removed." (TT 9)*

In addition to the practice components and practice areas, working abroad is also stated by another participant. Working abroad is thought to be useful for improving language skills, learning about the foreign culture and more practice. Going abroad has more contributions to language teaching and learning and practice of the language.

There is another category as a further area, which refers to the exclusive thoughts about the courses that are considered to be useful for future English teachers. The recommended courses are psychology education, teaching adult learners, project writing, lessons for technology and academic orientation. According to the responses, prospective teachers should be given education on psychology. It is thought to be very useful while thinking about the individual differences and understanding the interlocutors well. Psychology courses would be beneficial for both the prospective teachers and their future students. Knowing the self will

open a door to know others, and psychology courses will be beneficial for prospective teachers. ELT department raises teacher for every level of school from nursery schools to universities. There is a wide range of target population; therefore, there should be a course for adult learners besides the Teaching English to Young Learners course.

There are also some governmental or private scholarships funding ideas or projects of the young entrepreneurs. Therefore, knowing how to write a project has gained much importance and project-writing lesson will be beneficial. At some universities, there are CALL (Computer Assisted Language Learning) courses as elective courses. Nevertheless, these courses are all related to the qualifications or academic areas of the teacher trainers. It is seen that there should be more technology-focused courses to keep up with the technological development. According to the responses, the prospective teachers should also be informed about the academic life and the process of being an academic staff.

In the previous paragraphs, the needed courses or courses to be added were stated in detail. Some respondents stated that there is no need to add or omit any courses. One of them said, *"No. no. There is no need to add. It is enough. Again no for omitting any lesson. That's it. No, no, no need." (TT 11)* Only one respondent stated that *"the number of the Turkish and Education lessons can be reduced." (TT 14)* Therefore, there are not any lessons to be omitted according to the responses.

Which lessons can be added to or omitted from the ELT program? From the perspective of prospective teachers.

In order to determine the perspectives of prospective teachers toward the current courses and the needed courses, an open-ended question was asked to 85 participants. According to the responses of the participants, six different categories as language skills, after graduation goals, culture, technology-oriented, practical courses and further areas, which are related to the courses to be added, were determined. Table 48. gives details about which courses should be added.

Table 48. *Courses to be Added According to Prospective Teachers*

Categories	Courses to be added
Language Skills	Speaking Courses (creative, daily)
	Listening
	Grammar
	Vocabulary

Table 48. *(continuation)*

After Graduation Goals	Scientific Research Methods
	Courses Related to MoNE (Ministry of National Education)
	Courses for Primary/Secondary/High School Levels of English
	Courses Related to KPSS (Public Personnel Selection Exam)
	Introduction to Teaching Profession
	Courses to Prepare Prospective teachers for Turkey's Conditions
Culture	Mythology
	Historical Courses
	Music to Motivate Prospective teachers
	English and Different Cultures
Technology Oriented	CALL
	Use of Technological Devices and Programs
Practical Courses	Drama
	Presentation
	Courses to Activate Physically
	Internship for Prospective teachers Each Year
Further Areas	Material Design/Teaching Materials
	Teaching English to Adult Learners
	Mass Media
	Creative and Critical Thinking

The first category is the language skills, which the prospective teachers and teacher trainers always emphasized. The forefront skills that are mostly stated are Speaking Courses (creative, daily), listening, and some skill supporting courses like grammar and vocabulary. Although there are such courses in the current ELT program, those who want this kind of courses also stated that these courses should be given more effectively. Some of the respondents specify that the speaking courses should be based on creative speaking which urges students to speak spontaneously. Daily speaking is also advised to provide fluency and use of some special phrases, idioms or expression in daily speaking. What is different in this kind of speaking courses is to make prospective teachers think and speak creatively and have the knowledge of the daily language.

Listening can be thought as the first phase of speaking when compared to the first language acquisition. Therefore, according to the responses, there should be some courses to provide effective listening. Listening refers to catching the right words and understand the right

things from a native speaker. In such listening courses some authentic listening conditions for various situations can be introduced to prospective teachers to experience or at least see the real-life dialogues.

Grammar courses were also recommended by the prospective teachers. In general, grammar is thought as a tool to have a full command of the language. Thus, grammar is seen as an indispensable element in language learning and teaching. Some of the respondents also state that it is very important when to give grammar and how to give grammar according to the age and level of learners. These grammar courses should clarify these issues.

Vocabulary as a means of expressing ideas comprehensively is another supporting skill, which is remarked by prospective teachers. According to the responses, there should be some special courses to teach rich vocabulary that is going to be useful when appointed as a teacher or continue the academic progression at universities.

Some courses, after graduation goals are put forward by some of the respondents. According to the responses, it is understood that the prospective teachers are worried about the assignment process and after graduation. However, it is obvious that the current curriculum does not meet the demands of teacher candidates. Therefore, they suggest some courses as Scientific Research Methods, Courses related to MoNE (Ministry of National Education), Courses for Primary/Secondary/High School level of English, Introduction to Teaching Profession, courses related to KPSS (Public Personnel Selection Examination) and courses to prepare students for Turkey's conditions.

Scientific Research Methods is advised as an elective course, which can only be selected by those who want to conduct research or want to be an academic staff. In current the curriculum, though there is a course named Research Techniques, the respondents see it either unnecessary for those who do not want to be an academic staff or important for those who want to progress or determine the upcoming issues of their future students in a scientific way.

According to the response, there should be courses related to MoNE. This course should refer to two aspects: one is related to the administrative applications of MoNE. The teacher candidates are anxious about the quick changes in the legislation on appointing a teacher. At first, the only appointing criteria was the grade from KPSS. According to a legislation published in the Official Gazette on 27 July 2016, the teacher assignments are done through interview results after getting the grades from KPSS. Second is related to the school administrations systems, which sometimes differ according to the school types or regional diversity. Therefore, the prospective teachers state that courses related to MoNE should be added to the curriculum.

Courses for Primary/Secondary/High School level of English should be added according to some responses of the participants. The responses clarify that after finishing ELT department; a prospective teacher can teach at nursery, primary, secondary, high school, disabled schools and even at universities as lecturers or research assistants. It means that there is a very wide range of learner types that vary by age, cultural diversities, gender etc. at different language levels. Therefore, the respondents demand that there should be courses to give such differences and make them ready for each condition.

Introduction to Teaching Profession is another course, which is advised to be added to the program. The respondent wants this course to feel ready for the teaching profession.

Courses related to KPSS should also be added in order to be assigned as a teacher. KPSS is one of most important assignment criteria along with the interview process. Therefore, the respondents state that there should be some courses to help them to get high marks from this examination.

According to the responses, there should be another course to prepare prospective teachers for Turkey's conditions. As Turkey has a large geography and includes so many different learner types, it is very difficult to get into various conditions. Turkey conditions here refer to two dimensions. One is related to geographical conditions such as the climate, whether too hot or too cold, mountainous or seaside, rainy or dry etc. Other is related to the socio-cultural diversities. According to the responses, learners in Turkey differ according to some ethnical, cultural, regional and in some parts religious issues. Some respondents, in order to feel ready if appointed to such places, want to accommodate with these diversities through such courses related to considering them.

Some respondents want more general cultural courses. General Cultural Courses were determined as a category is defined by the participants. Under this category, some of the respondents recommend such courses as mythology, historical courses, music to motivate prospective teachers, English, and different culture-based courses.

Sometimes to understand an expression of idiom or to understand others well, you should know something related to their background or history. Mythology and History courses belonging to the target language will be helpful to get a deep understanding to the interlocutors of the target culture. According to the responses, knowing more about the English culture, mythology and history will be beneficial to understand to language well. This also will help language learners to get in touch with those from the target culture. This cultural connection can also be realized through music, which can also motive language learners in a teaching atmosphere.

There is another category as technological-oriented courses, which has CALL (Computer Assisted Language Learning) and Use of Technological Devices and Programs. In some departments, at different universities, the kinds of courses are given as elective courses. These courses are up to the academic staff. If their study areas or interests are related to technology, they can give them as elective courses. Bearing in mind the developments of the technology and technological devices, the use of the technology in language teaching is inevitable. In order to teach fully equipped future teachers, such courses aiming to teach the recent developments in technology and can be used in language teaching should be added according to the responses of participants.

Another category stated by the respondents is "practical courses". Drama, and presentation courses to activate physically and internship for each year are the stated courses by some of the participants. As it can be understood from the names of the courses, they require practicing and making learners physically active. One of the respondents said, *"I suggest practical courses. Although there are some courses for practicing, there should be some courses that have only practice content. I mean giving lessons or courses for the teaching profession." (PT 40)*

Drama is another recommended course derived from the responses of the participants. Many prospective teachers state that drama is a course to activate prospective teachers, make them feel motivated and construct a suitable environment for teaching and learning. *"I want a lesson that has social activities like drama. While giving a lesson I want to adapt my student to the lesson." (PT 61)* In this response, the drama is seen as a source of social activity, not a course itself. Some ELT departments have drama courses, but the prospective teachers find it insufficient. The response below is about this point.

> *"I think that it would be better to give Drama course in two semesters instead of one semester as well as an alternative one. Teachers should learn to throw themselves on the stage first because they will be stage performers throughout their career life." (PT 10)*

Another respondent states that there could also be Turkish drama lesson. This is supposed to create a more independent atmosphere for prospective teacher and make them feel self-confident. Drama is also thought to provide a more colorful teaching environment.

> *"There could be Turkish drama lesson. For example, there is a drama department in literature and language teaching, but on English drama. Direct drama training courses can provide more colorful teaching." (PT 3)*

According to the responses, there should be some courses that make prospective teachers physically active. Though some courses like Physical Education make student

physically active, other courses can also be given by making students active. This type of courses should include classroom activities, learner-centered teaching and the students in this class should be active for each situation.

> *"There should be a lesson in which a student is active physically. Do not think lesson as a gym course. Any of the courses can be changed as learner-centered; sitting all day without doing anything is so boring."* (PT 21)

Besides all the courses offered above, another thing to be thought in practical course which is to make internship program for each year. Internship for every year is offered to see and observe each different type of schools. The respondent suggested this implementation in order to gain more experience for different school types. Here is the response on internship program: *"In my opinion, there should be internship every year. We should go practicum for every age group."* (PT 62)

There are also some other different course offers that cannot be grouped under any of the categories stated above. Therefore, they are categorized under further areas such as Material Design/Teaching Materials, Teaching English to Adult Learners, Mass Media, Creative and Critical Thinking and All the courses. Some of the respondents clarify some of these proposed courses but some of them are just stated without any explanations.

Material Design/ Teaching Material course was explained in detail. Far from the present material course, these courses should be included for all courses and material design should be integrated into each course. In addition, prospective teachers should design new materials with their teacher trainers. These courses could also be included in the practical courses in which prospective teachers should be active and creative. Some of the responses are given below.

> *"I suggest material design courses. We should design more materials to use more courses. No importance is given to theoretical knowledge."* (PT 31)

> *"I recommend creative material design. We can design material with our teaching staff."* (PT 32)

> *"Teaching materials and using materials courses should be added to make first grade more practical."* (PT 35)

> *"There should be a course that gives more importance for preparing materials and presentations."* (PT 70)

Teaching English to Adult Learners is another course to be considered as important. In the current program, there is a course called as "Teaching English to Young Learners". Teacher candidates can also teach adult learners but there are not a course on this topic. So, one of the respondents stated that *"the courses for adults should be increased."* (PT 41) In this issue, one

of the teacher trainers in the former section gives the name of such a course as "Teaching English to Adult Learners".

There are not any detail explanations although some of the respondents give some names of the courses to be added to the program. These courses are Mass Media, Creative and Critical Thinking and All the courses. Mass Media may be counted under the technological courses. Nearly all of the prospective teachers have a social media account and maybe all of us follow a mass media without controlling their reliability and trustworthiness. Therefore, it can be derived that student teachers should have to be more careful about this kind of media. Moreover, courses related to this topic will be beneficial. Creative and Critical Thinking has some connection with the former course. Being creative is doing something different from earlier. Critical thinking is about questioning the reliability or usefulness of the knowledge, which can be given by mass media, social media or even by teacher trainers. This kind of thinking abilities provides autonomy for student teachers.

Of all the 85 respondents, 35 of them think that all the courses are useful, and think that each of the courses has taught them a different thing. One of them also said, *"I think all the courses are beneficent, a teacher candidate should know even a small amount from everything." (PT 49)* Another respondent also pays attention the attitude of teacher trainers and said, *"I do not think that there could be an unnecessary program or course. That is all up to the lecturer's attitude who gives the lesson." (PT 55)*

There are also some courses that should be omitted or, at least, hours of which should be reduced according to their importance. From the perspective of prospective teachers, there are four main categories derived from their responses as (1) field courses, (2) educational courses, (3) general culture courses and (4) further areas.

Under the title of field courses, there are seven courses such as Language Acquisition, Advanced Reading and Writing, Linguistics, Listening and Pronunciation, Translation: English to Turkish/ Turkish to English, Literature and Language Teaching and Second Foreign Language.

Under the title of educational courses, there are four courses such as Introduction to Teaching, Special Education, Educational Courses, and Turkish Education Systems.

Under the title of general culture courses, there are five courses such as Atatürk Principles and History of Turkish Reforms, Turkish I: Composition, Computer, Research Techniques and Oral Communication.

Under the title of further areas, there are two courses as elective courses at the last grade and distance education courses. Table 49. gives the courses that could be omitted.

Table 49. *Courses to be Omitted According to Prospective Teachers*

Categories	Courses to be omitted
Field Courses	Language Acquisition,
	Advanced Reading and Writing
	Linguistics
	Listening and Pronunciation
	Translation: English to Turkish/ Turkish to English
	Literature and Language Teaching
	Second Foreign Language
Education Courses	Introduction to Teaching
	Special Education
	Educational Courses
	Turkish Education Systems
General Culture	Atatürk Principles and History of Turkish Reforms
	Turkish I: Composition
	Computer
	Research Techniques
	Oral Communication
Further Areas	Elective courses at last grade
	Distance education courses

The reasons why prospective teachers see these courses stated above as unnecessary or courses to be omitted from the program vary. Some of the courses above were also stated as a course to be added or they should be given in a more effective way. Seeing the courses in the section to be omitted does not mean that they are useless or unnecessary. Some responses of the participants reflect the thoughts of respondents about these courses in general. Therefore, rather than explaining each reason for each course, the general complaints about the courses are given item by item without specializing the name of the lessons in order not to cause any misunderstanding about the courses or their teaching staff.

> *"Some of the courses are completely for filling the gap in the program, which is empty, and I think the aim of some lessons are only to make the lecturers whose academic studies are about the courses busy." (PT 7)*

"Although the course is not unnecessary, it sounds unnecessary because the training is insufficient." (PT 26)

"I do not have a particular course to state, I oppose the idea of filling credits with elective courses." (PT 30)

"I think it is unnecessary in terms of content." (PT 16)

"I found it unnecessary from my own perspective." (PT 4)

"I would like to have elective courses which we can choose freely or I want them from other fields." (PT 81)

"I think that some of the courses in the field of education are full of unnecessary details just to fill the school hours." (PT 23)

"I think that such courses out of our field are sometimes unnecessary, this course is also unnecessary for someone who has computer knowledge. It should be optional." (PT 24)

"The courses not given properly may cause me to think so." (PT 75)

"I do not see the courses as necessary and these courses did not make much contribution to me." (PT 79)

Findings and Interpretations About RQ-6: What are the Perceptions of both Teacher Trainers and Prospective Teachers About the Course Hours?

What are the perceptions of teacher trainers about the course hours?

The courses in the program are grouped into three categories as general culture courses, field (ELT) courses, and education courses. Although the credits and the course hours were determined formerly by CoHE, these course hours show differences according to the departmental conditions. However, there is normally a unity to apply for the same program, some little difference is seen when comparing the curriculums of the universities. Therefore, in order to determine the perceptions of teacher trainers, they are asked, "Do you think that the course hours are enough to teach and adequately distributed among the courses?" The responses are generally around "Yes", "No" and "Other" of the respondents. Some of the participants gave no response to the question. Table 50. gives the details and percentages of the responses.

Table 50. *Responses of Teacher Trainers about Course Hours*

		N	F
Are the course hours enough and adequately distributed among courses?	Yes	5	12
	No	15	37
	Other	4	10
	No response	17	41
	Total	41	100

The percentage differs when omitting the "no" response and including the total given answers. According to the results, 62% of the responses are negative, 21% are positive and 17% are about different aspects. These percentages reflect that there is a great amount of dissatisfaction about the course hours.

Even though some of the negative responses were just given as "No", some other respondents gave details about the reasons why they gave negative responses. According to a response, the course hours should be arranged according to English level of prospective teachers. The prospective teachers of the low level of English proficiency need more skills hours in order to understand and speak what they hear and participate in classroom activities. The response below clarifies this case in detail.

"Nope, for example for low proficiency level accepting universities such as mine, Ss require more skill course hours. Simple because those who cannot speak and understand what they hear, cannot participate in classroom discussion and thus they cannot develop character suitable to teaching." (TT 10)

In another response, the participant only states which course hours should be increased. As a supporting idea of the previous response, the response below focuses on increasing the course hours of "teaching language skills". "*The course hours of some courses have to be reorganized for example, "teaching language skills" course. The course hours should be extended." (TT 19)* Both of these responses show the importance of courses about language skills. This importance is focused on in another response, however, it reflects different dimension about language skills.

"No. First of all, in the first year, reading and writing courses should be two different courses as they focus on different academic skills. Next, the number of SLA and Linguistic courses should be increased and some more elective courses are necessary." (TT 18)

The response above reflects that writing and reading should be separated as they focus on different academic skills. Both of them deserve separate importance to increase learners' level of English proficiency. It is understood that the course hours of both courses should be extended. According to the response, the course hours of SLA and Linguistics should also be increased. In addition, some related elective courses should be added to the program to provide more opportunities for prospective teachers to be well equipped.

There is another perspective stated by a respondent that there are too many Turkish courses in the last grade. More than half of the courses in the last grade are given in Turkish. This case has negative effects on prospective teachers. There should be more courses on the

field and courses to provide occupational development. Their course hours should also be increased according to the response below.

> *"There are too many Turkish lessons in the last semester, which has a negative effect on the students. Three of five courses are given in Turkish and two of them in English. The number of English courses should be increased. Courses and field courses to provide professional development should be added and credits should be increased." (TT 33)*

In further responses, there are some recommendations on course hours, too. One of them said, *"The course credits should be at least four hours, and the credits of the courses should be rearranged." (TT 41)* Another respondent states that all the course credits should be same throughout Turkey in order not to face any difficulties to send or accept students through mobility programs. "*If the ECTS credits are not same, we face trouble to send students another university. The courses do not match. The credits of the courses should be the same." (TT 30)* There is also another response to support this idea that *"The course credits should be equal in general and the credits of practice courses should be increased." (TT 31)* However, this equation can be among all courses in the program not throughout Turkey.

In another response, language skills are focused on again and their credits are suggested to be increased up to six hours. The field courses can also be increased and their content should be considered in order to give courses effectively. "*Language skills can be up to 6 hours. Field lessons can be increased. The problem is an inadequate content time in some lectures as a result of this, courses are being cursory." (TT 14)*

One of the respondents reflects a different dimension to the course hours. According to her opinion, the courses should not be limited to a time or period. The content of the course should be more important. To make a course more effective is related to the teacher trainers, however, to make a course harder is also up to the teacher trainer. The course hours are so relative concepts. Teacher trainers can squeeze more content in two hours but some other can give less thing in two hours. The details are in the following paragraphs.

> *"I do not look at the time of the course as the time or the number. The content of the course is very important to me. Even if a course is a very hard lesson, it is in your hands to make it effective; making it harder to teach a hard course and it is in your hands to squeeze more in a one-hour course. It's a very relative concept. For example, one course is given two hours and the other course is given three hours. The content is very important. You keep the content light, but in two hours, the content is still heavy for 2 hours." (TT 21)*

The respondent also gave some more explanations about her perception to reflect a more idealistic view on course hours. In the following lines, some important points to be considered upon are given.

> *"European Credit Transfer and System (ECTS) credits are a little more reflective on that. There is a phrase like this: It is not the credit but the workload. It also includes homework and out-of-school practices, not just in class. How much time do we have to spare for the lesson we are waiting for from the student? It is very important to plan this process. If you look at the time, which is spared for the course, it is more important. It may be wrong to criticize the quantity of the courses. You need to look at its quality. You should look at the needs of the teachers at the school, what they need when they leave the system. It is more decisive, for example. I cannot think of a teacher-training program without linguistic courses, I cannot think without the theory lesson, nor can I think without practice. I think it's important how the program is put into practice."* (TT 9)

Another respondent emphasized the needs of the prospective teachers. According to his response, the needs of the prospective teachers and the needs of the regions where the teacher candidates are supposed to work should be taken into consideration. After determining the places to go, the prospective teacher should determine which courses to take. They should construct their own program on their own. They should take the responsibility of their education and they should also determine the credits of the courses. The following lines give more details about the perspective.

> *"The following question should be asked directly to students, not me. Now, what are the needs of the learners? We need to ask a student and we need to look at the needs of the regions in Turkey. Now, let's say that the students want lessons for technology, but if there is no need for technology in Eastern Anatolia, we need to know the needs of them, need to meet the needs of there. The students can guess where they can teach more or less. Therefore, they should now be able to take responsibility for their educational decisions. They should study and think. They must create their own programs. It can be again 240 credits, but they should choose the courses that they will take. Let's say, 100 credits can be fixed, they can arrange the rest 140 credits on their own. Finally, the language of our students is insufficient. It would be better if there were lessons for linguistic proficiency. More speaking and more reading and writing. Because every year there are weaker students. They are not the same as those who came 10 years ago."* (TT 7)

Are the course credits of ELT, general culture, and education courses enough? What kind of course credits should be more?

The thoughts of prospective teachers about the course credits and their preferences on ELT, general culture and education courses are tried to be determined by asking "Are the course

credits of ELT, General Culture, and Education courses enough? What kind of course credits should be more?" According to the responses given by the 84 participants, seven different response types were determined. The responses are all around these seven categories, which are: Course hours are enough, ELT, general culture, education courses, choosing two, other responses and no response. Participants gave a response on what kind of courses need more course hours and suggest some different ideas on the course hours. The new ideas about course hours are given under the title of other responses. Table 51. gives the details about the responses of 84 participants.

Table 51. *Responses of Prospective Teachers about Course Hours*

		N	F
Are the course credits of ELT, General Culture, and Education courses enough? What kind of course credits should be more?	Course hours are enough	24	29
	ELT	25	30
	General Culture	3	4
	Education Courses	8	9
	Choosing two	7	8
	Other responses	13	15
	No response	4	5
	Total	84	100

According to the table above, 24 (29%) of the totally 84 participants found the course hours enough and thought that there was no need to increase or decrease the credits of the courses. One of the respondents clarified his/ her idea about the course hours, *"I think, all the courses are necessary and the number of their credits are balanced". (PT 84)* In addition, another respondent focused that the course hours help anyone to see and realize the important courses and gave them priority and said, *"The percentages are logical; it allows you to realize the important courses and give them a priority." (PT 66)*

Most of the respondents, as it can be seen in Table 51., thought that field (ELT) courses needed more course hours. Twenty-five of the total participants (30%) stated that the ELT courses deserved much more course hours comparing the other types of courses. Looking at all of the responses that see the field courses more important reflects the same thought. All of the responses emphasized the importance of field courses, as the prospective teachers need field knowledge more than others. There is also no explanation on why to increase the course hours of ELT courses. However, nearly all of them chose to state the importance of ELT courses. Such responses are given as follows:

"The credits of the field courses can be increased and other course credits should be reduced." (PT 11)

"I think that the credits of field courses should always be more." (PT 17)

"Most of the course hours should be on a field course, then educational courses and then general culture courses." (PT 70)

"In my opinion, it is quite logical to increase course hours of field courses." (PT 81)

Three of all the respondents (4%) stated that general culture course credits should be increased. Whereas a small part of the total 84 participants stated the importance of general culture courses, one of them focused on that *"the general culture course hours are insufficient, and the literature courses should include the daily situation." (PT 10)* This response reflects the need for the daily use of English and that general culture courses needs to provide prospective teachers with real-life conditions.

