

**EVALUATION OF A1 LEVEL PROGRAM AT AN ENGLISH
PREPARATORY SCHOOL IN A TURKISH UNIVERSITY: A CASE STUDY**

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AUGUST 2015

**EVALUATION OF A1 LEVEL PROGRAM AT AN ENGLISH
PREPARATORY SCHOOL IN A TURKISH UNIVERSITY: A CASE STUDY**

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Gamze ÖNER


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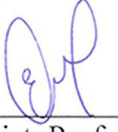
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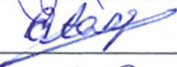

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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A handwritten signature in blue ink, consisting of a large, stylized initial 'G' followed by a series of loops and a long, sweeping tail that ends in a small hook.

ABSTRACT

EVALUATION OF A1 LEVEL PROGRAM AT AN ENGLISH PREPARATORY SCHOOL IN A TURKISH UNIVERSITY: A CASE STUDY

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The purpose of this study is to investigate the perceptions of students, EFL instructors, level coordinator and program administrator enrolled in an English Preparatory School in relation to their perceptions of the A1 (beginner level) program designed for repeat students at a foundation (non-profit, private) university in Istanbul, Turkey. A sample of 47 students repeating A1 level program, 5 EFL instructors, 1 level coordinator and 1 program administrator participated in the study. The quantitative data were collected through a needs analysis questionnaire administered to the participating students while the qualitative data were obtained by semi-structured interviews carried out with all stakeholders of the program. The findings of the study revealed that although the program is perceived to be effective in general, there are particular components that need to be revised and emphasized. In the light of these findings, certain curricular recommendations are made to be taken for consideration in the following academic years.

Keywords: Program Evaluation, Program Design, Language Needs, Learning Needs, English as a Foreign Language (EFL), A1 (Beginner Level) Students.

ÖZ

TÜRK BİR ÜNİVERSİTENİN HAZIRLIK OKULUNDAKİ A1 DÜZEYİNİ DEĞERLENDİRME: ÖRNEK OLAY İNCELEMESİ

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Bu çalışmanın amacı İstanbul'da bir özel üniversitenin İngilizce Hazırlık Okulu'nda bulunan öğrencilerin, yabancı dil olarak İngilizce öğreten öğretmenlerin, seviye koordinatörünün ve program yöneticisinin, A1 (başlangıç düzeyi) aynı yılı tekrar eden öğrencileri için geliştirilen programa yönelik algılarını saptamaktır. Çalışmaya 47 A1 programını tekrar eden öğrenci, 5 yabancı dil olarak İngilizce öğreten öğretmen, 1 seviye koordinatörü ve 1 program yöneticisi katılmıştır. Nicel veriler katılımcı öğrencilere uygulanan bir ihtiyaç analizi anketi aracılığıyla elde edilmiş, nitel veriler ise tüm katılımcılara uygulanan yarı yapılandırılmış görüşmelerle toplanmıştır. Çalışmanın bulguları, programın genel olarak etkili algılanmasına rağmen, belirli öğelerin düzenlenmesi ve vurgulanması gerektiğini ortaya koymuştur. Bu verilerin ışığında, gelecek eğitim-öğretim yılında göz önünde bulundurulması için bazı müfredatla ilgili öneriler yapılmıştır.

Anahtar Kelimeler: Program Değerlendirme, Program Geliştirme, Dil İhtiyaçları, Öğrenme ihtiyaçları, Yabancı Dil Olarak İngilizce, A1 (Başlangıç Düzeyi) Öğrenciler.

To My Beautiful Sister, Gizem

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TABLE OF CONTENTS

ETHICAL CONDUCT	iii
ABSTRACT	iv
ÖZ	v
DEDICATION	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	ix
LIST OF TABLES.....	xi
Chapter 1: Introduction.....	1
1.1 Overview.....	1
1.2 Theoretical Framework	2
1.3 Statement of the Problem	3
1.4 Purpose	4
1.5 Research Questions	5
1.6 Significance of the Study.....	5
1.7 Overview of Methodology.....	6
1.7.1 Research Design.....	6
1.7.2 Participants.....	6
1.7.3 Setting.....	6
1.7.4 Data Collection Instruments.....	6
1.7.5 Data Analysis	7
1.8 Operational Definitions of Terms	7
Chapter 2: Literature Review	8
2.1 Introduction.....	8
2.2 Historical Background of Program Evaluation.....	9
2.3 Dimensions of Program Evaluation	11
2.3.1 Summative and Formative Evaluation	11
2.3.2 Process and Product Evaluation	11
2.3.3 Qualitative and Quantitative Evaluation.....	11
2.4 Program Evaluation in Language Education	11
2.4.1 Approaches and Models of Program Evaluation.....	13
2.4.2 Needs Analysis.....	17
2.4.2.1 Types of Needs	17

2.5 Studies on Program Evaluation in ESL and EFL Contexts	18
2.6 Chapter Summary.....	21
Chapter 3: Methodology	22
3.1 Overview.....	22
3.2 Philosophical Paradigm	22
3.3 Research Design.....	23
3.4 Setting.....	24
3.5 Participants.....	25
3.6 Procedure	25
3.6.1 Types of Sampling.....	25
3.6.2 Data Collection Instruments.....	26
3.6.2.1 Questionnaire.....	26
3.6.2.2 Semi-structured Interviews.....	26
3.6.3 Data Analysis Procedures	27
3.6.4 Trustworthiness	28
3.6.5 Limitations	29
Chapter 4: Results.....	30
4.1 Overview	30
4.2 Findings of Research Question 1	30
4.3 Findings of Research Question 2	32
4.3 Findings of Research Question 3	38
Chapter 5: Discussion and Conclusions.....	41
5.1 Discussion of Findings for Research Questions	41
5.1.1 Discussion of Findings of RQ 1	41
5.1.2 Discussion of Findings of RQ 2	42
5.1.3 Discussion of Findings of RQ 3	43
5.2 Implications	45
5.3 Recommendations for Further Research	45
5.4 Conclusions.....	46
REFERENCES	47
APPENDICES.....	53
A. Questionnaire.....	53
B. Semi-Structured Interviews	58
C. Curriculum Vitae.....	71
D. Turkish Summary.....	73

LIST OF TABLES

TABLES

Table 1 Overview of Research Questions and Corresponding Procedures	27
Table 2 Perceptions of Students towards the Emphasis on Four Skills, Grammar, and Vocabulary in the A1 Program.....	30
Table 3 Perceptions of Students towards the Effectiveness of the Content in the A1 Program	33
Table 4 Perceptions of Students towards the Effectiveness of the Materials in the A1 Program	35
Table 5 Perceptions of Students towards the Effectiveness of the Activities Used in the A1 Program.....	37

Chapter 1: Introduction

1.1 Overview

The route of language teaching-learning process has changed from the nature of the language and of the teaching methods to the learner-centeredness (Dang, 2006; Kavanoz, 2006; Nunan, 1988; Tudor, 1996). Therefore, curriculum evaluation has become the main concern and focus in language learning regarding development of any educational program. Besides, periodically evaluating and revising existing language programs are of great value for stakeholders in a language school as the ongoing program evaluation paves the way for developing curricula effectively (Soruç, 2012). In a similar vein, Gerede (2005) states that curriculum development is an ongoing process which needs to be continually evaluated in order to determine whether the plans for the teaching process are effective or not. In addition, Richards (2003) clearly defines that curriculum evaluation focuses on collecting information about a program in order to understand how the program works, enabling different kinds of decisions to be made about the program, such as whether the program responds to learner needs, whether further teacher training is required for instructors working in the program, or whether the students are learning sufficiently from it. As it is evident, needs assessment is fundamental for program design and evaluation because without a social or educational need (or some other kind of need), there obviously is no need for a program (Fatihi, 2003; Gerede, 2005; Mede, 2012; Richards, 2003; Soruç, 2012; Yılmaz, 2004).

Because of the existence of numerous English medium universities in Turkey, the need for intensive English education is the main concern of most language preparatory programs. After the university entrance exam, students are required to take the proficiency exam. If they pass the proficiency exam with an average of 60, they have the right to continue their education in the prospective disciplines. On the other hand, if they fail the exam, they are placed in the preparatory school with a placement exam according to their level of English proficiency. Mostly, these levels are based on the Common European Framework (CEF), which aims to provide transparency in language acquisition, in the application of language and in the language competency of students in Europe.

According to this framework, the students are placed in six different levels according to their language proficiency namely, A1 (breakthrough or beginner), A2 (way stage or elementary), B1 (threshold or intermediate), B2 (vantage or upper intermediate), C1 (effective Operational Proficiency or advanced), and C2 (mastery or proficiency) levels. Specifically, what is commonly observed with regard to the mission statement of these university preparatory programs in Turkey is that they aim to enable students to follow their departmental courses with a sufficient language proficiency level and to use English in their professional lives effectively. These common goals contribute to the investigation of to what extent a particular curriculum meets the needs of students.

1.2 Theoretical Framework

Evaluation is a central component of the educational process (Mede, 2010; Nunan, 1988; Soruç, 2012; Tunç, 2010). As it may seem that it is sufficient to evaluate a language curriculum only once, it is a process, which needs an ongoing evaluation (Gerede, 2005; Soruç, 2012). Besides, taking the needs of all the stakeholders in an educational context into consideration as part of an evaluation process is another significant aspect (Brown, 1989; Lynch, 1996; Richards, 2003).

First of all, Lynch (1996) identifies the two common goals of program evaluation as evaluating a program's effectiveness in absolute terms and/or assessing its quality against that of comparable programs. So as to investigate a program's effectiveness, it is crucial that the main components of the program be seen as the main focus. As the aforementioned discussions suggest, the fundamental component of evaluation is an in-depth investigation of the language needs of students and how they perceive language skills, program content, and the learning process in a language program.

Additionally, Richards (2003) states a number of important questions regarding curriculum evaluation as following:

- Is the curriculum achieving its goals?
- Are those affected by the curriculum (e.g. teachers, administrators, students, parents, employers) satisfied with the curriculum?
- Does the curriculum compare favorably with others of its kind?

Finally, limited and insufficient attention to language learning needs of students causes weaknesses in any language teaching programs. In concern with language learning needs of students, Brown (1989) points out that evaluation should be viewed as the drawing together of many sources of information to help examine selected research questions from different points of view, with the goal of forming all of this into a cogent and useful picture of how well the language learning needs of the learners are being met. One way to view program evaluation might be that it is a never ending needs analysis, the goal of which is to constantly refine the ideas gathered in the initial needs analysis, such that the program can do an even better job of meeting those needs. Since the focus of this research is to do an in-depth evaluation by refining and documenting the major strengths and weaknesses of a program, a particular group of preparatory students (A1 level, beginners) enrolled in the English Preparatory School at a foundation (non-profit, private) university in İstanbul, Turkey was chosen as the target group of the present study.

1.3 Statement of the Problem

In the most general sense, the major purpose of English language preparatory programs is to prepare students for their future departmental courses at various disciplines by helping them develop the language skills and strategies effectively. That is why, the identification of their language needs is the essential step to be taken in such programs. It is apparent that at this stage, students' learning styles and strategies have already been formed and their needs and wants have also been set depending on their previous educational experiences. However, "needs are not static; but rather, changeable" (Soruç, 2012, p. 36). Thus, this situation causes problems and poses obstacles regarding the learning process. Taking this into consideration, after the identification of their language proficiency levels, needs analysis should be taken as a primary step to give students a chance to take initiative in choosing how they want to learn.

Similarly, as Yılmaz (2004) states in his study, without these important analyses, a program's real needs, goals, and objectives, may be misidentified and students, teachers and institutions end up wasting valuable time and energy. Therefore, program evaluation should be the main concern so as to identify whether

the needs are generally met in the implemented curriculum and to decide the existing flaws that make language education diverge from its crucial goals and objectives.

Based on these overviews, the aim of the present study is to evaluate the effectiveness of the A1 program offered at an English Preparatory School at a foundation (non-profit, private) university in İstanbul, Turkey. Specifically, it can be indicated that A1 students are generally the main focus regarding curricular components since they are seen as the most delicate group of learners. Mostly, students are placed in a program based on the standardized levels of CEF and the A1 (beginner) level includes a group of students who has the basic ability to communicate and exchange information in a simple way. Besides, this particular level represents a starting point in terms of developing a learning strategy that is unique for every student. Therefore, it is quite important to help them improve their language skills and safely journey through other levels through a needs-based curriculum.

From these perspectives which were reached through face to face discussions carried out with the EFL instructors, level coordinator and program administrator, it was agreed that the program designed for the A1 level repeat students should be thoroughly evaluated by refining and documenting the major strengths and weaknesses, which will provide needs-based curricular recommendations to be used for redesigning the existing program, and also, serving a basis for the design and evaluation of other curricula of different levels in the program.

