**REPUBLIC OF TURKEY**
**YILDIZ TECHNICAL UNIVERSITY**
**DEPARTMENT OF FOREIGN LANGUAGES EDUCATION**
**MA IN FOREIGN LANGUAGES EDUCATION (ENGLISH)**

**MASTER'S THESIS**

# EVALUATION OF AN OPTIONAL ENGLISH PREPARATORY PROGRAM

**FATMA BETÜL TEMİZ**
**18708001**

**THESIS ADVISOR**
**ASSOC. PROF. DR. AHMET BAŞAL**

**İSTANBUL**
**2022**

**REPUBLIC OF TURKEY**
**YILDIZ TECHNICAL UNIVERSITY**
**DEPARTMENT OF FOREIGN LANGUAGES EDUCATION**
**MA IN FOREIGN LANGUAGES EDUCATION (ENGLISH)**

**MASTER'S THESIS**

# EVALUATION OF AN OPTIONAL ENGLISH PREPARATORY PROGRAM

**FATMA BETÜL TEMİZ**
**18708001**
**ORCID NO: 0000-0003-0940-3685**

**THESIS ADVISOR**
**ASSOC. PROF. DR. AHMET BAŞAL**

**İSTANBUL**
**2022**

**REPUBLIC OF TURKEY**
**YILDIZ TECHNICAL UNIVERSITY**
**DEPARTMENT OF FOREIGN LANGUAGES EDUCATION**
**MA IN FOREIGN LANGUAGES EDUCATION (ENGLISH)**

**MASTER'S THESIS**

# EVALUATION OF AN OPTIONAL ENGLISH PREPARATORY PROGRAM

**FATMA BETÜL TEMİZ**
**18708001**

**Date of Thesis Defense: 26.04.2022**

**The thesis has been approved unanimously.**

| | **Title Full Name** |
|---|---|
| **Thesis Advisor** | **: Assoc. Prof. Dr. Ahmet BAŞAL** |
| **Jury Member** | **: Assist. Prof. Dr. Betül BAL GEZEGİN** |
| **Jury Member** | **: Assist. Prof. Dr. Semin KAZAZOĞLU** |

**İSTANBUL**
**APRIL, 2022**

# ÖZ

## İSTEĞE BAĞLI BİR İNGİLİZCE HAZIRLIK PROGRAMININ DEĞERLENDİRİLMESİ

**Fatma Betül Temiz**

**Nisan, 2022**

İngilizce eğitim ülkemizde ve dünyada her geçen gün artan bir öneme sahiptir. Okullarda ve üniversitelerde verilen eğitimin kalitesi globalleşen dünyaya ayak uydurabilen bireyler yetiştirmede büyük rol oynamaktadır. Bu kaliteyi yakalamak için İngilizce öğretim programlarının değerlendirilmesi önemli ve gereklidir. Bu amaçla mevcut çalışmanın konusu olan isteğe bağlı bir İngilizce hazırlık programının değerlendirmesi BGSÜ (CIPP) modeli boyutları (bağlam, girdi, süreç ve ürün) kullanılarak yapılmıştır. Çalışmaya 247 hazırlık mezunu öğrenci, 77 hali hazırda hazırlıkta eğitim gören öğrenci ve 6 öğretim görevlisi katılmıştır. Çalışmada nicel yöntem benimsenmiş ve nitel veriler ile de tamamlayıcılık sağlanmıştır. Bu doğrultuda, öğrenciler araştırmacı tarafından geliştirilen CIPP ölçeğini tamamlamışlar ve açık uçlu sorulara cevap vermişler; öğretim görevlileri ile de yarı yapılandırılmış görüşmeler gerçekleşmiştir. Sonuçlar, katılımcıların çok büyük ölçüde programdan memnun olduğunu ortaya çıkarmıştır. Temel dil becerilerine yeterince değinildiği, programın öğrencilerin ihtiyaçlarına cevap verdiği ve gelecek çalışmalarına temel hazırladığı sonucuna ulaşılmıştır. Ayrıca, bazı geliştirmelere ihtiyaç duyulmuştur. Bağlam boyutunda kütüphane, laboratuvar ve bina gibi fiziksel koşulların iyileştirilmesi gerektiği, girdi ve süreç boyutunda hedef dil kullanımın artırılması, ürün boyutunda da konuşma becerisine önem verilmesi gerektiği görülmüştür. Programın isteğe bağlı olmasının öğrenciler üzerinde olumlu bir etkiye sahip olduğu da ortaya çıkan sonuçlar arasındadır. Daha etkili bir program için bazı öneriler sunulmuştur. Ayrıca geliştirilen ölçek istatistiksel olarak geçerli ve güvenilirdir. Ölçek araştırmacılar tarafından CIPP modeli ile İngilizce hazırlık programlarını değerlendirmek için kullanılabilir.

**Anahtar Kelimeler:** İngilizce öğretimi, İngilizce hazırlık programı, program değerlendirme, isteğe bağlı hazırlık programı, BGSÜ modeli.

## ABSTRACT

### EVALUATION OF AN OPTIONAL ENGLISH PREPARATORY PROGRAM

**Fatma Betül Temiz**

**April, 2022**

English education has growing importance in our country and the world. The quality of education in schools and universities plays a major role in raising individuals who can keep up with the globalizing world. Evaluation of English teaching programs is important and necessary to achieve this quality. To this end, the evaluation of an optional English preparatory program, which is the subject of the present study, was conducted using the CIPP (BGSU) model dimensions (context, input, process, and product). The participants of the study consisted of 247 preparatory graduate students, 77 preparatory students, and 6 lecturers. In the study, a quantitative method was adopted and complementarity was provided with qualitative data. Accordingly, students completed the CIPP scale developed by the researcher, and answered the open-ended questions. Semi-structured interviews were also conducted with the lecturers. The results revealed that the participants were substantially satisfied with the program. It was concluded that the basic language skills were adequately addressed, the program responded to the needs of the students, and laid the groundwork for their future studies. Also, some improvements were needed based on the CIPP dimensions. It has been seen that physical conditions such as a library, laboratory, and building should be improved (context dimension), the use of target language should be increased ( input and process dimension), and speaking skills should be given importance ( product dimension). It is also among the results that the optional nature of the program has a positive effect on students. Some suggestions for a more effective program are presented. In addition, the developed scale is statistically valid and reliable. We believe that the scale can be used by researchers to evaluate English preparatory programs with the CIPP model.



**Key Words:** English teaching, English preparatory program, program evaluation, optional preparatory program, CIPP model.

**ACKNOWLEDGMENT**

This postgraduate period was with ups and downs for me but thankfully some people made this process easier. First of all, I would like to express my deepest gratitude to my dear esteemed advisor, Ahmet Başal. I don't know if I could have finished this study without your support. You picked me up every time I stumbled, you always encouraged me to work. You were there 24/7 whenever I needed you. Thank you for believing in me.

I would like to thank all my students who participated in the study. I would like to thank my school and university administration for their support to conduct this study. Also, big thanks go to my colleagues who contributed to my work with their insightful comments. In particular, I would like to thank Eylem Oruç for her academic assistance and Kadir Berk for his technical support.

And of course, my dear family who are with me in every difficult moment. I thank and praise Allah for having you in my life. My father İsmail Kaplan who always encourages me to try new things, my mother Menekşe Kaplan who is the source of joy in the family, and my sister Zeynep Kaplan. You're my little sister but I learn a lot from you. And thank you my dear husband Yunus Emre, who was involved in my life during this process, for his endless love and support.

İstanbul, April 2022 Fatma Betül Temiz

## TABLE OF CONTENTS

**ÖZ** ..... **iii**
**ABSTRACT** ..... **iv**
**ACKNOWLEDGMENT** ..... **v**
**TABLE OF CONTENTS** ..... **vi**
**LIST OF TABLES** ..... **ix**
**LIST OF FIGURES** ..... **x**
**ABBREVIATIONS** ..... **xi**

**1. INTRODUCTION** ..... **1**
1.1. Background of the Study ..... 1
1.2. Statement of the problem ..... 3
1.3. Purpose of the study ..... 5
1.4. Research Questions ..... 6
1.5. Significance of the study ..... 7

**2. LITERATURE REVIEW** ..... **8**
2.1. Program Evaluation ..... 8
2.2. Needs and Aims for Program Evaluation ..... 11
2.3. Program Evaluation Approaches ..... 12
2.4. Stufflebeam's Context, Input, Process, Product (CIPP) Evaluation Model ..... 13
2.4.1. Context Evaluation ..... 13
2.4.2. Input Evaluation ..... 14
2.4.3. Process Evaluation ..... 15
2.4.4. Product Evaluation ..... 15
2.5. Program Evaluation Studies in English Language Teaching ..... 16
2.5.1. Studies Conducted Abroad ..... 16
2.5.2. Studies Conducted in Turkey ..... 21

**3. METHOD ..... 29**
3.1. Research Design ..... 29
3.2. Participants ..... 31
3.3. Setting ..... 35
3.4. Data Collection Tools ..... 37
3.4.1. CIPP English Preparatory Program Evaluation Scale ..... 37
3.4.2. Open-ended questions ..... 38
3.4.3. Interviews ..... 38
3.5. Data Collection Procedures ..... 39