Education courses include such courses that help prospective teachers to gain some knowledge about teaching profession in general. According to the results, there are 8 participants (9%) who give importance to education courses more. The respondents think that there should be more course hours to improve prospective teachers about teaching profession as nearly all of the respondents aim to be a teacher. One said: *"The credits of field courses are enough; however, I think that the credits of educational courses are insufficient." (PT 13)* Some of the responses can be stated as follows:

"There should be more courses and course credits about the teaching profession and courses requiring more practice." (PT 30)

"The credits of English education courses should be more." (PT 2)

"We take many educational courses in the third year of our education, and all of them require more course hours and practice." (PT 15)

"The courses related to teaching profession and courses that require more practice should be increased." (PT 31)

There are 7 participants (8%) stating two or more categories' courses. Five of the seven respondents emphasized that field courses and educational courses need more importance and courses hours compared to other categories. The course hours of filed knowledge and education courses should be increased. According to a response the most beneficial courses are both ELT courses and educational courses. *"The credits of field courses and educational courses should be increased. The most beneficial knowledge in our teaching career is this knowledge." (PT 22)* There is another response stating the importance of field courses and education courses. According to this response, the field courses and the education courses should be equal.

In my opinion, all of the courses are equally of importance. Without one, the other has no importance. But, I can say that the field courses and education courses should be more. (PT 25)

Two of the 7 respondents stated that field courses and general culture course hours should be increased. One of the response is given in the following lines.

"Field courses and general culture courses will be beneficial to us to improve ourselves. Because of this, the credits of these courses should be more when comparing them with others." (PT 14)

There are 13 respondents (15%) giving different responses far from being classified under the stated categories. The courses on application and practice should have more course hours according to some respondents. Moreover, the credits of such courses as Scientific Research Methods, Linguistics, Speaking and Pronunciation should be increased; in contrast, Atatürk's Principles and History of Revolution should be reduced. In another response, one of the participants focused on another important issue: *"From my point of view, it is not important whether the credits are more or less, what is important is to use course hours efficiently." (PT 10)* According to some other responses, the course credits of all courses should be reduced to help the prospective teacher to increase their grade point average (GPA).

There are only four participants choosing to give no response to this question. They are 5% of the total 84 participants which constitutes relatively a small amount. %95 of the participants choose to give some opinions about the course hours of the courses given within the ELT program.

Findings and Interpretations About RQ-7: Is the Program up-to-date and Does It Support Technological Developments?

From the perspective of teacher trainers: Is the program up-to-date and does it support technological developments?

In this section, in order to determine the views of teacher trainers about the program's being update and its relation to the technological developments, 41 teacher trainers were asked an open-ended question. The question above was directly or indirectly asked to them. The responses are generally grouped into four categories as "yes", "no", depends on teacher trainers and "no response". Most of the positive and negative answers have no details showing the reasons. However, the responses focusing on the importance of teacher trainers gave some explanations. Table 52. gives the details and percentages of the responses.

Table 52. *Responses of Teacher Trainers about if the Program is up-to-date and Supports Technological Developments*

		N	F
Is the program up-to-date and does it support technological developments?	Yes	9	22
	No	9	22
	Depends on teacher trainers	6	15
	No response	17	41
	Total	41	100

The table shows that nine of them (22%) gave positive responses, nine of them (22%) gave negative responses, and six of them (15%) said it depended on the teacher trainers who were giving the courses. Lastly, most of the participants (N=17, 41%) chose not to give any response. The percentage of the responses changed when omitting the "no response". After discarding the "no responses", 37% said, "Yes", the program is up-to-date, the same proportion (37%) said "No" the program is not up-to-date and %26 of the respondents said the program's being updated and its considering the technological developments are all related to the teacher trainers.

Nine of the respondents said the program is somehow up-to-date. Three of them said, "*to certain extent yes", "to some extent"* and *"I believe so*". One of them also stated, "*There is no need to make any change on the program for the present." (TT 11)* The rest of them also gave a clear answer by saying just "*yes*" or "*of course yes*." However, one of the respondents among having the positive answer clarifies being up-to-date and said *"Yes. The faculty is in the process of being accredited from the USA." (TT 30)*

Nine of the participants gave negative responses that the program is not up-to-date. While some of them gave clear answers like "*Not up-to-date",* some of them want to clarify the reasons why they think the program is not up-to-date. The responses are given as follows:

> *"Absolutely No, except using Power Point (which is used as a copy paste of books) most of the instructors do not have any idea about educational technologies." (TT 41)*
>
> *"Not anymore." (TT 21)*
>
> *"I don't think so." (TT 22)*
>
> *"No, it is not up-to-date. It has to be supported by the new technological changes." (TT 33)*
>
> *"Program needs to be revised, it is not good." (TT 37)*
>
> *"About the program's being up-to-date, it was put into practice in 2006. Eleven years have passed. It is very hard for someone who is interested in only*

technological literature for eleven years, like me, it is very hard. Has nothing changed since 2006? All of these should be updated. However, when updating some initiatives should be taken from departments, universities, prospective teachers. Feedback should be taken. According to the feedbacks, the required revision should be made." (TT 8)

According to the responses above, this current program is not up-to-date and it has to be revised considering the recent changes in educational technologies. As inserted in 2006, the program's not being updated is seen normal. Because, even an academic person following technological developments, finds it hard to know every change in the field. However, while revising the program considering recent changes, some feedback should be taken into consideration from the ELT departments, academic staff, and prospective teachers. Among the responses, there is another issue to care; the teacher trainers are the ones who are supposed to make this program update. In this respect, one of the respondents said, "*The program is not up-to-date! However, it is the teachers who should carry them to an up-to-date level." (TT 1)*

Another category is that the program's being update depends on the teacher trainers. According to the six respondents, it is the teacher trainers who can update the program. One of them said, *"Program is suitable to update. It depends upon the lecturers to do so." (TT 2)* Similar this response, another one as a supporting idea states the structure of the program and it can be updated and what should be taken into consideration:

"The curriculum is generic. Skills + Linguistics (Language Acquisition) + World Knowledge + ELT Methodology are the subsections. How the courses include the recent changes depends on the course lecturer. The courses should always be updated in line with the new problems, occurring in the society and the education system as well." (TT 7)

There are also some thoughts on updating the teacher trainers themselves. The academic staff should improve themselves as the technology develops. In some cases, there are sometimes some teacher trainers that fall back the technological changes and even in this current program, which was put into practice in 2006. This case is stated in one of the responses as follows: *"Even if the program is updated, the teacher trainers are not updated." (TT 13)* There is also another response on this idea which broadens this issue:

"Again, this is related to the teacher himself. Projectors are everywhere. Speakers are everywhere. Computers are available. I think most of the teachers own notebooks, netbooks or whatever. I do believe that teacher himself should update the material. Because, as the student, you would not know what is the latest in linguistics or in education. This is not a business here. So, the teacher should update himself consequently updating the students with the latest theories, practices. You know repeating yourself is not good even you can feel

bored doing so. You should update yourself as a teacher otherwise, you shouldn't work." (TT 9)

In another response stated below, one of the respondents focuses on a reality that the MoNE and the curriculum at universities do not support each other. There is a project named Fatih that aims at integrating technology into school environment by giving students tablets and placing smart boards nearly every classroom at the schools. It has a huge budget about 8-9 billion dollars. However, the respondent admits in his response that the prospective teachers who are taking courses given within the current program are not ready for using these smart boards and how to integrate the mobile devices into the classroom environment. There is not such a course to give this important information and skills to the students. Considering this current ELT program, such courses as material development, integration of the technology can be taught. This can only be realized only when a teacher trainer has this kind of knowledge. What if there is not any teaching staff who knows about technology and even against their use in the classroom is told in the following lines.

> *"I also explained this at the meeting of educational technology, about 8-9 billion dollars investment was made with the Fatih project; students were given free tablets, smart boards, infrastructure; so much money was spent. It's a very serious project. Well, it's a good thing to get technology, but now schools are equipped with all sorts of technology, students are hungry for tech, they like tech, use mobile phones, tablets, and so on. However, the prospective teachers that we educate are not ready. There is no lesson in the program to use technology, how to use the smart board. Projection is no longer technology. When we say technology, my idea is that the teacher enters the classroom, turns off the cell phone. No such thing. If the student is using a tablet, you will integrate this tablet into the course. If the student is using a mobile phone, then you will have to integrate that cell phone into the course. What kinds of programs are supporting the mobile phone? The students are playing games. We do not play foreign language games here. In the courses, we had a lesson of teaching technology and material development last year, but it's not enough. I know some programs about cell phones and I share them with my students. What if teachers do not know? If the teacher does not know, he cannot teach it. Moreover, s/he will be against games if s/he does not play games in life. S/he will be against the cell phone. They will say such things that will demotivate students." (TT 11)*

From the point of prospective teachers: Do you think you got an adequate education about the computer or mobile programs or equipment used in language teaching?

The developments in various fields can also be seen in educational technology. It is observed that there is an increasing number of computer and mobile device programs used in different ranges of educational fields. Thus, in order to determine the thoughts of prospective

teachers about their education on computer or technology-assisted teaching, the question "Do you think you got an adequate education about the computer or mobile programs or equipment used in language teaching?" was asked to 84 prospective teachers from different universities throughout Turkey. The responses are generally around "yes", "no", "to some extent" or "no response". Table 53. gives details about the responses of all participants.

Table 53. *Responses of Prospective Teachers about Their Educations on Computer or Mobile Programs or Equipment*

		N	F
Do you think you got an adequate education about the computer or mobile programs or equipment?	Yes	36	43
	No	38	46
	To some extent	8	10
	No response	2	1
	Total	84	100

Table 53. shows that 43% of the participants (N=36) gave positive responses that the program that it gave them adequate training on computer and technology. On the contrary, 46% of the participants (N=38) gave negative responses that they do not think they got an adequate education about computer and technology in general. Ten percent of them (N=8) also state that they got this knowledge but to some extent, not enough or adequate. Two participants did not give any response to this question. It can be understood that those who gave responses as "to some extent" can be thought as the ones who are not satisfied with the education that they were given. Therefore, if the portion of those saying "to some extent" is added to those who are saying "no", the percentages also changes. According to this change, the percentages will be 55% "No", 43% "Yes", 2% "No response". When looking at these percentages, it is understood that the 55% of the all participants are not satisfied with the courses in terms of training on technology and technological programs or equipment.

According to the respondents who gave positive answers, they get enough knowledge about technology through courses. There are some courses that are focusing on technology-supported education. There are also some other courses as teaching technology and materials and current practices in ELT help prospective teachers to feel proficient enough in teaching technologies. In the following lines, there are some responses on this issue:

> *"As you know, as we are in the age of technology, we have established a technology-supported education system in consideration of this situation, and there are computer-based practical courses." (PT 10)*

"Actually, I think we're good at this. Last year, however, there was a lesson called CALL. A lesson that incorporates the use of computers in the teaching process." (PT 31)

"Yes, we learn it in our material class and current practices in ELT classes." (PT 44)

"Yes, because we have been teaching through various programs since first grade." (PT 46)

Other respondents state that they get this education through the teacher trainers. According to the responses, the teacher trainers are more effective to teach technological aspects of the language teaching. Some responses of the participants are given below:

"Thanks to Arif Hoca Yes." (PT 10)

"Not on a mobile phone but on the use of computers. Thanks to the Orhan Hoca, we have been trained well." (PT 71)

Yes, I am thinking. Our field lecturers give extra information on this." (PT 53)

"Yes, our teachers teach the applications that we can use as a teacher besides the theoretical courses." (PT 81)

There are negative responses stating that the participants do not get an adequate education on a computer or technological devices or some related programs. The respondents also make some explanations about what should be done to get an adequate education on technology. In some responses, the participants said they learn the needed knowledge on technology by their own efforts. Some of the responses are given as follows:

"I did not get any education, I developed myself. (PT 22)

"I do not think I have had enough training. We always learn with our own efforts. No, we need to do a lot of research to use many programs that we do not know." (PT 12)

"No, I do not think so. We study and learn with our own efforts." (PT 35)

"I do not think so. Mostly we were forced to learn by ourselves." (PT 41)

Among the negative responses, there are some suggestions about what to do in order to teach prospective teachers recent technology. In the following lines, some suggestions stated by the respondents are given.

"No, definitely not. A seminar on this issue or even a few seminars or elective courses should be given." (PT 52)

"I did not get enough information; there should be a course on this issue." (PT 83)

"No. The number of the courses should be increased." (PT 36)

"No. There should be some more courses on technology." (PT 60)

"No, I do not think that technological products are not enough at all, and we should take advantage of adequate programs and receive training." (PT 62)

There are also responses that should to some extent the prospective teachers get an education on technological developments. According to these responses, they state that they get some information through courses or some teacher trainers; however, it is not at an adequate level. One of them said *"we learn some technological websites but, we do not have much knowledge on mobile applications that we can use in daily life." (PT 22)* It can be inferred from this explanation that the prospective teachers need some more knowledge on the daily use of technological devices or applications. Some responses are as follows:

"I think I am partially educated." (PT 82)

"We use so many programs but, we are not good at especially the use of some programs." (PT 63)

"Partially." (PT 65)

"Maybe better." (PT 66)

"We did not learn much, in the courses, on this issue. However, thanks to the other teacher trainers' advice we were informed. Still not very effective." (PT 81)

"Yes, we often use technological tools, but at some time computer-based training is not enough. For example, to teach lessons with a slide is not enough." (PT 82)

Findings and Interpretations about RQ-8: Which one is of More Importance to Reach the Educational Objectives: The Program Itself or Teacher Trainer?

From the perspective of teacher trainers: Which one is of more importance to reach the educational objectives: the program itself or teacher trainer?

At first, this question was asked to explore the importance of practitioner rather than making a comparison between practitioner and the program. It would be weird to compare two things that complete not compete with each other. This question helps us to see the reasons why the practitioners are of more importance. In order to fulfill this aim, 41 participants were asked to response this question. Seventeen respondents stated that teacher trainers were more important, none of the participants stated the importance of program itself, only three of them stated that it depended on the teacher trainers, and there are 21 participants giving no response. Table 54. gives details about the responses and their frequencies.

Table 54. *Responses of Teacher Trainers about Whether the Program Itself or Teacher Trainer is of More Importance.*

		N	F
Which one is of more importance to reach the educational objectives: program itself or teacher trainer?	Teacher Trainer	17	42
	Program	-	-
	Depends on teacher trainers	3	7
	No response	21	51
	Total	41	100

The table shows that the practitioners are of more importance, when the "no" responses are excluded, the proportion changes as teacher trainers would be 85%, those saying "depends on teacher trainers" are 15% of the total responses. These percentages are more helpful to understand the differences between the answers; reveal how important the role of teacher trainer is.

Nearly all of the respondents (85%) give clear answers on the importance of teacher trainers when thinking about the program. Some of them choose to give a short and clear answer as; *"crucially important","* it is high", "very", "the teacher trainer factor is more important*"*. However, others make some clarifications about the reasons why the teacher trainer factor is more important. According to the responses, the responses of the participants are generally clustered around four dimensions such as their being a role model, the need for more academic staff, love of teacher trainer, and proficiency of teacher trainer. These dimensions are tried to be clarified in the following paragraphs.

One respondent stated that the teacher trainers should be a role model for their students for their future teaching profession. Another respondent also focused that the students should do what their teachers did. They imitated what they saw from their teachers. Even though they learned so many methods to teach language, they did what their teachers did before. Considering these responses, it can be concluded that the teacher trainers should be effective role models to be imitated. *"They need to set an effective role model for the learners, the future language teachers." (TT 41)*

There is another dimension, which was mentioned in the previous section, stated by a respondent, which is the need for more academic staff. According to this response, in order to reach more quality in train the future teachers, there should be more academic staff and fewer students in the faculties. Some ELT departments are in need of more teaching staff whose study areas may differ from linguistics to computer-assisted language learning. In the following response, the participant reflects this reality with his/her own words.

"It is crucial because materials cannot teach themselves as our students are not autonomous when they enter the system. We need more academic staff and fewer students for quality education." (TT 39)

A different aspect "the love of teacher trainer" is focused on by so many respondents. Love here refers especially to admiration or role modeling which was stated in the previous paragraph. Sometimes there is some correlation between the teacher trainers and the courses. The prospective teachers want to choose the courses; whose teacher they love most without considering the content or the beneficence of the courses. In the following lines, one of the respondents states this reality.

"Learning is more about the teacher. If they who love the teacher trainer, they love the course. Sometimes the opposite is happening. They do not like their courses when they do not like the teacher trainers. There are also some problems about the content. There are some courses that they do not consider they are beneficial. They take the course as they love the teacher trainer; although, they do not believe it will be beneficial." (TT 27)

There is also another response on the love of teacher trainer. According to this response below, the respondent gave examples of the success of those who love their teaching staff and reach success. However, there are some contrast situations that the student teachers do not love the instructor but love the course. The student teachers do not want to attend these courses. There are also some recommendations for prospective teachers as stated below:

"It is very important that they may not like a lesson, but I can see that they are successful for their love for teacher trainers. Meanwhile, a teacher trainer whom the prospective teachers are not interested in at all, though they like lesson, they do not want to join. The students say they do not learn anything when it happens. Because at some points, prospective teachers tell that the academic staff approaches in the "what do you know" style. Because the prospective teachers reach this age, they have certain opinion, and they are changing so much. They are not like the old ones, and sometimes we learn something from them. It is very important to be involved in the interaction. I think it is very important to listen to them and understand what they are trying to do. They come from a system, but they do not go through a factory, I do not want them all to come out the same. I like their differences. We say, get a different thing from each of the teacher trainers. When you see something negative in some teaching staff, you can learn what you will not get from those. Because you cannot change anybody who does not change himself after that time. The academicians have grown up in a certain ecole. Everyone has something to take. To hold the program depends on the teacher trainer. Filling in the contents of the program also depends on the teacher trainer. Therefore, I think that the program is mostly connected to its practitioners." (TT 9)

The next and the last dimension is the proficiency of teacher trainers. The respondents who gave more importance to teaching staff also state that the proficiency of the teacher trainers is of much importance to develop their students, increase the knowledge of recent education technology and methods. This proficiency is also required to catch the continuously changing needs of the prospective teachers and the future students. The teacher trainers should question themselves about whether they make their students feel satisfied after courses. They should renew themselves according to the response of prospective teachers. *"Teacher factor is more effective. Those who want to develop themselves should put something on their knowledge. It is the teacher trainer to fill the program's gap" (TT 28)* This response also focusses on the importance of teacher trainers' proficiency. Another respondent also gave detail about the importance of the proficiency and personal improvement of teacher trainers in detail in the following paragraph.

> *"Firstly there should be a collaboration. The program should be suitable and good. However, I think the teacher is the number one in this equation. Because some teachers are very good and they are master of education and live in the heart of the jungles of Africa. I would not blame so much program. I would blame the teachers themselves, they are not working on themselves. Choosing to be an academic teachers non-end, the limitless knowledge, you always acquire knowledge. In addition, students feel students are not like kids, they are not stupid. They feel that if their teachers are updated or not. Especially some of them are very clever. I am not saying that teachers are perfect beings. No. there are gaps, but the good thing that you should always feel these gaps, until you reach the maximum awareness of your knowledge, and this is what makes an academic. How can you write an article if you are not fully qualified in your practice? And also, asking the students if they are happy or not. Every hour, I ask my students. Do you feel that you're satisfied, do you have any comments? If you feel angry just let me know that what is missing there, there is no problem. We are humans; we should know our mistakes. Otherwise, you would think yourselves as the king or the queen of the class and the failure is always at the door waiting for you. You think that you did the best, but you actually did not."*
> *(TT 10)*

From the perspective of prospective teachers: Which one contributed to you more: the program itself or teacher trainer?

There are two options in this question aiming to define which one is preferred more. However, there are some different answers as the question was asked in an open-ended question form. The prospective teachers are expected to choose which one has more contributions on them: teacher trainers or the program itself. The responses of this question are grouped under five titles as a teacher trainer, program, both of them, none of them and undecided. This question is asked to 83 senior students from different state and foundation universities throughout

Turkey. All of the participants answer this question. The details about the responses are given Table 55 below.

Table 55. *Responses of Prospective Teachers about whether the Program Itself or Teacher Trainer Makes More Contributions*

		N	F
Which one contributed to you more: the program itself or teacher trainer?	Teacher Trainer	51	62
	Program	9	11
	Both of them	19	23
	None of them	2	2
	Undecided	2	2
	Total	83	100

According to the table above, it can be said that most of the respondents (62%, N=51) chose teacher trainers to contribute them more. This finding also reflects the same finding of teacher trainers. Teacher trainers who focus on the importance of academic staff are 85% of all respondents. The big proportion also belongs to the teacher trainers in this table. Sixty-two percent of the prospective teachers think that the teacher trainers are of a great importance in their teaching profession and they have more contributions to them when compared to the program itself. Here are some responses which indicate that the teacher trainers contribute more:

> "*The teaching staff of the courses contributed more. Because I do not learn anything if the program transfers even existing things in an effective way.*" (PT 22)
>
> "*I think that teaching staff contributed more.*" (PT 3)
>
> "*The program was adequate, but they did this job.*" (PT 22)
>
> "*I think the contribution of teacher trainers is bigger.*" (PT 30)

Eleven percent of the (N=9) participants thought that program itself had more contributions to prospective teachers. When compared with the teacher trainers' responses, there is not any response choosing only the program. However, according to the responses of prospective teachers, it is seen that nine of the respondents are quite well with the program without considering the academic staff. When looking all the nine responses there is not any definition given on this topic. Some responses are as follows:

> "*Both of them contributed, but ELT program contributed more.*" (PT 32)
>
> "*ELT program.*" (PT 31)
>
> "*Program itself.*" (PT 33)

There is also another dimension referring to that both teacher trainer and the program are beneficent. Nineteen of the total participants (23%), a second big proportion in the chart, stated that both the teacher trainer and the program contributed equally. This dimension was also stated in the response of teacher trainers, but when compared these responses, they have more clear dimensions. Some responses are given as follows:

> *"Both complete each other." (PT 42)*

> *"Both contributed a lot. Particularly the contribution of my teacher trainers cannot be denied. The contribution of the program contributed the teacher trainers at the same time." (PT 60)*

> *"The program itself leads us to some things, but the contribution of the teachers is too much." (PT 19)*

> *"I can say that both contributed equally. Neither the program is very effective nor the teacher trainers." (PT 25)*

> *"I think that both contributed significantly." (PT 62)*

> *"I think both of them have big contributions." (PT 70)*

Besides the dimensions above, there are two undecided and two who reported of the non-beneficence of neither teacher trainers nor the program itself. One said, *"None of them contributed. Unfortunately, this university is a victim of the system." (PT 65)* The other one also states some similar things: *"The program is awful which means that it does not contribute. Some of the teacher trainers contributed, some did not." (PT 82)*

Findings and Interpretations About RQ-9: To What Extent Does the ELT Program Reach the Determined Objectives from the Perspectives of Both Teacher Trainers and Student Teachers.

From the perspectives of teacher trainers; to what extent does the ELT program reach the determined objectives?