1.4 Purpose

For more than a decade, knowing a foreign language has been essential, often times more than one, most noticeably for a successful career. Also, with continually changing technology, English has become a necessary language to help people keep up with innovations around the world. This study, while acting in accordance with these global developments, is conducted for evaluative purposes and aims to involve students in the decision-making process by bringing out and shedding light to their language and learning needs. More specifically, it attempts to evaluate the existing A1 (beginner) level program offered by the English Preparatory School at a

foundation (non-profit, private) university in Turkey, by identifying the perceptions of all stakeholders namely, students, EFL instructors, level coordinator and program administrator in relation to the emphasis given to the development of the four language skills, grammar, vocabulary in the existing program, as well as the effectiveness of the program on the following dimensions: content, materials and activities. Finally, the study also attempts to find out the potential problems in this particular program which would lead to certain implications for the redesign of the existing A1 program.

1.5 Research Questions

The study is conducted to investigate the answers to the following research questions:

1. What are the overall perceptions of the students, EFL instructors, level coordinator and program administrator about the importance of the development with respect to the four language skills, grammar and vocabulary in the A1 program?
2. What are the overall perceptions of the stakeholders about the effectiveness of the following dimensions of the existing program:
 - a. content
 - b. materials
 - c. activities
3. What are the overall perceptions of the stakeholders about the potential problems experienced in the existing program?

1.6 Significance of the Study

This study is assumed to be significant in several respects. First of all, most of the students study at preparatory programs at most universities in Turkey since English is the medium of instruction. Therefore, it is quite useful to identify a particular group of student needs. Clarifying English language and learning needs of students helps not only to improve more needs-based curricular goals and objectives for the program but also to provide suggestive feedback to the existing

(implemented) curriculum. The study also helps identify the perceptions of all the parties involved in the existing program namely, students, EFL instructors, level coordinator and program administrator. Regarding this, the results of the study can provide recommendations in terms of the redesign of the existing program. Finally, the study may serve as a basis for further evaluation of other proficiency level classes at English Preparatory Program.

1.7 Overview of Methodology

The methodology of the study focuses on the research questions, the research design, setting, and participants, data collection instruments and procedures, and data analysis.

1.7.1 Research design. In light of the aforementioned discussions regarding needs analysis and program evaluation, this study embodied qualitative case study with descriptive statistics as a research design, which is generally defined as an approach that facilitates investigation of a phenomenon within its context using a variety of data sources to ensure that the issue is not investigated through one perspective, but rather a variety of perspectives which allows for multiple aspects of the phenomenon to be shown and understood (Baxter and Jack, 2008).

1.7.2 Participants. A total of 47 A1 level repeat students, 5 EFL instructors, 1 level coordinator and 1 program administrator were enrolled in the A1 program offered by the English Preparatory School.

1.7.3 Setting. The present study was conducted at the A1 program designed by the English Preparatory School at a foundation (non-profit, private) university in İstanbul, Turkey.

1.7.4 Data collection instruments. For the purposes of this study, the data were collected through a questionnaire administered to the participating students and semi-structured interviews carried out with all the stakeholders of this program namely, students, EFL instructors, level coordinator and program administrator. More specifically, the questionnaire was administered to 47 A1 level repeat students whereas the semi-structured interviews were carried out with 6 students, 5 EFL instructors, 1 level coordinator and 1 program administrator.

1.7.5 Data analysis. In an attempt to answer the first research question in this study, the data gathered from the needs analysis questionnaires was analyzed quantitatively while the qualitative data obtained from the semi-structured interviews went through content analysis to find out the overall perceptions of the stakeholders about the emphasis given to the development of the four language skills, grammar and vocabulary in the A1 program. As for the second research question, the data collected by the questionnaire given to the participating students and the semi-structured interviews administered with the four participating groups were analyzed quantitatively and qualitatively to find out their overall perceptions about the effectiveness of the program in relation to the three predefined dimensions namely, content, materials and activities. Finally, for the third and the last research question, semi-structured interviews administered to all parties were qualitatively analyzed to reveal the potential problems experienced in the existing program.

1.8 Operational Definitions of Terms

Need: Need is the gap between what a learner can do in a language and what he or she should be doing (Ekici, 2003).

Needs Analysis: Needs analysis is the sum of the process in collecting information about the learners' current and future language use needs, in order to develop a curriculum which will meet the needs of students (Yılmaz, 2004).

Curriculum: A broad description of general goals by indicating an overall educational-cultural philosophy which applies across subjects together with a theoretical orientation of a language and language learning with respect to the subject matter at hand (Dubin & Olsain, 1986).

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

Program Evaluation: Program evaluation is the identification, clarification, and application of defensible criteria to determine the value of an evaluation object (worth or merit) in relation to those criteria (Fitzpatrick, Sanders, & Worthen, 2004).

English as a Foreign Language (EFL): It refers to the learning of a language, usually in a classroom setting, in a context where the target language is not widely used in the community (Lightbown & Spada, 2006).

Chapter 2: Literature Review

This chapter provides an overview in terms of historical background of evaluation, evaluation in language education, program evaluation, and dimensions of program evaluation. Finally, previous program evaluation studies conducted both in ESL and EFL contexts were summarized.

2.1 Introduction

Evaluation has gained much attention particularly in language education by providing a detailed feedback with regard to how a particular curriculum is perceived not only by the students but also by the instructors and the administrators, which aids to improve the quality of it. More specifically, further importance has been given to the evaluation of language education due to the need for intensive English education at universities.

Program evaluation is a common term used by different scholars (Brown, 1995; Gaies, 1992; Kelly, 1999; Lynch, 1996; Posavac & Carey, 2003; Scriven, 1996; Worthen, 1990). While Lynch (1996) sees program evaluation as “the systematic attempt to gather information in order to make judgments or decisions” (p.2), Worthen (1990) emphasizes the “worth” and “utility” in his description of program evaluation as “the determination of the worth of a thing consisting those activities undertaken to judge the worth or utility of a program (or alternative programs) in improving some specified aspect of an educational system” (p. 42). Similar to Worthen, Kelly (1999) describes program evaluation as the process that we attempt to estimate the value and effectiveness of any particular piece of educational activity. In addition, Gaies (1992) puts an emphasis on two goals related to program evaluation. He defines program evaluation as “the systematic collection of information about the effectiveness of the various components of a program based on two goals: an internal goal, with the focus on student learning (outcomes) and as a means for indicating desirable or needed curricular change, and an external goal, which intends to demonstrate the accountability of an institution and of the program

within an institution to the larger public: taxpayers, funding agencies, professional accreditation and all other stakeholders” (p. 14). Another definition of program evaluation is suggested by Brown (1995) as “the systematic collection and analysis of all relevant information necessary to promote the improvement of a program and evaluate its effectiveness within the context of the particular institutions involved” (p. 218). Finally, according to Posavac and Carey (2003), program evaluation is “a collection of methods, skills, and sensitivities necessary to determine whether a human service is needed and likely to be used, whether it is sufficiently intense to meet the need identified, whether the service is offered as planned, and whether the human service actually does help people in need without undesirable side effects” (p.2).

In brief, as stated by Scriven (1996) “evaluation is a very young discipline – although it is a very old practice” (p. 395). Although it has been quite a common and intriguing field in education recently, it is actually a very old exercise.

2.2 Historical Background of Program Evaluation

During the 1940s and 1950s, Tyler’s influence was very noteworthy in the field of curriculum and curriculum evaluation. He recognized the behavioral objectives model, in which evaluation was mainly summative. According to Bellon and Handler (1982), Tyler’s model which became the center of curriculum development, and was strengthened later on by numerous curriculum designers included four stages, which were as following:

- Setting the objectives to be attained
- Determining the types of learning experiences to be provided
- Deciding how these should be organized
- Thinking ahead to ways in which the achievement of objectives would be measured (p. 3).

Similarly, in the 1960s, the focus of program evaluation in applied linguistics was mostly based on summative, productive evaluations, which concerns giving decision about the “continuation, adoption and expansion” of the program depending on the usefulness and efficiency of the existing program (Fitzpatrick, Sanders &

Worthen, 2004; Lynch, 1996). Instead of working with the staff and suggesting improvements while the program is running, the summative evaluator's purpose is to collect data and write a summary report showing what the program suggests and what has been achieved (Tunç, 2010). As one of the first evaluations, the effectiveness of the use of the language laboratory in the public schools was the main focus. In 1963, Keating attempted to evaluate students' performance in two different settings. However, the findings of this study were controversial due to the lack of variables.

Besides, during 1970's and 1980's, evaluation emerged as a profession and regarding this, universities began to recognize the importance of evaluation by offering courses in evaluation methodology (Hogan, 2007). Madaus et al. (2000), labeled this development period of program evaluation between 1973 - 1983 as The Age of Professionalization, and the time period between 1983 - present was described as The Age of Expansion and Integration.

Furthermore, Worthen (1990) described program evaluation as "the determination of the worth of a thing consisting those activities undertaken to judge the worth or utility of a program (or alternative programs) in improving some specified aspect of an educational system" (p. 42). Similar to Worthen, Lynch (1996) referred to these terms as the systematic attempt to gather information in order to make judgments or decisions.

According to Posavac and Carey (1989), language program evaluation has generally developed with and from the experience of educational evaluation. Besides, they argued that in recent decades, approaches to the evaluation of language education programs have focused on "accountability and development", which basically refers to the demonstration of proper and appropriate use of resources to the sponsor and other stakeholders. Besides, those evaluations were supposed to prove that they could contribute to the development of the program through improved decision-making, policies and practice (Posavac & Carey, 1989, p. 63).

To conclude, while the former emphasis on program evaluation was based on the 'product', recent approaches have focused on the analysis of the 'process' in terms of its ongoing development. In other words, the all-encompassing trend of this field of study has been the shift from more traditional summative evaluation

approaches focusing on products toward formative evaluation focusing more on process (Marshall, Crowe, Oades, Deane, & Kavanaugh, 2007).

2.3 Dimensions of Program Evaluation

Based on the purposes for information gathering and on the types of decisions that will progress from each purpose, there are three common dimensions of program evaluation namely, formative vs. summative, process vs. product, and quantitative vs. qualitative (Brown, 1995).

2.3.1 Summative and formative evaluation. Scriven (1991) initiated the concept of formative and summative evaluation. He referred to formative role of evaluation regarding the ongoing improvement of the curriculum whereas the summative role of evaluation assisting as facilitating administrators to evaluate the entire finished curriculum.

2.3.2. Process and product evaluation. The difference between process and product evaluation is based on the type of information obtained. While product evaluation focuses on the goals of the program so as to decide whether they are achieved, process evaluation focuses on what is going on in the process of implementation in order to decide whether the goals of the existing program have been achieved or not (Muşlu, 2007).

2.3.3. Qualitative and quantitative evaluation. The way data is gathered makes the distinction between qualitative and quantitative evaluation. Qualitative data is mostly based on observations, which cannot be turned into statistics. In contrast to qualitative data, quantitative data is gathered using the measures that can be turned into numbers and statistics. More importantly, even if seen unreliable at first, qualitative data may turn out to be more important to the actual decisions made in a program than would at first be apparent (Brown, 1995).

2.4 Program Evaluation in Language Education

Evaluation is a central component of the educational process. In a general sense, “educational evaluation is the process of delineating, obtaining, and providing useful information for judging decisions alternatives” (Stufflebeam, 1971, p. 43). In a

similar vein, it is “a systematic description of education objectives and/or assessment of their merit or worth” (Hopkins, 1989, p. 14).

Based on these parallel definitions, Cronbach (1991) classifies three types of decisions that require evaluation as following:

1. Course improvement: deciding what instructional materials and methods are satisfactory and where change is needed.
2. Decisions about individuals: identifying the needs of the pupil for the sake of planning his instruction, judging pupil merit for purposes of selection and grouping, acquainting the pupil with his own progress and deficiencies.
3. Administrative regulation: judging how good the school system is, how good individual teachers are, etc.

According to Worthen and Sanders (1998), some view evaluation as primarily scientific inquiry, whereas others argue that it is essentially the act of collecting and providing information to enable decision-makers to function effectively.

Besides, Frechtling (2007) states that evaluations could differ on many dimensions in terms of its design (experimental, quasi-experimental, regression discontinuity) intent (advocacy versus objective assessment), philosophical underpinnings (quantitative versus qualitative), and others.

In terms of program evaluation, Topkaya and Küçük (2010) define ‘program’ as “an organized and planned set of related activities directed toward a common purpose or goal” (p. 52). Similarly, Lynch (1997) specifies an educational program as “a series of courses linked with some common goal or end product” (p. 2). Furthermore, regarding program evaluation, the primary aim is to collect information about student and teacher performance with in-class interactions and similarly, the aims might also include pointing out strengths and weaknesses of certain activities in a program (Tunç, 2010). Additionally, Mackay (1994) indicates that in the field of language teaching, the term ‘program evaluation’ is used to a wide variety of activities, ranging from theory-driven research to informal investigations carried out by a single classroom. Therefore, various different aspects of a language program may be the main concern in relation to evaluation process.

Based on the discussions above, whatever the purpose underlying the evaluation process may be, in order to understand how the program works, how teachers reflect it in their daily practices and whether it addresses students' needs, etc., it is essential that programs should be evaluated regularly and that informed policy decisions should be made based on research (Akşit, 2007).

2.4.1 Approaches and models of program evaluation. In the field of program evaluation, various approaches and models were developed by different scholars (Brown, 1995; Fitzpatrick, Sanders, & Worthen, 2004; Posavac & Carey, 2003; Owen, 2007; Worthen, 1990). The underlying reasons behind this variety of classifications are generally related to evaluators' diverse philosophical ideologies, cognitive styles, methodological preferences, values and practical perspectives (Tunç, 2010).