**4. FINDINGS ..... 42**
4.1. Quantitative Findings ..... 42
4.1.1. Reliability and Validity of the Scale ..... 42
4.1.1.1. Item Analysis ..... 42
4.1.1.2. Factor Structure of the Developed Scale ..... 43
4.1.1.3. Reliability of the CIPP English Preparatory Program Evaluation Scale ..... 45
4.1.2. Research Question 1 ..... 45
4.1.2.1. Descriptive Analysis of Perceptions towards CIPP Components at Dimension Level ..... 45
4.1.2.2. Prep-graduates' views on CIPP Dimensions ..... 47
4.1.2.3. Current Students' Views on CIPP Dimensions ..... 54
4.1.3. Research Question 2 ..... 61
4.1.4. Research Question 3 ..... 61
4.1.5. Research Question 4 ..... 63
4.1.5.1. Context Dimension ..... 64
4.1.5.2. Input Dimension ..... 64
4.1.5.3. Process Dimension ..... 65
4.1.5.4. Product Dimension ..... 66

4.2. Qualitative Findings ..... 67
4.2.1. Research Question 4 ..... 68
4.2.1.1. Prep-graduates' Perspectives ..... 68
4.2.1.2. Current Students' Perspectives ..... 71
4.2.1.3. Instructors' Perspectives ..... 73
4.2.2. Research Question 5 ..... 77
4.2.2.1. Prep-Graduates' Perspectives ..... 77
4.2.2.2. Current Students' Perspective ..... 81
4.2.2.3. Instructors' Perspective ..... 82

**5. DISCUSSION ..... 84**
5.1. Context Evaluation ..... 84
5.2. Input Evaluation ..... 86
5.3. Process Evaluation ..... 88
5.4. Product Evaluation ..... 90
5.5. Optionality of the Program ..... 91

**6. CONCLUSION ..... 94**
6.1. Summary of the Study and Conclusion ..... 94
6.2. Implications ..... 95
6.3. Limitations ..... 96
6.4. Recommendations for Further Research ..... 96

**REFERENCES ..... 98**

**APPENDICES ..... 106**
Appendix 1: Ethics Committee Approval ..... 106
Appendix 2: Research Permit ..... 107
Appendix 3: Turkish Version of the CIPP Scale for Prep Graduates ..... 108
Appendix 4: Turkish Version of the CIPP Scale for Current Students ..... 113
Appendix 5: Interview Questions for Instructors ..... 118

## LIST OF TABLES

**Table 1:** Research Design....30
**Table 2:** Demographic Characteristics of Prep-graduates....32
**Table 3:** Departments of Prep-graduates....33
**Table 4:** Demographic Characteristics of Current Students....34
**Table 5:** Departments of Current Students....34
**Table 6:** Demographic Characteristics of Instructors....35
**Table 7:** Textbooks for each level....36
**Table 8:** Evaluation Criteria....37
**Table 9:** Interview Schedule....40
**Table 10:** Results of Item Analysis....42
**Table 11:** Results of second-level factor analysis....44
**Table 12:** Descriptive statistics for CIPP components....45
**Table 13:** Prep-graduates' Views on Context....47
**Table 14:** Prep-graduates' Views on Input....49
**Table 15:** Prep-graduates' Views on Process....50
**Table 16:** Prep-graduates' Views on Product....53
**Table 17:** Current Students' Views on Context....54
**Table 18:** Current Students' Views on Input....56
**Table 19:** Current Students' Views on Process....57
**Table 20:** Current Students' Views on Product....60
**Table 21:** t-test Results for Education Status....61
**Table 22:** t-test Gender Results for Graduates....62
**Table 23:** t-test Gender Results for Current Students....62
**Table 24:** t-test Gender Results for All Participants....63
**Table 25:** Analysis of Context Dimension at Item Level....64
**Table 26:** Analysis of Input Dimension at Item Level....65
**Table 27:** Analysis of Process Dimension at Item Level....66
**Table 28:** Analysis of Product Dimension at Item Level....67

## LIST OF FIGURES

**Figure 1.** Scatter Diagram .....44
**Figure 2.** Averages of CIPP Components .....46

## ABBREVIATIONS

**CEFR** : Common European Framework of Reference for Languages

**CIPP** : Context, Input, Process, and Product

**EMI** : English Medium Instruction

**HEC** : Higher Education Council

**Prep** : Preparatory

**SPSS** : Statistical Package for Social Sciences

# 1. INTRODUCTION

*One language sets you in a corridor for life.*

*Two languages open every door along the way.*

*Frank Smith*

## 1.1. Background of the Study

The epigraph used at the beginning of this chapter by Frank Smith perfectly describes the importance of learning a language other than your own. English is now the global language and the language of communication all over the world that wide opens every door along the way. Learning and teaching English as a foreign language continues to be an increasingly important issue all over the world since it has become the primary language for international communication. As Seidlhofer (2008) stated in her article, the majority of English speakers today are non-native speakers of the language. In line with this, many countries put English education at the top of their educational agenda. It is therefore important for countries where English is not the mother tongue to develop effective foreign language education policies and improve the quality of English programs in educational institutions. This is a priority for many countries and accordingly, they invest time, energy, and money into achieving this goal and providing the best English language education to their young generations.

According to a project carried out by the University of Winnipeg, English language education is compulsory in 142 countries, and it is offered as an elective course in 41 countries (The University of Winnipeg, 2021). Although these numbers only show K-12 schools, the situation is also the case for higher education institutions. For a developing country like Turkey, raising generations who are competent in the English language can make a significant contribution to the country's economic and cultural development. Given the importance of English in everyday communication,

academia, business, and entertainment, such a policy for a developing country is evidence that it is on the right path to pursue its cultural and economic development.

Higher education institutions in Turkey are aware of the importance of English in the future career of their graduates and its indirect contributions to the country. In this regard, English medium instruction (EMI) has been implemented in many universities in Turkey as a way to raise proficient users of English. There has been a growing tendency towards EMI in recent decades since the language of academia, trade, and business is predominantly English. Students in these universities receive one-year intensive English education before they continue their majors. This compulsory one-year marathon is called "preparatory education" in the Turkish context. Great importance is attached to these programs since they prepare the students for their field of the study conducted with the English language. It is clear that without a proper and efficient English language education in their English preparation programs, the students cannot follow their lectures in their field of study.

For the students to become successful in their field of study, having a competent level of English is a must. In other words, the knowledge and competence of students in the English language play a key role in following the lectures and their content presented in the English language. Without sound English knowledge and competence, it would be difficult for the students to follow their lectures in their field of study. Therefore, the preparatory English programs not only teach English but prepare the students for their departments as well. For this reason, the English preparatory programs should provide the best opportunities to their students to learn English. For an English preparatory program to provide such opportunities, all of the components of the program should be rigorously planned and implemented.

As is known, no program is at its best and perfect functionality at the beginning, however carefully it has been designed and developed. The program needs a continuous development cycle to better serve the students, indicating a need for regular checks for its success and efficiency. Without these checks, it would be impossible for a program to function properly and provide the best experience for the students. In this context evaluation, a feeding mechanism for a program to achieve its objectives comes to the fore.

## 1.2. Statement of the problem

As is known, English has a dominant and preceding place for communication all over the world. It has become international communication (Phillipson, 2008). This reality increases the teaching and learning of English widespread in the educational systems (Crystal, 2012). Turkey as a developing country places considerable importance on learning and teaching English. In Turkey, English teaching starts with the 2nd grade of state primary schools. In terms of university education, English teaching has also been an integral part of all universities with differing amounts. According to the regulation published by the Higher Education Council of Turkey (HEC, 2016), it is possible to mention two types of foreign language education in Turkish universities: one is teaching a foreign language for the sake of teaching a language, the other is teaching it to receive education in that language. In its purpose statement for foreign language teaching and teaching in a foreign language, it is written as follows:

> ARTICLE 5 – (1) The purpose of foreign language teaching is to teach the students the basic rules of the foreign language, to develop their foreign language vocabulary, to be able to understand what they read and hear in a foreign language, and to express themselves orally or in writing; the purpose of teaching in a foreign language is to enable graduates of associate, undergraduate and graduate diploma programs to acquire foreign language proficiency in their fields.

English preparatory schools at universities have been founded to serve the purpose of equipping university students with English language competence in their fields of study. The growing interest in English because of global reasons mentioned above has led universities to offer EMI and more and more students start to learn English. However, universities need to meet the prerequisites to open a compulsory English education program. For instance, the faculties must ensure that the courses given in a foreign language in higher education institutions are given in this language by the instructors fluent in this language (HEC, 2016). Therefore, there are still a good number of universities whose medium of instruction is Turkish since they cannot meet the prerequisites stated in the foreign language education regulation by HEC.

The quality of English education in universities is of utmost importance. Here, the English preparatory programs have a key role in teaching English to the students since the quality of these programs is directly related to the success of the students. After the completion of these programs, students continue their education in English

in their field of study. To be successful in their programs, the English education they receive is intertwined with their success in their departments. Therefore, it is clear that English preparatory programs not only teach English to the students but also prepare them for their field of study. Any failures in the program translate to the failure of students in their departments. In the literature, numerous studies claim that language programs have been experiencing problems to equip students for their academic and professional lives (see Kırkgöz, 2009; Özkanal & Hakan, 2010). The English preparatory programs should therefore be in a search of perfection to serve their students. This perfection may come from the continuous effort to increase the effectiveness of the program through regular checks. In scientific terms, every English language preparatory program should regularly evaluate their effectiveness by conducting program evaluations to see whether the program works well and serve its purposes.