In order to determine to what extent the ELT program accomplishes the predetermined objectives, the questionnaire related to the courses and the program itself was sent to all the teacher trainers throughout Turkey via e-mail. The questions in the questionnaire aim to discover the thoughts of teacher trainers about the success of the program especially on overall language skills, knowledge of linguistics and management, and structure of the program. The items from one to eight and the fourteenth item, totally nine items are related to the overall language skills. Table 56. gives the frequencies and the percentages of the responses of teacher trainers.

Table 56. *To What Extent Does the ELT Program Reach the Language Skills Objectives: Perspectives of Teacher Trainers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
1… provided adequate use of English grammar	N	2	5	9	12	3	3.29
	%	6.5	16.1	29	38	9.7	
2… promoted prospective teachers' understanding of what's being told in English.	N	4	4	6	12	5	3.32
	%	12.9	12.9	19.4	38.7	16.1	
3… promoted prospective teachers' speaking ability in English.	N	5	6	7	12	1	2.94
	%	16.1	19.4	22.6	38.7	3.2	
4… taught prospective teachers how to write a scientific text.	N	5	7	11	7	-	2.61
	%	19.4	22.6	35.5	22.6	-	
5… taught prospective teachers to understand authentic texts.	N	1	9	9	8	4	3.16
	%	3.2	29	29	25.8	12.9	
6… gave prospective teachers adequate training in effective communication in English.	N	4	10	8	8	1	2.74
	%	12.9	32.3	25.8	25.8	3.2	
7… enriched prospective teachers' lexical knowledge.	N	1	8	10	10	2	3.13
	%	3.2	25.8	32.3	32.3	6.5	
8… provided opportunities for practicing their vocabulary.	N	1	8	10	11	1	3.10
	%	3.2	25.8	32.3	35.5	3.2	
14… prepared prospective teachers to use English adequately in special situations.	N	6	7	11	5	2	2.68
	%	19.4	22.6	35.5	16.1	6.5	

Item 1. Current ELT program provided adequate use of English grammar.

From the responses of teacher trainers, it is seen that 6.5% of them strongly disagreed, 16.1% of them disagreed, 29% of them marked "neither agree nor disagree", 38% of the participants agreed and the rest of them 9.7% strongly agreed with the first item. When added both positive and negative answers together without considering the degree, it is seen that

22.6% of the participants did not think that the program provided adequate use of English grammar; nearly half of the respondents (47.7%) thought that it provided adequate grammar use, and 29% gave neutral responses.

Item 2. Current ELT program promoted prospective teachers' understanding of what is being told in English.

When looking at the table, it is seen that 12.9% of them strongly disagreed, 12.9% of them disagreed, 19.4% of them marked "neither agree nor disagree", 38.7% of the participants agreed and the rest of them 16.1% strongly agreed with the second item. When added both positive and negative answers together without considering the degree, it is seen that 25.8% of the participants did not think that the program promoted prospective teachers' understanding of what is being told in English; more than half of the respondents 54.8% thought that it promoted prospective teachers' listening skills, and 19.4% gave neutral responses.

Item 3. Current ELT program promoted prospective teachers' speaking ability in English.

The responses show that 16.1% of them strongly disagreed, 19.4% of them disagreed, 22.6% of them marked the "neither agree nor disagree", 38.7% of the participants agreed and the rest of them 3.2% strongly agreed with this item. When added both positive and negative answers together without considering the degree, it is seen that 35.5% of the participants did not think that the program promoted prospective teachers' speaking ability in English; nearly half of the respondents (41.9%) thought that it promoted prospective teachers' speaking skills, and 22.6% gave neutral responses.

Item 4. Current ELT program taught prospective teachers how to write a scientific text.

According to the responses of teacher trainers, it is seen that 19.4% of them strongly disagreed, 22.6% of them disagreed, 35.5% of them marked the choice of "neither agree nor disagree", 22.6% of the participants agreed and none of them strongly agreed with this item. When added both positive and negative answers together without considering the degree, it is seen that nearly half of the respondents (42%) of the participants did not think that the program taught prospective teachers how to write a scientific text; 22.6% thought that it taught prospective teachers how to write a scientific text or writing skills, and 35.5% gave neutral responses.

Item 5. Current ELT program taught prospective teachers to understand authentic texts.

When looking at the table, it is seen that 3.2% of the participants strongly disagreed, 29.0% of them disagreed, 29.0% of them marked "neither agree nor disagree", 25.8% of the

them agreed and the rest of them 12.9% strongly agreed with the fifth item. When added both positive and negative answers together without considering the degree, it is seen that 32.2% of the participants did not think that the program taught prospective teachers to understand authentic texts; 38.7% of the respondents thought that it taught prospective teachers to understand authentic texts and their reading skills, and 29.0% gave neutral responses.

Item 6. Current ELT program gave prospective teachers adequate training in effective communication in English.

The responses show that 12.9% of them strongly disagreed, 32.3% of them disagreed, 25.8% of them chose the option "neither agree nor disagree", 25.8% of the participants agreed and the rest of them 3.2% strongly agreed with this item. When added both positive and negative answers together without considering the degree, it is seen that 45.2% of the participants did not think that program gave prospective teachers adequate training in effective communication in English; 29% of the respondents thought that it gave prospective teachers adequate training in effective communication in English, and 25.8% gave neutral responses.

Item 7. Current ELT program enriched prospective teachers' lexical knowledge.

According to the responses of teacher trainers, it is seen that 19.4% of the participants strongly disagreed, 3.2% of them disagreed, 25.5% of them responded as "neither agree nor disagree", 32.3% of the participants agreed and 6.5% of them strongly agreed with this item. When added both positive and negative answers together without considering the degree, it is seen that 29% of the participants did not think that program enriched prospective teachers' lexical knowledge; 38.8% thought that program enriched prospective teachers' lexical knowledge, and 32.3% gave neutral responses.

Item 8. Current ELT program provided facilities for practicing their vocabulary.

When looking at the table, it is seen that 3.2% of them strongly disagreed, 25.8% of the participants disagreed, 32.3% of them responded as "neither agree nor disagree", 35.5% of them agreed and the rest of them 3.2% strongly agreed with this item. When added both positive and negative answers together without considering the degree, it is seen that 29% of the participants did not think that the program provided facilities for practicing their vocabulary; 38.7% of the respondents thought that it taught prospective teachers to understand authentic texts and develop their reading skills, and 32.3% gave neutral responses.

Item 14. Current ELT program prepared prospective teachers to use English adequately in special situations.

The responses show that 19.4% of them strongly disagreed, 22.6% of participants disagreed, 35.5% of them chose the option "neither agree nor disagree", 16.1% of the participants agreed and the rest of them 6.5% strongly agreed with this item. When added both positive and negative answers together without considering the degree, it is seen that 42.0% of the participants did not think that program prepared prospective teachers to use English adequately in special situations; 22.6% of the respondents thought that it prepared prospective teachers to use English adequately in special situations, and 35.5% gave neutral responses.

The second clear distinction between questions of the questionnaire is the knowledge of linguistics and management objectives. The questions were asked to reach linguistic and managerial objectives. Except for the 14th item, the items from 9 to 30 are related to these objectives. In the following tables, details about the responses of teacher trainers are given separately. There are 18 items under this category; therefore, the tables are going to be given item by item in order to provide easier understanding about each question.

Table 57. *To What Extent Does the ELT Program Increase Prospective Teachers' Linguistic Knowledge: Perspectives of Teacher Trainers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
9… increased prospective teachers' linguistic knowledge	N	2	7	9	9	4	3.19
	%	6.5	22.6	29	29	12.9	

Item 9. Current ELT program increased prospective teachers' linguistic knowledge.

Among the responses, 6.5% of them strongly disagreed, 22.6% only disagreed upon program's success about increasing the linguistic knowledge of prospective teachers. 29% of the total respondents chose neither agree nor disagree option, 29% agreed, and the rest of them (12.9%) strongly agreed. There were 29.1% negative answers showing that the program did not increase the linguistic knowledge of the prospective teachers; on the contrary, 41.9% of them thought that the program was successful to increase the level of linguistic knowledge of prospective teachers. 26% stayed neutral against this question.

Table 58. *To What Extent Does the ELT Program Encouraged Prospective Teachers to Use Theoretical Applications to Make Prospective Teachers Practice in English: Perspectives of Teacher Trainers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
10… encouraged prospective teachers to use theoretical applications to make prospective teachers practice in English.	N	2	7	11	10	1	3.03
	%	6.5	22.6	35.5	32.3	3.2	

Item 10. Current ELT program encourage prospective teachers to use theoretical applications to make prospective teachers practice in English.

According to Table 58, it is seen that 6.5% of the total participants strongly disagreed, 22,6% of them disagreed, 35.5% stayed neutral about this issue, 32.3% of them agreed, the rest of them (3.2%) strongly agreed that the current ELT program encouraged prospective teachers to use theoretical applications to make them practice in English. When added both negative answers, it is seen that 29.1% of the respondents gave negative answers; however, 35.5% gave positive answers and the rest (35.5%) of them gave neither positive nor negative response on this question.

Table 59. *To What Extent Does the ELT Program Teach Prospective Teachers the Learning and Teaching Strategies: Perspectives of Teacher Trainers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
11… taught prospective teachers the learning and teaching strategies	N	2	3	10	11	5	3.45
	%	6.5	9.7	32.3	35.5	16.1	

Item 11. Current ELT program taught prospective teachers the learning and teaching strategies.

The responses show that 6.5% of the respondent chose strongly disagree option, 9.7% disagreed, 32.3% neither agreed nor disagreed, 35.5% agreed, and the rest (16.1%) strongly agreed. The general percent of the negative responses are 16.2%; on the contrary, more than

half of the total respondents (51.6%) gave positive answer and thought that current ELT program taught prospective teachers the learning and teaching strategies. The rest of them (32.3%) gave neutral responses.

Table 60. *To What Extent Does the ELT Program Promote Prospective Teachers' Understanding of the Needs of the Prospective Teachers? Perspectives of Teacher Trainers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
12… promoted prospective teachers' understanding of the needs of the prospective teachers.	N	3	6	11	9	2	3.03
	%	9.7	19.4	35.5	29	6.5	

Item 12. Current ELT program promoted understanding of the needs of the prospective teachers.

According to Table 60, 9.7% of the respondents strongly disagreed, 19.4% disagreed about the current program promoted understanding of the needs of the prospective teachers. 35.5% stated that they neither agreed nor disagreed, 29% of them agreed upon that the program had contributions on understanding the needs of the prospective teachers. The rest of them (6.5%) strongly agreed with this issue. In general, those who gave a negative response about the program's promoting understanding of the needs of the prospective teachers were 29.1% while 35.5% participants gave positive response and rest of them (35.5%) stated that they are neutral on this issue.

Table 61. *To What Extent Does the ELT Program Teach Prospective Teachers to Become Pedagogically Creative: Perspectives of Teacher Trainers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
13… taught prospective teachers to become pedagogically creative.	N	4	6	7	11	3	3.10
	%	12.9	19.4	22.6	35.5	9.7	

Item 13. Current ELT program taught prospective teachers to become pedagogically creative.

The responses in Table 64. show that, 12.9% of the participants strongly disagreed about the program's being supportive for prospective teachers to become pedagogically creative. 19.4% disagreed; however, 35.5% of them agreed, 9.7% strongly agreed. The rest of them 22.6% neither disagreed nor agreed. The total percentage of the respondents stating their disagreement was 32.3%, the percentage of those stating their agreement was 45.2%. The rest of them 22.6% stated that they neither agreed nor disagreed.

Table 62. *To What Extent Does the ELT Program Increase Prospective Teachers' awareness and Ability to Use Research Sources: Perspectives of Teacher Trainers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
15… increased prospective teachers' awareness and ability to use research sources.	N	1	12	8	8	2	2.94
	%	3.2	38.7	25.8	25.8	6.5	

Item 15. Current ELT program increased prospective teachers' awareness and ability to use research sources.

According to the responses of teacher trainers presented in Table 62, 3.2% of the participants strongly disagreed, 38.7% of them disagreed, 25.8% of them gave response on "neither agree nor disagree" option, 25.8% of the them agreed and 6.5% of them strongly agreed with this item. When thinking about both positive and negative answers together without considering the degree, it is seen that 41.9% of the participants did not think that program increased their awareness and ability to use research sources; 32.3% thought that the program enriched prospective teachers' lexical knowledge, and 25.8% gave neutral responses.

Table 63. *To What Extent Does the ELT Program Increase Prospective Teachers' Appreciation of English Language: Perspectives of Teacher Trainers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
16… increased prospective teachers' appreciation of English Language	N	2	7	8	12	2	3.16
	%	6.5	22.6	25.8	38.7	6.5	

Item 16. Current ELT program increase prospective teachers' appreciation of English Language.

The responses in Table 63 show that 6.5% of the participants strongly disagreed, 22.6% of them disagreed, 25.8% of them responded on neither agree nor disagree option, 38.7% of the them agreed and the rest of them 6.5% strongly agreed with this item. When added both positive and negative answers together without considering the degree, it is seen that 29.1% of the participants did not think that program increased prospective teachers' appreciation of English language; however, 29% of the respondents thought that it increased prospective teachers' appreciation of English language, and 25.8% marked neither agree nor disagree choice.

Table 64. *To What Extent Does the ELT Program Promote Prospective Teachers' Translation Ability: Perspectives of Teacher Trainers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
17… promoted their translation ability.	N	1	7	8	13	2	3.26
	%	3.2	22.6	25.8	41.9	6.5	

Item 17. Current ELT program promoted prospective teachers' translation ability.

According to the responses shown in Table 64, 3.2% of the teacher trainer participants strongly disagreed about the program's promoting prospective teachers' translation ability, 22.6% disagreed and 25.8% stated that they neither agreed nor disagreed with this issue. 41.9% of them agreed, and the rest of them (6.5%) strongly agreed upon this issue, 25.8% of participants did not think that the program promoted the translation ability of prospective teachers, nearly half of the participants (48.4%) though that the program promoted the translation ability of prospective teachers. The rest of them (25.8%) stayed neutral.

Table 65. *To What Extent Does the ELT Program Teach Prospective Teachers How to Consider SLA from Different Perspectives: Perspectives of Teacher Trainers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
18…taught prospective teachers how to consider SLA from different perspectives.	N	3	7	7	12	2	3.10
	%	9.7	22.6	22.6	38.7	6.5	

Item 18. Current ELT program taught prospective teachers how to consider SLA from different perspectives.

Table 65 shows that 9.7% of the teacher trainer respondents strongly disagreed that current ELT program taught prospective teachers to consider SLA from different perspectives. 22.6% of them disagreed about this issue. 22.6% of the responses chose to stay neutral, and 38.7% agreed, 6.5% strongly disagreed upon this item. When adding the positive responses together, it is seen that 32.3% of the responses were in the negative direction, 45.3% of them were positive, and the rest of them 22.6% were neutral on this issue.

Table 66. *To What Extent Does the ELT Program Teach Prospective Teachers How the First and Second Languages Are Acquired? Perspectives of Teacher Trainers.*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
19… taught prospective teachers how the first	N	1	5	9	12	4	3.42
and second languages are acquired.	%	3.2	16.1	29	38.7	12.9	

Item 19. Current ELT program taught prospective teachers how the first and second languages are acquired.

According to the responses of teacher trainers shown in Table 66, it is seen that 3.2% of them strongly disagreed, 16.1% of participants disagreed, 29% of them neither agreed nor disagreed, 38.7% of them agreed and 12.9% of them strongly agreed with this item. When added both positive and negative answers together without considering the degree, it is seen that 19.3% of the participants did not think that taught prospective teachers how the first and second languages are acquired; more than half of the participants (51.6%) thought that program taught prospective teachers how the first and second languages are acquired., and 29% were neutral.

Table 67. *To What Extent Does the ELT Program Teach Prospective Teachers How to Design Course Syllabus: Perspectives of Teacher Trainers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
20… taught prospective teachers to design	N	3	7	10	9	2	3.00
course syllabus.	%	9.7	22.6	32.2	29	6.5	

Item 20. Current ELT program taught prospective teachers how to design course syllabus.

The responses in Table 67 show that 9.7% of teacher trainer respondents strongly disagreed, 22.6% of them disagreed, 32.2% of them responded on neither agree nor disagree option, 29% of them agreed and the rest of them 6.5% strongly agreed with this item. When added both positive and negative answers together without considering the degree, it is seen that 32.3% of the participants did not think that program taught prospective teachers how to design course syllabus; 35.5% of the respondents thought that program taught prospective teachers how to design course syllabus, and 32.2% gave neutral responses.

Table 68. *To What Extent Does the ELT Program Teach Prospective Teachers the Approaches to Lesson Planning? Perspectives of Teacher Trainers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
21… taught prospective teachers the approaches	N	-	7	4	14	6	3.61
to lesson planning.	%	-	22.6	12.9	45.2	19.4	

Item 21. Current ELT program taught prospective teachers the approaches to lesson planning.

According to the responses in Table 68, none of teacher trainer participants strongly disagreed about the program's teaching prospective teachers the approaches to lesson planning, 22.6% disagreed and 12.9% stated that they neither agreed nor disagreed with this issue. Nearly half (45.2%) of them agreed, and the rest of them (19.4%) strongly agreed upon this issue. Generally, 22.6% of participants did not think that the program taught prospective teachers the approaches to lesson planning, more than half of the participants (64.6%) thought that the program taught prospective teachers the approaches to lesson planning. The rest of them (12.9%) stayed neutral.

Table 69. *To What Extent Does the ELT Program Increase Prospective Teachers' Awareness About Different Learning Styles of Young Learners: Perspectives of Teacher Trainers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
22… increased their awareness about	N	3	7	4	12	5	3.29
different learning styles of young learners.	%	9.7	22.6	12.9	38.7	16.1	

Item 22. Current ELT program increased prospective teachers' awareness about different learning styles of young learners.

The responses in Table 69 show that 9.7% of the teacher trainer respondents chose strongly disagree option, 22.6% disagreed, 12.9% neither agreed nor disagreed, 38.7% agreed, and the rest (16.1%) strongly agreed. The total percent of the negative responses were 32.3%; on the contrary, more than half of the total respondents (54.8%) gave positive answers and thought that current ELT program increased prospective teachers' awareness about different learning styles of young learners. The rest of them (12.9%) gave neutral responses.

Table 70. *To What Extent Does the ELT Program Give Prospective Teachers Adequate Training for Classroom Management: Perspectives of Teacher Trainers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
23… gave prospective teachers adequate training for classroom management.	N	3	6	5	13	4	3.29
	%	9.7	19.4	16.1	41.9	12.9	

Item 23. Current ELT program gave prospective teachers adequate training for classroom management.

The responses in Table 70 show that 9.7% of teacher trainer participants strongly disagreed, 19.4% of them disagreed, 16.1% of them marked "neither agree nor disagree" option; 41.9% of the them agreed and the rest of them 12.9% strongly agreed with this item. When added both positive and negative answers together without considering the degree, it is seen that 29.1% of the participants did not think that program gave prospective teachers adequate training for classroom management.; however, more than half of the respondents (54.8%) thought that it gave prospective teachers adequate training for classroom management, and 16.1% stayed neutral on this issue.

Table 71. *To What Extent Does the ELT Program Promote Prospective Teachers' 2nd Foreign Language Knowledge to Elementary Level? Perspectives of Teacher Trainers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
24… promoted their 2nd foreign language knowledge to the elementary level.	N	3	6	8	11	3	3.16
	%	9.7	19.4	25.8	35.5	9.7	

Item 24. Current ELT program promoted prospective teachers' 2nd foreign language knowledge to the elementary level.

Among the responses presented in Table 71, 9.7% of teacher trainer participants strongly disagreed, 19.4% only disagreed upon program's success about promoting prospective teachers' 2nd foreign language knowledge to the elementary level. 25.8% of the them chose "neither agree nor disagree" option, 35.5% agreed, and the rest of them (9.7%) strongly agreed. There were 29.1% negative answers that they thought the program did not promote second foreign language knowledge of prospective teachers; on the contrary, 45.3% of them thought that the program was successful to promote second foreign language knowledge of prospective teachers. 25.8% stayed neutral against this question.

Table 72. *To What Extent Does the ELT Program Promote Prospective Teachers' Ability to Transfer Cultural Expressions in Mother Tongue and English: Perspectives of Teacher Trainers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
25… promoted their ability to transfer cultural expressions in mother tongue and English.	N	6	4	10	9	2	2.90
	%	19.4	12.9	32.3	29	6.5	

Item 25. Current ELT program promoted prospective teachers' ability to transfer cultural expressions in mother tongue and English.

According to the responses of teacher trainers shown in Table 72, 19.4% of them strongly disagreed, 12.9% of them disagreed, 32.3% of them neither agreed nor disagreed, 29% of the participants agreed and the rest of them 6.5% strongly agreed with this item. When added both positive and negative answers together without considering the degree, it is seen that 32.3% of the participants did not think that the program promoted their ability to transfer cultural expressions in mother tongue and English; however, 35.5% of the respondents thought that it promoted their ability to transfer cultural expressions in mother tongue and English. 32.3% of them gave neutral responses.

Table 73. *To What Extent Does the ELT Program Teach Prospective Teachers How to Adopt Foreign Language Teaching Materials: Perspectives of Teacher Trainers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
26… taught prospective teachers how to adopt foreign language teaching materials.	N	1	4	7	16	3	3.52
	%	3.2	12.9	22.6	51.6	9.7	

Item 26. Current ELT program taught prospective teachers how to adopt foreign language teaching materials.

When looking at Table 73, it is seen that 3.2% of them strongly disagreed, 12.9% of them disagreed, 22.6% of them responded on neither agree nor disagree, 51.6% of the participants agreed and the rest of them 9.7% strongly agreed with this item. When added both positive and negative answers together without considering the degree, it is seen that 14.1% of the participants did not think that the program taught prospective teachers how to adopt foreign language teaching materials; on the contrary, more than half of the respondents 61.3% thought that it taught prospective teachers how to adopt foreign language teaching materials, and 22.6% gave neutral responses.

Table 74. *To What Extent Does the ELT Program Teach Prospective Teachers How to Develop Foreign Language Teaching Materials: Perspectives of Teacher Trainers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
27… taught prospective teachers how to develop foreign language teaching materials.	N	1	5	7	15	3	3.45
	%	3.2	16.1	22.6	48.4	9.7	

Item 27. Current ELT program taught prospective teachers how to develop foreign language teaching materials.

The responses in Table 74 show that 3.2% of teacher trainer participants strongly disagreed, 16.1% of them disagreed, 22.6% of them marked neither agree nor disagree option; 48.4% of them agreed and the rest of them 9.7% strongly agreed with this item. When added both positive and negative answers together without considering the degree, it is seen that 19.3% of the participants did not think that program taught prospective teachers how to develop foreign language teaching materials; however, more than half of the respondents (58.1%)

thought that it taught prospective teachers how to develop foreign language teaching materials, and 22.6% stayed neutral on this issue.

Table 75. *To What Extent Does the ELT Program Teach Prospective Teachers How to Evaluate Foreign Language Teaching Materials: Perspectives of Teacher Trainers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
28… taught prospective teachers how to evaluate foreign language teaching materials.	N	1	8	4	15	3	3.35
	%	3.2	25.8	12.9	48.4	9.7	

Item 28. Current ELT program taught prospective teachers how to evaluate foreign language teaching materials.

Among the responses given in Table 75, 3.2% of them strongly disagreed, 25.8% only disagreed upon program's success about evaluating foreign language teaching materials. 12.9% of the respondents chose neither agree nor disagree option, whereas 48.4% agreed, and the rest of them (9.7%) strongly agreed. There are 29% negative answers indicating that the program did not teach prospective teachers how to evaluate foreign language teaching materials; on the contrary, more than half the respondents (58.1%) thought that the program was successful for the prospective teachers to evaluate foreign language teaching materials. 12.9% stay neutral against this question.