To begin with, Worthen (1990) presented five evaluation approaches briefly summarized as follows:

1. Performance-Objectives Congruence Approaches: According to this approach, which was originally formulated by Tyler (1949), broad goals and objectives should be established or identified and relevant student behaviors should be measured using either standardized or evaluator-constructed instruments.
2. Decision-Management Approaches: This approach considers program evaluation to be the cooperation between evaluators and program administrators.
3. Judgment-Oriented Approaches: This approach emphasizes the crucial significance of observation held by experts.
4. Adversarial Approaches: This approach refers to all evaluation in which there is a planned opposition in the points of view of different evaluators or evaluation teams.
5. Pluralist-Intuitionist Approaches: The main concern of this approach to evaluation is to focus on the needs of all individuals, which are assisted by a particular program.

Correspondingly, Brown (1995) suggested four approaches to program evaluation as follows:

1. Product-Oriented Approaches: This approach that is primarily supported by Tyler (1949) and Hammond (1973) primarily focusing on whether the goal and the instructional objectives have been achieved.
2. Static-Characteristic Approaches: This approach aims to make inferences regarding the evaluation of the effectiveness of a particular program. Through the analysis of different accounting and academic records, and static characteristics, it is conducted by outside experts.
3. Process-Oriented Approaches: In this approach that originated from Scriven (1967) and Stake (1967), ongoing process of a program is the main focus.
4. Decision-Facilitation Approaches: Unlike the Process-Oriented Approaches, in this approach, judgments are avoided. On the contrary, helping in making decisions is the most significant function of evaluation. Stufflebeam's (2002) CIPP (Context, Input, Process, Product) model presents a good example regarding this approach.

Furthermore, Worthen, Sanders and Fitzpatrick (1997) suggested six approaches to program evaluation, which are as follows:

1. Objectives-Oriented Evaluation Approach: This approach focuses on the indicated goals or objectives as the measures for determining the success or failure of a program (Dönmez, 2010).
2. Management-Oriented Evaluation Approach: Stufflebeam's (2002) CIPP (Context, Input, Process, Product) model is an example of this approach, which basically aims to meet the informational needs of decision-makers in education.
3. Consumer-Oriented Evaluation Approach: This evaluation approach focuses on the products which commonly include curriculum packages, workshops, instructional media, in-service training opportunities, staff evaluation forms or procedures, new technology, software and equipment, educational

materials and supplies. So as to support this approach, independent agencies or individuals take responsibility to gather information on these educational products.

4. Expertise-Oriented Evaluation Approach: As the oldest and the most commonly used evaluation approach, it aims to judge a teaching program (formally or informally), product or activity and their quality through professional expertise.
5. Adversary-Oriented Evaluation Approach: The main concern of this evaluation approach according to Hogan (2007) is to reach results through the examination of opposing views.
6. Participant-Oriented Evaluation Approach: This approach points out the importance of the needs and opinions of the participants throughout the data collection and evaluation process.

Owen (2007) divided program evaluation into five categories:

1. Proactive Evaluation: This form takes place before a program is designed and assists program planners to make decisions about what type of program is needed. The primary purpose of this form is to provide input to decisions about how best to develop a program in advance of the planning stage.
2. Clarificative Evaluation: This form of evaluation focuses on clarifying the internal structure and functioning of a program or policy. The logic of a program provides links between program assumptions, program intentions and objectives, and the implementation activities designed to achieve these objectives.
3. Interactive Evaluation: This form provides information about the delivery or implementation of a program or about the selected component elements or activities and it supports programs that are constantly evolving and changing.
4. Monitoring Evaluation: A program should be well established and ongoing so as to apply this form of evaluation. The major approaches that are consistent

with this form are component analysis, devolved performance assessment and system analysis.

5. Impact Evaluation: The main focus of this evaluation form is to assess the impact of a settled program. The emphasis is mainly on outcomes. Objectives-based evaluation, process-outcomes studies, needs-based evaluation, goal-free evaluation and performance audit can be given as the major approaches that are consistent with this form.

Recently, Posavac and Carey (2003) introduced four common types of program evaluation:

1. Evaluation of Need: The primary aim is to identify and measure the unmet needs of an organization or community. When a program is implemented, the evaluator decides whether it operates as expected.
2. The Evaluation of Process: Both quantitative and qualitative information provides details on the implementation of the program.
3. The Evaluation of Product: The emphasis is on the outcomes of an implemented program. However, there can be particular drawbacks with regard to conflicts between the evaluators gathering information and program staff providing services. Besides, assessing the maintenance of improvement might be another drawback.
4. The Evaluation of Efficiency: The main concern is the question of costs and resources, and the comparison of two or more program designs to affect similar outcomes, before deciding on whether the program is required.

Based on the approaches and models of program evaluation mentioned above, Erden (1995) suggests that scholars can choose the most applicable model in terms of their purposes and conditions through their curriculum evaluation models or they can develop a new model parallel to the existing ones. For the purposes of this study, Posavac and Carey's (2003) 'evaluation of need' components was adopted to evaluate the particular English Preparatory Program in terms of learning and language needs of the students, EFL instructors, level coordinator and program

administrator enrolled in the A1 program designed by the English Preparatory School offered at a foundation (non-profit, private) university in İstanbul, Turkey.

2.4.2 Needs analysis. In course of time, needs analysis has been considered as a crucial step to be taken both in the design and evaluation of an educational program. One of the most common definitions of needs analysis was introduced by Brown (1995) who views it as the first step in setting up goals and objectives for a language program. Similarly, Altschuld and Witkin (1995) describe needs analysis as “a set of systematic procedures pursued in order to establish priorities based on identified needs, and make decisions attempting improvement of a program and allocation of resources” (p. 20). Finally, Mede (2010) refers to needs analysis as the door opening to the whole program planning process as it is the first step to be taken in the design and development of any educational program.

2.4.2.1 Types of needs It is apparent that identifying learning needs is not a simple attempt. Related to this, Richterich and Chancerel (1987) pointed out that due to the fact that needs vary too much from person to person, the system should have to be continually adapted. Still, particular ones may remain ambiguous. Below are the general definitions of various types of needs:

- Target and Learning Needs

The main distinction between the target needs and learning needs is that target needs are what the learners need in order to function effectively in the target situation, while the learning needs are what the learners need to do in order to meet the target needs (Çelik, 2003).

- Objective and Subjective Needs

According to Graves (1996), objective needs are obtainable from different kinds of factual information about learners, such as their use of language and language difficulties. Subjective needs, on the other hand, are the cognitive and affective needs of the learner in the learning situation, derivable from the features such as personality, attitudes confidence and wants.

- Situational and Communicative Needs

While situational needs focus on the general considerations of a language

program and include the goals, expectations, learning styles, and proficiency levels of learners, communicative needs indicate the learners' requirements in the target situation (Çelik, 2003).

2.5 Studies on Program Evaluation in ESL and EFL Contexts

A great deal of program evaluation studies has been conducted both in ESL (Lee, 2002; Marcinkoniene, 2005; Nam, 2005; Yıldız, 2004) and EFL (Gerede, 2005; Kazar, 2013; Mede, 2010; Muşlu, 2007; Özkanal, 2009; Sarı, 2003; Soruç, 2012; Yılmaz, 2004) contexts.

To begin with, Lee (2002) aimed to evaluate the effectiveness of a music-based curriculum using both Chinese and English songs with ten adopted pre-school Chinese children and their American parents. Based on the data gathered from journal entries, parent interviews, reviews of videotaped records of class activity, written and verbal parent-teacher correspondences, the participants showed significant progress in acquisition of musical skills, language skills and cultural awareness.

In another study, Yıldız (2004) tried to evaluate the Turkish Language Teaching Program for Foreigners at Minsk State Linguistic University in Belarus. The aim of the study was to find out the discrepancies between the current status and the desired outcomes of the Turkish program at MSLU. Based on the analysis of the relevant data, the existing language program partly met the needs of the learners due to the fact that the Turkish language proficiency among the current students, former students and the university authorities was higher than expected.

In Marcinkoniene's (2005) study, the ways of improving course programs and promotion of language acquisition at Kaunas University of Technology (KTU) by taking the theoretical background of educational evaluation traditions, course-specific aspects and assessment criteria into consideration were emphasized. Data were collected through a questionnaire, which was administered to 234 first and second-year students to evaluate their expectations, achievements and attitudes towards the program and the role of course materials. The results of the study helped the participants become more critical and encouraged the learners and the teachers to take evaluation more seriously.

Finally, Nam (2005) aimed to reveal the development of communication-based English language instruction in a Korean university context by evaluating/critiquing a specific college English program at Pusan National University (PNU). The findings reported that even though students mostly seemed to have rather negative opinions, instructors shared positive opinions in terms of the effectiveness of the new curriculum.

As stated previously, besides the various program evaluation studies conducted in the ESL context, many different studies were conducted in EFL context as well.

First, Sarı (2003) evaluated the English teaching program implemented at Gülhane Military Medical Faculty with 230 students, 25 doctors and 7 teachers. The data were collected through two questionnaires for the students, two questionnaires that were in the form of structured interview for the teachers, a structured interview for doctors and random written student reports. The results showed that reading and speaking were the prior skills. Besides, the common language goals were reported as translating the medical material, talking to foreigners, getting an overseas assignment, and following lectures.

Furthermore, Soruç (2012) aimed to investigate the context and program of an English Preparatory School in Istanbul and suggested new ways and rationale so as to make curricular decisions based on data gathered from a needs assessment survey and interviews with a number of EFL learners enrolled in the program. The findings of the study indicated that the program was satisfactory for learners' language skills. Besides, it was concluded that needs analysis plays a significant role in making curricular decisions or redesigning language programs.

In a different study, Yılmaz (2004) identified the English language needs of students in voluntary preparatory classes of Gaziosmanpaşa University and to what degree these preparatory classes have met the English language needs. The participants were 40 students, who were enrolled in the preparatory program, 81 former students, 7 EFL teachers, and the director of the program. The instruments used for data collection were three different questionnaires and a structured interview. The results showed that although students were largely satisfied with the program, there were particular areas to be improved. Specifically, students needed the broader use of materials and methods in classroom instruction. Furthermore, it

was found that there was a particular need for speaking and listening aspects of the program, which were considered to be weak.

In another study, Gerede (2005) evaluated the outcomes of a curriculum renewal project implemented at Anadolu University, Intensive English Program. 135 first year students of five English medium departments in 2004 and 129 first year students of the same departments in 2005 were the participants of her study. Questionnaires and semi structured interviews were the instruments for data collection. So as to identify which curriculum met the language needs better, data were compared. Findings revealed that there were some important distinctions between the two curricula regarding meeting the students' language needs.

Furthermore, Mede (2010) aimed to design and evaluate a Language Preparatory Program at an English medium university in Istanbul, Turkey. Based on the obtained data, for the first part of the study on program design, the findings showed that identifying the language needs of the learners is the major step to be taken before designing a preparatory program. As for the second part of the study namely, program evaluation, it was shown that the specifically designed Language Preparatory Program highly met the student teachers' perceived language needs, their expected learning needs and their performances on the four language skills.

In another study, Muşlu (2007) aimed to evaluate the writing curriculum at Anadolu University School of Foreign Languages (AUSFL). Specifically, she focused on materials, process-genre approach, journal writing, portfolios, project work and the writing competition. The participants were 48 writing course instructors who taught to different proficiency levels at the university. Significantly, as a data collection instrument, the questionnaire was only given to the teachers in order to identify their views on the writing curriculum. A semi-structured interview was also conducted with 40% of the teachers for further thoughts. The results revealed some problems with the course packs and supplementary materials.

Özkanal (2009) aimed to evaluate the Preparatory Program of Eskişehir Osmangazi University and he suggested a new preparatory program model. The instruments for data collection used in the study were two questionnaires and an interview with 354 students (either enrolled in the program, former or studied at the

faculties) and 27 instructors. The findings showed that there were challenging issues in technical English that needed further attention.

Finally, Kazar (2013) investigated the learning and target needs of the students enrolled in an ESP program offered by the Faculty of Fine Arts at a non-profit university in Istanbul. The participants were 59 students and 6 instructors. Data were collected through a pre-needs analysis questionnaire and a semi-structured interview carried out to identify the perceptions of the students' learning and target needs. The findings of the study revealed that referring both to learning and target needs, it is crucial that needs analysis be the primary step to be taken while designing a language program.

2.6 Chapter Summary

In the light of this literature on program evaluation, it can clearly be seen that evaluation is one of the most significant components of both second and foreign language teaching-learning process. Furthermore, it should be an ongoing process, which basically and primarily needs to be parallel to the student needs. As for certain improvement and a better quality, it is crucial that every educator take part in the evaluation process.

Specifically, the present study aims to evaluate the A1 program offered at an English Preparatory School of a foundation (non-profit, private) university in İstanbul, Turkey so as to make curricular recommendations by shedding light to their language and learning needs.

Chapter 3: Methodology

3.1 Overview

This chapter defines the methodology of the study. The remaining part of the chapter will focus on the research questions, the research design, setting, and participants, data collection instruments and procedures, and data analysis.