There is a large volume of published studies on the evaluation of English preparatory programs in literature. These evaluations are mainly either on compulsory English preparatory schools or a mix of compulsory and optional programs (Arap, 2016; Cengiz, 2019; Erdoğan, 2020; Eslek, 2019; Kuzu, 2020; Özdoruk, 2016, see literature review). Bilecik Şeyh Edebali University, the subject of this study, is one of those universities. None of the faculties in the university offer English medium education. Nonetheless, the School of Foreign Languages offers one-year intensive English education as optional, namely, there is no compulsory English preparatory education. Students choose to study in this one-year program voluntarily and still benefit from the opportunities to learn English. As opposed to the ones mentioned above, any failure in these programs will not lead to a failure in students' majors. As stated in the current regulation in the current regulation, "students can continue to associate, undergraduate or graduate programs, even if they are not successful in the foreign language exam held at the end of the second semester in the optional preparatory class" (HEC, 2016).

Although they are few, studies show both positive and negative aspects of optional English preparatory programs (Aydın et al. 2017; Özüdoğru, 2017; Şen-Ersoy & Kürüm-Yapıcıoğlu, 2015; Temur, 2013) such as motivation, met and unmet expectations, and the conduct of the courses from both students' and instructors' perspectives. These studies reveal the importance of program evaluation in optional English preparatory programs. In other words, people spend time, energy, and

money on these programs every year. From an institutions' perspective, there is a need for instructors, classes, and well-planned programs. From students' perspectives, they need to spend their first year just to learn a language, they need to buy books and spend money on accommodations and pay expenses for an extra year. While a substantial amount of time, money, and resources are directed to these programs, we must be sure of their quality, understand students' expectations, the program's aims and objectives, how they are implemented, and whether these expectations and objectives are met at the end of the program and know that they are worth all these efforts. From a more general perspective, "... contemporary concern over the allocation of scarce resources makes it more essential than ever to evaluate the effectiveness of social interventions" (Rossi et al, 2004, p. 28).

Since its foundation, the optional English preparatory program at Bilecik Şeyh Edebali University has not undergone any evaluation process. Although necessary changes and improvements have been made as a result of meetings at the end of each term and year, these changes and improvements have not depended on a systematic evaluation process. Evaluations to be effective should be made on firm ground with a sound evaluation framework otherwise the efforts to improve the program with such meetings mean leaving the program's effectiveness to chance. It is therefore an immediate and compelling need to carry out a comprehensive evaluation of the optional English preparatory program at Bilecik Şeyh Edebali University.

### 1.3. Purpose of the study

This study aims to evaluate the optional English preparatory program at Bilecik Şeyh Edebali University using Stufflebeam's CIPP (context, input, process, and product) model to see what works and what does not work in the program and determine if any comprehensive change and/or improvement is needed. The reason for using the model in the current study is that the CIPP model is said to fit the evaluation of educational programs (Chen, 2009). In line with this statement of Chen, its use is widely seen in educational program evaluation in the field (See literature review).

The program evaluated within the scope of this study accepts students who voluntarily want to study one-year intensive English. The primary purpose of the evaluation is to understand how effective the program is in terms of its components and delivery process, and secondly to offer solutions for the improvement. As

Bryson and Patton (2010) assert stakeholders of an evaluation are "*individuals, groups, or organizations that can affect or are affected by an evaluation process or its findings"* (p. 31. Italics in original text). Therefore, quantitative data is gathered from preparatory school graduates, existing students, and instructors. The data collected from students is of great importance as they constitute a large part of the stakeholders of the program. In addition, the experiences of the students who graduated from this program are also important in terms of evaluating the program because they have completed the program and had the opportunity to look at it from a more holistic perspective. Another source of data is the instructors who run the program. In addition to quantitative data, qualitative data is gathered via interviews with the participants. As Stufflebeam and Coryn (2014) state, evaluators should get information from various resources in various ways. In this way, triangulation of the data, which is an important point in evaluation studies, is ensured.

### 1.4. Research Questions

In line with the purposes mentioned above, the following research questions are formulated.

1. What are the perspectives of prep-graduates and current students in terms of context, input, process, and product of the existing English preparatory program?
2. Is there a significant difference between the perspectives of prep-graduates and current students in terms of context, input, process, and product of the existing English preparatory program?
3. Is there a significant difference between males and females in terms of context, input, process, and product of the existing English preparatory program?
4. What are the strengths and weaknesses of the program from the perspectives of prep-graduates, current students, and instructors?
5. What are the positive and negative aspects of the English preparatory program being optional from the perspectives of prep-graduates, current students, and instructors?

## 1.5. Significance of the study

This study is important in several respects. First of all, the preparatory program under investigation is a newly established (5-year-old) program and has not undergone any evaluation process before. This makes the current study which attempted to evaluate the English preparatory program important and necessary. Secondly, to the best of the researcher's knowledge, Bilecik Şeyh Edebali University School of Foreign Languages is one of the few universities in Turkey offering a completely optional English preparatory education. To make it clearer, the English preparatory program at the Bilecik Şeyh Edebali University accepts students voluntarily. Therefore, its aims and objectives are relatively different from other compulsory preparatory programs. This makes it important to be evaluated separately as a case study. Yet, there are still optional preparatory programs among Turkish universities in addition to their compulsory programs. This study can be an example to other programs and contribute to the small amount of literature about optional English preparatory programs. Finally, the potential contribution of this evaluation study is of importance in terms of the feedback it will provide to the students, instructors, and administrators of the institution.

## 2. LITERATURE REVIEW

*Evaluation is for making it work.*
*If it works ...*
*Notice and nurture.*
*If it doesn't work ...*
*Notice and change.*
(Brinkerhoff et al. 1983, p.i)

This chapter provides information about the definitions of program, evaluation, and program evaluation, program evaluation models, the dimensions of the model utilized in this study, English preparatory schools in Turkey, their contexts and purposes, and the need for evaluation.

### 2.1. Program Evaluation

To put some order into a confusingly many-sided issue such as program evaluation, it is important to pin down the exact definition of it. It would be good to first start with what evaluation is. However, it would be unrealistic to reach a precise definition of what evaluation is. Concisely, the Joint Committee on Standards for Educational Evaluation defined evaluation as "the systematic assessment of the worth or merit of some object" (Stufflebeam & Shinkfield, 1985, p. 3). Stufflebeam and Coryn (2014) expand this definition by stating that

> "evaluation is the systematic process of delineating, obtaining, reporting and applying descriptive and judgemental information about some object's merit, worth, probity, feasibility, safety, significance, and/or equity" (p. 14).

In this definition, the word "systematic" is of utmost importance. Any evaluation should be made systematically to serve whether the program works well and or poorly. This systematic evaluation would help the program developers to modify and/or improve the program. According to Fournier (2005) "evaluation is an applied inquiry process for collecting and synthesizing evidence that culminates in

conclusions about the state of affairs, value, merit, worth, significance, or quality of a program, product, person, policy, proposal, or plan" (p. 139-140). Kiely and Rea-Dickins (2005) shortly defines evaluation as "a form of enquiry, ranging from research to systematic approaches to decision-making" (p. 6). In a broader sense it is "about the relationships between different program components, the procedures and epistemologies developed by the people involved in programs, and the processes and outcomes which are used to show the value of a program – accountability – and enhance this value – development" (Kiely & Rea-Dickins, 2005, p. 5).

From these definitions of evaluation, it can be understood that evaluation is a systematic inquiry for reaching solid evidence about how good a system works.

It is not possible to continue without defining the program in a place where program evaluation is discussed. Fitzpatrick et al (2004) define it as "an ongoing, planned intervention that seeks to achieve some particular outcome(s), in response to some perceived educational, social, or commercial problem. It typically includes a complex of people, organization, management, and resources to deliver the intervention or services" (p. 8). According to the comprehensive definition provided by Joint Committee on Standards for Educational Evaluation (2010), a program is

- a set of planned systematic activities
- using managed resources
- to achieve specified goals
- related to specific needs
- of specific, identified, participating human individuals or groups
- in specific contexts
- resulting in documentable outputs, outcomes, and impacts
- following assumed (explicit or implicit) systems of beliefs (diagnostic, causal, intervention, and implementation theories about how the program works)
- with specific, investigable costs and benefits (Joint Committee, 2010, p. xxiv).

This definition can be summarized as in Newcomer et al.'s program definition which is "*a set of resources and activities directed toward one or more common goals, typically under the direction of a single manager or management team"* (2010, p. 5.; Italics in original text). Shortly, an education program can be defined as "a series of courses linked with some common goal or end product" (Lynch, 1997, p. 2).

Program evaluation, on the other hand, is described by Lynch (1997) as "the systematic attempt to gather information in order to make judgments or decisions" (p.2). These judgments and decisions can be used both to develop and improve the already properly working program or to avoid possible failures in the program. Similarly Brown (1995, p. 218) describes program evaluation 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." Tyler defines evaluation as "the process of determining to what extent the educational objectives are actually being realized" (1950, p. 69). Newcomer et al (2010) define it as

> "the application of systematic methods to address questions about program operations and results. It may include ongoing monitoring of a program as well as one-shot studies of program processes or program impact. The approaches used are based on social science research methodologies and professional standards" (p. 5-6).