Table 76. *To What Extent Does the ELT Program Give Prospective Teachers Adequate Training on Language Testing and Evaluation: Perspectives of Teacher Trainers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
29… gave prospective teachers adequate training on language testing and evaluation.	N	3	5	5	15	3	3.32
	%	7.3	12.2	12.2	36.6	7.3	

Item 29. Current ELT program gave prospective teachers adequate training on language testing and evaluation.

According to the responses of teacher trainers presented in Table 76, 7.3% of them strongly disagreed, 12.2% of them disagreed, 12.2% of them responded on neither agree nor disagree option, 36.6% of the participants agreed and the rest of them 7.3% strongly agreed with this item. When added both positive and negative answers together without considering

the degree, it is seen that 19.5% of the participants did not think that the program gave prospective teachers adequate training on language testing and evaluation; however, 43.9% of the respondents thought that it gave prospective teachers adequate training on language testing and evaluation. 12.2% of them gave neutral responses.

The last category of the questions is the structural objectives, which are about courses, needs of the prospective teachers, program's being updated, and the technological considerations of the program. The last seven items are related to these issues. The following table gives more details about the responses of teacher trainers.

Table 77. *To What Extent Does the ELT Program Reach the Structural Objectives? Perspectives of Teacher Trainers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
30… has a good linkage between different courses.	N	6	7	6	12	-	2.77
	%	19.4	22.6	19.4	38.7	-	
31… is relevant to prospective teachers' needs.	N	1	3	10	11	6	3.58
	%	3.2	9.7	32.3	35.5	19.4	
32… met prospective teachers' needs.	N	7	7	8	6	3	2.71
	%	22.6	22.6	25.8	19.4	9.7	
33… is up-to-date.	N	3	8	6	10	4	3.13
	%	9.7	25.8	19.4	32.3	12.9	
34… prepared prospective teachers to teach English in the classroom.	N	4	5	6	7	6	3.19
	%	12.9	16.1	29	22.6	19.4	
35… provided balanced distribution of course hours.	N	4	6	10	10	1	2.94
	%	12.9	19.4	32.3	32.3	3.2	
36… considered the technological developments	N	5	8	12	5	1	2.65
	%	16.1	25.8	38.7	16.1	3.2	

Item 30. Current ELT program has a good linkage between different courses.

According to the responses of teacher trainers, 19.4% of them strongly disagreed, 22.6% of them disagreed, 19.4% of them neither agreed nor disagreed, 38.7% of the participants agreed and none of them strongly agreed with this item. When added both positive and negative

answers together without considering the degree, it is seen that 42% of the participants did not think that program had a good linkage between different courses; however, 38.7 of the respondents thought that the program had a good linkage between different courses, and 19.4% gave neutral responses.

Item 31. Current ELT program is relevant to prospective teachers' needs.

When looking at table, it is seen that 3.2% of teacher trainer participants strongly disagreed, 9.7% of them disagreed, 32.3% neither agreed nor disagreed, 35.5% of the participants agreed and the rest of them 19.4% strongly agreed with this item. When added both positive and negative answers together without considering the degree, it is seen that 12.9% of the participants did not think that the program was relevant to prospective teachers' needs; however, more than half of the respondents 54.9% thought that it was relevant to prospective teachers' needs, and 32.3% gave neutral responses.

Item 32. Current ELT program met prospective teachers' needs.

The responses in Table 77 show that 22.6% of teacher trainer participants strongly disagreed, 22.6% of them disagreed, 25.6% of them marked neither agree nor disagree option, 19.4% of them agreed and the rest of them 9.7% strongly agreed with this item. When added both positive and negative answers together without considering the degree, it is seen that 45.2% of the participants did not think that the program met prospective teachers' needs; on the other hand, 21% of the respondents thought that it met prospective teachers' needs, and 25.8% gave neutral responses.

Item 33. Current ELT program is up-to-date.

According to the responses of teacher trainers given in Table 77, 9.7% of teacher trainer participants strongly disagreed, 25.8% of them disagreed, 19.4% of them responded on neither agree nor disagree, 32.3% of the participants agreed and 12.9% of them strongly agreed with this item. When added both positive and negative answers together without considering the degree, 34.5% of the respondents did not think that the program was up-to-date; 45.2% thought that it was up-to-date, and 19.4% gave neutral responses.

Item 34. Current ELT program prepared prospective teachers to teach English in the classroom.

When looking at Table 77, it is seen that 12.9% of teacher trainer respondents strongly disagreed, 16.1% of the respondents disagreed, 29.0% of them marked "neither agree nor disagree", 22.6% of the participants agreed and the rest of them (19.4%) strongly agreed with this item. When added both positive and negative answers together without considering the

degree, it is seen that 29% of the participants did not think that the program prepared prospective teachers to teach English in the classroom; 42.0% of the respondents thought that it prepared prospective teachers to teach English in the classroom, and 29% gave neutral responses.

Item 35. Current ELT program provided balanced distribution of course hours.

The responses in Table 77 show that 12.9% of teacher trainer participants strongly disagreed, 19.4% of them disagreed, 32.3% of them responded that neither agree nor disagree, 32.3% of the participants agreed and the rest of them 3.2% strongly agreed with this item. When added both positive and negative answers together without considering the degree, it is seen that 32.1% of the participants did not think that program provided adequate distribution of course hours; 38.5% of the respondents thought that it provided adequate distribution of course hours, and 32.3% gave neutral responses.

Item 36. Current ELT program considered the technological developments.

According to the responses of teacher trainers given in Table 77, it is seen that 16.1% of them strongly disagreed, 25.8% of prospective teachers disagreed, 38.7% of them neither agreed nor disagreed, 16.1% of the participants agreed and 3.2% of them strongly agreed with this item. When added both positive and negative answers together without considering the degree, it is seen that more than half of the respondents (51.9) did not think that program considered the technological developments; 19.3% thought that program considered the technological developments, and 38.7% gave neutral responses.

From the perspectives of teacher trainers: To what extent does the ELT program reach the language skills objectives?

In order to reveal to what extent the ELT program accomplishes its objectives, the same questions by changing some required pronouns in the evaluation questionnaire were asked to prospective English teachers' perceptions related to overall language skills, knowledge of linguistics and management, and structure of the program, which were mentioned in the section of the teacher trainers' perspectives, are tried to be discovered. There are totally nine questions to determine overall language skills, and Table 78 gives details about these questions and the responses by prospective teachers.

Table 78. *To What Extent Does the ELT Program Reach the Language Skills Objectives? Perspectives of Prospective Teachers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
1… provided adequate use of English Grammar	N	20	92	135	262	83	3.5
	%	3.4	15.5	22.8	44.3	14.0	
2… promoted my comprehension of what's being told in English.	N	7	37	126	321	98	3.79
	%	1.2	6.3	21.4	54.5	16.6	
3… promoted my speaking ability in English.	N	53	90	153	203	90	3.32
	%	9.0	15.3	26.0	34.5	15.3	
4… taught me how to write a scientific text.	N	31	100	140	243	78	3.4
	%	5.2	16.9	23.6	41.0	13.2	
5… taught me to understand authentic texts.	N	6	55	120	292	117	3.84
	%	1.0	9.3	20.3	49.4	19.8	
6… gave me adequate training in communicating effectively in English.	N	35	116	176	216	48	3.21
	%	2.9	19.6	29.8	36.5	8.1	
7… enriched my lexical knowledge.	N	12	77	134	295	72	3.57
	%	2	13.1	22.7	50	12.2	
8… provided opportunities for practicing my vocabulary.	N	19	102	160	239	72	3.41
	%	3.2	17.2	27	40.4	12.2	
14… prepared me to use English effectively in special situations.	N	28	82	179	235	67	3.39
	%	4.7	13.9	30.6	39.8	11.3	

Item 1. Current ELT program provided adequate use of English Grammar.

According to the responses of the prospective teacher participants given in Table 78, 3.4% of them strongly disagreed, 15.5% of them disagreed, 22.8% of them neither agreed nor disagreed, 43% of the participants agreed and the rest of them 14% strongly agreed with the first item. When added positive and negative answers together, it is seen that 18.9% of the participants did not think that the program provided adequate use of English grammar; more than half of the respondents (58.3%) thought that it provides adequate grammar use, and 22.8% stayed neutral.

Item 2. Current ELT program promoted my comprehension of what's being told in English.

According to Table 78, it is seen that 1.2% of prospective teacher participants strongly disagreed, 6.3% of them disagreed, 21.4% of them said that they neither agreed nor disagreed, 54.5% of the participants agreed and the rest of them 16.6% strongly agreed with the second item. When added both positive and negative answers together, it is seen that 7.5% of the participants did not think that the program promoted their understanding of what's being told in English; however, a great majority of the respondents (71.1%) thought that it promoted their listening skills, and 21.4% gave neutral responses.

Item 3. Current ELT program promoted my speaking ability in English.

According to the responses shown in Table 78, 9% of the prospective teacher participants strongly disagreed, 15.3% of them disagreed, 26.0% of them neither agreed nor disagreed, 34.5% of the participants agreed and the rest of them 15.3% strongly agreed with this item. When added both positive and negative answers, 24.3% of the participants did not think that the program promoted their speaking ability in English; nearly half of the respondents (48.8%) thought that it promoted their speaking skills, and 26% stayed neutral.

Item 4. Current ELT program taught me how to write a scientific text.

According to the responses of the prospective teacher participants given in Table 78, 5.2% of them strongly disagreed, 16.9% of them disagreed, 23.6% of them neither agreed nor disagreed, 41.0% of them agreed and 13.2% of them strongly agreed with this item. When added positive and negative answers together, 22.1% of the participants did not think that the program taught them how to write a scientific text; more than half of the participants (54.2%) thought that it taught them how to write a scientific text or writing skills, and 23.6% gives neutral responses.

Item 5. Current ELT program taught me how to understand authentic texts.

Table 78 shows that 1% of prospective teacher participants strongly disagreed, 9.3% of them disagreed, 20.3% stated that they neither agreed nor disagreed, 49.4% of the participants agreed and the rest of them 19.8% strongly agreed with this issue. Without considering the degree, collecting both positive and negative answers together, it is seen that 10.3% of the participants did not think that the program taught them how to understand authentic texts; a great majority 69.2% of the respondents thought that it taught them to understand authentic texts and their reading skills, and 20.3% gave neutral responses.

Item 6. Current ELT program gave me adequate training in communicating effectively in English.

The responses in Table 78 show that 2.9% of prospective teacher participants strongly disagreed, 19.6% of them disagreed, 29.8% of them neither agreed nor disagreed, 36.5% of the participants agreed and the rest of them 8.1% strongly agreed with this item. When added both positive and negative answers together, it is seen that 22.5% of the participants did not think that program gave them adequate training in effective communication in English; however, 44.6% of the respondents thought that it gave them adequate training in effective communication in English, and 29,8% gave neutral responses.

Item 7. Current ELT program enriched prospective teachers' lexical knowledge.

According to the responses presented in Table 78, 2% of prospective teacher participants strongly disagreed, 13.1% of them disagreed, 22.7% of them responded on neither agree nor disagree option, 50% of the participants agreed and 12.2% of them strongly agreed with this item. When added both positive and negative answers together, it is seen that 15.1% of the participants did not think that program enriched their lexical knowledge; more than half of the participants (62.2%) thought that program enriched their lexical knowledge, and 22.7% gave neutral responses.

Item 8. Current ELT program provided opportunities for practicing my vocabulary.

Table 78 reveals that 3.2% of them strongly disagreed, 17.2% of them disagreed, 27% of them neither agreed nor disagreed, 40.4% of the participants agreed and the rest of them 12.2% strongly agreed with this item. When added both positive and negative answers together, 30.4% of the participants did not think that the program provided facilities for practising their vocabulary; 52.6%, more than half of the respondents thought that it taught them to understand authentic texts and developed their reading skills, and 27% gave neutral responses.

Item 14. Current ELT program prepared me to use English effectively in special situations.

The responses in Table 78 show that 4.7% of prospective teacher participants strongly disagreed, 13.9% of them disagreed, 30.6% of them stated that they neither agreed nor disagreed, 39.8% of the participants agreed and the rest of them (11.3%) strongly agreed with this item. When added both positive and negative answers together, 18.6% of the participants did not think that program prepared them to use English adequately in special situations; however, 51.1% more than half of the respondents thought that it prepared prospective teachers to use English adequately in special situations, and 30.6% gave neutral responses.

The questions related to the knowledge of linguistics and management objectives were asked to prospective teacher participants in order to determine these objectives. In the following

tables, details about the responses of prospective teachers are given separately. Tables are going to be given item by item in order to provide easier understanding about each question. There are 18 items under this category as follows:

Table 79. *To What Extent Did the ELT Program Increase Linguistic Knowledge of Prospective Teachers? Perspectives of Prospective Teachers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
9… increased my linguistic knowledge	N	16	44	139	282	111	3.72
	%	2.7	7.4	23.5	47.6	18.8	

Item 9. Current ELT program increased my linguistic knowledge.

Among the responses presented in Table 79, 2.7% of prospective teacher participants strongly disagreed, 7.4% only disagreed upon program's success about increasing the linguistic knowledge of prospective teachers. 23.5% of the total respondents chose neither agree nor disagree option, 47.6% agreed, and the rest of them (18.8%) strongly agreed. There are 11.1% negative answers indicate that the program did not increase the linguistic knowledge of the prospective teachers; on the contrary, a great majority 66.4% of them thought that the program was successful to increase the level of linguistic knowledge of prospective teachers. 23.5% stayed neutral.

Table 80. *To What Extent Does The ELT Program Encourage Prospective Teachers to Use Theoretical Applications to Make Them Practice in English: Perspectives of Prospective Teachers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
10… encouraged me to use theoretical knowledge to make me practice in English.	N	11	70	154	271	86	3.59
	%	1.9	11.8	26	45.8	14.5	

Item 10. Current ELT program encouraged prospective teachers to use theoretical applications to make them practice in English.

According to Table 80, 1.9% of the total participants strongly disagreed, 11.8% of them disagreed, 26.0% stayed neutral about this issue, 45.8% of them agreed, the rest of them (14.5%) strongly agreed that the current ELT program encouraged prospective teachers to use theoretical applications to make them practice in English. When added both negative answers and positive answers, 13.7% of the respondents gave negative answers; however, 60.3% a great

majority of them gave a positive answer and the rest (26%) of them gave neither positive nor negative response to this question.

Table 81. *To What Extent Does the ELT Program Teach Prospective Teachers the Learning and Teaching Strategies? Perspectives of Prospective Teachers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
11… taught me learning and teaching strategies.	N	5	22	56	303	206	4.15
	%	0.8	3.7	9.5	51.2	34.8	

Item 11. Current ELT program taught me learning and teaching strategies.

The responses in Table 81 show that, only 0.8% of the respondents chose strongly disagree option, 3.7% disagreed, 9.5% neither agreed nor disagreed, 51.2% agreed, and the rest (34.8%) strongly agreed with this statement. The general percentage of the negative responses are 4.5%; on the contrary, a great deal of the total respondent (86.0%) gave a positive answer and thought that current ELT program taught prospective teachers the learning and teaching strategies. The rest of them (9.5%) gave neutral responses.

Table 82. *To What Extent Does the ELT Program Promote Prospective Teachers' Understanding of the Needs of the Prospective Teachers? Perspectives of Prospective Teachers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
12… promoted my understanding of my needs.	N	14	42	134	296	106	3.74
	%	2.4	7.1	22.6	50	17.9	

Item 12. Current ELT program promoted my understanding of my needs.

According to Table 82, 2.4% of the respondents strongly disagreed, 7.1% disagreed that the current program promoted understanding of the needs of the prospective teachers. 22.6% stated that they neither agreed nor disagreed, 50.0% of them agreed upon the program has contributions on understanding the needs of the prospective teachers. The rest of them (17.9%) strongly agreed with this issue. In general, those who gave a negative response about the program's promoting understanding of the needs of the prospective teachers are 9.5%; however, 67.9% of the total participants gave positive responses and rest of them (22.6%) stated that they were neutral on this issue.

Table 83. *To What Extent Does the ELT Program Teach Prospective Teachers to Become Pedagogically Creative? Perspectives of Prospective Teachers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
13… taught me to become pedagogically creative.	N	14	51	145	365	116	3.10
	%	2.4	8.6	24.5	44.8	19.6	

Item 13. Current ELT program taught me to become pedagogically creative.

The responses in Table 83 show that, 2.4% of the prospective teacher participants strongly disagreed that the program was supportive of prospective teachers to become pedagogically creative. 8.6% disagreed; however, 44.8% of them agreed, 19.6% strongly agreed. The rest of them (24.5%) neither disagreed nor agreed. The total percentage of the respondents stating their disagreement is 11.0%, the percentage of those stating their agreement is 64.4%. The rest of them 24.5% stated that they neither agreed nor disagreed.

Table 84. *To What Extent Does the ELT Program Increase Their Awareness and Ability to use Research Sources? Perspectives of Prospective Teachers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
15… increased my awareness and ability to use research sources.	N	10	47	155	280	100	3.70
	%	1.7	7.9	26.2	47.3	16.9	

Item 15. Current ELT program increased my awareness and ability to use research sources.

According to the responses given in Table 84, 1.7% of prospective teacher participants strongly disagreed, 7.9% of them disagreed, 26.2% neither agreed nor disagreed, 47.3% of the participants agreed and 16.9% of them strongly agreed with this item. When thinking about both positive and negative answers together, 9.6% of the participants do not think that program increased their awareness and ability to use research sources; 64.2% thought that the program enriched prospective teachers' lexical knowledge, and 26.2% gave neutral responses.

Table 85. *To What Extent Does the ELT Program Increase Prospective Teachers' Appreciation of English Language: Perspectives of Prospective Teachers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
16… increased my appreciation of English Language	N	11	39	163	284	93	3.69
	%	1.9	6.6	27.6	48.1	15.8	

Item 16. Current ELT program increased my appreciation of English Language

The responses in Table 85 show that 1.9% of prospective teacher participants strongly disagreed, 6.6% of them disagreed, 27.6% neither agreed nor disagreed, 48.1% of the participants agreed and the rest of them (15.8%) strongly agreed with this item. When added both positive and negative answers together 8.5% of the participants did not think that program increased their appreciation of English language; however, 63.9% of the respondents thought that it increased their appreciation of English language, and 27.6% neither agreed nor disagreed with this statement.

Table 86. *To What Extent Does the ELT Program Promote Their Translation Ability? Perspectives of Prospective Teachers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
17… promoted my translation ability.	N	23	84	110	253	121	3.67
	%	3.9	14.2	18.6	42.7	20.4	

Item 17. Current ELT program promoted my translation ability.

According to the responses given in Table 86, 3.9% strongly disagreed about the program's promoting their translation ability, 14.2% disagreed and 18.6% stated that they neither agreed nor disagreed. 42.7% of the participants agreed, and the rest of them (20.4%) strongly agreed upon this issue. Generally, 18.1% of participants did not think that the program promoted the translation ability of them whereas more than half of the participants (63.1%) thought that the program promoted the translation ability of them. The rest of them (18.6%) stayed neutral.

Table 87. *To What Extent Does the ELT Program Teach Prospective Teachers to Consider SLA from Different Perspectives? Perspectives of Prospective Teachers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
18… taught me to consider Second Language Acquisition from different perspectives	N	9	42	117	302	121	3.82
	%	1.5	7.1	19.8	51.1	20.5	

Item 18. Current ELT program taught me to consider Second Language Acquisition from different perspectives

Table 87 shows that 1.5% of the prospective teacher participants strongly disagreed that current ELT program taught prospective teachers to consider SLA from different perspectives. 7.1% of them disagreed. 19.8% of the respondents chose to stay neutral, and 51.1% agreed, 20.5% strongly disagreed with this item. When adding the positive responses together, it is seen that 8.6% of the responses were in the negative direction, a great majority (71.6%) of them were in the positive direction, and the rest of them 19.8% were neutral on this issue.

Table 88. *To What Extent Does the ELT Program Taught Prospective Teachers How the First and Second Languages are Acquired? Perspectives of Prospective Teachers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
19… taught me how the first and second languages are acquired	N	7	22	85	196	181	4.05
	%	1.2	3.7	14.4	50.1	30.6	

Item 19. Current ELT program taught me how the first and second languages are acquired

According to the responses given in Table 88, 1.2% of prospective teacher participants strongly disagreed, 3.7% of them disagreed, 14.4% of them neither agreed nor disagreed, 50.1% of them agreed and 30.6 % of them strongly agreed. When added negative answers together, 4.9% of the participants did not think that program taught prospective teachers how the first and second languages are acquired; a great majority of the participants (80.7%) thought that program taught them how the first and second languages were acquired., and 14.4% gave neutral responses.

Table 89. *To What Extent Does the ELT Program Teach Prospective Teachers how to Design Course Syllabus? Perspectives of Prospective Teachers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
20… taught me to design course syllabus.	N	21	53	141	266	109	3.66
	%	3.6	9	23.9	45.1	18.5	

Item 20. Current ELT program taught me how to design course syllabus.

The responses in Table 89 show that 3.6% of prospective teacher participants strongly disagreed, 9.0% of them disagreed, 23.9% of them neither agreed nor disagreed, 45.1% of the participants agreed and the rest of them (18.5%) strongly agreed. When added both positive and negative answers together, 12.6% of the participants did not think that program taught them to design course syllabus; on the other hand, 63.6% of the respondents thought that program taught them how to design course syllabus, and 23.9% gave neutral responses.

Table 90. *To What Extent Does the ELT Program Teach Prospective Teachers the Approaches to Lesson Planning? Perspectives of Prospective Teachers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
21… taught me the approaches to lesson planning.	N	8	29	84	278	193	4.05
	%	1.4	4.9	14.2	47	32.6	

Item 21. Current ELT program taught prospective teachers the approaches to lesson planning.

According to the responses given in Table 90, 1.4% of prospective teachers participated in the study strongly disagreed about the program's teaching them the approaches to lesson planning, 4.9% disagreed and 14.2% stated that they neither agree nor disagree. Nearly half (45.2%) of the participants agreed, and the rest of them (19.4%) strongly agreed upon this issue. 22.6% of the participants did not think that the program taught prospective teachers the approaches to lesson planning, and a great majority of the participants (79.6%) thought that the program taught them the approaches to lesson planning. The rest of them (14.2%) stayed neutral.

Table 91. *To What Extent Does the ELT Program Increase Prospective Teachers' Awareness About Different Learning Styles of Young Learners: Perspectives of Prospective Teachers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
22… increased my awareness of different learning styles of young learners.	N	5	23	52	262	250	4.23
	%	.8	3.9	8.8	44.3	42.2	

Item 22. Current ELT program increased my awareness of different learning styles of young learners.

The responses in Table 91 show that 8% of the prospective teacher participants chose strongly disagree option, 3.9% disagreed, 8.8% neither agreed nor disagreed, 44.3% agreed, and the rest (42.2%) strongly agreed. The total percentage of the negative responses are 4.7%; on the contrary, a great majority of the total respondents (86.5%) gave a positive answer and thought that current ELT program increased their awareness about different learning styles of young learners. The rest of them (8.8%) gave neutral responses.

Table 92. *To What Extent Does the ELT Program give Prospective Teachers Adequate Training for Classroom Management? Perspectives of Prospective Teachers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
23… gave me adequate training for classroom management.	N	22	58	125	245	141	3.72
	%	3.7	9.8	21.2	41.5	23.9	

Item 23. Current ELT program gave me adequate training for classroom management.