Specifically, the following research questions were addressed in relation to the evaluation of the A1 program offered at the English Preparatory School:

1. What are the overall perceptions of the students, EFL instructors, level coordinator and program administrator about the importance of the development with respect to the four language skills, grammar and vocabulary in the A1 program?
2. What are the overall perceptions of the stakeholders about the effectiveness of the following dimensions of the existing program:
 - a. content
 - b. materials
 - c. activities
3. What are the overall perceptions of the stakeholders about the potential problems experienced in the existing program?

3.2 Philosophical Paradigm

Guba and Lincoln (1994) explain ‘paradigm’ as “the basic belief system or a world view that guides the investigation” (p. 105). Relevant to this explanation, specifically a research paradigm is a set of essential assumptions and beliefs as to how the world is perceived which then serves as a thinking framework that guides the behavior of the researcher (Jonker & Pennink, 2010).

In research, both qualitative and quantitative research paradigms have been commonly used. While qualitative research is aimed to discover characteristics in a particular situation and is initiated by an open question and it offers the researcher the freedom to contribute his own interpretation to the methodological elaboration of

his research, quantitative research, tests theory by means of a conceptual model and the quantitative researcher is as objective as possible regarding the research that needs to be conducted in order to strive for utmost objectivity (Jonker & Pennink, 2010).

From this perspective, the present study, employs a qualitative case study with descriptive statistics as research design, which provides tools for researchers to study complex phenomena within their contexts (Baxter & Jack, 2008) with the aim of in-depth understanding and detailed evaluation of the particular A1 (beginner) level program offered at an English Preparatory School at a foundation (non-profit, private) university in İstanbul, Turkey.

3.3 Research Design

The general goal of a case study that is to understand a select subset as a different whole in its particular context separates the case study from other designs (Balbach, 1999). Specifically, qualitative case study is an approach that enables investigation of a phenomenon within its context using a variety of data sources (Baxter & Jack, 2008). The reason underlying is to investigate the issue through a variety of perspectives so that multiple aspects of a phenomenon could be revealed and understood. In a similar fashion, Creswell (2007) views case study research as “a methodology, a type of design in qualitative research, or an object of study, as well as a product of the inquiry” (p. 73). It is a qualitative approach in which the researcher investigates a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data gathering involving multiple sources of information such as observations, interviews and reports. Depending on their main purposes, there are three types of qualitative case studies, classified as: exploratory, descriptive, or explanatory (Yin, 2003).

To begin with, an exploratory case study aims at describing the questions and hypotheses of a subsequent study or to determine the practicability of the required research procedures. Regarding descriptive case study, complete description of a phenomenon within its context is the primary focus. Rea-Dickens and Germaine (1992) entitle this approach as “descriptive data-based approach” (p. 58) in the field of program evaluation. In addition, “in this approach to program evaluation, the

program is evaluated in progress in order to gather new information with a view to forming new insights into aspects of language teaching and learning” (Rea-Dickens & Germaine, 1992, p. 44). Finally, as for an explanatory case study, it offers data based on cause-effect relationship clarifying how events happened.

For the purposes of this study, a qualitative case study was adopted with descriptive analyses as a research design to gather in-depth information to evaluate the A1 (beginner level) program designed for repeat students by the English Preparatory School at a foundation (non-profit, private) university in Istanbul, Turkey.

3.4 Setting

The study was conducted at the English Preparatory School at a foundation (non-profit, private) university in Istanbul, Turkey. At the beginning of the educational year, students take the proficiency exam (with an average of 60), the TOEFL exam (with an average of 74), IELTS (with an average of 6) or YDS (with an average of 60) in order to start the undergraduate program at their prospective departments. However, if they fail the proficiency exam, they are required to take the placement exam that measures their level of English proficiency to be studied in the preparatory school. The placement of the students are fixed according to the standardized levels of CEF, namely, A1 (breakthrough or beginner), A2 (way stage or elementary), B1 (threshold or intermediate), B2 (vantage or upper intermediate), and C1 (effective Operational Proficiency or advanced) levels. Therefore, the academic year in this program is comprised of a total of 5 eight-week modules and 5 levels. Students enrolled in the program are required to successfully complete each module with an overall grade of at least 65% before they can advance to the next level. The assessment components include vocabulary checks, a midterm exam, an end of module exam, homework, one speaking and two written exams. In each level, they receive a total of 24 hours of English instruction, which consist of main course (14 hours) and skills (10 hours). The basic subjects of English (grammar and vocabulary) are focused on in the main course. As for the skills instruction, four language skills (reading, writing, speaking and listening) are the main focus. This

particular English Preparatory Program aims to complete the language learning process in a 12-month-period.

3.5 Participants

A total of 47 A1 level repeat students, 5 EFL instructors, 1 level coordinator and 1 program administrator enrolled in the A1 program participated in this study. The participating students were 28 females and 19 males with the age ranging from 18 to 20 years old. They were all of Turkish nationality coming from high socio economic families.

As for the participating EFL instructors, they were all females with the age range of 35-40 years and with the same nationality (Turkish). They were all teaching main course and skills courses in the A1 program of the preparatory school. Besides, the level coordinator was a 35-year-old Turkish female with the experience of 11 years as the coordinator of this particular program. Finally, the program administrator was a 39-year-old Turkish male with the experience of 8 years as the administrator of the English Preparatory School.

3.6 Procedure

This part presents types of sampling, data collection instruments, data analysis procedures, trustworthiness and limitations of the study in detail.

3.6.1 Types of sampling. Sampling refers to the process of choosing the respondents to get information (Doherty, 1994). In case study evaluation, three main sampling techniques are used: random, purposive, and convenience (Balbach, 1999). To begin with, random samples require the formation of a complete list of all the units in a population that are selected randomly to study. As for purposive samples, the main concern of the evaluator is to find out what occurred, why it occurred, and what relationship exists among observed events, rather than how often something occurs in a population. Besides, the evaluator needs to ensure exemplars of a particular phenomenon stand out in the study. Finally, convenience samples are preferred when other sampling is not practical and one can obtain reasonably good information from units that are easy to place.

Based on these overviews, while selecting the samples in this study, purposive sampling technique was used for the purposes of this study. In other words, 47 A1 level repeat students, 5 EFL instructors, 1 level coordinator and 1 program administrator enrolled in the A1 program were selected due to the fact that they have the potential to reveal their perceptions about the effectiveness of the existing program.

3.6.2 Data collection instruments. For the purposes of this study, the data were gathered through the questionnaires and semi-structured interviews administered to the students, EFL instructors, level coordinator and program administrator enrolled in the A1 program. As for the quantitative aspect of the study, a questionnaire was given to the 47 A1 level repeat students studying in the A1 program offered at the preparatory school in the fall semester of 2014. Besides, for the qualitative aspect of the study, semi-structured interviews were carried out with 6 students, 5 EFL instructors in 2014 Fall semester, and with the level coordinator and the program administrator in 2015 Spring semester.

3.6.2.1 Questionnaire. The questionnaire, which was adapted from Özkanal (2009), was administered to 47 students studying at the A1 program at the English Preparatory School. Specifically, the questionnaire comprised three parts. As for the first part, the aim was to get some demographic information about the participating students, namely, gender, age, the department they are enrolled in and their proficiency level in the English Preparatory School. Besides, in the second part of the questionnaire, the participating students were asked about their perceptions on the effectiveness of the program in terms of the four language skills, grammar and vocabulary. Finally, in the third part of the questionnaire, the perceptions of the students towards the content, materials and activities of the A1 program were evaluated. The questionnaire was based on a 4-type Likert scale ranging from *1-very important* to *4-unimportant* and *1-quite efficient* to *4-inefficient* (see Appendix A).

3.6.2.2 Semi-structured interviews. Interviews are the foundation of case study evaluation and the path to understanding both what happened from the perspective of those involved and how they reacted to it (Balbach, 1999, p. 7). Since this is a qualitative case study, semi-structured interviews were carried out with 6 students, 5 EFL instructors, 1 level coordinator and 1 administrator of the A1 program in the

preparatory school. The interviews were scheduled in convenience of the interviewees and each interview took approximately 30 minutes. The interview questions were parallel to the questionnaire items (see Appendix B). The questions focused on the identification of the perceptions of the stakeholders with regard to four language skills, grammar, vocabulary, and the effectiveness of content, activities and materials of A1 program. Besides, the questions also focused on whether the A1 program meets students' needs and what the strengths and deficiencies of A1 program are. Table 1. summarizes the research questions and the corresponding procedures.

Table 1

Overview of Research Questions and Corresponding Procedures

Research Questions	Data Collection Instrument(s)	Data Analysis
1. What are the overall perceptions of the students, EFL instructors, level coordinator and program administrator about the importance of the development with respect to the four language skills, grammar and vocabulary in the A1 program?	Questionnaire Semi-structured interviews	Descriptive Statistics (means and standard deviations) Pattern Coding (Boğdan & Biklen, 1998)
2. What are the overall perceptions of the stakeholders about the effectiveness of the following dimensions of the existing program: a. content b. materials c. activities	Questionnaire Semi-structured interviews	Descriptive Statistics (means and standard deviations) Pattern Coding (Boğdan & Biklen, 1998)
3. What are the overall perceptions of the stakeholders about the potential problems experienced in the existing program?	Semi-structured interviews	Pattern Coding (Boğdan & Biklen, 1998)

3.6.3 Data analysis procedures. As previously mentioned, for the first research question of this study, the data were gathered through needs analysis questionnaire administered to the A1 level repeat students, while the semi-structured interviews were carried out with all the stakeholders of the program: students, EFL instructors, level coordinator and program administrator of the preparatory school. In an attempt to analyze the quantitative data, descriptive statistics (means and standard deviations) were estimated to identify the perceptions regarding the emphasis given to the development of the four language skills, grammar and vocabulary. As for the semi-structured interviews, the findings were analyzed according to pattern coding based on Boğdan and Biklen's (1998) framework. First of all, the interviews were transcribed. Then, the conceptual themes were identified through reading each participant's transcripts. As for the next step, the identified conceptual classifications were categorized under specific headings. Finally, various supporting quotes from some of the participating students, EFL instructors, level coordinator and program administrator were discussed under the related headings.

In addition, for the analysis of the second research question which aimed to evaluate the overall perceptions of the A1 level repeat students, EFL instructors, level coordinator and program administrator in relation to effectiveness of content, materials and activities of the A1 program, the questionnaire administered to the students were analyzed again through descriptive statistics (means and standard deviations) whereas the semi-structured interviews carried out with the all four groups of participants were analyzed by following the same framework (Boğdan & Biklen, 1998).

Finally, for the third and last research question of this study, the same guidelines (Boğdan & Biklen, 1998) were followed to find out the potential problems experienced in the existing program.

3.6.4 Trustworthiness. Guba (1981) suggests four criteria for judging the trustworthiness of inquiries conducted within the naturalistic inquiry paradigm. The four aspects of trustworthiness are credibility, transferability, dependability, and confirmability. Therefore, a study is expected to establish trustworthiness through:

- Credibility: certainty in the 'truth' of the findings.
- Transferability: showing the applicability of the findings in other contexts.

- Dependability: showing the consistency and reproducibility of the findings.
- Confirmability: a degree of objectivity or the extent to which the findings of a study are shaped by the respondents and not researcher bias, motivation, or interest (Guba & Lincoln, 1994).

Specifically, in an attempt to establish credibility, as being one of the instructors, the researcher spent sufficient time in the field. Furthermore, the researcher was substituted for other instructors in A1 level repeat classes and she had similar experiences with the instructor participants of the study. Therefore, the target context was analyzed in depth by observing the program in practice closely. This helped the researcher to follow the right path so as to reach the reliable data. In an attempt to make use of transferability, detailed needs-curricular recommendations were made, which also served a basis for evaluation of other curricula of different levels in the program. Furthermore, dependability was established by working with experienced instructors, who enrolled in the program for approximately 11 years, throughout the data collection process. Finally, for the purposes of establishing confirmability, the semi-structured interviews were held with all participant groups so as to confirm the degree of objectivity of the outcome.

3.6.5 Limitations. Due to the heavy workload of the participants and time limitations, the researcher had to constrain the data collection instruments to the needs-analysis questionnaire and semi-structured interviews. Therefore, to increase reliability of the data, a different data collection instrument such as observation could have been included.

The lack of an external evaluator might also be considered as another limitation of the present study. Involving an external evaluator could have added new dimensions to the study.

In addition, the target group was A1 level repeat students. The results could have been different in A1 level fresh start students were involved in the study.

Finally, due to it being a small sample size, the findings of the study cannot be generalized to other English preparatory programs.

Chapter 4: Results

4.1 Overview

This chapter includes the results with regard to the evaluation of A1 (beginner level) program about the overall perceptions of students, EFL instructors, level coordinator and program administrator by focusing on the emphasis on the four language skills, grammar and vocabulary, on the effectiveness of the program in relation to content, materials, activities and the potential problems experienced in the existing program. Data were gathered from the questionnaires and semi-structured interviews. The following part describes the findings related to the each research question in the study.