Lastly, Rossi et al. (2004) define program evaluation as "the use of social research methods to systematically investigate the effectiveness of social intervention programs…" (p. 16). In most of the definitions of evaluation or program evaluation, the word "systematic" is preferred to be used. As discussed above, a systematic program evaluation serves the program developers what to do clearly to modify and/or improve the program. If this systematic program evaluation is missing, the evaluation can be considered unreliable and confusing for program developers. The systematic evaluation precisely pinpoints where the education program needs intervention and provides a roadmap to improve the program.

In this context, an education program is a system that must be evaluated to understand whether the system works properly. As the subject of this study is a language teaching program, it is better to finish this part with a definition from the Dictionary of Language Teaching and Applied linguistics.

> In **language programme evaluation**, evaluation is related to decisions about the quality of the programme itself and decisions about individuals in the programmes. The evaluation of programmes may involve the study of curriculum, objectives, materials, and tests or grading systems (Richards & Schmidt, 2010, p. 206, bolds in original text).

As seen from the definition, the language program evaluation involves the evaluation of every aspect of the program since although the language education program is a combination of many dimensions and can be seen as a whole, every dimension in the program should be evaluated to see whether the program needs improvement in any

dimension of it. In accordance with this definition and perspective, the current study addresses every dimension of the language program in question in the current research. When all the definitions above are considered together, some recurring terms appear, including systematicity, investigation, decision-making, worth and people and these can be accepted as the core values of program evaluation.

### 2.2. Needs and Aims for Program Evaluation

For any system to work properly, there should be some form of checking process. Evaluation can be seen as a mechanism synonymous with providing a satisfactory, leading, and guiding roadmap to the decision-makers. Program evaluation is a checking process for deciding the quality of a program. Without these checks, it is not possible to understand whether the program, regardless of how carefully and how well-designed it is, achieves the intended goals and aims it has at the beginning. Any education program must be evaluated regularly to keep it up-to-date (Farris, 1996). A regular education program evaluation is important for the program to function effectively. Through these regular checks, we learn from our mistakes and experience a continuous growth and development cycle to better the education program. Simply put, regular program evaluation is like learning on the go.

Evaluation of the program provides useful insights to the implementers of those programs. Moreover, it is suggested that those program evaluations also provide invaluable data sets for the program developers without which they could not know about the effectiveness of the program (Blomquist, 2003). These evaluations can assist in deciding required changes on a program and is a crucial data gathering effort for a program this data is also crucial in the decision-making process of that program (Nunan, 1991). Both in the development and implementation and improvement of an educational program, program evaluation is a must (Ornstein & Hunkins, 2018). It is therefore rational to state that program evaluation is and should be an integral and major component of any education program to improve and develop the education program by taking account of a huge variety of aspects in the program evaluation process. Without the evaluation of educational programs, it would be difficult for the program to function efficiently and healthily and we believe that even a perfect education program at the beginning may become ineffective and obsolete when it is not subjected to evaluation.

In terms of determining the effectiveness of a language teaching program, program evaluation is indispensable since it provides reliable information about the program (Richards, 2005) and should be done regularly (Peacock, 2009). The epigraph used at the beginning of this chapter by Brinkerhoff et al. (1983) perfectly describes the aim of an evaluation. Starting from this point of view, conducting a language teaching program evaluation is seeking to answer whether the program works. If it works, there is room for improving the program; if not, it opens windows of opportunities to see where the problems are and to take the necessary precautions to make the program function better. To illustrate it, an analogy would serve better. Language education programs are like the human body. It certainly needs regular check-ups to help find potential gaps in the program before they become a problem for all the stakeholders involved in the program.

### 2.3. Program Evaluation Approaches

In the field of program evaluation, different models have been developed over time. The differences in theoretical and ideological orientations and methodologies of the authors have led to many evaluation approaches. These differences also resulted in various data collection procedures, analyses, and interpretations of the data collected (Fitzpatrick et al, 2004). Although the concepts of approach and model are sometimes used for the same phenomenon, the approach is generally defined as a general way of revealing how and according to which a process should be organized (Demirel, 2020; Fitzpatrick et al, 2004; Stufflebeam, 2001). In addition to this, the categorization of the approaches varies according to the authors. For example, in his article Stufflebeam (2001) classifies 22 approaches under 4 categories, the first one being pseudo evaluation which does not produce valid findings. These are usually conducted for political purposes. Other categories are Questions and/or Methods-Oriented, Improvement/Accountability, and Social Agenda/Advocacy. According to Fitzpatrick et al. (2004, p. 123), evaluation approaches can be classified according to the criteria below:

- Approaches oriented to comprehensive judgments of the quality of the program or product
- Approaches oriented to characteristics of the program
- Approaches oriented to decisions to be made about the program

- Approaches oriented to participation of stakeholders.

It is not possible to mention all the approaches within the scope of this study; therefore, we refer to the relevant sources for the details (see Fitzpatrick et al, 2004; Stufflebeam, 2001; Stufflebeam and Coryn, 2014; Uşun, 2008) What is important here is that one should analyze the strengths and weaknesses of each approach/model according to their context, evaluation purpose, the needs of the stakeholders. Another way could be eclecticism in which evaluators can select and combine parts of approaches that are appropriate for them (Fitzpatrick et al, 2004).

### 2.4. Stufflebeam's Context, Input, Process, Product (CIPP) Evaluation Model

As Patton states "conducting an evaluation can be a heavy load. Evaluation models help with the heavy lifting" (2002, p. 169). They provide structure and draw a roadmap for the evaluators. Without a stable structure or framework for an education program evaluation, it would be difficult to evaluate a program effectively. The evaluation framework clearly shows the program evaluators how to conduct evaluation and what steps to take. It provides program evaluators with a clear roadmap and a guide with certainty. It is therefore important to use an evaluation framework when conducting an education program evaluation since it is key to evaluate the merit of the program in an organized manner and it helps the evaluators to know what to do in every step of the evaluation. In line with the purposes of this study, Daniel L. Stufflebeam's CIPP model was utilized.

The roots of the CIPP model date back to the 1960s. The model was initially implemented in U.S. public school projects but has continued to improve over the years. The creator of the model, Stufflebeam, states that the CIPP model offers "an ongoing effort to identify and correct mistakes made in evaluation practice, to invent and test needed new procedures, and to retain and incorporate especially effective practices" (Stufflebeam & Coryn, 2014, p. 310). It is a model that has been employed in a wide range of disciplines such as education, health care, business, government, and law. The dimensions of this model will be summarized shortly below.

#### 2.4.1. Context Evaluation

In context evaluation, as its name suggests, the context of a program, an institution, or a population is identified. The context evaluation includes identifying the

objectives, strengths, weaknesses, and most importantly needs of a program (Stufflebeam, 1983). Though it is often used interchangeably with needs assessment, it is wider than that because it also includes problems and opportunities in addition to needs. Evaluators can analyze past and existing documents, interview stakeholders, construct and apply surveys, conduct hearings and use diagnostic tests to have background information about the target population and understand their environment. Context evaluations could be employed to see what is needed to improve the program or to see whether an improvement effort has met the needs and objectives of the program (Stufflebeam, 2000).

### 2.4.2. Input Evaluation

The main purpose of the input evaluation is to assess whether a proposed intervention is worth doing without failing or at least wasting the resources. System capabilities such as barriers, constraints, and available resources are identified at this stage. After that, an evaluator can review the current program considering its needs and goals. This could be done by reviewing the literature, visiting exemplary programs, and consulting experts. Next, the evaluator decides whether a novel solution is needed. If such a need arises, alternative program strategies are examined (Stufflebeam, 1983; 2000). While examining, some questions should be taken into consideration. For example, do these strategies address the needs of the targeted beneficiaries?, is it a workable program plan? and is it appropriate to the budget? (Stufflebeam & Coryn, 2014). The advocate teams technique is especially applicable at this stage. These teams are given information about the objectives, needs, and specifications for the solution strategy. They come up with a solution strategy. Any promising proposal is rated and analyzed. Evaluators can choose one winning strategy or they can use the best parts of each solution. In the end, an appropriate procedural design is adopted (Stufflebeam, 1983; 2000). Another purpose of the input evaluation is to inform interested parties about why this approach was chosen and why. In this way, the accountability of the intervention is ensured (Stufflebeam & Coryn, 2014).

### 2.4.3. Process Evaluation

In the process dimension of this evaluation model, the main purpose is to check whether a plan is being carried out as planned and to what extent it is implemented (Stufflebeam, 1983). This is an ongoing process with periodical checks. It seeks answers to the question "Is it being done?" (Zhang et al, 2011). Another purpose is to provide supervision if an alteration is needed in the program plan since not every aspect of a plan is anticipated beforehand and there can also be some weaknesses during the implementation. A third objective is to check whether participants of the program, for example, instructors at a school, are carrying out their roles in the process of implementation (Stufflebeam, 2000). According to Stufflebeam (1983), the process evaluator is essential for a proper evaluation. Although administrators assign this role to the staff as their part of the job, he believes that one or more people should be assigned only for this purpose. The reason behind this is that process evaluation requires an ongoing review, feedback, and documentation. Firstly, the evaluator should review the work plans and any activities planned after an earlier evaluation. To this end, he/she could visit field sites, observe activities, review documents such as budgets, work plans, and minutes of meetings and interact with participants. A report could be prepared and if there are any, existing and possible problems are shared with the stakeholders. After feedback is given, the next feedback session is scheduled. As seen, process evaluation is an ongoing problem-solving process. All these records are useful for providing accountability and for the new staff who do not know what happened before and why the program is as it is today (Stufflebeam, 2000).