The responses in Table 92 show that 3.7% of prospective teacher participants strongly disagreed, 9.8% of them disagreed, 21.2% of them neither agreed nor disagreed; 41.5% of them agreed and the rest of them (23.9%) strongly agreed. When added both positive and negative answers together, it is seen that 13.5% of the participants did not think that the program gave them adequate training for classroom management; however, more than half of the respondents (64.4%) thought that it gave prospective teachers adequate training for classroom management, and 21.2% stayed neutral on this issue.

Table 93. *To What Extent Does the ELT Program Promote Prospective Teachers 2ⁿᵈ Foreign Language Knowledge to Elementary Level? Perspectives of Prospective Teachers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
24… promoted my second foreign language knowledge from beginner to the elementary level.	N	47	64	140	251	89	3.46
	%	8	10.8	23.7	42.5	15.1	

Item 24. Current ELT program promoted my 2ⁿᵈ foreign language knowledge from beginner to the elementary level.

Among the responses presented in Table 93, 8.0% of prospective teacher participants strongly disagreed, 10.8% only disagreed upon program's success about promoting their 2ⁿᵈ foreign language knowledge from beginner to the elementary level. 23.7% of them chose neither agree nor disagree option, 42.5% agreed, and the rest of them (15.1%) strongly agreed. There are 18.8% negative answers that the program did not promote 2ⁿᵈ foreign language knowledge of prospective teachers; on the contrary, 57.6% of the participants thought that the program was successful to promote 2ⁿᵈ foreign language knowledge of prospective teachers. 23.7% stayed neutral.

Table 94. *To What Extent Does the ELT Program Promote Prospective Teachers' Ability to Transfer Cultural Expressions in Mother Tongue and English? Perspectives of Prospective Teachers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
25… promoted my ability to transfer cultural expressions from and to mother language and target language.	N	10	61	154	288	76	3.61
	%	1.7	10.4	26.1	48.9	12.9	

Item 25. Current ELT program promoted my ability to transfer cultural expressions from and to mother language and target language.

According to the responses given in Table 94, 1.7% of prospective teacher participants strongly disagreed, 10.4% of them disagreed, 26.1% neither agreed nor disagreed, 48.9% of them agreed and the rest of them 12.9% strongly agreed with this item. When added both positive and negative answers together, 12.1% of the participants did not think that the program promoted their ability to transfer cultural expressions from and to mother tongue and target language; however, 61.8% of the respondents thought that it promoted their ability to transfer cultural expressions. 26.1% of them gave neutral responses.

Table 95. *To What Extent Does the ELT Program Teach Prospective Teachers How to Adapt Foreign Language Teaching Materials: Perspectives of Prospective Teachers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
26… taught me how to adapt foreign language teaching materials.	N	12	24	107	314	131	3.90
	%	2	4.1	18.2	53.4	22.3	

Item 26. Current ELT program taught me how to adapt foreign language teaching materials.

According to Table 95, 2.0% of prospective teachers strongly disagreed, 4.1% of them disagreed, 18.2% neither agreed nor disagreed, 53.4% of the participants agreed and the rest of them 22.3% strongly agreed. When added both positive and negative answers together, 6.1% of the participants did not think that the program taught them how to adapt foreign language teaching materials; on the contrary, more than half of the respondents 75.7% thought that it taught prospective teachers how to adapt foreign language teaching materials, and 18.2% gave neutral responses.

Table 96. *To What Extent Does the ELT Program Taught Prospective Teachers How to Develop Foreign Language Teaching Materials: Perspectives of Prospective Teachers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
27… taught me how to develop foreign language teaching materials.	N	9	27	86	319	146	3.96
	%	1.5	4.6	14.7	54.3	24.9	

Item 27. Current ELT program taught me how to develop foreign language teaching materials.

The responses in Table 96 show that 1.5% of prospective teachers strongly disagreed, 4.6% of them disagreed, 14.7% neither agreed nor disagreed; 54.3% of them agreed and the rest of them 24.9% strongly agreed with this item. When added both positive and negative answers together, 6.1% of the participants did not think that program taught them how to develop foreign language teaching materials; however, more than half of the respondents (59.2%) thought that it taught prospective teachers how to develop foreign language teaching materials, and 14.7% stay neutral on this issue.

Table 97. *To What Extent Does the ELT Program Teach Prospective Teachers to Evaluate Foreign Language Teaching Materials: Perspectives of Prospective Teachers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
28… taught me how to evaluate foreign language teaching materials.	N	9	32	129	305	113	3.82
	%	1.5	5.4	21.9	51.9	19.2	

Item 28. Current ELT program taught me to evaluate foreign language teaching materials.

Among the responses given in Table 97, 1.5% of prospective teachers strongly disagreed, 5.4% only disagreed upon program's success about evaluating foreign language teaching materials. 21.9% of the respondents chose neither agree nor disagree option, 51.9% agreed, and the rest of them (19.2%) strongly agreed. There are 6.9% negative answers that the program did not make prospective teachers evaluate foreign language teaching materials; on the contrary, more than half of the respondents (71.1%) thought that the program was successful to teach prospective teachers to evaluate foreign language teaching materials. 21.9% stayed neutral.

Table 98. *To What Extent Does the ELT Program Give Prospective Teachers Adequate Training on Language Testing and Evaluation? Perspectives of Prospective Teachers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
29… gave me adequate training on language testing and evaluation.	N	15	56	173	271	74	3.57
	%	2.5	9.5	29.4	46.0	12.6	

Item 29. Current ELT program gave me adequate training on language testing and evaluation.

According to the responses shown in Table 98, 2.5% of prospective teachers strongly disagreed, 9.5% disagreed, 29% neither agreed nor disagreed, 46.0% of them agreed and the rest (12.6%) strongly agreed. When added both positive and negative answers together, 12% did not think that the program gave prospective teachers adequate training on language testing and evaluation; however, 58.6% of the respondents think that it gave prospective teachers adequate training on language testing and evaluation. 29.4% of them gave neutral responses.

The last category of the questions is the structural objectives, which are about courses, needs of the prospective teachers, program's being updated, and the technological considerations of the program. The last seven items are related to these issues. Table 98. gives more details about the responses of teacher trainers.

Table 99. *To What Extent Does the ELT Program Reach the Structural Objectives? Perspectives of Prospective Teachers*

Current ELT program		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean
30… enabled me to establish a good link between different courses.	N	6	51	168	282	83	3.65
	%	1.0	8.6	28.5	47.8	14.1	
31… proved to be relevant to my needs.	N	21	49	151	302	67	3.58
	%	3.6	8.3	25.6	51.2	11.4	
32… proved to meet my needs.	N	21	58	172	268	71	3.53
	%	3.6	9.8	29.2	45.4	12.0	
33… proved to be up-to-date.	N	11	41	172	283	83	3.65
	%	1.9	6.9	29.2	48.0	14.1	
34… prepared me to teach English in the classroom.	N	16	27	75	295	177	4.00
	%	2.7	4.6	12.7	50.0	30.0	
35… provided adequate distribution of course hours.	N	14	51	207	245	71	3.52
	%	2.4	8.7	35.2	41.7	12.1	
36… considered technological developments	N	22	55	135	283	95	3.63
	%	3.7	9.3	22.9	48.0	16.1	

Item 30. Current ELT program enabled me to establish a good link between different courses.

According to the responses in Table 99, 1.0% of prospective teachers strongly disagreed, 8.6% disagreed, 28.5% neither agreed nor disagreed, 47.8% of the participants agreed and 14.1% of them strongly agreed with this item. When thinking all negative responses together, it is seen that 9.6% of the participants did not think that program enabled them to establish good link between different courses; however, 61.9 of them, who are positive about the item, thought that it enabled them to establish good link between different courses, and 28.5% gave neutral responses.

Item 31. Current ELT program is proved to be relevant to my needs.

Table 99 shows that 3.6% of prospective teachers strongly disagreed, 8.3% of them disagreed, 25.6% of them neither agreed nor disagreed, 51.2% of the participants agreed and the rest of them 11.4% strongly agreed with this item. When added both positive and negative answers together, 11.9% of the participants did not think that the program is relevant to their needs; however, more than half of the respondents 62.6% thought that it is relevant to prospective teachers' needs, and 25.6% gave neutral responses.

Item 32. Current ELT program met my needs.

According to the responses in Table 99, 3.6% prospective teachers strongly disagreed, 9.8% disagreed, 29.2% of them neither agreed nor disagreed, 45.4% agreed and the rest of them 12.0% strongly agreed with this item. When added both positive and negative answers together, it is seen that 13.4% of the participants did not think that the program met their needs; on the other hand, 47.4% of the respondents thought that it met their needs, and 29.2% gave neutral responses.

Item 33. Current ELT program is up-to-date.

According to the responses given in Table 99, 1.9% of the prospective teachers strongly disagreed, 6.9% of them disagreed, 29.2% of them neither agreed nor disagreed, 48.8% of them agreed and 14.1% of them strongly agreed with this item. In general, the positive responses constitute 8.8% of the respondents, who did not think that the program is up-to-date; 62.1% of them gave positive response and they thought that it is up-to-date, and 29.2% gave neutral responses.

Item 34. Current ELT program prepared me to teach English in the classroom

Table 102 shows that 2.7% of prospective teachers strongly disagreed, 4.6% of them disagreed, 12.7% of them neither agreed nor disagreed, 50.0% of the participants agreed and the rest of them (30.0) strongly agreed with this item. When added both positive and negative answers together, it is seen that 7.3% of the participants did not think that the program prepared them to teach English in the classroom; however, a lot of respondents (80%) thought that it prepared them to teach English in the classroom, and 12.7% gave neutral responses.

Item 35. Current ELT program provided adequate distribution of course hours.

The responses in Table 102. show that 2.4% of the participants strongly disagreed, 8.7% of them disagreed, 35.2% of them neither agreed nor disagreed, 41.7% of them agreed and the rest of them (12.1%) strongly agreed. The percentage of the positive responses were 11.1. These participants did not think that program provided adequate distribution of course hours; however more than half of them, 53.8% of them thought that it provided adequate distribution of course hours, and 35.2% gave neutral responses.

Item 36. Current ELT program considered the technological developments.

According to the responses of prospective teachers given in Table 99, 3.7% strongly disagreed, 9.3% disagreed, 22.9% neither agreed nor disagreed, 48.0% of the participants agreed and 16.1% of them strongly agreed with this item. When added both positive and

negative answers together, 13.0% of them did not think that program considered the technological developments; on the other hand, a great deal of the participants (64.1%) thought that the program considered the technological developments, and 22.9% gave neutral responses.

In this section, the qualitative results of the study were tried to be given by the help of tables. The responses of both teacher trainers and prospective teachers were analyzed in order to find out to what extent the ELT program reaches the objectives. Tables and the results show the level of general satisfaction from current program; however, comparing and contrasting the responses of teacher trainers and prospective teachers will also be helpful to see the similarities and the differences between trainers and the trainees.

In the following graphs, the negative responses, both strongly disagreed and disagreed options of teacher trainers and prospective teachers are given as a whole. The results reflect the general tendency of trainers and trainees towards the program in general and item by item (Figure 11). It the second graph (Figure 12.), the positive responses of both teacher trainers and prospective teachers about the program are given in order to see the general tendency in general and in each item separately. The figures below will catalyze to compare and contrast both responses.
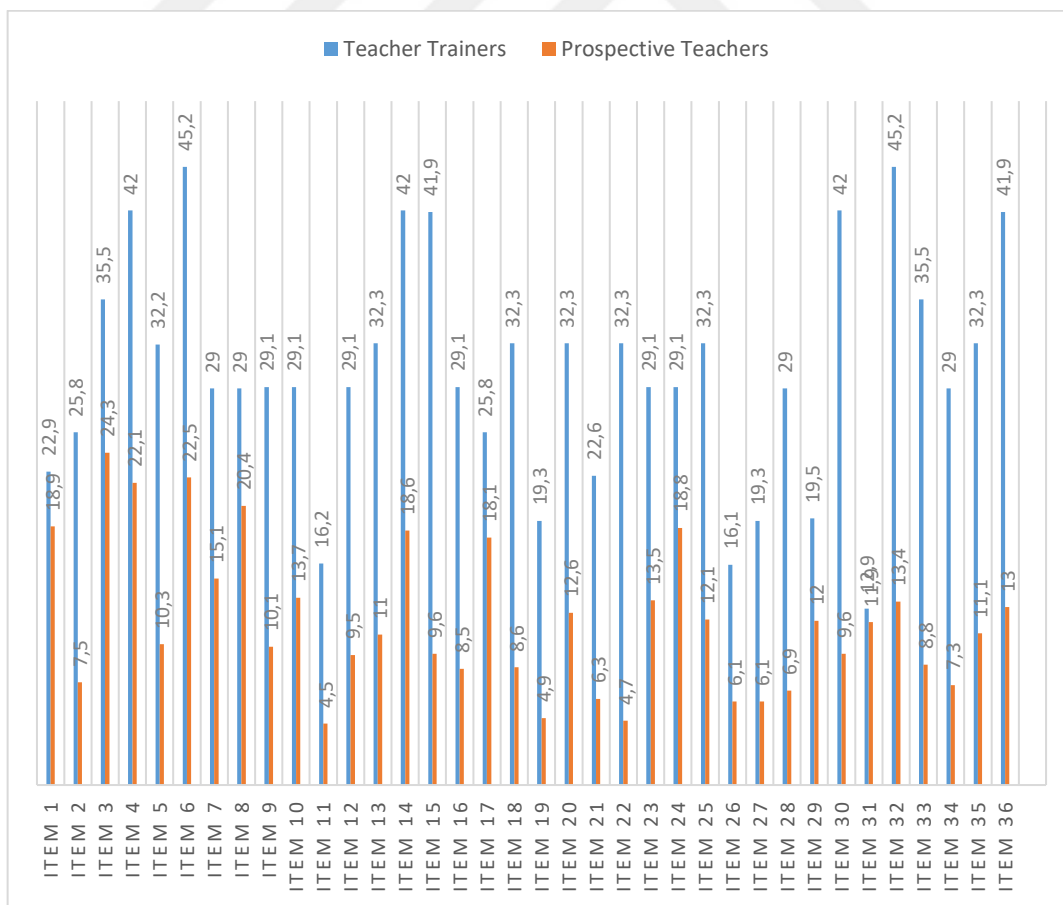
Figure 11. Comparison of teacher trainers and prospective teachers' negative responses on ELT program.

197

Figure 11. reflects the general dissatisfaction level from the current ELT program. The addition of both strongly disagree and disagree options constitutes the level of dissatisfaction percentage as given in Figure 4.3. above. It is seen that the dissatisfaction level of teacher trainers is higher than the prospective teachers in every item. The teacher trainers are understood that they are more dissatisfied with the program than the prospective teachers. Item 6 (the program gave prospective teachers adequate training in effective communication in English) and Item 32 (the program met prospective teachers' needs) which belong to the responses of teacher trainers (45.2%) are the items that teacher trainers are mostly agree with the dissatisfaction of both items. The minimum level (Item 11; the program taught prospective teachers the learning and teaching strategies, 4.5%) belongs to the prospective teacher. It means that the program taught prospective teachers the learning and teaching strategies. The general level of dissatisfaction is higher in all responses of teacher trainers. In nearly all responses, the level is at least two times higher than the levels of prospective teachers. Finally, it can be easily inferred that the level of dissatisfaction of teacher trainers is much higher than the dissatisfaction level of prospective teachers.
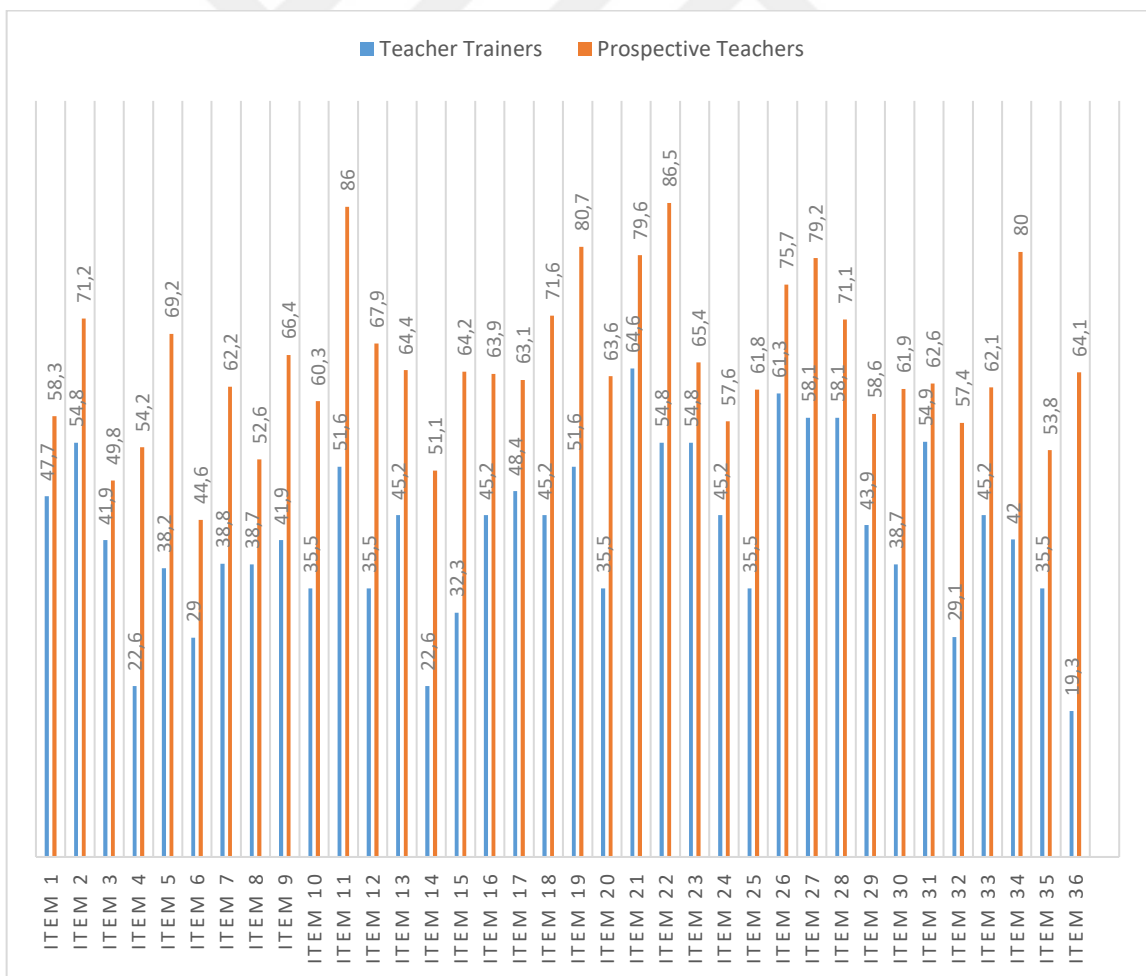
Figure 12. Comparison of teacher trainers and prospective teachers' positive responses on ELT program.

There is a contrary case in Figure 12. when comparing it with the first figure. The level of satisfaction from the ELT program of prospective teachers, in general, is more than the level of teacher trainers. As in the first Figure 11., the same procedure was followed to construct this graph. Both the responses of strongly agreed and agreed options were added and a comparison was made to see the differences and similarities. The highest agreement level is 86.5% (Item 22; the program increased their awareness about different learning styles of young learners) and it belongs to the prospective teachers. The minimum level is 19.3% (Item 36; the program considered the technological developments) and it belongs to the teacher trainers. The levels of prospective teachers are higher than the level of teacher trainers in all of the items.

In conclusion, the first figure (Figure 11.) reveals that the dissatisfaction levels of teacher trainers from the ELT program higher than the level of prospective teachers. According to the responses of teacher trainers, the program did not give prospective teachers adequate training in effective communication in English, and it did not meet their needs. However, the prospective teachers thought that the program taught them the learning and teaching strategies. The second figure (Figure 12.) shows that the prospective teachers were more satisfied with the program in contrast to the teacher trainers. According to the prospective teachers, the program increased their awareness about different learning styles of young learners: Moreover, according to the teacher trainers, the program considered the technological developments.

CHAPTER FIVE

Conclusion and Discussion

Introduction

In this chapter, the general summary of the findings from the interviews with both teacher trainers and prospective teachers are given under the title of an overview of the findings. Some implications related to this study are given subsequently. Finally, in further research, some recommendations are presented for those who are interested in curriculum evaluation and needs analysis.

Overview of Findings and Discussion

This study aims to evaluate ELT curriculum from two different perspectives; from the perspective of prospective teachers and teacher trainers in a convergent parallel research design, a type of mixed method approach. In order to fulfil this aim, both qualitative and quantitative data were collected from senior students in 2016-2017 education year, and the academic staff whose academic ranks vary as research assistant, lecturer, assistant professor, associate professor and professor working in the ELT departments. The respondents participated in the study from each of the regions except southeast part of Turkey. Further details related to the participants' profile were presented in the methodology chapter. Nine research questions were formed to evaluate ELT curriculum as (1) What are the opinions of teacher trainers on the ELT program in general? and its six subtitles: •Is the philosophy of the current ELT Program clearly stated?; •Does the ELT Program have good linkage among courses, avoiding overlaps?; • Does the ELT Program prepare student teachers to function in the sociocultural context in which they will work?; •Does the ELT Program prepare student teachers for classroom teaching adequately?; •Is it clear which grades to teach for the EFL teachers? What do you think of separating ELT departments as ELT for primary schools, ELT for secondary schools and etc...? •Do you think the academic studies in Turkey support the courses given in the ELT program? (2) What are the strengths of the ELT program? (3) What are the weaknesses of the ELT program? (4) What are the needs of prospective teachers in terms of the ELT program? In addition, it has three subtitles: • Needs in general (lacks); • Occupational needs (necessities); • Expectations (wants). (5) What are the perceptions of both prospective teachers and teacher trainers about whether there is a need to add or omit any lessons? (6) What are the perceptions of both prospective teachers and teacher trainers about the course hours? (7) Is the program up-

to-date and does it consider the technological developments? (8) From the perspectives of both prospective teachers and teacher trainers, which one has more importance to reach the educational objectives: the program itself or teacher trainer? (9) To what extent does the ELT program reach the determined objectives from the perspectives of both prospective teachers and teacher trainers? In the following paragraphs, the summary of overall results is going to be presented.

General thoughts of teacher trainers on the ELT program.

Is the philosophy of the current ELT Program clearly stated?

In the search for general thoughts of teacher trainers on the ELT program, they were asked whether the philosophy of the program was clearly stated or not. There were totally 41 respondents and they could optionally respond the interview questions. 54% of the total respondents did not give any response, 19% of them gave a positive response, 15% of them gave a negative response indicating that the ELT program does not have a clearly stated philosophy, and the rest of them (12%) said "partially yes". According to the responses, there is a controversy about a clearly stated philosophy. Therefore, there is a need for a clearly stated philosophy and this can be announced to instructors in a clearer way. These findings have similarities with Demir's (2015) study, in which he focused that the current program in Turkey does not have a clearly stated philosophy. These findings are parallel to the study of Coskun and Daloglu (2010).

Does the ELT Program have good linkage among courses, avoiding overlaps?

In another sub-question to find out the general opinions of the teacher trainers, the linkage among courses and their overlapping areas were asked. 17% of the participants thought that the ELT program had good linkage among courses and avoids overlaps. The same proportion (17%) also stated the opposite view that the program did not have a good linkage among courses. 27% of the total participants said "somehow yes". These results indicated that program needs more revision to construct good linkage or connection between courses. Coskun and Daloglu (2010) made a parallel remark that the program encourages links among different courses. Though their study reveals the only positive responses, this study shows some negative thoughts on linkage among courses.

Does the ELT Program prepare student teachers to work in the sociocultural context in which they will work?