4.2 Findings about the Overall Perceptions of the Students, EFL Instructors, Level Coordinator and Program Administrator about the Importance of the Development with respect to the Four Language Skills, Grammar and Vocabulary in the A1 Program

In an attempt to find out the overall perceptions of the A1 level repeat students towards the emphasis on four skills, grammar, and vocabulary in the existing program, data were first collected from the questionnaire. The following table reports the descriptive statistics (means and standard deviations) for each item:

Table 2

Perceptions of Students towards the Emphasis on Four Skills, Grammar, and Vocabulary in the A1 Program

	M	SD
1. Listening	1.51	0.62
2. Speaking	3.49	0.71
3. Reading	1.55	0.58
4. Writing	1.55	0.68
5. Grammar	1.66	0.73
6. Vocabulary	1.23	0.52

According to the results displayed in the table above, the participating students perceived the development of the following language skills together with the grammar and vocabulary as follows: listening (M=1.51, SD=0.62), reading (M=1.55, SD=0.58), writing (M=1.55, SD=0.68), grammar (M=1.66, SD=0.73), and vocabulary (M=1.23, SD=0.52). However, the only disagreement was related to the skill speaking (M=3.49, SD=0.71), which was perceived as being given less importance in the program.

Furthermore, to provide support for the quantitative data, qualitative data obtained from the semi-structured interviews carried out with all the stakeholders revealed similar findings.

First of all, when the A1 level repeat students were asked about their perceptions in relation to the importance of the four language skills, grammar and vocabulary in the existing program, they all agreed that more emphasis should be given to the speaking skill as shown in the excerpts below:

'I think speaking is as important as the other skills in our program. The program focuses particularly on reading, writing and listening skills together with grammar and vocabulary. However, speaking is very important for our studies in the faculty. Therefore, there should be more emphasis on speaking'. (Student 1, interview, October 14, 2014)

'In my opinion, speaking is the most important skill while learning a language. However, I am not comfortable while speaking and I think we should be more involved in speaking tasks'. (Student 4, interview, October 14, 2014)

Furthermore, parallel to the perceptions of the participating students, the EFL instructors, level coordinator and program administrator shared similar viewpoints as it can be seen below:

'Although both productive and receptive skills are included in the curriculum, generally speaking skill is the one which, in practice, is underdone especially in lower levels where the emphasis is more on grammar and vocabulary. Instructors are expected to do speaking for only 2 hours in A1 level per week which is obviously not adequate to help learners improve their speaking skills'. (EFL Instructor 2, interview, October 20, 2014)

'We try to emphasize all four skills together with grammar and vocabulary in the program. However, in the curriculum reading, writing and listening stand out as the most emphasized skills'. (Level Coordinator, interview, October 28, 2014)

'We try to emphasize all the skills in A1 program. Of course, because of the pacing and the workload, some of the skills are automatically prioritized by the teachers and level coordinators but the general aim is to try to improve all of the four skills of the students'. (Program Administrator, interview, November 26, 2014)

In brief, the obtained findings revealed that although in the A1 program, the students receive instruction on the development of the language skills as well as grammar and vocabulary in general, the speaking skill needs more emphasis. In other words, the students should be engaged in speaking tasks more frequently, so that it will make them become more comfortable while using the language and also help them follow their courses once they start their undergraduate studies in the prospective departments.

4.3 Findings about the Overall Perceptions of the Students, EFL Instructors, Level Coordinator and Program Administrator Considering the Effectiveness of the Content, Materials and Activities in the A1 Program

As for the answer to the second research question aiming to reveal the overall perceptions of the stakeholders about the effectiveness of the content, materials and activities in the A1 program, data were gathered from the needs analysis questionnaires and the semi-structured interviews.

To begin with, in reference to the quantitative results, the overall perceptions of the participating students were reported by providing descriptive statistics for each item (see Table 3).

Table 3

Perceptions of Students towards the Effectiveness of the Content in the AI Program

Students' perceptions about the content	M	SD
1. All courses are consistent with each other.	1.70	0.65
2. Content provides information about departmental subjects.	1.98	0.73
3. Content is incentive.	1.94	0.76
4. Content is catchy.	2.23	0.75
5. Content is enjoyable.	2.36	0.87
6. Content is useful.	1.70	0.62
7. Content mostly focuses on grammar.	1.98	0.73
8. Content mostly focuses on the speaking skill.	3.06	0.76
9. Content mostly focuses on the listening skill.	1.96	0.72
10. Content mostly focuses on vocabulary learning.	1.83	0.89
11. Content mostly focuses on the reading skills.	1.77	0.69
12. Content mostly focuses on the writing skills.	1.85	0.62
13. All courses are consistent with each other.	1.72	0.61

According to the findings displayed in the table above, all courses were generally considered to be consistent with each other quite efficiently ($M=1.70$, $SD=0.65$). Besides, the participants agreed that the content provides information about departmental subjects quite efficiently ($M=1.98$, $SD=0.73$). In addition, the content was considered to be incentive quite efficiently ($M=1.94$, $SD=0.76$), catchy slightly efficiently ($M=2.23$, $SD=0.75$), enjoyable ($M=2.36$, $SD=0.87$) and useful ($M=1.7$, $SD=0.62$) as well.

Furthermore, as for the main focus of the content regarding the four skills together with grammar and vocabulary, the participants indicated that content focuses on the reading skills ($M=1.77$, $SD=0.69$), vocabulary ($M=1.83$, $SD=0.89$),

writing skills (M=1.85, SD=0.62), listening skills (M=1.96, SD=0.72), and grammar (M=1.98, SD=0.73). As in the previous part of this study, the only language skill that was perceived to be given less importance in the program was the speaking skill (IT-8., M=3.06, SD=0.76) in an orderly fashion. A possible reason behind this finding might be due to the fact that students mostly face difficulties when they try to speak in English and since they are not much successful in doing this, they have the need for this particular skill to be emphasized more in the existing program.

Additionally, in an attempt to provide support for the quantitative data, qualitative findings were obtained from the semi-structured interviews carried out with all groups engaged in the A1 program.

To begin with, when the learners were asked about their perceptions in relation to the effectiveness of the content, they agreed that it is catchy, enjoyable and comprehensible as shown in the following comments:

'The content is really enjoyable. I enjoyed the subjects and activities covered in the class'. (Student 2, interview, October 14, 2014)

'I think content is comprehensible and the subjects are interesting'. (Student 6, interview, October 14, 2014)

In a similar fashion, the other participating groups of the study shared positive viewpoints about the sufficiency and effectiveness of the A1 program as it can be seen in the following excerpts:

'In terms of content, what is provided by the A1 program is sufficient and effective'. (EFL Instructor 5, interview, October 20, 2014)

'Very much so! We have plenty of materials sufficient for our students' language development'. (Level Coordinator, interview, October 28, 2014)

'Yes, the content is sufficient, catchy and enjoyable for A1 level learners'. (Program Administrator, interview, November 26, 2014)

On the other hand, the students indicated that there should be more focus on the speaking skill in the A1 program. Specifically, they said that they need to be engaged more in speaking tasks, which would help them improve their productive skills. The following comments verify these findings:

'I think that there should be more focus on the speaking skill in the program. We should be engaged more in speaking tasks which will help us to improve our speaking skill'. (Student 3, interview, October 14, 2014)

'The content of the program should focus more on speaking. There should be more speaking activities to help us speak English better'. (Student 5, interview, October 14, 2014)

To wrap up, the obtained findings revealed that the content was perceived to be efficient by all the stakeholders of the A1 program. The only component that needs to be given more attention to was speaking by engaging students more in speaking tasks which would aid with their language performance.

Apart from the overall perceptions of the participants about the content of the existing program, descriptive statistics were estimated to investigate the perceptions of the students towards the effectiveness of the materials used in the A1 program (see Table 4).

Table 4

Perceptions of Students towards the Effectiveness of the Materials in the A1 Program

Students' perceptions about the materials	M	SD
1. Reading texts	1.79	0.62
2. Speaking materials	3.19	0.74
3. Writing materials	1.83	0.63
4. Listening materials	1.83	0.63
5. Online materials	1.79	0.62

Based on the results reported in the table above, reading texts (M=1.79, SD=0.62) and online materials such as Itslearning, English Central, My English Lab and Quizlet (M=1.79, SD=0.62) were perceived to be quite sufficient equally by A1 students enrolled in the existing program. Similarly, they considered writing materials (M=1.83, SD=0.63) and listening materials (M=1.83, SD=0.63) to be sufficient as well.

On the other hand, similar to the previous section, speaking materials (M=3.19, SD=0.74) were the only ones perceived not as effective as the other materials in the program.

Furthermore, to complement the quantitative data, qualitative findings were obtained from the semi-structured interviews carried out with the four groups of the A1 program, which are described in the following section of the study.

Firstly, when the students were asked about their perceptions on the effectiveness of the materials used in the program, their responses supported the quantitative data. That is, they all agreed that apart from the speaking materials, all the materials designed and developed for the A1 level repeat classes were effective. Some of the participating groups made the following comments related to this issue:

'I think the materials given on weekly basis are effective and sufficient in general. But we need more practice in speaking'. (Student 2, interview, October 14, 2014)

'As I mentioned beforehand, materials are effective except for the speaking materials which should be revised in the program'. (Student 4, interview, October 14, 2014)

On the other hand, the EFL instructors, level coordinator and program administrator agreed that the materials of the existing program were quite sufficient and effective for A1 level repeat students in general. However, apart from the program coordinator, the EFL instructors and level coordinator shared similar views on integration of the speaking skill as it can be seen in the following excerpts:

'We have a lot of materials for all the levels actually. We have plenty of worksheets and weekly packs for A1 students which are quite effective. However, there should be more integration of speaking tasks'. (EFL Instructor 4, interview, October 20, 2014)

'We have plenty of sufficient materials for A1 students which are very sufficient for their language development. But, I think that it would be better to integrate speaking more in the program'. (Level Coordinator, interview, October 28,

2014)

'I believe that the materials are quite sufficient for A1 learners. They helped them improve their language skills effectively'. (Program Administrator, interview, November 26, 2014)

In brief, the quantitative and qualitative findings revealed that while the materials used in the A1 program are considered to be sufficient and efficient by the participating groups, only the speaking materials should be integrated more so that the students may practice the use of language and improve their English performance.

Finally, same statistical analysis was provided in order to investigate the effectiveness of the activities used in the A1 program. The following table displays the perceptions of the students on this issue.

Table 5

Perceptions of Students towards the Effectiveness of the Activities Used in the A1 Program

<i>Perceptions of students towards the activities</i>	M	SD
1. Role-play	2.55	0.90
2. Group work	1.94	0.76
3. Pair work	1.91	0.65
4. Games	2.34	1.04
5. Question-Answer	2.00	0.75
6. Matching	1.91	0.74
7. Filling in the blanks	1.89	0.63
8. Lecturing	1.79	0.65
9. Discussion	2.32	0.95
10. Presentation	2.32	0.95

Based on the findings displayed in the table above, it can be indicated that while lecturing (M=1.79, SD=0.65), filling in the blanks (M=1.89, SD=0.63), pair work (M=1.91, SD=0.65), matching (M=1.91, SD=0.74), group work (M=1.94, SD=0.76), question-answer (M=2, SD=0.75), and presentation (M=2.32, SD=0.95) activities were perceived to be effective in the program, discussion

(M=3.42, SD=1.71), games (M=3.54, SD=1.73) and role-play (M=3.65, SD=1.70) needed more attention in the existing program.

Similarly, the interview findings revealed that the students needed to be engaged more in discussions, games and role plays in the A1 program, which are perceived to be more fun as it can be seen in the following excerpt:

'We need to be engaged in role-plays, games and discussions, which are more fun'. (Student 3, interview, October 14, 2014)

Parallel to the perceptions of the participating students, except from the program administrator, the EFL instructors and level coordinator agreed upon that even if there is variety in the activities, the element of joy is missing which should be addressed thoroughly in the program as it can be seen in the following comments:

'Most of the activities are sufficient for students' learning. It would be good to add some role plays and games which will make the learning process more enjoyable'. (EFL Instructor 4, interview, October 20, 2014)

'Actually we have various activities in the program but the thing is they are missing the element of joy such as playing games which need more emphasis'. (Level Coordinator, interview, October 28, 2014)

'Activities are sufficient for A1 level learners. They learn how to learn and improve their language skills'. (Program Administrator, interview, November 26, 2014)

In brief, the gathered findings revealed that although the activities of the A1 program were considered to be generally sufficient by the participating groups, more enjoyable activities such as role plays, games and discussions should be added to the program, which will make the learning process more fun.

4.3 Findings about the Overall Perceptions of the Students, EFL Instructors, Level Coordinator and Program Administrators about the Potential Problems Experienced in the Existing Program

As for the overall perceptions of the stakeholders about the potential problems experienced in the A1 program, data came from the semi-structured interviews.

First of all, when the students were asked about their perceptions on this issue, they agreed that they were not provided with the sufficient input regarding speaking skills. To put it simply, they stated that they needed to be engaged more in speaking tasks, which would help them improve their performance in English as shown below:

'The preparatory program is generally effective in terms of language proficiency. However, more emphasis is needed particularly for speaking skills. We need more practice so that we can improve our performance in English'. (Student 1, interview, October 14, 2014).