### 2.4.4. Product Evaluation

In the last dimension of the CIPP model, the purpose is to measure, interpret and judge what is being and has been achieved during and after the program (Stufflebeam & Coryn, 2014). The evaluator tries to answer the question "Did the project succeed?" (Zhang et al, 2011). This evaluation could be done at different stages. Interim findings may be reported as well as the end of program findings. A follow-up report could also be submitted to see if there are any long-term outcomes. The main objective is to demonstrate intended, unintended, positive, and negative outcomes and to decide whether the program has met the needs, whether it needs a change or it

should be terminated. A product evaluation is useful for deciding whether a program "is worth continuing, repeating or extending to other settings" (Stufflebeam & Coryn, 2014, p. 331). It is also valuable to relate the findings with the findings of the context, input, and process evaluations (Stufflebeam, 2000). There are many methods to conduct a product evaluation. Evaluators should use different techniques such as conducting interviews and surveys to have a thorough investigation of outcomes. Participants can write about how the program affected them and their work. Evaluators can also make comparisons between their current program achievements and the outcomes of similar programs (Stufflebeam, 1983). Stufflebeam (2000) also suggests conducting a goal-free evaluation which was developed by Scriven (1991). In this type of evaluation, the evaluator is free from tunnel vision by not learning the program's goals. He/she only assesses the program environment and investigates what happens and what outcomes are achieved.

Taking the components of the CIPP model together, it is a comprehensive evaluation framework. However, it is important to note that the model emphasizes that "evaluation's most important purpose is not only to prove but to improve" (Stufflebeam & Coryn, 2014, p. 336). So, the model's main function is to feed and guide the program under evaluation in terms of its quality.

### 2.5. Program Evaluation Studies in English Language Teaching

Evaluation studies are of great importance because language education is a field that requires constant renewal by its nature. Many studies in the literature confirm this. In particular, it is possible to see studies in which a whole language program is evaluated in thesis studies. It is also possible to find studies in which only a course, a skill, or a textbook is evaluated. In this part of the thesis, several recent studies about language program evaluation will be summarized.

#### 2.5.1. Studies Conducted Abroad

In his in-depth study, Kiely (2000) evaluated an EAP program in a British university. This was an innovative one being the evaluators themselves. In addition, it adapted naturalistic inquiry and ethnography as research design. It also showed how complex an evaluation process is and problematic and constructive at the same time. Data was collected through program documents, classroom observations, interviews, and focus

groups using the nominal group technique. The study showed that students and teachers had different program constructs. Strong students seemed to lead this process to their benefit. It resulted in some changes in the program too, such as vocabulary teaching. The study was a good example of how all stakeholders could have their say in an evaluation process.

A thought-provoking evaluation study was conducted by Williams (2007) in primary schools in Malawi. It was an evaluation of an extensive reading programme that was implemented by the Ministry of Education and funded by the Department of International Development. The results of the tests applied to students at the end of the project showed unexpected results, which is no improvement in reading ability in English. These tests compared 1995 students who had not participated in this programme and 1999 students who were part of this extensive reading program. In addition, classroom observations, interviews with students and teachers were other data sources. As a summative evaluation, the report showed that there were some factors behind the lack of success such as teacher morale, training deficiencies, teaching styles, prioritizing other subjects to pass the exams, and the difficulty of the books. The last factor was a result of lack of piloting as reported in the article. It was rather late when it became clear that the levels of the books were not appropriate for students' levels, indicating the need for a needs analysis and student-level before selecting the coursebook. The author underlined another important factor which is "the cultural-educational ecology of the country" (p. 75) that led to the failure of the project. It is important to consider history, economy, and politics while introducing innovation in education.

Chen (2009) in a highly detailed dissertation evaluated 20 English training courses offered to prospective English teachers in Taiwan. Both quantitative and qualitative methods were used through Stufflebeam's CIPP model. The courses were examined in four components as course aims and objectives, course content and materials, course conduct and teaching-learning process, and lastly assessment and student performance, which are expanded versions of the CIPP model's dimensions, namely context, input, process, and product. Results revealed that the courses were functioning well, yet there was space for improvement in meeting students' needs, course content, teaching methodology, and assessment.

Rolland (2013) conducted an evaluation study in a school district in the USA. English as a second language program in this district was the subject of the study. Student participants were chosen from 3rd, 5th and 8th grades with a total number of 146 and their mother tongue was not English. The model of service and teacher effectiveness were investigated and their effect on students' reading achievement and language acquisition was examined. Reading achievement and language acquisition was measured by reliable and valid tests done in the district. For teacher effectiveness, classroom observations of 11 teachers were conducted by the researcher under three components: planning and preparation, teaching strategies, and language domain. Results revealed that teachers used different strategies in their lessons, and elementary teachers utilized more practices than middle school teachers. These practices included learner participation, lesson essential questions, discussions, an adaptation of content, supplementary materials, activating strategies, and graphic organizers. These were rated from 0 to 3 and their means were not higher than 1.4. The researcher suggested that these strategies should be utilized more as it was seen that regardless of the model applied, grade level or curriculum, teacher planning, and teaching strategies were the most effective factors on student achievement.

An evaluation study from the students' perspectives was conducted at a Libyan university by Aldradi (2015) using a questionnaire prepared by him. The English language program at Tripoli University was assessed on students' motivation for studying English, the structure of the English programs, staff delivery, teaching facilities, assessment, and the English learning environment in Libya. This quantitative part was also supported by semi-structured interviews with the lecturers. Results revealed that both students and lecturers agreed upon the need for a change in the structure of the language program because they stated that it did not meet the needs and expectations of the students. They also stated that the objectives and outcomes of the program were unclear. Most of the students were not satisfied with their lecturers stating that they were not competent, experienced, and interesting. This showed the need for pieces of training and workshops before and during the education process. In contrast to these deficiencies in the program, students were motivated to learn English and they believed that it is necessary for their future careers. Aldradi finished with a framework and strategy plan for the betterment of the program at Tripoli University.

Jafari and Shahrokhi (2016) evaluated a grammar program taught at a high school in Iran utilizing Stufflebeam's CIPP model. A questionnaire adapted by the researchers was applied to 120 students and structured interviews were conducted with 10 teachers. According to the results, students and teachers were satisfied with the program in general stating that it met the objectives and needs of the students. The time allocated for the subjects was enough and the content of grammar books was useful. There were a few parts to improve in the program too. For instance, both students and teachers indicated that the grammar did not contribute to the students' listening and speaking skills but they agreed that it helped their reading and writing skills. Another point to be improved was the teachers' teaching methods. Although the students stated that they were satisfied with the practices in the books, both parties agreed that teachers still used traditional didactic methods to teach grammar. When taken together, an improvement in teachers' teaching methods would automatically lead to an improvement in speaking and listening skills by including more audiovisual materials in the program.

Yousif (2017) conducted an evaluation study at an English preparatory school in Sudan after getting complaints from subject area lecturers about students' English performances in their departments. Students were given a short questionnaire asking about their performance in language skills and suggestions to improve the program. According to the results, low-level students who scored less than 60% at the beginning of the year were not satisfied with their performance in four language skills; on the other hand, high-level students were quite satisfied. Both groups stated that they improved their receptive skills more than productive skills. They indicated in the open-ended part that the level of course books was difficult which was confirmed by the teachers in the interviews. They also needed more writing and speaking activities such as group work and discussions. This was again stated by the teachers too. They agreed that they did more reading and listening activities in class than speaking and writing and speaking. As the program did not seem to fulfill the needs and objectives of the students and faculty departments, it needs a deeper evaluation and major changes.

Alizadeh (2018) evaluated an independent language institute in Iran from the learners' perspective without using any models. Learners evaluated the sufficiency of teaching materials, teaching methods and techniques, assessment methods, and their voice in this English language teaching program. Results revealed that materials for

speaking skill were insufficient. Regarding teaching methods, the need for communicative language teaching arose. Students were satisfied with the assessment tools except for the lack of writing tests. The majority of the learners underlined that the teachers and the branches of the institute in other cities of Iran were among the biggest advantages. They could attend the courses in other cities when they needed to change cities. Some problems with the building and facilities were reported such as lack of a cafe, slow and poor internet connection. Another problem was about the staff and administrators stating that they were not cooperative enough. To address this concern, Alizadeh suggested that some incentives might be used or in-service training and workshops might be organized to make the staff and administrators more cooperative, interactive, and sociable.

Esgaiar (2019) evaluated the English language courses at Zawia University in Libya using the CIPP model. The study showed that English education was interrupted in Libya because of the political issues between Libya and the UK. This had some negative effects on teaching and learning English. To fill the gap in this area the researcher conducted an evaluation study focusing on design and evaluation, resources and delivery of the courses, and language skills obtained at the end of the program. The participants in the study were two key stakeholders of the program, namely lecturers in the faculty of education and alumni who received English education in the same faculty. Results revealed some inadequacies in the program such as not meeting the needs of students, teaching and assessing with traditional methods, having highly crowded classes, and not using technology sufficiently. These directly or indirectly led lecturers to put more emphasis on teaching grammar, reading, and writing, and ignore speaking skills. The author finished with a list of recommendations that need to be done in the short-term, medium, and long-term. Reducing the number of students in each classroom, providing internet access, up-to-date course books, providing in-service training for instructors, and a continuous evaluation policy came in the first place.