The teacher trainers were also asked if the program prepared the prospective teachers to function in different socio-cultural contexts in which they will work. 7% of them thought that

the prospective teachers were ready to function in different teaching environments; however, 22% of the respondents, thought the opposite that the prospective teachers are not trained well to function in different conditions. 27% of the participants responded that the ELT program prepares prospecive teachers to function in different conditions to some extent. Beside the 7% who gave positive answers, nearly half of the participants stated that the ELT program had deficiencies to prepare student teachers to serve in different socio-cultural conditions even though the sociocultural factors are of much importance (Eun & Lim, 2009; Medina & Arcila, 2013; Ozfidan, Machtmes & Demir, 2014). There were program-oriented and practice-oriented challenges derived from the responses of all participants. The teacher trainers stated that the related courses are in the last semester, and use of the same course books for different regions and top-down decisions result from the program. Practice-oriented problems, according to the responses, are lack of teacher trainers and learners' interest, and inadequate application of related courses. Adding extra courses, effective practicum courses, effective community service courses, which will include learners into the teaching process are stated as solutions by teacher trainers.

Does the ELT Program prepare prospective teachers for classroom teaching adequately?

The ELT program's being effective for prospective teachers to be ready for the classroom teaching was asked to the teacher trainers. This question helps to discover the effects of program on teaching and the readiness of prospective teachers to teach. There were seven positive answers (17%) alleging that the program prepares student teachers, and there were four negative answers (10%) stating that the program does not prepare student teachers, and there were six answers (15%) proposing that the program prepares student teachers to some extent. The rest (58%) gave no response. The findings reveal that the program is thought to be helpful for the prospective teachers to teach in classroom in general.

Is it clear for the EFL teachers in which grades to teach? What do they think of grouping ELT departments as ELT for primary schools, ELT for secondary schools and etc...?

It is a very challenging issue to divide ELT program and redesign it according to the age of future students such as ELT for primary schools, ELT for secondary schools etc. In order to determine the thoughts of teacher trainers about this issue, they were asked whether designing ELT departments according to the level of the prospective teachers are going to teach is beneficial or not? The responses were clearly stated and they are all clustered around "yes" and "no". The proportion of those who said "yes" and believed that designing ELT program

according to the school types will be beneficial is 26%; on the other hand, the respondents who gave negative response, and did not believe in the beneficence of separation are 22% of the all participants. More than half of the participants (52%) gave no response. The results show that more than half of the participants who gave a response to the question thought that it will be beneficial to divide the program according to the school types which the prospective teachers are going to serve at.

Do the academic studies in Turkey support the courses given in the ELT program?

Another issue discussed is to what extent the academic studies have relations with the courses given within the ELT program. In order to explore the thoughts of the teacher trainers, a similar optional question was directed to them. Among the totally 41 participants, 12% said "yes", the academic studies in Turkey supported the courses given in the ELT program; however, 15% thought the opposite and said "no". Some of them (17%) said that "to some extent, yes" and 5% of them said that they had no knowledge on this issue. Again, more than half of the participants (51%) gave no response as this question was among optional ones.

The strengths of the ELT program.

The second research question aimed at determining the strengths of the program from both perspectives of teacher trainers and student teachers. The strengths of the program were asked to them, even though there are some little differences, the nearly same strengths were listed. The program's strength was also determined by some previous studies (Coskun & Daloglu, 2010; Demir, 2015; Hişmanğlu, 2012; Karakaş, 2012, Tercanlıoğlu, 2008). Parallel to the previous findings, the study also suggested some other strengths. According to the responses of teacher trainers, five different categories as (1) courses, (2) future expectations, (3) academic staff, (4) prep. class and (5) knowledge were stated as the strengths of the ELT program. Under the first category, number of courses, related to teacher training, addressing all age groups; under the second category, job opportunity and program's being promising; under the third category, qualifications and study areas of academic staff; under the fourth category, theoretical, recent development, teaching profession, the same knowledge for different learners, how to behave future students, and how to teach English were determined from the responses of teacher trainers as strengths of the program.

There are seven categories derived from the responses of prospective teachers on the strengths of the program. Among the determined categories four are the same as those reported by teacher trainers; in addition, there are three more categories that differ from the responses of the teacher trainers. Even the categories are same, their sub-categories differ in the responses

of prospective teachers; therefore, the categories and their sub-categories are given subsequently. The first category that shows the program's strength is its (1) providing practical facilities such as school experience, the flow of theory to practice, and presentation in courses. The second is (2) courses as field courses and content of courses. The next (3) is the future expectations of the prospective teachers. The other (4) is academic staff and their individual efforts and technical support. Then, (5) teaching skills as writing, speaking, thinking in English and expressing feelings are thought as strengths. The next (6) is the knowledge of theoretical, technical, cultural, language teaching, pedagogical areas and teaching profession. The last (7) is the field competency such as the use of foreign language, considering the current methods and techniques, considering individual differences, binding teaching practice to other fields, autonomous learning, and material development.

The weaknesses of the ELT program.

The third question is related to the weaknesses of the program from the perspectives of both teacher trainers and prospective teachers. The categories of the weaknesses of the program stated by them have some similarities with the strong sides of it. Previous studies (Coskun & Daloglu, 2010; Demir, 2015; Hişmanğlu, 2012; Karakaş, 2012, Tercanlıoğlu, 2008) stated some weakness of the program as well as its strengths. It can be inferred, according to the responses that under certain circumstances such categories can be both the strengths and weaknesses of the program as courses, academic staff, and language skills. As for the responses of academic staff, according to their responses, there are five different categories, which can be thought as the weaknesses of the program. The first weakness is (1) courses and their contents, credits and the need for extra courses. The second is (2) the structure of the program, which includes lack of concrete philosophy, its not caring for the needs of the students, it is being too static, lack of interaction, lack of technology and its not considering the individual differences. The third is (3) academic staff; lack of native academic staff and irrelevant study areas of academic staff. The next is (4) level of English proficiency, the low English level of prospective teachers and inability to express themselves. The last one is (5) lack of real-life connection, its having no practical aspect, lack of authenticity and its being too academic.

There are six categories, which were stated by prospective teachers, five of them are similar with the responses of teacher trainers and one of them, language skills, shows the difference. Of course, the sub-categories differ from the teacher trainers. The first weakness derived from the responses of the prospective teachers is (1) courses and course content, credits of courses, the need for extra courses, elective courses, and irrelevant courses. The second weakness is (2) structure of the program and its lack of technology, needs of the prospective

204

teachers, placement of prospective teachers, and its not considering the individual differences. The third one is (3) academic staff, the lack of native academic staff and qualifications of academic staff. The next one is (4) level of English proficiency, low English level of prospective teachers, and inability to express themselves. The other is (5) lack of real-life connection, lack of practical aspect and having more theoretical knowledge. The last one is (6) language skills, speaking, listening, writing and grammar. Different from the responses of teacher trainers, the prospective teachers also stated the language skills as a weakness of the program. According to their responses, the language skills should be given in a more integrated way.

Needs of prospective teachers in terms of the ELT program.

The fourth query is about the needs of the prospective teachers, which were determined both by teacher trainers as outsiders and by prospective teachers as insiders. Within this study, target situation needs analysis (Brown, 2005; Li (2014a) which has three subtitles as lacks, necessities and wants (Hutchinson & Waters, 1987; Li, 2014a) was used.

"The lacks" were tried to be determined by asking teacher trainers, "what are the needs of prospective teachers in terms of the ELT program?" The lacks were determined to form an outsider view. According to the responses, there are four dimensions of prospective teachers' needs as (1) More practice is needed (2) Prospective teachers are needed to be qualified (3) Extrinsic needs and (4) Intrinsic needs. It can be inferred from the responses that more practice is needed in school life experiment, four skills, caring individual differences, and collaborative activities. The prospective teachers are expected to know the authentic use of language, they need individual time, expressing themselves, and foreign country experiment. Within the extrinsic needs, they need financial support, less content knowledge, their needs should be determined and the number of academic staff should be increased. The motivation of the prospective teachers and changing their perceptions are evaluated under intrinsic needs. These needs were determined through the responses of teacher trainers.

"The necessities" were tried to be derived from their responses on their expectations from the ELT program. Within the frame of necessities, (1) exterior necessities were determined as academic staff, learner-centred education, sincerer education, more freedom, earlier practicum, all language skills, effective courses and program's being adaptable to next generations. The second necessities (2) interior necessities were determined as career objectives, language proficiency, and individual necessities. (3) Practical necessities were determined as more practice, daily use and flow of theory to practice. The last necessities are gathered under the title of occupational necessities as being qualified teachers, training effective and global teachers.

"The wants" of the prospective teachers were determined through the query about the supports they need. According to the responses of the prospective teachers, four different types of supports were determined. The first (1) is the individual support that has real life atmosphere, knowledge, and intrinsic support. The second (2) is pedagogical support, which refers to classroom atmosphere, more practice and more time. The third (3) is the linguistic support that includes speaking, grammar, and material development. The last one (4) is the structural support that includes the school system, lesson planning, and technology. All these supports are also determined according to the responses of prospective teachers.

Perceptions of both prospective teachers and teacher trainers about whether there is a need to add or omit any lessons.

The fifth research question was asked to determine if there is a need to add or omit any courses. Similar to the findings of Uzun (2016) on the efficiency of pedagogical courses and evaluation the ELT program (Uzun, 2015; Ögeyik, 2009), this study determined the courses which are thought to be added or omitted. According to the responses of teacher trainers, there are 16 courses to be added to the ELT program as follows: More speaking lessons, a compulsory prep year, translation and literature, translation, comparative grammar lessons, integration of language skills courses, work abroad, cultural courses, more practice components, practice area must be added, psychology education, teaching adult learners, project writing, lessons that can benefit the teaching profession, lessons for technology and lessons for academic orientation.

There are twenty-five courses to be added to the ELT program according to the responses of prospective teachers. What draws attention more when compared to the responses of the teacher trainers, there are much more courses related to the teaching profession. These courses are Speaking Courses (creative, daily), Listening, Grammar, Vocabulary, Scientific Research Methods, Courses related to MoNE (Ministry of National Education), Courses for Primary/Secondary/High School level of English, Courses related to KPSS, Introduction to Teaching Profession, Courses to prepare prospective teachers for Turkey's conditions, Mythology, Historical Courses, Music to motivate prospective teachers, English and different Cultures, CALL, Use of Technological Devices and Programs, Drama, Presentation, Courses to activate students physically, Internship for each Year, Material Design/Teaching Materials, Teaching English to Adult Learners, Mass Media, Creative and Critical Thinking, and all courses were considered to be important by prospective teachers. The responses show that there is a great concern about the experiences after graduation and some lessons stated above should be added to the program in order to fill the gap felt by prospective teachers.

When it comes to omitting the courses, which were found as unnecessary, none of the teacher trainers gave any answer about omitting the courses. However, according to the prospective teachers, there are sixteen courses, which are generally thought as unnecessary and should be omitted. These courses are given as follows: Language Acquisition, Advanced Reading and Writing, Linguistics, Listening and Pronunciation, Translation: English to Turkish/ Turkish to English, Literature and Language Teaching, Second Foreign Language, Introduction to Teaching, Special Education, Educational Courses, Turkish Education Systems, Atatürk Principles and History of Turkish Reforms, Turkish I: Composition, Computer, Research Techniques and Oral Communication. The responses reveal that the prospective teachers want to omit some general culture courses, educational courses, and field courses. It can be inferred from the responses that the idea that these courses should be omitted stem from some individual incidents such as not liking the academic staff, getting low marks, and content of the courses.

Perceptions of both prospective teachers and teacher trainers about the course hours.

The sixth question is about whether the course hours are adequately distributed or not. Only 12% of the participants thought that the course hours are enough; however, 37% of the participants thought the opposite and they said the course hours are not scattered adequately among courses. 10% of them gave different responses and the rest of them (41%) gave no response. According to the responses, most of the respondents were not satisfied with the course hours and they thought that there was a need to revise course hours.

There is also another dimension about whether the course credits of ELT, general culture, and education courses are adequately scattered. The responses of the prospective teachers show differences. 29% of the participants stated that the course hours of all courses are enough, 30% of them thought that the course hours of ELT should be more than others. 4% of them stated that hours of general culture courses should be more than others. 9% of them stated that the course hours of education courses should be more. There are also some respondents (8%) stated that both types of courses should be more than the other ones. 15% of them also gave some different responses and 5% did not give a response. The results show that nearly half of the respondents thought that the course hours are not scattered adequately and there should be a new revision in the course hours. Only 29% of them are satisfied with the course hours.

Is the program up-to-date and does it consider the technological developments?

The seventh research question is related to program's being up-to-date and its relation to the technological considerations in terms of technological equipment and applications on computers and mobile devices. The program's being out of date was also questioned in former studies (Coskun & Daloglu, 2010; Demir, 2015; Hişmanğlu, 2012; Karakaş, 2012) and according to these studies, the teacher trainers thought it was out-of-date in general. This study also had the same findings with the previous findings, but it additively considered the technological aspects of the program. So, the teacher trainers were asked to answer whether the program is up-to-date and support technological developments. Each of the positive and negative answers constitutes 22% of the respondents. 15% of the participants thought that the program's being up-to-date is related to the academic staff. 41% of the total respondents did not give any answer on this issue. The equality between the positive and negative responses reflects the content of third response that it depends on the teacher trainers. The teacher trainers' contribution is of much importance while thinking about the technological sides of the program.

In order to understand the perspectives of prospective teachers about the technological aspects of the ELT program, they were asked "Do you think you got adequate education about the computer or mobile programs or equipment?" according to the responses, 43% of the participants thought that they got adequate education about the computer or mobile programs or equipment. On the contrary, nearly half of the participants (46%) thought the opposite, and said clearly "no, we did not." Some respondents (10%) stated that they got adequate education but to some extent. There are also those who chose not to give any response (1%). The result indicates that the ELT program falls short of meeting the demands of prospective teachers about technological applications and devices. It can also be concluded that the courses' being technological is directly related to the academic staff and his/her qualification in this area. The program itself is not enough to teach technological developments.

Which one has more importance the ELT program itself or teacher trainer? From the perspectives of both prospective teachers and teacher trainers.

The eighth query was to compare program and teacher trainers. Uzun (2016) and Karakaş (2012) stated in their evaluation studies that though program was so important, it was the practitioner who made program more effective. Therefore, in order to acknowledge the reality, in this study, the teacher trainers were asked: "Which one is more important to reach the educational objectives: the program itself or teacher trainers?" None of the teacher trainers claimed that the program is of more importance. Nearly half of the respondents (42%) chose teacher trainers. Only 7% of the participants stated that "it depends on teacher trainers" and left

a door opened. More than half of the participants (51%) did not give any response. The results show that, no matter how comprehensive ELT program you construct, its practitioners are more important than the program itself. It can be concluded that the key factor that affects the success of the courses, and in the program, in general, is the teacher trainer.

The prospective teachers were also asked to decide which one is more important "the program itself or teacher trainers". The question "Which one contributed to you more: the program itself or teacher trainers?" was asked to the prospective teachers. The results show the same direction as to confirm the importance of teacher trainers to a degree of 61%. Only, 12% of the participants stated that the program is more important. There is another option that 23% of the respondents said both have the same importance, 2% of them said none of them has importance, and 2% were undecided about this issue. It can be deduced from the results that even there is a great amount of (%61) participants choosing teacher trainers, there are also those who think that the program is more important or has the same degree with the teacher trainers. This case confirms and supports the argument (it depends on the teacher trainers), which was stated by the teacher trainers.

To what extent does the ELT program reach the determined objectives from the perspectives of both prospective teachers and teacher trainers?

The last research question aims to find out to what extent the ELT program reaches the determined objectives from both perspectives. Therefore, a 36-item questionnaire was given to be filled by both prospective teachers and the teacher trainers. Asking the same questions to the different interlocutors provided us to compare the results. The items below reveal the deficiencies of the program. The most deficient five points stated by teacher trainers and prospective teachers are as follows:

Five disagreed items by the teacher trainers are; Item 6 (45.2%) Item 32 (45.2%), Item 4 (42.0%), Item 14 (42.0%), Item 30 (42.0%). According to the responses to Item 6, 45.2% of the teacher trainers thought that the program did not give adequate training in effective communication in English. 45.2% of them did not think that the program met the needs of prospective teachers according to the responses to Item 32. The responses to the Item 4 reveal that 42.0% of them thought that the program did not teach prospective teachers how to write a scientific text. According to Item 14, 42.0% did not think that the program prepares prospective teachers to use English adequately in special situations. 42.0% did not think that the program has a good linkage between courses according to Item 30.

Five disagreed items marked by the prospective teachers are; Item 3, (24.3%). Item 6, (22.5%). Item 4, (22.1%). Item 8, (20.4%). Item 1, (18.9%). According to Item 3, 24.3% of the

prospective teachers did not think that the program promoted their speaking ability. According to the responses to Item 6, 22.5% of them thought that the program did not give them adequate training in effective communication in English. According to Item 4, 22.1% of them thought that the program did not teach them how to write a scientific text. Item 8 shows that 20.4% of them thought that the program did not provide facilities for practicing their vocabulary. According to Item 1, 18.9% of the participants thought that the program did not provide adequate use of English grammar.

The responses below reveal the strong sides of the program. The most five agreed items by the teacher trainers are Item 21 (64.6%), Item 26 (61.3%), Item 27 (58.1%), Item 28 (58.1%), Item 31 (54.9%). According to the responses to Item 21, 64.6% of the participants thought that the program taught prospective teachers to lesson planning. According to Item 26, 61.3% of them thought that the program taught prospective teachers how to adapt foreign language teaching materials. According to Item 28, 58.1% of the participants thought that the program taught prospective teachers to evaluate foreign language teaching materials. According to Item 31, 54.9% of them thought that the program was relevant to prospective teachers' needs.

Five agreed items by the prospective teachers are Item 22 (86.5%), Item 11 (86.0%), Item 19 (80.7%), Item 34 (80.0%), Item 21 (79.6%). According to the responses to Item 22, 86.5% of the respondents thought that the program increased the awareness about different learning styles of young learners. According to Item 11, 86.0% of them thought that the program taught them learning and teaching strategies. According to Item 19, 80.7% of them thought that the program taught them how first and second languages are acquired. According to Item 34, 80.0% of them thought that the program prepared them to teach English in the classroom. According to Item 21, 79.6% of them thought that the program taught them the approaches to lesson planning.

In short, the teacher trainers are more dissatisfied with the program in general; however, the level of satisfaction of the prospective teachers shows that they are more satisfied with the program in general when compared to the level of teacher trainers.

Comparing and contrasting the newly introduced ELT program with the findings.

According to the Teacher Strategy Paper 2017-2023, some regulations are expected to be done about the programs of education faculties between 2017 and 2019. Considering this strategy paper, which aimed to improve teacher training programs, CoHE took an action and declared the new programs to be applied in all departments under the education faculties in the first quarter of 2018. In general, these regulations that have some similarities and differences

with the findings of the study and they can be classified under such subtitles as courses and course credits. In the following paragraphs, what the new ELT program offers and what was found within the study are going to be compared and contrasted.

Courses.

When compared with the former ELT program, this newly introduced program includes the fixed courses that are same in both programs; the same courses are either totally omitted from the program or their semesters are changed; names and probably their descriptions of some courses also changed; there are courses that were newly introduced in this program. Under this title all types of courses and all offered courses are grouped and showed in the related tables.

In the following tables, one can easily see the omitted courses, the added courses, and the courses whose names were changed this year. The tables allow readers to see the difference and similarities between the new program and the courses that teacher trainers and prospective teachers recommended to be added or to be omitted within the scope of the study. Considering these facts, comparing and contrasting both new courses and courses offered by teacher trainers and prospective teachers will be easy with the help of these tables.

Table 100. *Courses to be omitted by ELT Program and offered to be omitted by Teacher Trainers and Prospective Teachers*

	Omitted courses	Courses offered to be omitted by prospective teachers
The omitted courses	1. Advanced Reading Writing I-II 2. Computer II 3. Translation: English to Turkish 4. Translation: Turkish to English 5. Special Education I-II 6. Second Foreign Language I-II-III 7. Contextual Grammar I, 8. Effective Communication 9. Lexical Competence 10. Educational Psychology 11. Oral Expression and Public Speak. 12. History of Turkish Education 13. Approaches to ELT II 14. Teaching Technology and Materials Dev. 15. Drama 16. Community Services 17. Guidance 18. Comparative Education	1. Advanced Reading and Writing 2. Computer 3. Translation: English to Turkish 4. Translation: Turkish to English 5. Special Education 6. Second Foreign Language 7. Linguistics 8. Language Acquisition, 9. Listening and Pronunciation 10. Literature and Language Teaching 11. Introduction to Teaching 12. Educational Courses 13. Turkish Education Systems 14. Atatürk Principles and History of Turkish Reforms 15. Turkish I: Composition 16. Research Techniques in Education 17. Oral Communication 18. Elective courses at last grade 19. Distance education courses

Within the scope of the study and the research questions, both teacher trainers and prospective teachers were asked to answer whether there was a need to omit any courses or not? As this question was optional, it was answered only by prospective teachers. The omission of the courses was also thought by the decision makers and they omitted some courses. Table 100

above reveals both the omitted courses in the new ELT program and the prospective teachers' views about which courses to be omitted. Totally, 18 courses were excluded in the new ELT program and six of them were the same with the suggested courses by prospective teachers. There are also some similarities between the omitted courses nearly all of which belong to the GC and EDU courses. According to the table, it can be deduced that a proper action, which revealed similarities with the new program, was token while omitting the courses. However, the same thing cannot be said for the courses to be added. The following table gives the details about the courses to be added.

Table 101. *Courses added by ELT Program and offered to be added by Teacher Trainers and Prospective Teachers*

	Courses that program added	Courses that teacher trainers and prospective teachers offer
The added courses	1. Reading Skills I-II 2. Writing Skills I-II 3. Critical Reading and Writing 4. Educational Sociology 5. Educational Philosophy 6. Teaching Technologies 7. History of Turkish Education 8. English Teaching Programs 9. Morals and Ethics in Education 10. Turkish Education Systems & School Management 11. Community Services 12. Translation 13. Guidance at Schools	1. Integration of Language Skills Courses 2. Creative and Critical Thinking 3. More Speaking Lessons 4. A Compulsory Prep Year 5. Translation and Literature 6. Translation 7. Comparative Grammar Lessons 8. Work Abroad 9. Cultural courses 10. More Practice Components 11. Psychology Education 12. Teaching Adult Learners 13. Project Writing 14. Lessons that can benefit the teaching profession 15. Lessons for Technology 16. Lessons for Academic Orientation 17. Speaking Courses (creative, daily) 18. Listening 19. Grammar 20. Vocabulary 21. Scientific Research Methods 22. Courses Related to MoNE (Ministry of National Education) 23. Courses for Primary/Secondary/High School Levels of English 24. Courses Related to KPSS (Public Personnel Selection Exam) 25. Introduction to Teaching Profession 26. Courses to Prepare Prospective teachers for Turkey's Conditions 27. Mythology 28. Historical Courses 29. Music to Motivate Prospective teachers 30. English and Different Cultures 31. Drama 32. Presentation 33. Courses to Activate Physically 34. Internship for Prospective Teachers Each Year 35. Material Design/Teaching Materials 36. Teaching English to Adult Learners 37. Mass Media

Table 101 shows that only three courses have similarities between the offered courses and the suggested courses. Theory weighted courses can be seen when looking at the program offered courses. However, both teacher trainers and prospective teachers wanted to see such courses that can be beneficial both in language use, practice and real life situations. Thus, their course recommendations were clustered around the courses related to the language skills, practice, after graduation goals, culture, technology, personal development, and academic development. It is not possible to add so many courses because of the program's limitations, so this issue is tried to be solved with elective courses within the new ELT program. This new program offers 22 different EDU courses, 18 GC courses and 13 ELT courses as elective courses, and it is obligatory to take 16 elective courses within the education period.