'In my opinion, speaking is the most difficult and at the same time the most important language skill. That's why, there should be more emphasis on speaking by engaging the students in various speaking activities. This would help them with their performance'. (EFL Instructor 5, interview, October 20, 2014).

In addition, the participating instructors emphasized that they have time concerns due to pacing, which restricts the time for practice. Some of the instructors made the following comments:

'There is not enough time to practice since pacing is a restrictive issue for us'. (EFL Instructor 1, Interview, 20th October, 2014)

'In addition to the problem regarding speaking, another problem is pacing. Due to time concerns we don't have enough time for practice'. (EFL Instructor 3, interview, October 20, 2014)

Similarly, the program administrator raised the problem of pacing indicating that the students might not get enough practice due to the time concerns as shown below:

'In one year, we try to bring the students up to a level where they can study English in their departments and in order to achieve this we do not really allocate enough time and practice for each level. That's a deficiency actually'. (Program Administrator, interview, November 26, 2014)

Finally, parallel to the results discussed in the previous section of this study, the level coordinator highlighted the absence of the element of joy as a potential problem in the program which needs to be emphasized in the existing program. Specifically, if students are engaged in activities such as games and role plays, language learning may become more enjoyable. Considering this point, she made the following comment:

'I think the most important thing that is missing from the A1 program is the element of joy. If we add more activities like games or role-plays language learning may become more fun for students'. (Level coordinator, interview, October 28, 2014)

In summary, based on the perceptions of the stakeholders engaged in the A1 program, speaking skills should be integrated more by engaging students in enjoyable activities such as games or role plays. Lastly, the pacing problem should be reconsidered in the existing program, which would provide students with the opportunity of more practice. By focusing on these problems, the language learning instruction will be more effective in the existing program.

Chapter 5: Discussion and Conclusions

5.1 Discussion of Findings for Research Questions

The purpose of this study is to evaluate a particular program designed for A1 students at a foundation (non-profit, private) university in Istanbul, Turkey by identifying the perceptions of all parties involved in the A1 program offered by the English Preparatory School. Specifically, the perceptions of the students, EFL instructors, level coordinator and program administrator about the emphasis given to the development of the four language skills, grammar, vocabulary, as well as the effectiveness of the program regarding the content, materials, and activities, and lastly, the potential problems experienced in the existing program were investigated in order to make needs based curricular recommendations. The study employed a qualitative case study as research design to gather in-depth information to evaluate the existing program. The following sections discuss the findings of each research question in detail.

5.1.1 Discussion of findings of RQ 1: The overall perceptions of the students, EFL instructors, level coordinator and program administrator about the importance of the development with respect to the four language skills, grammar and vocabulary in the A1 program. The first research question attempted to investigate the overall perceptions of the A1 level repeat students, EFL instructors, level coordinator and program administrator about the importance of the development with respect to the four language skills, grammar and vocabulary in the existing program. To begin with, the data gathered from a questionnaire administered to A1 level repeat students revealed that while they feel more competent in relation to reading, writing, listening skills, as well as grammar and vocabulary, they reported that there should be more emphasis on the speaking skills in the program.

Supporting the quantitative results collected from the needs analysis questionnaire, the qualitative results obtained through the semi-structured interviews revealed that all parties shared similar viewpoints, that is, more emphasis should be given to the speaking skills.

These findings were in accordance with Yılmaz's (2004) study on "English Language Needs Analysis of Preparatory Class Students" and Kazar's (2013) study on "Needs Analysis in terms of the Students' Learning and Target needs at an ESP Program". Specifically, Yılmaz (2004) reported the particular need for speaking and listening aspects of the existing program to be redeveloped, which basically and primarily indicates the significance of the role of needs in language teaching and needs analysis throughout the language preparatory program evaluation process. Correspondingly, Kazar (2013) showed similar reasons referring to the importance of the development of speaking subskills such as, speaking with native speakers, speaking with customers and speaking in social settings that should be integrated more in the ESP program.

5.1.2 Discussion of findings of RQ 2: The overall perceptions of the stakeholders about the effectiveness of the content, materials and activities dimensions of the existing program. The second research question of this study aimed to find out the overall perceptions of the A1 level repeat students, EFL instructors, level coordinator and program administrator in relation to the effectiveness of content, materials and activities in the existing program. The data were collected from the questionnaires and semi-structured interviews.

The data gathered revealed that the content was perceived to be efficient by all the stakeholders engaged in the A1 program. However, as in the previous section, it is reported that more attention needs to be given to speaking component to improve the students' performance in English. Similarly, although the materials used in the A1 program are generally considered to be sufficient and efficient by the participating groups, it is concluded that speaking materials needs to be integrated more by involving students in various speaking tasks to improve their productive skills. In addition, similar to stakeholders' perceptions of materials, it is reported that more enjoyable activities such as role plays, games and discussions should be implemented in the existing program so as to make the learning process more enjoyable.

These findings related to the second research question, therefore, echoed Cronbach's (1991) three types of decisions that require evaluation. More specifically,

it is crucial that in order to improve courses, there should be a particular decision about what instructional materials and methods are satisfactory and where change is needed. In application of this theory into the findings of the present study, all the components (content, materials and activities) of the A1 program could be considered as subjects to be modified.

Furthermore, the findings of the present study are in harmony with Soruç's (2012) study on "Role of Needs Analysis in Language Program Renewal Process", which indicated that speaking materials, role-play, discussion, and presentation activities were perceived to be insufficient by the A1 students. Therefore, enriching classroom activities, particularly speaking, role-play, discussion and presentation activities was one of the most prominent suggestions that was made and emphasized in the study.

Additionally, the related findings are in accord with Yılmaz's (2004) study on "English Language Needs Analysis of Preparatory Class Students", which revealed that most students were unhappy with both the activities and the materials used in the listening and speaking classes. Specifically, the students complained about using the speaking, listening and pronunciation textbooks, which they found inefficient, instead of using audio-visual materials.

Finally, the findings supported one of the Posavac and Carey's (2003) 'four common types of program evaluation', which is 'evaluation of need'. According to this theory, identifying and measuring the unmet needs of an organization should be the primary aim in order to decide whether it is implemented as expected. Correspondingly, the findings of the current study revealed that particular needs in relation to content, materials and activities are identified as unmet needs.

5.1.3 Discussion of findings of RQ 3: The overall perceptions of the stakeholders about the potential problems experienced in the existing program.

The third and the last research question of this study attempted to identify the overall perceptions of the participating groups about the potential problems experienced in the existing program. The data were obtained qualitatively through semi-structured interviews in which all parties were asked to state the potential problems they experience in the existing program.

To begin with, the participants shared some problems related to the speaking skills not given much emphasis in the existing program along with the problems of pacing and element of joy. Particularly, they believed that while the reading, writing, listening skills together with grammar and vocabulary are emphasized sufficiently, the instruction of the speaking skills is underdone by the A1 program. Besides, the students believed that they should be engaged in more enjoyable activities and more time should be allocated to practice.

The findings of the current study were in accord with Lee's (2002) research study on "The Effectiveness of a Music-Based Curriculum". Specifically, as the current study's findings suggested, there should be integration of certain elements such as practice and element of joy which would lead to better learning.

Similarly, the findings were in harmony with Nam's (2005) study on "Perceptions of Korean College Students and Teachers about Communication-Based English Instruction: Evaluation of a College EFL Curriculum in South Korea", which indicated that the students perceive the texts and course materials to be dull and monotonous. Specifically, textbooks were expected to include more interesting materials such as songs and movies. Besides, the instructors put an emphasis on the absence of authenticity.

Considering all these problems, it is seen that there is a certain need to integrate the speaking skill thoroughly in the existing program by engaging students in more enjoyable activities. Besides, in order to provide students with the opportunity of more practice, the pacing problem should be taken into consideration.

To conclude, based on the perceptions of the stakeholders engaged in the A1 program, the current study is in accordance with the previous research (Kazar, 2013; Mede, 2010; Nam, 2005; Posavac & Carey, 2003; Yilmaz, 2004), which shed light on the fact that the programs should be designed according to the perceptions of the stakeholders. From this perspective, it could be said that there can be certain curricular component(s) that is underdone by educational programs and in order to identify and redevelop any of these curricular components, needs analysis should be applied while designing and evaluating a language program.

5.2 Pedagogical Implications

This study has both descriptive and practical implications for program evaluation. First of all, the results provided insights into the perceptions of the stakeholders engaged in the A1 program in relation to the four language skills, grammar, and vocabulary, as well as the effectiveness of content, activities and materials of the existing program. The results also delineated the potential problems experienced in the existing program. According to the findings gathered through the analysis of the questionnaires and semi-structured interviews, the perceptions of all the stakeholders related to their needs on the speaking skills, practice of the language, element of joy and pacing in the A1 program were clearly identified.

Specifically, the findings related to the contributions together with the problems of this particular program, can help and guide the upcoming program evaluation studies in terms of the identified needs of the stakeholders, such as putting emphasis on speaking skills, integration of practice with the element of joy and discussing the pacing problems in teaching-learning process. This can provide the upcoming language programs with a fostering perspective to evaluate existing language programs and/or design language programs by considering these pre-identified needs and outcomes in a language program.

5.3 Recommendations for Further Research

This study has several recommendations to be taken for consideration for further research. First of all, it is likely that the perceptions are believed to vary across contexts. Therefore, it is recommended to replicate the present study by evaluating similar programs offered by different English Preparatory Schools.

Second, based on the perceptions of all stakeholders, a further study could be conducted on textbook and material evaluation in A1 program.

Finally, different data collections instruments and data analysis procedures could be used with the same group of participants to investigate the effectiveness of this particular research design.

5.4 Conclusions

The results of this study indicated that the A1 program at the English Preparatory Program had generally a positive impact on the language development of the A1 level repeat students based on the perceptions of the stakeholders namely, students, EFL instructors, level coordinator and program administrator.

On the contrary, there were particular problems related to the speaking skills, pacing and element of joy. Specifically, more integration of the speaking skills, element of joy and pacing were the certain components, which should be taken into consideration with respect to the implementation of the program.

To conclude, aside from certain problems experienced in the existing program, the findings of this study indicate that the A1 program designed for the repeat students should be redeveloped based on the perceptions of all stakeholders, which will make the language teaching-learning process more effective in the following academic years.

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APPENDICES

A. Questionnaire

Dear Student,

I am pursuing my Master's degree in English Language Teaching Program at Graduate School of Educational Sciences, at a foundation (non profit, private) university in Istanbul, Turkey. The aim of my thesis is to evaluate the existing A1 program by doing an analysis of English language needs of A1 level repeat students at the preparatory classes of the School of Foreign Languages at a foundation (non profit, private) university in Istanbul, Turkey with the intention of being able to make needs-based curricular recommendations for the existing preparatory program.

This questionnaire has been prepared to serve as a data collection instrument for my study and your ideas are of utmost importance.

The questionnaire consists of three main parts. The first part aims to get some personal data which is important for the research, while the other parts attempt to identify your perceptions towards four language skills, grammar, and vocabulary and your perceptions about content, materials and activities offered by the existing program.

Frank and sincere answers that you are going to give will affect the results of the study positively. The information will be coded, remain confidential and used for research purposes only. I appreciate your cooperation and hope you will seriously consider taking part in this study. I will be happy to answer any questions. You can reach me via email address written below.

Thank you for your kind cooperation.

*Gamze Öner
gamze.onr@gmail.com*

PART I. Personal Information

This section includes personal information. Please tick () *the appropriate choice that applies to you.*

1. Gender

- Male
- Female

2. Age:

3. The department you are enrolled in currently:

- Faculty of Engineering and Architecture
- Faculty of Art and Sciences
- Faculty of Economics and Administrative Sciences
- School of Medicine
- Faculty of Education
- Other: (Please mention) _____

4. The proficiency level in the English Preparatory School

- A1 (Elementary)
- A2 (Pre-Intermediate)
- B1 (Intermediate)
- B2 (Upper- Intermediate)
- C1 (Advanced)

PART II. Evaluation of A1 Program

A. The Significance of Language Skills In The A1 Program

A1. This section includes statements regarding four language skills, grammar and vocabulary that are emphasized by the English Preparatory Program.

To what extent do you think importance is given to the development of the four language skills, grammar and vocabulary in the A1 program? Please tick () the appropriate choice that applies to you.

<i>Skills & Grammar - Vocabulary</i>	<i>Very Important</i>	<i>Important</i>	<i>Slightly Important</i>	<i>Unimportant</i>
1. Listening				
2. Speaking				
3. Reading				
4. Writing				
5. Grammar				
6. Vocabulary				

B. The Evaluation of the Effectiveness of Content, Materials and Activities of the A1 Program

This section investigates the effectiveness of content, materials, activities and assessment procedure of the A1 program.

B1. Content

To what extent do you think the content of the A1 program is effective? Please tick () the appropriate choice that applies to you.