Yu-Chih and Yun-Pi (2019) evaluated a distance mode Elite English program in a Taiwan university. The program was designed to provide non-English major students with an advanced level of English education. The evaluation was based on the CIPP model via analyzing program documents, meeting reports, graduation scores, interviews, questionnaires, and observations. The results revealed that students were overall satisfied with the program although they showed some discontent with the

program being offered via distance learning. They suggested adding face-to-face courses. The graduation rate was also low. As a reason for this, some students stated that it was difficult to manage other heavy main courses in their departments. The majority of the students believed that Professional Dialogue Training helped improve their speaking skill and they even suggested that this course should be provided with more credits. The authors also stated that more course options should be added and students' interests should be taken into consideration by conducting surveys.

Nur (2020) evaluated an intensive English language program at a university in Indonesia focusing on the process dimension of the CIPP model. Students from the programs of midwifery, nursery, and health analyst had to participate in this new program. A questionnaire consisting of 20 questions was completed by 60 students. They stated their perceptions of materials, teaching techniques, time allocation, language use, and the importance of the program. The results were triangulated with interview questions. When asked about materials, the majority of the students were satisfied with them stating that they were interesting, easy to understand, and also, met their needs. For example, there were dialogues relating to health care such as welcoming a patient to a hospital. Another thing that students had positive comments on was the teaching methods of the instructors. They said that different instructors used different techniques which did not make them bored. Students were expected to meet five times a week (one hour each time) in addition to their subject area courses. All the students believed that this time allocation was enough yet some stated that they could meet longer. With the language use part, the researcher wanted to see how much English the students use and study in and out of the class. The results showed that they were motivated to use the language such as participating in class, and asking and answering questions in English. For the last point, they all stated that this program is good for their English and future careers, for example, they thought that they could work in international hospitals.

### 2.5.2. Studies Conducted in Turkey

In Turkey, a large and growing body of literature has investigated the English preparatory programs of universities. When paid attention to the years of the studies conducted, it can be seen that particularly in recent years, there has been an increasing interest in the evaluation of the English preparatory programs of

universities. Overall, these studies highlight the need for evaluation of English programs to improve the English language education that university students receive. The increase in the number of these studies to some extent may demonstrate the efforts to address this need. Despite the use of various models, it deserves to be noted that the CIPP model has been the most widely preferred model for the evaluation of the English preparatory programs of universities. Here, I attempted to provide a summary and critique of the findings of these studies.

In his M.A. thesis evaluating the opinions of students and teachers about the English II instruction program applied in the Modern Languages Department, YTU School of Foreign Languages with the CIPP model, Karataş (2007) based on his findings suggested the participation of both students and teachers in the selection of coursebooks, the need for more use of audio-visual materials to support instruction and for more focus on speaking and listening skills and for the rearrangement of the curriculum objectives to meet the students' needs for their field of study and business life. Moreover, the researcher suggested that in the determination of the program objectives, students' prior knowledge should be taken into consideration. In this study, the suggestion of rearranging the curriculum objectives to meet the students' needs for their field of study and business life is important because learning English is not the ultimate aim of the students receiving an English education. After completing their English preparatory programs, they continue their education in their field of study, indicating the need for learning English in line with the specifics of their field.

An evaluation study was done in a state university in Bursa, Turkey by Köse (2012). Contrary to the general trend, the graduates of English preparatory school and the lecturers working in faculties were the only participants to evaluate the effectiveness of the school, not the current students and instructors of the prep school. This quantitative M.A. study was based on the views of graduate prep students and faculty instructors about whether students have acquired the needed skills to follow the lessons in their subject area. 79,4% of the student participants registered to English preparatory school since it was compulsory for their departments. In other words, their medium of instruction was English. In general, both parties were satisfied with students' English levels while there were still some aspects that they did not agree with, for example, lecturers thought that students cannot write a report or essay that presents information and gives reasons by supporting or opposing a certain point of

view. Students thought that they could write a paragraph or composition in English on any subject. This was the situation for reading as well. While students perceived themselves as good at understanding texts and answering the questions about them, lecturers believed that students had difficulty decoding the reading texts. This showed a clear disparity between their expectations for these language skills. The researcher suggested that the courses and their contents in the program be reviewed, and necessary arrangements and additions be made to prepare the students for their future departments.

In her Ph.D. dissertation, Arap (2016) evaluated four state university English preparatory schools in Turkey. 1117 students and 218 instructors participated in this extensive evaluation study and the effectiveness of their schools was investigated through the CIPP model. Results revealed that instructors were more positive about the programs than students. Although there were slight differences in the programs, it was seen that the needs and expectations of students were not met enough. In other words, the programs were designed to teach general English but students' expectations were beyond it such as learning academic English and being able to find a good job with the English they learned there. In general, the input dimension of the model seemed to meet the needs of both students and instructors, yet while choosing a coursebook, students' demands should be taken into consideration. In addition, the process part needed a change too. For example, adding more communicative activities and spending more time on speaking and listening activities were among the suggestions. Similar to the suggestion of Karataş (2007), students are expecting to learn academic English in addition to general English to address their needs in their field of study.

Özüdoğru (2017) conducted an evaluation study at an optional preparatory program in Turkey utilizing the CIPP model. She adapted the questionnaire developed by Tunç (2010) and applied it to 208 preparatory school students. Semi-structured interviews were also conducted with two instructors. Under the context dimension of the evaluation, the majority of the students showed high discontent about the classrooms. The instructors also confirmed this stating that the classrooms were on the basement floor with no sunlight. In the input evaluation, students and instructors were in line with each other. They both stated that not enough emphasis was placed on productive skills, namely, speaking and writing. In the process dimension, teaching methods, materials, and assessment tools were discussed. The results

revealed that lecturing was the most widespread teaching method followed by pair work and question answering of students. Although students were satisfied with the materials and assessment tools, instructors thought that some revisions should be made such as adding participation and attendance grade and increasing the percentage of quizzes. In the product part of the evaluation, students mostly perceived themselves as competent in all language skills. They were also satisfied with the program overall.

In their evaluation based on Patton's Utilization-Focused Evaluation of the preparatory program of a state university, Efeoğlu et al. (2018) conducted two evaluations for successive two years which they particularly focused on listening, reading, and grammar courses. The researchers' findings based on data triangulation (questionnaire with open-ended questions, interviews, and nominal group technique) show the negative effect of technical difficulties on the satisfaction of students for listening courses, the positive effect of reading courses on students' reading proficiency, and nearly no dissatisfaction in terms of grammar courses. The researchers believe that the problems stated by the students about these courses in the first evaluation were mostly eliminated in the second evaluation with the precautions taken. For the listening courses, the participant students demanded instructors make use of instructional technologies which they are familiar with. For the uninteresting texts used in their reading courses, the researchers suggested variations in the texts and activities. This is an important finding that to attract the students' attention to the texts covered in their courses, instructors should pay special attention to the text selection and determine the interests of the students and select texts accordingly. The participant students also complained about the imbalance between reading texts covered in class and used in exams. The researchers suggested the use of texts with similar difficulty or practice exams before the final exam. For the low-level textbook in terms of grammar, the instructor used their course pack in line with the students' proficiency levels.

Cengiz (2019) conducted his M.A. thesis on the evaluation of an English preparatory school at a private university using the logic model, which consists of inputs, activities, outputs, and outcomes. As a formative evaluation study, it focuses on the strengths and weaknesses of the new program and suggestions to improve it. To this end, Cengiz utilized data collection tools such as interviews and focus group interviews mainly with students using the nominal group technique. These were

implemented at 3 different times of the year to see the changes in students' opinions. The results showed that one of the most common expectations was to improve speaking skills. Students were mostly satisfied with their progress. Another positive aspect of the program pointed out by students was the portfolios stating that they improved especially their writing skills. Students were also content with their instructors. One negative comment by students was a textbook used in the program stating that it was boring, and had too long and detailed reading and listening texts which demotivated them. The textbook selection was also an issue voiced in Karataş (2007)'s study. It is therefore important to select a textbook in line with the needs and interests of the students. It would be difficult but preparing a textbook-like package by the instructors by taking into account the needs and interests of the students can be a solution to the problem. An important aspect of this language program was content classes about students' future departments. Although there were students pleased with these classes, most of them stated that content classes did not meet their expectations because they had to take these classes with some other departments due to some physical constraints. As a result, they covered topics that they would not need. Another critique was the competence of English instructors in content areas. As pharmacy, engineering or architecture are not their fields of study, they sometimes lacked knowledge which led students to feel discontent. Re-organizing the materials according to proficiency exam, being more careful about plagiarism in portfolio assignments and some pieces of training for content classes were among the suggestions to improve the program.

Eslek (2019) conducted her evaluation study at a state university in Turkey. She evaluated a compulsory English preparatory program from the perspectives of prep students, graduate prep students, and instructors. As a mixed-method study, questionnaires and interviews were used as data collection tools. The quantitative part of the study was designed to understand the student participants' perceptions of four skills, content of the program, learning and teaching process, and lastly evaluation tools and assessment criteria. The results revealed a need to increase skills courses and provide academic English to meet students' needs in their departments. Most studies (see Arap, 2016; Karataş, 2007) revealed the dissatisfaction of the students with the content of the English lessons. It can be understood that teaching general English is a common feature of the English preparatory programs but the students expect more than general English. Therefore, program developers should

bear in mind that the students will need academic English and English including the specifics of their field of study, and should develop an English program that includes both the elements of general English and academic English. Here, a program development approach including the elements of English for specific purposes should be taken into account. Instructors also underlined the negative effects of having a heavy curriculum which led to a decrease in motivation.