In this new program, there are some courses whose names and course descriptions were changed. When looking at the course description, these changes are not related to the need of practice that was among the prominent needs determined by both teacher trainers and prospective teachers. In the following table, the courses whose names and descriptions were changed are listed.

Table 102. *Previous and Current Names of the Courses*

	Previous names of the courses	Current names of the courses
Courses that their names are changed	1. Turkish I: Composition 2. Computer I 3. Contextual Grammar II 4. Turkish II: Oral Communication 5. Language Teaching Materials Adapting and Development 6. School Experience 7. Special Education	1. Turkish Language I 2. Information Technologies 3. Structure of English 4. Turkish Language II 5. Course Content Development in English Teaching 6. Practice Teaching 7. Special Education and Integration

Course credits.

Another change in the program is the course credits. As the courses and their descriptions were changed, some additions and omissions were done, and the course credits were also changed. The table below gives further details about the course credits and it allows to compare the new and the previous ELT program.

Table 103. *Comparison of Course Credits of ELT Programs According to Years*

	1st Year		2nd Year		3rd Year		4th Year		Total Credits	
	Previous	New	Previous	New	Previous	New	Previous	New	Previous	New
ELT	27	18	27	20	28	20	14	13	96	71
EDU	6	8	9	12	5	12	17	18	37	50
GC	13	17	4	4	5	4	4	2	26	27
Total	46	43	40	36	38	36	35	33	159	148

According to Table 103, it is seen that the credits of ELT courses for each year went down, and the total credits fell from 96 to 71. Contrary to the ELT course credits, the educational course credits increased for each year, and the total credits of EDU courses rose from 37 to 50. However, there was not a significant change in the GC course credits when looking at both each year and total results and it increased from 26 to 27. The change in course credits was demanded by the prospective teachers who participated in the study. According to the findings, 70% of the participants were not satisfied with the course credits while 23% of them thought the opposite, and said there was no problem with the course credits. Even though, the findings and the new program about course credits show parallelism in changing course credits, the direction of change differs when looking at both the new credits and the demanded credits. For example, the findings of the study reveals that ELT course credits should be more than EDU and GC courses. However, when looking at the change in course credits in the new program in Table 106 above, contrary to the findings, it is seen that ELT course credits went down and EDU course credits increased, and GC course credits stayed nearly stable which would not be appreciated by the participants.

Overview of the change between the new and the former ELT program.

The changes that were made to construct a new ELT program have similarities within the findings of this evaluation study. Parallel to the findings, which were concluded from the gathered data from both teacher trainers and prospective teachers, the ELT program should have been updated and it was done. However, the policy makers responded to the needed part of the program to change, it can be deduced according to the comparison in this chapter that the demands of the teacher trainers and prospective teachers were not met in terms of their needs in practice. In reference to the findings, such courses related to language skills, practice, after graduation goals, culture, technology, personal development, and academic development should have been taken into consideration when changing or updating the program. The ELT course credits should be more than other kinds of courses; however, the opposite was done in the new program and course credits of ELT courses were decreased and EDU course credits were increased. When looking at the new program as a whole, it is easily seen that the new program has theory based courses which is not appreciated both by teacher trainers and prospective teachers. It can be concluded when comparing the needs of teacher trainers and prospective teachers with the new program, the level of satisfaction and dissatisfaction is supposed to be the same in the upcoming years.

Implications

This study has contributions to the evaluation of the ELT curriculum as a whole. its strengths, weaknesses, courses to be added or omitted, the needs of the prospective teachers, and the most favored and disfavored sides of the program. The results may provide the needed knowledge to see the deficiencies of the program and the needs of the prospective teachers for policy makers at CoHE and teacher trainers in the ELT departments to construct a more effective curriculum and course syllabi. This study also provides a thorough picture of ELT curriculum for the betterment of the future program. This study is also very helpful to discuss and find answers to the most questioned issue "why English is not taught effectively in Turkey?"

The findings acquired from this study give details about the responses that have contributions to see the ELT curriculum picture as a whole by presenting strengths and weaknesses of the program, the courses to be added and omitted; lacks, necessities and wants of the teacher trainers; and most favored and disfavored sides of it.

Further Research

This study evaluates the ELT curriculum, which was in practice between 2007 and 2018, from the perspectives of both teacher trainers, who are the practitioners of the program and the prospective teachers, and who are going to teach future generations. From its philosophy to the course hours and course contents, considering all the aspects of ELT curriculum, it is a very large research area. Then, making a thorough evaluation becomes a very challenging process. Therefore. in further researches or evaluation studies. evaluation can be done for each component separately to provide a closer aspect to each part of the curriculum.

In this evaluation study, only current situation of the ELT curriculum is evaluated. This study opens so many doors to construct more comprehensive ELT curriculum. For the betterment of a more comprehensive ELT curriculum, the perspectives or feedbacks of the alumni, school managers, and students attending primary, secondary and high schools can be taken into consideration.

Present study uses target situation needs analysis of the prospective teachers; however, in further studies. more comprehensive and different kinds of needs analysis such as deficiency analysis, present situation analysis, learner-oriented analysis, strategy analysis, means analysis. language audits, set menu analysis, and computer-based analysis (Brown. 2005) of teacher trainers, student teachers and students attending primary, secondary and high schools can be made to see the all needs of all counterparts of language learning process.

Finally, in this study a summative evaluation was done to deal with the overall worth of a curriculum whether the planned and expected objectives are reached or accomplished. The effectiveness and the efficiency of the ELT program can be put forward after this summative evaluation. However, in further studies, formative evaluations dealing with the development and improvement of the ongoing program can also be made.

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APPENDICES

APPENDIX-A. Permissions

Tarih ve Sayı: 27/07/2016-E.27286

T.C.
ÇUKUROVA ÜNİVERSİTESİ REKTÖRLÜĞÜ
Öğrenci İşleri Daire Başkanlığı

Sayı : 27224817-044/
Konu : Uygulama İzni

ATATÜRK ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Öğrenci İşleri Daire Başkanlığı)

İlgi : 03.06.2016 tarihli vea 1600131736 sayılı yazınız.

Üniversiteniz Eğitim Bilimleri Enstitüsü Doktora Programı öğrencisi İsmail GÜRLER'in "İngiliz Dili Eğitimi Bölümlerindeki Mevcut Müfredatın Öğretim Üyesi ve Öğrenci Perspektifinden Değerlendirilmesi: Bir İhtiyaç Analizi" konulu tezi kapsamında, Üniversitemiz Eğitim Fakültesi İngiliz Dili Eğitimi Anabilim Dalı öğrencilerine anket çalışması yapması uygun görülmüştür.

Bilgilerinizi ve gereğini arz ederim.

e-imzalıdır
Prof.Dr. Şeref ERDOĞAN
Rektör a.
Rektör Yardımcısı

Mevcut Elektronik İmzalar

ŞEREF ERDOĞAN (REKTÖR YARDIMCILIĞI3 - Rektör Yardımcısı) 27/07/2016 19:26

223

T.C.
PAMUKKALE ÜNİVERSİTESİ
Öğrenci İşleri Daire Başkanlığı

Sayı :93282220-302.08.01/
Konu :Anket İzni-İsmail GÜRLER

ATATÜRK ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Öğrenci İşleri Daire Başkanlığı)
ERZURUM

İlgi :03/06/2016 tarih ve E.1600131736 sayılı yazınız.

Üniversiteniz Eğitim Bilimleri Enstitüsü, Yabancı Diller Anabilim Dalı, İngilizce Öğretmenliği Doktora Programı öğrencisi İsmail GÜRLER'in, "İngiliz Dili Eğitimi Bölümlerindeki Mevcut Müfredatın Öğretim Üyesi ve Öğrenci Perspektifinden Değerlendirilmesi:Bir İhtiyaç Analizi" konulu tez çalışması kapsamında, Üniversitemiz Eğitim Fakültesi, Yabancı Diller Eğitimi Bölümü 4 üncü sınıf öğrencilerinden veri toplaması Rektörlüğümüzce uygun görülmüştür;
Bilgilerinizi ve gereğini arz ederim.

Prof. Dr. Selahittin ÖZÇELİK
Rektör a.
Rektör Yardımcısı

Fatma SÜLEÇ
Bilgisayar İşletmeni

Elek. . . . . . . lır

30 HAZİRAN 2016

ATATÜRK ÜNİVERSİTESİ REKTÖRLÜĞÜ
Kâzım Karabekir Eğitim Fakültesi Dekanlığı

Sayı   :   29202147-302.08.01-E.1600134973   08.06.2016

Konu   :   Uygulama İzni

REKTÖRLÜK MAKAMINA
(Öğrenci İşleri Daire Başkanlığı)

İlgi   :   03.06.2016 tarihli ve 88179374-302.08.01-E.1600131754 sayılı belge.

      Üniversitemiz Eğitim Bilimleri Enstitüsü Doktora Programı öğrencisi İsmail GÜRLER'in "İngiliz Dili Eğitimi Bölümlerindeki Mevcut Müfredatın Öğretim Üyesi ve Öğrenci Perspektifinden Değerlendirilmesi: Bir İhtiyaç Analizi'' konulu tezi ile ilgili anket çalışmasını, 2016-2017 eğitim-öğretim yılı güz yarıyılında Fakültemiz Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilim Dalı 4. sınıf öğrencilerine bizzat kendisi yapması koşuluyla Dekanlığımızca uygun görülmektedir.

      Bilgilerinizi arz ederim.

                                           Prof.Dr. Halil Ahmet KIRKKILIÇ
                                                  Dekan V.

T.C.
MERSİN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Eğitim Fakültesi Dekanlığı
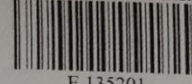
Sayı : 32242573-300
Konu : Anket Uygulama İsteği

REKTÖRLÜK MAKAMINA
(Genel Sekreterlik)

İlgi : Genel Sekreterlik Yazı İşleri Şube Müdürlüğü'nün 07/06/2016 tarih ve 15302574-605.01-132060 sayılı yazınız.

Atatürk Üniversitesi Eğitim Bilimleri Enstitüsü doktora programı öğrencisi İsmail GÜRLER in, **"İngiliz Dili Eğitimi Bölümlerindeki Mevcut Müfredatın Öğretim Üyesi ve Öğrenci Perspektifinden Değerlendirilmesi: Bir İhtiyaç Analizi"** konulu tez çalışması ile ilgili anketleri 2016-2017 Eğitim-Öğretim yılı güz yarıyılında İngilizce Öğretmenliği 4. sınıf öğrencilerine uygulama yapma isteği Dekanlığımızca uygun görülmüştür.

Bilgilerinizi ve gereğini arz ederim.

e-imzalıdır
Prof.Dr. Mutlunisa ÜNALDI CORAL
Dekan
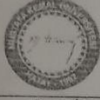
T.C.
MUSTAFA KEMAL ÜNİVERSİTESİ
ÜNİVERSİTE ETİK KURULU KARARLARI

TARİH	TOPLANTI SAYISI	KARAR NO	SAYFA NO
21.06.2016	11	04	01/01

Üniversitemiz Etik Kurulu 21.06.2016 tarihinde Prof. Dr. Seval YAVUZ başkanlığında toplanarak aşağıdaki kararı almıştır.

KARAR-04 Atatürk Üniversitesi Rektörlüğü'nün 03.06.2016 tarih ve 131736 sayılı yazısı gereğince Eğitim Bilimleri Enstitüsü doktora programı öğrencisi İsmail GÜRLER'in "İngiliz Dili Eğitimi Bölümlerindeki Mevcut Müfredatın Öğretim Üyesi ve Öğrenci Perspektifinden Değerlendirilmesi: Bir İhtiyaç Analizi" konulu tez çalışmasının 2016-2017 Eğitim-Öğretim yılında Güz yarıyılında Üniversitemiz Eğitim Fakültesi İngilizce Öğretmenliği 4. sınıf öğrencilerine anket çalışmasının uygulanması talebi; katılımın gönüllülük esasına dayalı olduğunun belirtilmesi ve ilgili birimlerden izin alınmak suretiyle uygulanmasının uygun olduğuna; durumun ilgili üniversiteye bildirilmek üzere Rektörlük Makamına arzına oy birliği ile, karar verilmiştir.

(İMZA)
Prof. Dr. Seval YAVUZ
Başkan

(İMZA)
Prof. Dr. Nafiz ÇELİKTAŞ
ÜYE

(İMZA)
Prof. Dr. Necmi İŞLER
ÜYE

(İMZA)
Prof. Dr. Songül KAKİLLİ ACARAVCI
ÜYE

(İMZA)
Prof. Dr. Ayda TELLİOĞLU
ÜYE

(İMZA)
Doç. Dr. Akın YAKAN
ÜYE

(İMZA)
Doç. Dr. Alper ASLAN
ÜYE

Mustafa ÖZTÜRK
Genel Sekreter Yardımcısı V.

227

T.C
DOKUZ EYLÜL ÜNİVERSİTESİ
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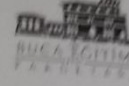
Sayı: 85316909/302/08.01
Konu: İsmail GÜRLER Anket İzni

28.06.2016.002631 ...../2016

REKTÖRLÜK MAKAMINA
(Öğrenci İşleri Daire Başkanlığı)

İlgi : 14/06/2016 tarih ve 47855647-302.08.01-E.16087 sayılı yazınız.

İlgi yazı ekinde anılan Atatürk Üniversitesi Eğitim Bilimleri Enstitüsü Doktora Programı öğrencisi İsmail GÜRLER'in "İngiliz Dili Eğitimi Bölümlerindeki Mevcut Müfredatın Öğretim Üyesi ve Öğrenci Perspektifinden Değerlendirilmesi: Bir İhtiyaç Analizi" konulu tez çalışması için Fakültemiz Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilim Dalında anket uygulama isteği çalışmayı kendilerinin yapması şartı ile uygun görülmüştür.

Bilgilerinizi ve gereğini arz ederim.

Prof. Dr. Mehmet FÜZÜN
Rektör, Dekan V.

D.E.Ü. REKTÖRLÜK GELEN NO

29.06.2016 09.27 - 26001

T.C.
KARADENİZ TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜ
GENEL SEKRETERLİK
Öğrenci İşleri Daire Başkanlığı

Sayı   : 76127911-044- E.1303   13/06/2016
Konu   : Anket Uygulama İzni (İsmail GÜRLER)

ATATÜRK ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Öğrenci İşleri Daire Başkanlığı)

İlgi   : 03.06.2016 tarihli ve 88179374-302.08.01-E.1600131736 sayılı yazınız.

Üniversiteniz Eğitim Bilimleri Enstitüsü doktora programı öğrencisi İsmail GÜRLER'in **"İngiliz Dili Eğitimi Bölümlerindeki Mevcut Müfredatın Öğretim Üyesi ve Öğrenci Perspektifinden Değerlendirilmesi: Bir İhtiyaç Analizi"** konulu tezi ile ilgili anket çalışmasını 2016-2017 Eğitim-Öğretim yılı güz yarıyılında Üniversitemizde uygulama isteği kendisinin yapması koşulu ile uygun görülmüştür.
Bilgilerinizi arz ederim.

Prof. Dr. Hikmet ÖKSÜZ
Rektör Yardımcısı

BELGENİN ASLI
ELEKTRONİK İMZALIDIR.
.13 / .06/ 2016.

Mustafa ALVER
Bölüm Sorumlusu

229

T.C.
ULUDAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Genel Sekreterlik

Sayı: 26468960-044/24423   28/06/2016
Konu: İsmail GÜRLER'in Uygulama İzni

ATATÜRK ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : 03.06.2016 tarihli ve 88179374-302.08.01-E.1600131736 sayılı yazınız.

İlgi yazınızda bahsi geçen Üniversiteniz Eğitim Bilimleri Enstitüsü Doktora Programı öğrencisi İsmail GÜRLER'in "İngiliz Dili Eğitimi Bölümlerindeki Mevcut Müfredatın Öğretim Üyesi ve Öğrenci Perspektifinden Değerlendirilmesi: Bir İhtiyaç Analizi" konulu tez çalışması kapsamında 2016-2017 Eğitim-Öğretim Yılı Güz Yarıyılında Üniversiteniz Eğitim Fakültesi İngilizce Öğretmenliği 4. sınıf öğrencilerine anket uygulaması yapma isteği Rektörlüğümüzce uygun bulunmuştur.

Bilgilerinize arz ederim.

imza

Prof. Dr. Eray ALPER
Rektör a.
Rektör Yardımcısı

Bu evrakın 5070 sayılı Kanun gereğince e-imza ile imzalandığı tasdik olunur.
2 5 /06/ 2016   Aslıhan KARAGÖZ
Evrak Kayıt Görevlisi
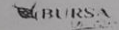
Sayı : 49933177-730.08.03[117]-E.14359   29/06/2016
Konu : Anket Uygulama İzni İsmail GÜRLER

ATATÜRK ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : 03/06/2016 tarih ve 75513667-1600131736 sayılı yazınız..

İlgide kayıtlı yazınızda belirtilen Üniversiteniz Eğitim Bilimleri Enstitüsü Doktora Programı öğrencisi İsmail GÜRLER'in **"İngiliz Dili Eğitimi Bölümlerindeki Mevcut Müfredatın Öğretim Üyesi ve Öğrenci Perspektifinden Değerlendirilmesi: Bir İhtiyaç Analizi"** konulu tez çalışması kapsamında 2016-2017 Eğitim-Öğretim Güz Yarıyılında, Üniversitemiz Eğitim Fakültesi İngilizce Öğretmenliği 4. sınıf öğrencilerine anket uygulayabilmesi Rektörlüğümüzce uygun görülmüştür.
Bilgilerinizi ve gereğini arz ederim.

$\boxed{\text{e-imzalıdır}}$
Prof. Dr. Sevilhan MENNAN
Rektör a.
Rektör Yardımcısı

**BELGENİN ASLI
ELEKTRONİK İMZALIDIR**

Elif GÜCÜKLÜOĞLU
Memur

29.06.2016

T.C.
SAKARYA ÜNİVERSİTESİ REKTÖRLÜĞÜ
Genel Sekreterlik

Sayı : 30579404/044/
Konu : Anket Uygulama İzni Hk.

ATATÜRK ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : Öğrenci İşleri Daire Başkanlığı 03/06/2016 tarihli ve 1600131736 sayılı yazı

Üniversiteniz Eğitim Bilimleri Enstitüsü Doktora Programı öğrencisi İsmail GÜRLER"in "İngiliz Dili Eğitimi Bölümlerindeki Mevcut Müfredatın Öğretim Üyesi ve Öğrenci Perspektifinden Değerlendirilmesi: Bir İhtiyaç Analizi" konulu anketi 2016-2017 Eğitim-Öğretim Yılı Güz Yarıyılında Üniversitemiz Eğitim Fakültesi İngilizce Öğretmenliği 4. sınıf öğrencilerine uygulaması uygun bulunmuştur.
Bilgilerinizi arz ederim.

Prof.Dr. Musa EKEN
Rektör a.
Rektör Yardımcısı

Evrakı Doğrulamak İçin : http://193.140.253.232/envision.Sorgula/BelgeDogrulama.aspx?V=BE5N3A4FP

Genel Sekreterlik Rektörlük Binası Esentepe Kampüsü 54187 Serdivan SAKARYA
KEP Adresi: sakaryauniversitesi@hs01.kep.tr
Tel:0264 295 5021 Faks:0264 295 5031
E-Posta :genelskrt@sakarya.edu.tr Elektronik Ağ :www.genelskrt.sakarya.edu.tr

Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.

ÇAĞ ÜNİVERSİTESİ
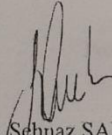
SAYI : 33089555/ 463

KONU: Uygulama İzni İsmail GÜRLER Hk.

21.06.2016

ATATÜRK ÜNİVERSİTESİ REKTÖRLÜĞÜNE
Öğrenci İşleri Daire Başkanlığına

İLGİ : 03.06.2016 Tarih ve 88179374-302.08.01-E.1600131736 sayılı yazınız

Atatürk Üniversitesi Eüitim Bilimleri Enstitüsü Doktora Programı öğrenci İsmail GÜRLER'in "İngilizce Dili Eğitimi Bölümlerindeki Mevcut Müfredatın Öğretim Üyesi ve Öğrenci Perspektifinden Değerlendirilmesi: Bir İhtiyaç Analizi" başlıklı tez çalışmasının uygulamasını 2016-2017 Eğitim-Öğretim yılı güz döneminde yapması uygun görülmüştür.

Bilgilerinize sunarım.

Doç. Dr. Şehnaz ŞAHİNKARAKAŞ
İngilizce Öğretmenliği Bölüm Başkanı

233

English Language Teacher Training Program

Evaluation Questionnaire for Prospective Teacher

Dear Participant.

The purpose of this study is to evaluate the current English Language Teacher Training Program from different perspectives. This questionnaire was developed to understand the prospective teachers' views about how successful the current program is. The collected data will be used in a doctoral dissertation titled "Evaluation of the Current Curriculum in English Language Teaching (ELT) Departments from the Perspectives of Lecturers and Prospective teachers: A Needs Analysis" conducted at Atatürk University Graduate School of Educational Sciences. This is not a test so there are no "right" or "wrong" answers. We are just interested in your personal opinion. Please give your answers sincerely and do not leave any **unmarked** item to guarantee the success of the investigation. Filling up all the items will take nearly fifteen minutes depending on the individual differences.

Thank you very much for your contribution.