<i>Content</i>	<i>Quite Efficient</i>	<i>Efficient</i>	<i>Slightly Efficient</i>	<i>Inefficient</i>
1. All courses are consistent with each other.				
2. Content provides information about departmental subjects.				
3. Content is incentive.				
4. Content is catchy.				
5. Content is enjoyable.				
6. Content is useful.				
7. Content mostly focuses on grammar.				
8. Content mostly focuses on the speaking skill.				
9. Content mostly focuses on the listening skill.				
10. Content mostly focuses on vocabulary learning.				
11. Content mostly focuses on the reading skills.				
12. Content mostly focuses on the writing skills.				
13. All courses are consistent with each other.				

B2. Materials

To what extent do you think the materials used in the A1 program are effective?
Please tick (☐) the appropriate choice that applies to you.

<i>Materials</i>	<i>Quite Efficient</i>	<i>Efficient</i>	<i>Slightly Efficient</i>	<i>Inefficient</i>
1. Reading texts				
2. Speaking materials				
3. Writing materials				
4. Listening Materials				
5. Online Materials				

B3. Activities

To what extent do you think the activities used in the A1 program are effective?
Please tick (☐) the appropriate choice that applies to you.

<i>Activities</i>	<i>Quite Efficient</i>	<i>Efficient</i>	<i>Slightly Efficient</i>	<i>Inefficient</i>
7. Filling in the blanks				
8. Lecturing				
9. Discussion				
1. Role-play				
10. Presentation				
2. Group work				
3. Pair work				
4. Games				
5. Question-Answer				
6. Matching				

B. Semi-Structured Interviews

B1. Interview Questions for Students

1. What are your general opinions about the language skills emphasized in the A1 Program? Briefly discuss.
2. To what extent do you think you are competent with the language skills emphasized in the A1 program? Briefly discuss.
3. What are your general opinions about the content of the A1 program? Briefly discuss.
4. To what extent do you think the content, materials and activities offered by the A1 program are sufficient? Briefly discuss.
5. In your opinion, what is the major goal of the A1 program? Briefly discuss.
6. To what extent do you think the A1 program meet your language and learning needs? Briefly discuss.
7. What are your general opinions about the A1 program? Briefly discuss.

B2. Interview Questions for EFL Instructors and Level Coordinator

1. What is your general opinion about the language skills that are emphasized in the English Preparatory Program? Briefly discuss.
2. What is your general opinion about the content of the English Preparatory Program? Do you think content, materials, and activities are sufficient and efficient for A1 level repeat students? Briefly discuss.
3. Do you think the English Preparatory Program meets A1 level repeat students' needs? Do you plan your lessons according to your students' needs? Briefly discuss.
4. In your opinion, what are the goals of the English Preparatory Program for A1 level repeat students? Briefly discuss.
5. What strengths do you see in the English Preparatory Program prepared for A1 level repeat students? Briefly discuss.

6. What deficiencies, if any, do you see in the English Preparatory Program prepared for A1 level repeat students? Briefly discuss.

B3. Interview Questions for the Program Administrator

1. What is your general opinion about the language skills that are emphasized in the A1 program? Briefly discuss.
2. What is your general opinion about the content of the A1 program? Do you think content, materials, and activities are sufficient and efficient for A1 level repeat students? Briefly discuss.
3. In your opinion, what is the major goal of the A1 level program for A1 level repeat students? Briefly discuss.
4. What strengths do you see in BAU English Preparatory Program prepared for A1 level repeat students? Briefly discuss.
5. What deficiencies, if any, do you see in BAU English Preparatory Program prepared for A1 level repeat students? Briefly discuss.

C. CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: Öner, Gamze

Nationality: Turkish (TC)

Date of Birth and Place of Birth: 29 January 1988, Marmaris

Marital Status: Single

Phone: +90 5317988818

E-mail: gamze.onr@gmail.com, gamze.oner@bau.edu.tr

EDUCATION

Degree	Institution	Year of Graduation
MA	Bahcesehir University	2015
BS	Middle East Technical University	2011
High School	Marmaris Sabancı High School	2006

WORK EXPERIENCE

- September 2014- January 2015 : EFL Teacher in Bahçeşehir Preparatory School, Istanbul
- September 2013-June 2014: EFL Teacher in American Cultural Association Language Schools, Istanbul
- October 2012-April 2013: EFL Teacher in British Culture Language Schools, Istanbul

FOREIGN LANGUAGES

- English :Advanced (Oral&Written)
- French :Beginner

HOBBIES

- Interests: photography, reading, world cinema, fashion

D. TURKISH SUMMARY

ÖZET

TÜRK BİR ÜNİVERSİTENİN HAZIRLIK OKULUNDAKİ A1 DÜZEYİNİ DEĞERLENDİRME: ÖRNEK OLAY İNCELEMESİ

1. Giriş

Dil öğrenme ve öğretim süreci, dilin doğasından ve öğretim yöntemlerinden ziyade öğrenci odaklı bir rota izlemeye başlamıştır. Buna bağlı olarak, müfredat değerlendirmesi eğitim programlarını geliştirmede en önemli odak noktası haline gelmiştir. Bu değerlendirmeler, programın nasıl işlediğini ve öğrencilerin dil ve öğrenme ihtiyaçları açısından etkililiğini ve yeterliliğini anlamaya odaklanmaktadır.

Türkiye’de İngilizce eğitim veren üniversitelerin çoğunlukta olmasından dolayı, yoğunlaştırılmış İngilizce eğitimi ihtiyacı birçok hazırlık programının temel odak noktasıdır. Özellikle, bu üniversitelerin misyonlarına bakıldığında, öğrencilerin fakülte derslerini takip ederken yeterli bir dil seviyesine sahip olmalarını ve İngilizce’yi profesyonel hayatlarında etkili bir şekilde kullanmalarını sağlamak hedeflenmiştir. Söz konusu ortak hedefler, belirli bir müfredatın ne ölçüde öğrencilerin ihtiyaçlarını karşıladığının incelenmesine olanak sağlamaktadır.

Bu noktada, bu değerlendirme sürecinin belirli aralıklarla tekrarlanması gerektiği belirtilmelidir. Bunun nedeni ise genel olarak eğitimle ilgili ihtiyaçların zaman içerisinde değişiklik göstermesidir. Müfredat değerlendirmede öncelikli adım ihtiyaç analizinin uygulanmasıdır. Bu adım öğrencilerin de müfredatla ilgili verilecek kararlarda, ihtiyaçları yönünde bu kararlara dahil olmalarını sağlamaktır.

Buna bağlı olarak, bu araştırma, İngilizce eğitim veren bir üniversitedeki hazırlık okulu başlangıç düzeyi aynı yılı tekrar eden öğrencilerinin algılarına bağlı olarak programın etkililiğini ve yeterliliğini sorgulamayı ve elde edilen bulgulara dayanarak bazı müfredatla ilgili önerilerde bulunmayı amaçlamıştır.

2. Alan Yazım Tarama

Program değerlendirme alanında İngilizcenin ikinci dil (Lee, 2002; Marcinkoniene, 2005; Nam, 2005; Yıldız, 2004) ve/ya yabancı dil (Gerede, 2005; Kazar, 2013; Mede, 2010; Muşlu, 2007; Özkanal, 2009; Sarı, 2003; Soruç, 2012; Yılmaz, 2004) olarak öğretildiği şartlarda birçok çalışma yapılmıştır.

Öncelikle, Lee (2002) müzik odaklı İngilizce öğretmeyi hedefleyen bir müfredatın etkililiğini, aileleri Amerikan olan ve evlat edinilmiş 10 çocuk ile değerlendirmeyi amaçlamıştır. Elde edilen veriler, katılımcı öğrencilerin müzik ve dil becerilerinin yanı sıra kültürel farkındalık alanında da önemli bir gelişim göstermiştir.

Bir diğer araştırmada Yıldız (2004) Belarus'taki Minsk Dilbilimleri Üniversitesi'nde yabancı öğrenciler için hazırlanmış bir Türk Dili Öğretim Programı'nı değerlendirmiştir. Çalışmanın amacı, programın güncel ve arzu edilen sonuçları arasındaki farklılıkları tespit etmektir. Çalışmaya bağlı veri analizi göstermiştir ki, var olan program öğrencilerin ihtiyaçlarını kısmen karşılamaktadır.

Marcinkoniene'nin (2005) çalışmasında ise, Kaunas Teknoloji Üniversitesi'ndeki müfredat ve dil edinimi, eğitimsel değerlendirme geleneklerinin teorik alt yapısı, derse dayalı yönleri ve değerlendirme kriterleri göz önünde bulundurulurken vurgulanmıştır. Öğrencilerin beklentilerini, başarılarını, programa olan yaklaşımlarını ve materyallerin rolünü değerlendirmek amacıyla 234 öğrenciye uygulanan anket ile elde edilen veriler katılımcı öğrencilerin daha eleştirel ve teşvik edilmiş olmalarına, öğretmenlerin ise değerlendirme çalışmalarının önemini fark etmelerine yardımcı olmuştur.

Son olarak, Nam (2005), Pusan Ulusal Üniversitesi'ndeki bir İngilizce programını değerlendirerek iletişime dayalı İngilizce öğreniminin gelişimini ortaya çıkarmayı amaçlamıştır. Araştırmanın sonuçları, yeni müfredatın etkililiğiyle ilgili öğrencilerin genellikle olumsuz yaklaşımlar ortaya koymalarına rağmen, öğretmenlerin daha olumlu yaklaşımlarda bulunduğunu göstermiştir.

Daha önce de belirtildiği gibi, İngilizcenin yabancı dil olarak öğretildiği şartlarda yapılan değerlendirme çalışmalarının yanı sıra, ikinci dil olarak öğretildiği şartlarda da birçok farklı araştırma yapılmıştır.

Öncelikle, Sarı (2003), 230 öğrenci, 25 doktor ve 7 öğretmen ile Gülhane Tıp Fakültesi'nde uygulanan bir İngilizce öğrenim programını değerlendirmiştir. Veriler, öğrencilere uygulanan 2 anket ve bu iki anketin yapılandırılmış görüşme formatında öğretmenlere uygulanmasının yanı sıra, yine doktorlarla yürütülen yapılandırılmış görüşmeler ve öğrencilerden elde edilen yazılı raporlardan elde edilmiştir. Sonuçlar, okuma ve konuşma becerilerinin öncelikli beceriler olduğunu göstermiştir. Bunun yanı sıra, ortak dil hedefleri; tıbbi materyalin çevirisi, yabancılarla iletişim, yurt dışı görevde bulunma ve dersleri takip etme olarak rapor edilmiştir.

Bu çalışmaya ek olarak, Soruç (2012) İstanbul'daki bir İngilizce hazırlık okulunu incelemeyi amaçlamıştır. Buna paralel olarak, müfredatla ilgili önerilerde bulunmak amacıyla yeni yollar ve mantıksal açıklamalar sunmuştur. Çalışmanın verileri, bir ihtiyaç analizi anketi ve programda yer alan bir dizi öğrenci ile yapılan görüşmelerle elde edilmiştir. Araştırmanın sonuçları, programın öğrencilerin dil becerileri açısından tatmin edici olduğunu işaret etmiştir. Bunun yanı sıra, müfredat ile ilgili önerilerde bulunma ve dil programlarını planlama aşamasında ihtiyaç analizinin çok önemli bir rolü olduğu sonucuna varılmıştır.

Farklı bir çalışmada ise Yılmaz (2004), Gaziosmanpaşa Üniversitesi'ndeki gönüllü hazırlık sınıflarının İngilizce dil ihtiyaçlarını ve bu sınıfların İngilizce dil ihtiyaçlarının ne ölçüde karşılandığını belirlemeyi amaçlamıştır. Bu çalışmaya, 40 öğrenci, 81 mezun öğrenci, 7 öğretmen ve program yöneticisi katılmıştır. Veri araçları, 3 farklı anket ve yapılandırılmış görüşmelerden oluşmaktadır. Araştırmanın sonuçları, belirli alanların iyileştirilmesi gerektiğini göstermiştir. Bunlardan bazıları, materyal ve farklı öğretim metotlarının yetersizliği olarak tespit edilmiştir. Ayrıca, programın konuşma ve dinleme becerileri yönünden zayıf olduğu düşünülmektedir.

Gerede (2005), Anadolu Üniversitesi'ndeki Yoğunlaştırılmış İngilizce Programı'nda uygulanan müfredat yenilenmesi projesinin sonuçlarını değerlendirmiştir. İngilizce eğitim verilen 5 bölümden, 2004 yılında eğitim almış 135 birinci sınıf öğrencisi ve aynı bölümlerden 2005 yılında eğitim almış 129 birinci sınıf öğrencisi bu çalışmanın katılımcılarıdır. Anketler ve yarı yapılandırılmış görüşmeler ise çalışmanın veri toplama araçlarını oluşturmaktadır. Hangi müfredatın öğrencilerin dil ihtiyaçlarıyla buluşması açısından daha iyi olduğunu belirlemek amacıyla elde edilen veriler karşılaştırılmıştır. Buna bağlı olarak, sonuçlar, iki müfredat arasında

öğrencilerin dil ihtiyaçlarının karşılanması açısından önemli farklılıklar olduğunu göstermiştir.