Pamukoğlu (2019) in her M.A. thesis conducted program evaluation research with the CIPP model on English language preparatory programs and compared public and foundation universities in terms of student and teacher perceptions. The researcher found a significant difference between the perceptions of students and teachers about the program. She also found that students and teachers of the foundation universities are more satisfied with the English preparatory program compared to those of public universities in terms of all components of the CIPP model. The researcher claims that both types of universities should develop their preparatory programs in terms of the language teaching materials used and the physical conditions they have to achieve their determined objectives for the program.

Erdoğan (2020) in his M.A. thesis conducted program evaluation research with the CIPP model on English language preparatory programs of a state university in terms of students' and instructors' and students' motivational beliefs for learning in the program. The researcher found a partial achievement of the program in reaching its objectives. Despite the satisfaction of both the students and instructors regarding the materials used and assessment applied and teaching methods implemented, the researcher pinpoints the need for focusing on the development of the speaking and listening abilities of the students. Some of the studies presented here (see Arap, 2016; Cengiz, 2019; Karataş, 2007) indicate the need for improving the speaking component of the program. This common issue voiced by these studies may show that programs relatively ignore the development of speaking skills and mostly focus on other skills. However, if the ultimate aim of learning a foreign language is considered, a more communicative approach should be adopted in the English preparatory programs. The development of speaking skills of the students is of utmost importance to overcome the communication barrier and achieve success in their career and business life after graduation. The researcher also added motivational beliefs of the students such as control beliefs for learning, task value

beliefs, and intrinsic goal orientation should be taken into consideration while designing the program.

In their evaluation study, Karcı Aktaş and Gündoğdu (2020) used Bellon and Handler's model to evaluate an English preparatory school at a state university. This model consisted of four components which are goals, operation, organizations, and outcomes. It was designed as a case study including both qualitative and quantitative data. Motivation is stressed in Bellon and Handler's model, therefore, an English learning motivation scale was developed and used by the researchers. Other data collection tools were questionnaires, interviews, class observations, and document analysis. The data were collected from all the stakeholders of the program, namely, current students and lecturers of the program, and students and lecturers from other departments at the university. The medium of instruction in these departments was 100% or 30% English. Findings showed that although the students were motivated to learn English, they could not achieve the desired level. Instructors and students from other departments confirmed this stating that students had difficulty in following the lessons in English and they lacked professional English, which is seen as a problem also in some of the studies presented here. Researchers suggested some adaptations according to the needs of students and their future study areas. A few managerial problems were also reported in the study, so the importance of transparency in management, clearly defined responsibilities, and participation of all stakeholders were underlined.

Kuzu (2020), in his M.A thesis, evaluated the English preparatory program of a state university in Turkey with the CIPP model in terms of students, instructors, and administrators. The researcher concluded that all parties involved in the evaluation process are remarkably satisfied with the program. However, he pinpointed some development areas such as the need for training of the instructors to eliminate the coursebook-dependent lectures and to include more creative activities. The researcher found that developing speaking skills is a challenge in the program and mentioned the complaints of students that the instructors expected oral production from the students too early. We can also see the speaking component of the program which is voiced in most of the studies presented here. He also underlines that support for motivation of the students to continue to the preparatory program is needed due to the significant drop-out rate of the students. The researcher considered that these drop-out rates are mostly related to the personal problems of the students,

not the program. This is a striking finding of the study which must be taken seriously because drop-out is not directly related to the English program but the personal problems of the students. It is therefore rational to state that English preparatory programs should work with the counseling department (if there are any) or counseling-related centers of the university to decrease or eliminate the drop-out rates altogether.

## 3. METHOD

In this part of the study, the research design, participants, and settings of the evaluation are explained in detail, and information about the data collection process is given.

### 3.1. Research Design

Research design is a guiding plan for the researcher to answer research questions or test hypotheses, including elements such as method, data collection tools, and data analysis on how to conduct the research. Therefore, the success of any research is directly related to the selection and adoption of the appropriate research approach. From this point of view, it is important to reveal the research approach adopted for testing the hypotheses put forward in research or answering the research questions. For this reason, giving details about the research approach adopted within the scope of the current study, why this approach was adopted and the steps followed based on the research approach will enable the scientificity of the research to be revealed.

The present research utilized qualitative and quantitative methods in the collection of data and its analysis to evaluate the optional English preparatory program at Bilecik Şeyh Edebali University using Stufflebeam's CIPP (context, input, process, and product) model. At this point, the current research has adopted a mixed methods research approach. Mixed methods research makes use of both quantitative and qualitative data to better present the research problem with both approaches (Creswell & Plano Clark, 2018). The reason why the mixed methods research method is used in the study is to achieve complementarity by ensuring that the results obtained from the quantitative and qualitative data feed and strengthen each other (Greene, Caracelli & Graham, 1989). In the current study, convergent mixed method design (Creswell & Plano Clark, 2018) was used, which allows seeing a more holistic picture of the research problem of quantitative and qualitative data, which is one of the mixed methods research designs. In this design, the researcher first collects qualitative and qualitative data simultaneously, secondly analyzes the data

sets independently and separately, then tries to combine the results obtained from these data, and in the last stage, the findings obtained from these two data sets reveal the holistic picture for the purposes of the study by revealing the divergence and similarity of the aspects (Creswell & Plano Clark, 2018). While the quantitative approach enables the reproducibility of the study and increases its reliability and validity (Burns & Burns, 2008); the qualitative approach, on the other hand, provides the perspectives of the study participants on the research questions (L. Haven & Van Grootel, 2019).

The data in this study was collected from prep-graduate students, current students, and instructors. The quantitative data was gathered through the developed scale applied to prep graduates and current students in the program. The qualitative data on the other hand was gathered through open-ended questions answered by these participants and interviews with instructors. In addition, documents such as meeting reports, school website, syllabi, and academic calendar were used to better define the participants and the setting. The research questions that guided the study, participants, data collection, and analysis tools are depicted in Table 1.

**Table 1: Research Design**

| **Research question** | **Participants** | **Data collection tools** | **Data analysis tools** |
|---|---|---|---|
| 1. What are the perspectives of prep-graduates and students in terms of context, input, process, and product of the existing English preparatory program? | Prep-graduates and current students | CIPP English Preparatory Program Evaluation Scale | SPSS |
| 2. Is there a significant difference between the perspectives of prep-graduates and current students in terms of context, input, process, and product of the existing English preparatory program? | Prep-graduates and current students | CIPP English Preparatory Program Evaluation Scale | SPSS |

| | | | |
|---|---|---|---|
| 3. Is there a significant difference between males and females in terms of context, input, process, and product of the existing English preparatory program? | Prep-graduates and current students | CIPP English Preparatory Program Evaluation Scale | SPSS |
| 4. What are the strengths and weaknesses of the program from the perspectives of prep-graduates, current students, and instructors? | Prep-graduates, current students, and instructors | CIPP English Preparatory Program Evaluation Scale<br>Open-ended questions<br>Interviews with the instructors | SPPS<br>Content analysis |
| 5. What are the positive and negative aspects of the English preparatory program being optional? | Prep-graduates, current students, and instructors | Open-ended questions<br>Interviews with the instructors | Content analysis |

### 3.2. Participants

The universe of this study consisted of preparatory school graduates, current students, and instructors. Although it is ideal to reach all the participants in an evaluation study, convenient sampling was used in determining the study participants because of the Covid 19 pandemic. The data collected from the existing students is of great importance as they constitute a large part of the stakeholders of the program. In addition, the experiences of the students who graduated from this program are also important in terms of evaluating the program because they have completed the program and had the opportunity to look at it from a more holistic perspective. Another source of data is the instructors who run the program. In addition to quantitative data, qualitative data is gathered via interviews with the participants. As Stufflebeam and Coryn (2014) state, evaluators should get information from various

resources in various ways. In this way, triangulation of the data, which is an important point in evaluation studies, is ensured.

Graduate students received one-year English education in the previous years (2017-2021) and started their majors. Students from the first year of the preparatory program were excluded from the study because they not only graduated from university but also the content of the preparatory program was completely different at that time. Therefore, a total of 667 graduates were sent the questionnaire and 247 of them responded. The distribution of students by year was almost equal as follows, which made the sample more representative; 25,5% from the 2017-2018 year, 25,5% from the 2018-2019 year, 27,9% from the 2019-2020 year, 21,1% from the 2020-2021 year. Their class level ranged from A1 to B1. 39,7% of the graduates were in A1 level when they started the program, 25,9% were in A2 level and 34,4% were in B1 level. There were students who successfully completed the program (81,4%), who failed because of absenteeism (9,7%) and who failed due to their final grades (8,9%).

**Table 2: Demographic Characteristics of Prep-graduates**

| | | | |
|---|---|---|---|
| Age | Min | 18 | |
| | Max | 55 | |
| | Mean | 21,5 | |
| | | Frequency | Percent |
| Gender | Male | 137 | 55,5 |
| | Female | 110 | 44,5 |
| Education year | 2017-2018 | 63 | 25,5 |
| | 2018-2019 | 63 | 25,5 |
| | 2019-2020 | 69 | 27,9 |
| | 2020-2021 | 52 | 21,1 |
| Completion | Successfully completed | 201 | 81,4 |
| | Failed due to absenteeism | 22 | 8,9 |
| | Failed due to GPA | 24 | 9,7 |
| | Total | 247 | 100 |

All the students, as mentioned in the introduction, were enrolled in the program voluntarily. They were from 28 different departments which are listed in Table 3 and none of these departments offered English medium instruction.