Thesis Supervisor	PhD Student
Asst. Prof. Dr. M. Yavuz KONCA	İsmail GÜRLER
Kâzım Karabekir Education Faculty.	Graduate School of Educational Sciences
Atatürk University	Atatürk University
	gurlerismail@hotmail.com
	0506 300 19 18

Individual Information

1. Age: ( ) 18 and under ( ) 19 - 22
( ) 23 – 25 ( ) 26 and over

2. Gender: ( ) Female ( ) Male

3. Which high school did you graduate from?
( ) Teacher Training Anatolian High School
( ) Anatolian High School
( ) Scientific High School
( ) Normal High School
( ) Vocational High School
( ) Other _____

4. Your Grade Point Average (GPA)?
( ) Below 1.99 ( ) 1.99 - 2.49
( ) 2.50 – 3.00 ( ) Above 3.00

5. Do you know any language/s other than English?
( ) Yes ....
( ) No ....
If Yes. please specify. ....

Current ELT program	Strongly disagree	Disagree	Neutral	Agree	Strongly
1. … provided adequate use of English Grammar	⊙	⊙	⊙	⊙	⊙
2. … promoted my comprehension on what's being told in English.	⊙	⊙	⊙	⊙	⊙
3. … promoted my speaking ability in English.	⊙	⊙	⊙	⊙	⊙
4. … taught me how to write a scientific text.	⊙	⊙	⊙	⊙	⊙
5. … taught me to understand authentic texts.	⊙	⊙	⊙	⊙	⊙
6. … gave me adequate training in communicating effectively in English.	⊙	⊙	⊙	⊙	⊙
7. … enriched my lexical knowledge.	⊙	⊙	⊙	⊙	⊙
8. … provided opportunities for practising my vocabulary.	⊙	⊙	⊙	⊙	⊙
9. … increased my linguistic knowledge	⊙	⊙	⊙	⊙	⊙
10. … encouraged me to use theoretical knowledge to make me practice in English.	⊙	⊙	⊙	⊙	⊙
11. … taught me learning and teaching strategies.	⊙	⊙	⊙	⊙	⊙
12. … promoted my understanding of my needs.	⊙	⊙	⊙	⊙	⊙
13. … taught me to become pedagogically creative.	⊙	⊙	⊙	⊙	⊙
14. … prepared me to use English effectively in special situations.	⊙	⊙	⊙	⊙	⊙
15. … increased my awareness and ability to use research sources.	⊙	⊙	⊙	⊙	⊙
16. … increased my appreciation of English Language	⊙	⊙	⊙	⊙	⊙
17. … promoted my translation ability.	⊙	⊙	⊙	⊙	⊙
18. …taught me to consider Second Language Acquisition from different perspectives	⊙	⊙	⊙	⊙	⊙
19. … taught me how the first and second languages are acquired.	⊙	⊙	⊙	⊙	⊙
20. … taught me to design course syllabus.	⊙	⊙	⊙	⊙	⊙
21. … taught me the approaches to lesson planning.	⊙	⊙	⊙	⊙	⊙
22. … increased my awareness of different learning styles of young learners.	⊙	⊙	⊙	⊙	⊙
23. … gave me adequate training for classroom management.	⊙	⊙	⊙	⊙	⊙

24. … promoted my second foreign language knowledge to the elementary level. ⊙ ⊙ ⊙ ⊙ ⊙

25. … promoted my ability to transfer cultural expressions from and to mother tongue and target language. ⊙ ⊙ ⊙ ⊙ ⊙

26. … taught me how to adopt foreign language teaching materials. ⊙ ⊙ ⊙ ⊙ ⊙

27. … taught me how to develop foreign language teaching materials. ⊙ ⊙ ⊙ ⊙ ⊙

28. … taught me how to evaluate foreign language teaching materials. ⊙ ⊙ ⊙ ⊙ ⊙

29. … gave me adequate training on language testing and evaluation. ⊙ ⊙ ⊙ ⊙ ⊙

30. … enabled me to establish a good link between different courses. ⊙ ⊙ ⊙ ⊙ ⊙

31. … prepared me to teach English in the classroom. ⊙ ⊙ ⊙ ⊙ ⊙

32. … provided adequate distribution of course hours. ⊙ ⊙ ⊙ ⊙ ⊙

33. … considered technological developments ⊙ ⊙ ⊙ ⊙ ⊙

34. … proved to be up-to-date. ⊙ ⊙ ⊙ ⊙ ⊙

35. … proved to be relevant to my needs. ⊙ ⊙ ⊙ ⊙ ⊙

36. … proved to meet my needs. ⊙ ⊙ ⊙ ⊙ ⊙

Do you think you have adequately understood all the items above?

YES (…..)   PARTIALLY (…..)   NO (…..)

APPENDIX–C. Prospective Teacher Interview

1. Programın kendisi mi yoksa dersin hocaları mı size daha çok katkı sağladı?

2. İngilizce Öğretmenliği Programının güçlü yönleri nelerdir?

3. İngilizce Öğretmenliği Programının zayıf yönleri nelerdir?

4. Lisans mezunu olduğunuz zaman öğretmeye hazır olacağınızı düşünüyor musunuz? Hazır hissetmeniz için ne gibi desteklere ihtiyacınız var?

5. Programda bulunmasını istemediğiniz ya da gereksiz bulduğunuz dersler var mı? Nelerdir?

6. Alternatif ders önerileriniz var mı? Nelerdir?

7. Alan bilgisi. genel kültür ve meslek bilgisi dersleri kredileri yeterli mi? Hangi tür derslerin kredileri daha fazla olmalıdır?

8. Dil öğretiminde kullanılan bilgisayar veya cep telefonu programları ve ekipmanlarının bilgisi ve kullanımı hakkında yeterli eğitimi aldığınızı düşünüyor musunuz?

9. Sizin İngilizce Öğretmenliği programından beklentileriniz nelerdir?

APPENDIX–D. Questionnaire for Teacher Trainers

Institutional Information

1. This institution is:
   a. ( ) a 4-yr. college or university
   ( ) a 2-yr. vocational school
   b. ( ) public
   ( ) private
   ( ) foundation

2. This university is :
   ( ) under 5 years ( ) 5-10 years
   ( ) 11-20 years ( ) 21-30 years
   ( ) 31-40 years ( ) 41 and over

3. This university is located in:
   ( ) Eastern Anatolia
   ( ) Southeast Anatolia
   ( ) Black sea Region
   ( ) Central Anatolia
   ( ) Mediterranean Region
   ( ) Aegean Region
   ( ) Marmara Region

Individual Information

4. Age:
   ( ) under 30 ( ) 45 – 59
   ( ) 30 – 44 ( ) 60 and over

5. Gender:
   ( ) Female ( ) Male

6. Academic rank:
   ( ) Professor ( ) Lecturer
   ( ) Associate Professor ( ) Other
   ( ) Assistant Professor _____

7. Employment classification:
   ( ) Full-Time Faculty ( ) Part-Time Faculty

8. Highest degree held:
   ( ) PhD ( ) MA
   ( ) Other:

9. Number of years teaching university students:
   ( ) 1 – 3 ( ) 8 – 20 ( ) 30 or more
   ( ) 4 – 7 ( ) 21 – 29

10. Which lesson/s do you teach?
   1. (_____)
   2. (_____)
   3. (_____)
   4. (_____)
   5. (_____)

11. What makes you choose the lesson you are lecturing:(you can choose two or more)
   ( ) your academic field ( ) interest
   ( ) external obligations ( ) voluntary
   ( ) other

12. Do you know any languages other than English?

(_____)

( ) Yes   ( ) No

If Yes. please specify……………………………..

Current ELT program	Strongly disagree	Disagree	Neutral	Agree	Strongly
37. … provided adequate use of English Grammar	○	○	○	○	○
38. … promoted prospective teachers understanding of what's being told in English.	○	○	○	○	○
39. … promoted prospective teachers' speaking ability in English.	○	○	○	○	○
40. … taught prospective teachers how to write a scientific text.	○	○	○	○	○
41. … taught prospective teachers to understand authentic texts.	○	○	○	○	○
42. … gave prospective teachers adequate training in effective communication in English.	○	○	○	○	○
43. … enriched prospective teachers' lexical knowledge.	○	○	○	○	○
44. … provided facilities for practicing their vocabulary.	○	○	○	○	○
45. … increased prospective teachers' linguistic knowledge	○	○	○	○	○
46. … encouraged prospective teachers to use theoretical applications to make them practice in English.	○	○	○	○	○
47. … taught prospective teachers learning and teaching strategies.	○	○	○	○	○
48. … promoted prospective teachers' understanding of their needs.	○	○	○	○	○
49. … taught prospective teachers to become pedagogically creative.	○	○	○	○	○
50. … prepared prospective teachers to use English adequately in special situations.	○	○	○	○	○
51. … increased their awareness and ability to use research sources.	○	○	○	○	○
52. … increased prospective teachers' appreciation of English Language	○	○	○	○	○
53. … promoted their translation ability.	○	○	○	○	○
54. …taught prospective teachers to consider SLA from different perspectives	○	○	○	○	○
55. … taught prospective teachers how the first and second languages are acquired.	○	○	○	○	○

56. … taught prospective teachers to design course syllabus.	◉	◉	◉	◉	◉
57. … taught prospective teachers the approaches to lesson planning.	◉	◉	◉	◉	◉
58. … increased their awareness about different learning styles of young learners.	◉	◉	◉	◉	◉
59. … gave prospective teachers adequate training for classroom management.	◉	◉	◉	◉	◉
60. … promoted their second foreign language knowledge to the elementary level.	◉	◉	◉	◉	◉
61. … promoted their ability to transfer cultural expressions from and to mother tongue and target language.	◉	◉	◉	◉	◉
62. … taught prospective teachers how to adopt foreign language teaching materials.	◉	◉	◉	◉	◉
63. … taught prospective teachers how to develop foreign language teaching materials.	◉	◉	◉	◉	◉
64. … taught prospective teachers to evaluate foreign language teaching materials.	◉	◉	◉	◉	◉
65. … gave prospective teachers adequate training on language testing and evaluation.	◉	◉	◉	◉	◉
66. … enabled prospective teachers to establish a good link between different courses.	◉	◉	◉	◉	◉
67. … proved to be relevant to prospective teachers' needs.	◉	◉	◉	◉	◉
68. … proved to meet prospective teachers' needs.	◉	◉	◉	◉	◉
69. … proved to be up-to-date.	◉	◉	◉	◉	◉
70. … prepared prospective teachers to teach English in the classroom.	◉	◉	◉	◉	◉
71. … provided adequate distribution of course hours.	◉	◉	◉	◉	◉
72. … considered the technological developments	◉	◉	◉	◉	◉

Are you willing to participate in an interview?

( ) YES ( ) NO

If so. please write down your favorite way of the interview:

Name and surname:

( ) face to face interview (Where:..........................When …………………….)

( ) telephone interview (if yes please write your number: 5……………….....)

( ) online interview (if yes please write your Skype ID:………….………....)

( ) via mail (if yes please write your mail address:………………………………)

( ) other. Please specify………………………………………..……….)

APPENDIX–E. Instructor Interview

1. Programın felsefesi açık bir şekilde ortaya konmuş mu?
2. Programın eksik tarafları nelerdir?
3. Programın olumlu tarafları nelerdir?
4. Dersler arasında iyi bağlantı var mı? Çakışmalardan kaçınılıyor mu?
5. Program öğrencilerin çalışacakları sosyo-kültürel şartlara hazırlıyor mu?
6. Hangi yaş gruplarına eğitim verecekleri belli mi? İlköğretim ve ortaöğretim İngilizce öğretmenliği şeklinde ayrılması nasıl olur?
7. Program öğrencileri sınıf ortamında eğitim vermeye yeterli bir şekilde hazırlıyor mu?
8. Program güncel mi? Yeni teknolojiyi destekliyor mu?
9. Yapılan akademik çalışmalar işlenilen derslere katkı sağlıyor mu?
10. Alan bilgisi. meslek bilgisi ve genel kültür derslerinin kredileri yeterli midir ve uygun şekilde dağılmış mıdır?
11. Öğrencilerin program kapsamında ihtiyaçları nelerdir?
12. Programa neler eklenebilir? Neler Çıkarılabilir?
13. Sizce hoca faktörü ne kadar etkilidir? Sadece programın kendisi katkı sağlamıştır ya da sağlamamıştır denebilir mi?

APPENDIX–F. Previous Undergraduate Curriculum

1st Semester

CODE	COURSE NAME	CREDIT
ELT	Contextual Grammar I	(3-0)3
ELT	Advanced Reading and Writing I	(3-0)3
ELT	Listening and Pronunciation I	(3-0)3
ELT	Oral Communication Skills I	(3-0)3
EDU	Introduction to Teaching	(3-0)3
GC	Computer I	(2-2)3
GC	Turkish I: Composition	(2-0)2
GC	Effective Communication	(3-0)3
TOTAL		**23**

2nd Semester

CODE	COURSE NAME	CREDIT
ELT	Contextual Grammar II	(3-0)3
ELT	Advanced Reading and Writing II	(3-0)3
ELT	Listening and Pronunciation II	(3-0)3
ELT	Oral Communication Skills II	(3-0)3
ELT	Lexical Competence	(3-0)3
EDU	Educational Psychology	(3-0)3
GC	Computer II	(2-2)3
GC	Turkish II : Oral Communication	(2-0)2
TOTAL		**23**

3rd Semester

CODE	COURSE NAME	CREDIT
ELT	English Literature I	(3-0)3
ELT	Linguistics I	(3-0)3
ELT	Approaches to ELT I	(3-0)3
ELT	Translation: English to Turkish	(3-0)3
ELT	Oral Expression and Public Speak.	(3-0)3
EDU	Principles & Methods of Teaching	(3-0)3
GC	History of Turkish Education	(2-0)2
TOTAL		**20**

4th Semester

CODE	COURSE NAME	CREDIT
ELT	English Literature II	(3-0)3
ELT	Linguistics II	(3-0)3
ELT	Approaches to ELT II	(3-0)3
ELT	Language Acquisition	(3-0)3
ELT	Methodology I	(2-2)3
EDU	Teach. Technology and Materials Dev.	(2-2)3
GC	Research Techniques	(2-0)2
TOTAL		**20**

5th Semester

CODE	COURSE NAME	CREDIT
ELT	Teaching Eng. to Young Learners I	(2-2)3
ELT	Methodology II	(2-2)3
ELT	Teaching Language Skills I	(2-2)3
ELT	Literature & LanguageTeaching I	(3-0)3
EDU	Classroom Management	(2-0)2
GC	Drama	(2-2)3
ELT	Second Foreign Language I	(3-0)3
TOTAL		**20**

6th Semester

CODE	COURSE NAME	CREDIT
ELT	Teaching Eng. to Young Learners II	(2-2)3
ELT	Translation: Turkish to English	(3-0)3
ELT	Teaching Language Skills II	(2-2)3
ELT	Literature and Language Teaching II	(3-0)3
EDU	Testing and Evaluation	(3-0)3
GC	Community Services	(1-2)2
ELT	Second Foreign Language II	(3-0)3
TOTAL		**20**

7th Semester

CODE	COURSE NAME	CREDIT
ELT	Lang. Teach. Materials Ada.&Dev.	(3-0)3
EDU	School Experience	(1-4)3
EDU	Guidance	(3-0)3
EDU	Special Education	(2-0)2
GC	Atatürk Principles and History of Turkish Reforms I	(2-0)2
ELT	Elective	(2-0)2
ELT	Second Foreign Language III	(3-0)3
TOTAL		**18**

8th Semester

CODE	COURSE NAME	CREDIT
ELT	English Lang. Testing & Evaluation	(3-0)3
EDU	Turkish Edu. Systems & Sch. Man.	(2-0)2
EDU	Comparative Education	(2-0)2
EDU	Practice Teaching	(2-6)5
GC	Atatürk Principles and History of Turkish Reforms II	(2-0)2
ELT	Elective	(2-0)2
ELT	Elective	(2-0)2
TOTAL		**18**

Total	Theory	Practice	Credits	Hour
	143	32	162	175

Notes:

ELT : Field and Field (ELT) Education,

EDU : Professional teaching knowledge (education) courses,

GC : General culture courses

APPENDIX–G. New Undergraduate Curriculum

İNGİLİZCE ÖĞRETMENLİĞİ LİSANS PROGRAMI

I. Yarıyıl

	Dersin Adı	T	U	K	AKTS
MB	Eğitime Giriş	2	0	2	3
MB	Eğitim Sosyolojisi	2	0	2	3
GK	Atatürk İlkeleri ve İnkılap Tarihi 1	2	0	2	3
GK	Yabancı Dil 1	2	0	2	3
GK	Türk Dili 1	3	0	3	5
GK	Bilişim Teknolojileri	3	0	3	5
AE	Okuma Becerileri 1	2	0	2	2
AE	Yazma Becerileri 1	2	0	2	2
AE	Dinleme ve Sesletim 1	2	0	2	2
AE	Sözlü İletişim Becerileri 1	2	0	2	2
	Toplam	22	0	22	30

II. Yarıyıl

	Dersin Adı	T	U	K	AKTS
MB	Eğitim Psikolojisi	2	0	2	3
MB	Eğitim Felsefesi	2	0	2	3
GK	Atatürk İlkeleri ve İnkılap Tarihi 2	2	0	2	3
GK	Yabancı Dil 2	2	0	2	3
GK	Türk Dili 2	3	0	3	5
AE	Okuma Becerileri 2	2	0	2	2
AE	Yazma Becerileri 2	2	0	2	3
AE	Dinleme ve Sesletim 2	2	0	2	3
AE	Sözlü İletişim Becerileri 2	2	0	2	3
AE	İngilizcenin Yapısı	2	0	2	2
	Toplam	21	0	21	30

III. Yarıyıl

	Dersin Adı	T	U	K	AKTS
MB	Öğretim Teknolojileri	2	0	2	3
MB	Öğretim İlke ve Yöntemleri	2	0	2	3
MB	Seçmeli 1	2	0	2	4
GK	Seçmeli 1	2	0	2	3
AE	Seçmeli 1	2	0	2	4
AE	İngilizce Öğrenme ve Öğretim Yaklaşımları	2	0	2	3
AE	İngiliz Edebiyatı 1	2	0	2	4
AE	Dilbilimi 1	2	0	2	3
AE	Eleştirel Okuma ve Yazma	2	0	2	3
	Toplam	18	0	18	30

IV. Yarıyıl

	Dersin Adı	T	U	K	AKTS
MB	Türk Eğitim Tarihi	2	0	2	3
MB	Eğitimde Araştırma Yöntemleri	2	0	2	3
MB	Seçmeli 2	2	0	2	4
GK	Seçmeli 2	2	0	2	3
AE	Seçmeli 2	2	0	2	4
AE	İngilizce Öğretim Programları	2	0	2	3
AE	İngiliz Edebiyatı 2	2	0	2	4
AE	Dilbilimi 2	2	0	2	3
AE	Dil Edinimi	2	0	2	3
	Toplam	18	0	18	30

V. Yarıyıl

	Dersin Adı	T	U	K	AKTS
MB	Sınıf Yönetimi	2	0	2	3
MB	Eğitimde Ahlâk ve Etik	2	0	2	3
MB	Seçmeli 3	2	0	2	4
GK	Seçmeli 3	2	0	2	3
AE	Seçmeli 3	2	0	2	4
AE	Çocuklara Yabancı Dil Öğretimi 1	3	0	3	5
AE	İngilizce Dil Becerilerinin Öğretimi 1	3	0	3	5
AE	Dil ve Edebiyat Öğretimi 1	2	0	2	3
	Toplam	18	0	18	30

VI. Yarıyıl

	Dersin Adı	T	U	K	AKTS
MB	Eğitimde Ölçme ve Değerlendirme	2	0	2	3
MB	Türk Eğitim Sistemi ve Okul Yönetimi	2	0	2	3
MB	Seçmeli 4	2	0	2	4
GK	Seçmeli 4	2	0	2	3
AE	Seçmeli 4	2	0	2	4
AE	Çocuklara Yabancı Dil Öğretimi 2	3	0	3	5
AE	İngilizce Dil Becerilerinin Öğretimi 2	3	0	3	5
AE	Dil ve Edebiyat Öğretimi 2	2	0	2	3
	Toplam	18	0	18	30

VII. Yarıyıl

	Dersin Adı	T	U	K	AKTS
MB	Öğretmenlik Uygulaması 1	2	6	5	10
MB	Özel Eğitim ve Kaynaştırma	2	0	2	3
MB	Seçmeli 5	2	0	2	4
GK	Topluma Hizmet Uygulamaları	1	2	2	3
AE	Seçmeli 5	2	0	2	4
AE	İngilizce Öğretiminde Ders İçeriği Geliştirme	3	0	3	3
AE	Çeviri	3	0	3	3
	Toplam	15	8	19	30

VIII. Yarıyıl

	Dersin Adı	T	U	K	AKTS
MB	Öğretmenlik Uygulaması 2	2	6	5	15
MB	Okullarda Rehberlik	2	0	2	3
MB	Seçmeli 6	2	0	2	4
AE	Seçmeli 6	2	0	2	4
AE	İngilizce Öğretiminde Sınav Hazırlama	3	0	3	4
	Toplam	11	6	14	30

	Genel Toplam	T	U	K	AKTS	SAAT	YÜZDE
MB	Meslek Bilgisi	44	12	50	91	56	34
GK	Genel Kültür	26	2	27	42	28	18
AE	Alan Eğitimi	71	0	71	107	71	48
	Toplam	141	14	148	240	155	100

APPENDIX–I. Definitions of Curriculum

- Curriculum is a continuous reconstruction, moving from the child's present experience out into that represented by the organized bodies of truth that we call studies ... the various studies are themselves experience -they are that of the race (Dewey, 1902, p.11).

- Curriculum is the entire range of experiences, both directed and undirected, concerned in unfolding the abilities of the individual; or it is the series of consciously directed training experiences that the schools use for completing and perfecting the unfoldment (Bobbitt, 1918, p.43).

- Curriculum is a succession of experiences and enterprises having a maximum lifelikeness for the learner ... giving the learner that development is most helpful in meeting and controlling life situations (Rugg, 1927, p.8).

- Curriculum is composed of all the experiences children have under the guidance of teachers ... Thus, curriculum considered as a field of study represents no strictly limited body of content, but rather a process or procedure (Hollis Caswell in Caswell & Campbell, 1935, p. 66).

- Curriculum is all the learning experiences planned and directed by the school to attain its educational goals (Tyler, 1957, p.79).

- A curriculum usually contains a statement of aims and of specific objectives; it indicates some selection and organization of content; it either implies or manifests certain patterns of learning and teaching ... Finally, it includes a program of evaluation of the outcomes (Taba, 1962, p.11).

- Curriculum is a sequence of content units arranged in such a way that the learning of each unit may be accomplished as a single act, provided the capabilities described by specified prior unit (in sequence) have already been mastered by the learner (Gagne, 1967, p.23).

- [Curriculum is] all planned learning outcomes for which the school is responsible…. Curriculum refers to the desired consequences of instruction (Popham & Baker, 1970, p. 48).

- [Curriculum] refers to a written plan outlining what students will be taught (a course of study). Curriculum may refer to all the courses offered at a given school or all the courses offered at a school in a particular area of study (McBrein & Brandt, 1997).

- Curriculum means the planned interaction of pupils with instructional contents, materials, resources, and processes for evaluating the attainment of educational objectives (India Department of Education, 2010) (cited in Glatthorn et. al., 2012, p. 3-4).

CIRRICULUM VITAE

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Ph.D.	Atatürk University, Graduate School of Educational Sciences
2014-2018	Name of Thesis: Evaluation of the Current Curriculum in ELT Departments from the Perspectives of Teacher Trainers and Prospective Teachers: A Need Analysis (2018)
	Supervisor:(Asst. Prof. Dr. Mustafa Yavuz KONCA)
MA	Atatürk University, Graduate School of Educational Sciences
2011-2013	Name of Thesis: Effects of using dramatic text on developing self-confidence and pronunciation in the speaking course of 9th grade EFL students (2013)
	Supervisor: (Prof. Dr. Fehmi EFE)
BA 2003-2007	Atatürk University, Kazım Karabekir Education Faculty, English Language Teaching Department

International Refereed Articles

1. Gürler İ & Karslı V. (2017). Determination of the voice quality preferences of English teachers through prospective English teachers' observation reports. *Akademik Bakış*(61), 1-7.

2. Gürler İ. (2015). İngilizce öğretmenliği ve İngiliz dili ve edebiyati hazirlik ögrencilerinin özgüven ve konusma becerileri arasindaki iliski. *Current Research in Social Science, 1*(2), 14-19.

3. Gürler İ. & Konca M. Y. (2016). Effects of using dramatic texts on self-confidence development: an experimental study. *Turkish Online Journal of English Language Teaching, 2*(2), 103-112.

International Symposiums

1. Gürler İ. & Konca M. Y.(2016). Effects of Using Dramatic Texts on Self- Confidence Development: An Experimental Study. 2. Uluslararsı Sosyal Bilimler Kongresi (Oral Presentation)

2. Gürler İ. (2018). Contributions of Scientific Studies to Classroom Practice in ELT Departments: The Thoughts of Teacher Trainers, 27. Uluslararası Eğitim Bilimleri Kongresi, 18-22 Nisan 2018 (Oral Presentation)

3. Gürler İ. (2018) Dividing ELT Departments into Primary, Elementary, and Undergraduate Education: Perspectives of Teacher Trainers, 27. Uluslararası Eğitim Bilimleri Kongresi, 18-22 Nisan 2018 (Oral Presentation)

Experiences

2015- Today   : Res. Asst. at Ağrı İbrahim Çeçen University

2013-2015   : Res. Asst. at Atatürk University (Article 35)

2010-2015   : Res. Asst. at Ağrı İbrahim Çeçen University

2007-2010   : English Teacher, Ministry of National Education