Bu çalışmalara ek olarak, Mede (2010), İngilizce eğitim veren bir üniversitenin hazırlık programını yeniden geliştirmeyi ve değerlendirmeyi amaçlamıştır. Çalışmasının ilk bölümüne ait olan bulgular, bir program geliştirmedeki en önemli adımın öğrencilerin dil ihtiyaçlarının belirlenmesi olduğunu ortaya çıkarmıştır. Çalışmanın ikinci bölümü olan program değerlendirme bölümünde ise özel olarak geliştirilen Dil Hazırlık Programı'ndaki aday öğretmenlerin algılanan dil ihtiyaçlarının, beklenen öğrenme ihtiyaçlarının ve dört dil becerisi ile ilgili performanslarının yüksek ölçüde karşılanmakta olduğu görülmüştür.

Farklı bir araştırmada, Anadolu Üniversitesi Yabancı Diller Okulu'nun yazma becerisi müfredatını değerlendirmeyi amaçlayan Muşlu (2007), materyal, süreç odaklı yaklaşım, günlük yazma, portfolyo, proje hazırlama ve yazı yarışmalarına odaklanmıştır. Bu çalışmanın katılımcıları üniversitedeki farklı dil seviyelerine eğitim veren, 48 yazı becerisi dersi öğretmeninden oluşmaktadır. Belirtilmelidir ki, çalışmada kullanılan anket, yazı becerisi müfredatına ilişkin görüşlerini belirlemek amacıyla yalnızca öğretmenlere uygulanmıştır. Bu konuya istinaden, daha fazla görüş elde etmek için ayrıca öğretmenlerin %40 ını oluşturanlar ile yarı yapılandırılmış görüşmeler yapılmıştır. Sonuçlar ise, ders kitapları ve ek materyaller ile ilgili bazı sorunların olduğunu ortaya çıkarmıştır.

Özkanal (2009) ise, Eskişehir Osmangazi Üniversitesi İngilizce Hazırlık Programı'nı değerlendirmeyi amaçlamış ve yeni bir hazırlık programı modeli önermiştir. Veri toplama araçları, 354 öğrenciye (mevcut ve mezun öğrenciler) ve 27 öğretmene uygulanan iki anket ve bu katılımcılarla yapılan görüşmelerdir. Çalışmanın sonuçları, teknik İngilizcede üzerinde durulması gereken ciddi sorunlar olduğunu göstermiştir.

Son olarak, Kazar (2013), bir vakıf üniversitesinin Güzel Sanatlar Fakültesi'nde verilen Özel Amaçlı İngilizce Programı'ndaki öğrencilerin öğrenme ve hedef ihtiyaçlarını incelemiştir. Bu çalışmaya, 59 öğrenci ve 6 öğretmen katılmıştır. Öğrencilerin öğrenme ve hedef ihtiyaçları algılarını belirlemek amacıyla çalışmanın verileri bir ön-ihtiyaç analizi anketi ve yarı yapılandırılmış görüşmelerle elde edilmiştir. Araştırmanın sonuçları, program içeriğini tanımlamak amacıyla, Özel

Amaçlı İngilizce Programı'nın öğrencilerin bahsedilen ihtiyaçlarına odaklanması gerektiğini ortaya çıkarmıştır.

Program değerlendirme alanında yapılan bu alan yazım tarama çalışmalarının ışığında, hem ikinci dil hem de yabancı dil öğretim ve öğrenim sürecinde değerlendirmenin en önemli öğelerden biri olduğu açıkça görülmektedir. Bunun yanı sıra, bu öğe temelde ve öncelikli olarak öğrencilerin ihtiyaçlarına paralel ve sürekliliği olan bir süreç olmalıdır. Mutlak gelişim ve daha iyi bir eğitim kalitesi için her eğitimci değerlendirme sürecinin bir parçası olarak bu süreçte yer almalıdır.

2. Yöntem

Bu çalışmanın amacı, İstanbul'da İngilizce eğitim veren bir üniversitedeki hazırlık okulu başlangıç düzeyi aynı yılı tekrar eden öğrencilerinin algılarına paralel olarak programın etkililiğini ve yeterliliğini sorgulamak ve elde edilen bulgulara dayanarak bazı müfredat ile ilgili önerilerde bulunmaktır. Tez araştırma soruları;

1. Öğrencilerin, öğretmenlerin, seviye koordinatörünün ve program yöneticisinin A1 programında verilen 4 dil becerisinin, dilbilgisinin ve kelime bilgisinin gelişiminin önemine yönelik genel algıları nelerdir?

2. Tüm katılımcı grupların A1 programının aşağıda verilen boyutlarının etkililiğine yönelik genel algıları nelerdir?

a. İçerik

b. Materyaller

c. Aktiviteler

3. Tüm katılımcı grupların var olan A1 programında deneyimlenen potansiyel problemler hakkındaki genel algıları nelerdir?

3. Evren, Örneklem ve Çalışma Grubu

Bu çalışmada, yabancı dil olarak İngilizce öğrenen 47 başlangıç (A1) seviye aynı yılı tekrar eden Türk öğrenci, bu seviyeye ders vermekte olan 5 Türk okutman, 1 seviye koordinatörü ve 1 program yöneticisi yer almıştır. Bu araştırma, İstanbul'da bulunan bir vakıf üniversitesinin İngilizce hazırlık okulunda yapılmıştır.

3.1 Verilerin Toplanması

Araştırmanın ilk sorusu için hem nicel hem de nitel veri toplama araçları kullanılmıştır. Nicel veriler için öncelikle, Özkanal'dan (2009) adapte edilen bir anket 47 A1 seviyesi aynı yılı tekrar eden öğrencilere uygulanmıştır. Anket sonuçları, öğrencilerin algılarını ölçmek amacıyla, SPSS'e girilmiş ve her bir madde için ortalama ve standart sapma alınmıştır.

Nicel verilerin güvenilirliğini garantilemek için, anketteki sorularla bağlantılı sorulardan oluşan, yarı yapılandırılmış bir görüşme hazırlanmış ve 6 öğrenci, 5 okutman, 1 seviye koordinatörü ve 1 program yöneticisi ile birebir görüşmeler yapılmıştır. Bunun sonucunda elde edilen nitel veriler, içerik analizi yöntemiyle incelenmiştir.

Öğrencilerin, öğretmenlerin, seviye koordinatörünün ve program yöneticisinin A1 programındaki içeriğin, materyallerin ve aktivitelerin etkililiğine yönelik genel algılarını bulmayı hedefleyen, araştırmanın ikinci sorusu için, yine söz konusu ankette elde edilen verilerin SPSS aracılığı ile sağlanan ortalama ve standart sapma sonuçlarından yararlanılmıştır. Aynı şekilde, nicel verilerin güvenilirliğini garantilemek için, 6 öğrenci, 5 okutman, 1 seviye koordinatörü ve 1 program yöneticisi ile yapılan yarı yapılandırılmış görüşmelerin içerik analizi yöntemiyle incelenmesiyle elde edilen nitel verilerden yararlanılmıştır.

Son olarak, tüm katılımcıların A1 programında deneyimlenen potansiyel problemler hakkındaki genel algılarını belirlemeyi hedefleyen üçüncü soru için, söz konusu yarı yapılandırılmış görüşmelerin, içerik analizi yöntemiyle incelenmesiyle elde edilen nitel verilerden yararlanılmıştır.

3.2 Sınırlama ve Sınırlandırmalar

Katılımcıların ağır iş yükünden ve zaman kısıtlamalarından dolayı, araştırmacı veri toplama araçlarını anket ve yarı-yapılandırılmış görüşmelerle sınırlandırmak zorunda kalmıştır. Bu yüzden, verilerin güvenilirliğini arttırmak için, gözlem gibi farklı bir veri toplama aracı dahil edilebilir.

Dışarıdan dahil olan ve değerlendirmeye katkı sağlayacak bir kişinin eksikliği çalışmanın diğer bir sınırlandırması olarak gösterilebilir. Böyle bir kişinin dahil edilmesi çalışmaya yeni bir boyut ekleyebilir.

Buna ek olarak, hedef grup A1 seviyesi aynı yılı tekrar eden öğrencilerden oluşmaktadır. Çalışmanın yeni başlayan öğrenciler ile yapılması farklı sonuçlar ortaya çıkarabilir.

Son olarak, örneklem sayısının küçüklüğünden dolayı, çalışmanın bulguları farklı İngilizce Hazırlık Okullarındaki hazırlık programlarına genellenemeyebilir.

4. Bulgular

Araştırmanın A1 programındaki dört dil becerisi ile birlikte dil bilgisi ve kelime bilgisinin gelişimine verilen önem ile ilgili öğrencilerin, öğretmenlerin, seviye koordinatörünün ve yöneticinin algılarını öğrenmeyi amaçlayan çalışmanın ilk sorusu için hem nicel veri hem de nitel veri toplama yöntemleri kullanılmıştır. Anket ve yarı yapılandırılmış görüşmeler ile elde edilen veriler sonucunda A1 programındaki konuşma becerilerinin vurgulanması gerektiği ortaya çıkmıştır. Başka bir deyişle, öğrencilerin konuşma aktiviteleri ile daha fazla iç içe olmaları dili daha rahat bir şekilde kullanmalarını sağlayacaktır.

Dört katılımcı grubun A1 programının içeriği, aktiviteleri ve materyallerinin etkiliği ile ilgili algılarını belirlemeyi amaçlayan araştırmanın ikinci sorusu için aynı şekilde hem nicel veri hem de nitel veri toplama yöntemleri kullanılmıştır. Anket ve yarı yapılandırılmış görüşmeler ile elde edilen veriler sonucunda katılımcıların programın içeriğini etkili buldukları ortaya çıkmıştır. Programın içeriğiyle alakalı dikkat çekilmesi gereken tek öge ise konuşma becerisi olarak gösterilmiştir. Programda kullanılan materyaller ile ilgili veri sonuçları ise materyallerin katılımcılar tarafından etkili ve yeterli bulunmasına rağmen, sadece konuşma becerisi ile ilgili materyallerin daha fazla entegre edilmesi gerektiğini göstermiştir. Son olarak, programdaki aktiviteler ile ilgili veri sonuçları aktivitelerin yeterli fakat daha eğlenceli olması gerektiğini göstermiştir.

Araştırmanın A1 programındaki potansiyel problemleri ile ilgili katılımcıların algılarını sorgulayan son sorusu için yalnızca nitel veri toplama yöntemi

kullanılmıştır. Yarı yapılandırılmış görüşmeler ile elde edilen veriler sonucunda öğrencilerin daha eğlenceli aktivitelerle iç içe olmalarını sağlayarak konuşma becerilerinin vurgulanması gerektiği ortaya çıkmıştır. Son olarak, elde edilen veriler öğrencilere daha fazla alıştırma yapma olanağı sağlamak amacıyla programın hızıyla ilgili sorunların tekrar gözden geçirilmesi gerektiğini göstermiştir.

5. Tartışma ve Sonuçlar

Elde edilen bulgulara göre, A1 seviyesi aynı yılı tekrar eden öğrenciler okuma, yazma, dinleme becerileri ile dilbilgisi ve kelime bilgisi açısından kendilerini yeterli görmelerine rağmen konuşma becerilerinin söz konusu programda daha fazla vurgulanması gerektiğini ifade etmişlerdir. Yarı yapılandırılmış görüşmelerin sonuçları, anket sonuçlarını destekler nitelikte olup, tüm katılımcılar benzer görüşler paylaşmış ve söz konusu becerilerin vurgulanması gerektiğini belirtmişlerdir. Bu durum, Yılmaz (2004) ve Kazar (2013) tarafından yapılan çalışmalarla da paralellik göstermektedir.

Bunun yanı sıra, programın içeriği, kullanılan materyaller ve aktiviteler tüm katılımcılar tarafından etkili ve yeterli görülürken, katılımcılar konuşma becerileri ve aktivitelerin daha eğlenceli olması ile ilgili öğelerin programda daha çok vurgulanması gerektiği konusunda hemfikir olmuşlardır. Bu durum, Cronbach'ın (1991) değerlendirme gereksinimi yaratan 3 karar teorisiyle uyum içindedir. Ek olarak, bu durum, Soruç (2012) tarafından yapılan çalışmayla da paralellik göstermektedir.

Son olarak, söz konusu programdaki potansiyel sorunlarla ilişkili olarak tüm katılımcılar konuşma becerilerinin yeterince vurgulanmadığını, programın işleyiş hızını ve aktivitelerin eğlence öğesinden yoksun olmasını belirtmişlerdir. Bu durum, Lee (2002) ve Nam (2005) tarafından yapılan çalışmalarla da paralellik göstermektedir.

Gelecekte benzer araştırmalar yapılması durumunda, aşağıdaki noktalar göz önünde bulundurulabilir.

Öncelikle, öğrencilerin dil ve öğrenme algılarının farklı durumlarda değişiklik göstermesi muhtemeldir. Bu yüzden, çalışma benzer programları değerlendirilerek tekrarlanabilir.

Buna ek olarak, çalışmadaki katılımcıların algıları göz önünde bulundurularak, A1 programındaki kitapları ve materyalleri değerlendirmek amacıyla yeni bir çalışma yapılabilir.

Son olarak, araştırma planının etkililiğini incelemek amacıyla, aynı araştırma, aynı grup katılımcılarla, farklı veri toplama araçları ve veri analiz etme yöntemleri kullanılarak tekrarlanabilir.