**Table 3: Departments of Prep-graduates**

| Department | Frequency | Percent |
|---|---|---|
| Accounting | 1 | ,4 |
| Agricultural Engineering | 5 | 2,0 |
| Banking and Finance | 5 | 2,0 |
| Biosystem Engineering | 4 | 1,6 |
| Child Development | 5 | 2,0 |
| Civil Engineering | 10 | 4,0 |
| Computer Engineering | 29 | 11,7 |
| Economics | 4 | 1,6 |
| Electrical and Electronics Engineering | 24 | 9,7 |
| Geography | 7 | 2,8 |
| Healthcare Management | 5 | 2,0 |
| History | 11 | 4,5 |
| Industrial Design | 11 | 4,5 |
| Interior Architecture | 4 | 1,6 |
| Management | 6 | 2,4 |
| Management Information Systems | 25 | 10,1 |
| Mathematics | 6 | 2,4 |
| Mechanical Engineering | 15 | 6,1 |
| Metallurgical and Materials Engineering | 1 | ,4 |
| Molecular Biology and Genetics | 23 | 9,3 |
| Nursing | 5 | 2,0 |
| Plant Protection | 1 | ,4 |
| Politics and Public Administration | 15 | 6,1 |
| Public Finance | 10 | 4,0 |
| Social Service | 4 | 1,6 |
| Statistics and Computer Sciences | 4 | 1,6 |
| Tourism Management | 3 | 1,2 |
| Turkish Language and Literature | 4 | 1,6 |
| Total | 247 | 100,0 |

When looked at the current program, which is the 2021-22 academic year, 118 students were officially registered. However, 11 students never came to the classes, so the total number is 107. It was planned to reach the whole population of the preparatory school. However, 77 students responded to the CIPP evaluation scale.

The main reason behind these numbers was, unfortunately, changing numbers of Covid 19 cases at school. Students' ages ranged from 18 to 51 with an average of 19,6. They were going to study in 20 different departments at the university whose medium of instruction was completely Turkish too.

**Table 4: Demographic Characteristics of Current Students**

| | | | |
|---|---|---|---|
| Age | Min | 18 | |
| | Max | 51 | |
| | Mean | 19,6 | |
| | | Frequency | Percent |
| Gender | Male | 47 | 61,0 |
| | Female | 30 | 39,0 |
| Level | A1 | 20 | 26,0 |
| | A2 | 46 | 59,7 |
| | B1 | 11 | 14,3 |
| | Total | 77 | 100 |

**Table 5: Departments of Current Students**

| Department | Frequency | Percent |
|---|---|---|
| Agricultural Engineering | 3 | 3,9 |
| Child Development | 2 | 2,6 |
| Computer Engineering | 12 | 15,6 |
| Electrical and Electronics Engineering | 7 | 9,1 |
| Industrial Design | 2 | 2,6 |
| Interior Architecture | 1 | 1,3 |
| Management Information Systems | 21 | 27,3 |
| Mechanical Engineering | 1 | 1,3 |
| Molecular Biology and Genetics | 10 | 13,0 |
| Nursing | 1 | 1,3 |
| Social Service | 1 | 1,3 |
| Statistics and Computer Sciences | 5 | 6,5 |
| Tourism Guidance | 7 | 9,1 |
| Turkish Language and Literature | 4 | 5,2 |
| Total | 77 | 100,0 |

When it comes to the teaching staff, a total of 9 instructors were teaching in the optional English preparatory program and 6 (2 males and 4 females) of them participated in the semi-structured interviews. 2 of them (33,3%) graduated from English Language and Literature, and 4 of them (66,7%) graduated from English Language Teaching departments. Instructors' years of experience were also gathered

in the survey. According to this, 4 (66,7%) of the instructors had 15 years or more teaching experience and 2 of them (33,3%) had 0 to 5 years of experience.

**Table 6: Demographic Characteristics of Instructors**

| | | Frequency | Percent |
|---|---|---|---|
| Gender | Female | 4 | 66,7 |
| | Male | 2 | 33,3 |
| Graduation | English Language Teaching | 4 | 66,7 |
| | English Language and Literature | 2 | 33,3 |
| Education Level | Bachelor's Degree | 1 | 16,6 |
| | Ph.D. (ongoing) | 4 | 66,6 |
| | PhD | 1 | 16,6 |
| Experience | 0 to 5 years | 2 | 33,3 |
| | More than 15 years | 4 | 66,7 |
| | Total | 6 | 100 |

### 3.3. Setting

The study was conducted at the School of Foreign Languages of Bilecik Şeyh Edebali University in the 2021-22 academic year. There is a Foreign Languages Department and a Translation-Interpreting Department within the School of Foreign Languages. The latter is not yet an active department, in other words, there are no instructors and students. Optional English preparatory courses are given under the Foreign Languages Department. Department instructors are also assigned to general English courses and some vocational and technical English courses given at the university. The English preparatory program is completely optional and does not have a mandatory part. The underlying reason for this is that there are no departments in the university whose language of instruction is English. Students who want to study in the English preparatory program indicate this during university registration. According to the quotas allocated to each department in proportion to the total number of their students, they are entitled to enter the preparatory program. If the number of applications is high, students are ranked according to their university entrance scores. During the first week, they are still entitled to waive the preparatory school. According to the results of the placement test held in the first

week of school, students are placed in A1, A2, or B1 levels. These level names are given with reference to the CEFR (Common European Framework of References for Languages) levels (Council of Europe, 2020), and the textbooks used in the program are in line with the levels in this framework. Each level has three textbooks (Table 7). Students study in the same class throughout the year, but textbooks change as their level progresses. A1 level starts with the beginner level and finishes the pre-intermediate level, A2 level starts with the elementary level and finishes the intermediate level and B1 level starts with the pre-intermediate level and finishes the upper-intermediate level. The preparatory program is implemented for a total of 28 weeks, 14 weeks in each semester, throughout an academic year. Due to the necessity brought by the pandemic conditions, the courses are conducted 60% face-to-face and 40% online in the 2021-2022 academic year. In addition, compulsory attendance which is 85% cannot be applied because of the same reason. When looked at the years before the pandemic, such an application is not seen. The weekly course hours are 22 hours in total, online and face-to-face. All lessons are carried out under the main course and a lesson plan is applied in which four skills, grammar, and vocabulary are integrated. As for the evaluation criteria, students need to take 4 quizzes, 4 midterms, and a final exam (Table 8). Also, they need to submit speaking and writing portfolios each semester. The speaking portfolio includes 2 tasks each term. These tasks are either shooting a video or an in-class presentation. Writing portfolio, on the other hand, includes 4 tasks each term. These tasks are chosen from the textbook's writing section. Depending on the level, the assignments can comprise of writing a formal/informal email, paragraphs, or basic essays. The assignments are chosen based on the situations that students will encounter in real life and also that they can enjoy while doing it. For a student to be considered successful in preparatory education, he/she must get at least 60 in the final exam and the grade point average must be 60 or more out of 100.

**Table 7: Textbooks for each level**

| Level | Textbooks | Course Name | Weekly Hours |
|---|---|---|---|
| A1 | English File Beginner | Main Course | 14 hours – face to face |
| | English File Elementary | | 8 hours - online |
| | English File Pre-intermediate | | |
| A2 | English File Elementary | Main Course | 14 hours – face to face |
| | English File Pre-intermediate | | 8 hours - online |

| | | | |
|---|---|---|---|
| | English File Intermediate | | |
| B1 | English File Pre-intermediate<br>English File Intermediate<br>English File Upper-Intermediate | Main Course | 14 hours – face to face<br>8 hours - online |

**Table 8: Evaluation Criteria**

| Evaluation Criteria | Fall (f) | (%) | Fall total (%) | Spring (f) | (%) | Spring total (%) | Fall+ Spring % |
|---|---|---|---|---|---|---|---|
| Quiz | 2 | 3,0% | 6,0% | 2 | 3,0% | 6,0% | 12,0% |
| Writing Portfolio | 1 | 4,0% | 4,0% | 1 | 4,0% | 4,0% | 8,0% |
| Speaking Portfolio | 1 | 4,0% | 4,0% | 1 | 4,0% | 4,0% | 8,0% |
| Midterm Exam | 2 | 8,0% | 16,0% | 2 | 8,0% | 16,0% | 32,0% |
| Final Exam | 0 | 0,0% | 0,0% | 1 | 40,0% | 40,0% | 40,0% |
| | | TOTAL | | | | | 100,0% |

### 3.4. Data Collection Tools

#### 3.4.1. CIPP English Preparatory Program Evaluation Scale

This study aims to evaluate the optional English preparatory program at Bilecik Şeyh Edebali University using Stufflebeam's CIPP (context, input, process, and product) model to see what works and what does not work in the program and determine if any comprehensive change and/or improvement is needed. For this purpose, the CIPP English Preparatory Program evaluation scale was developed based on the CIPP evaluation model. The scale was developed by the researcher after a comprehensive review of the literature in the light of the needs and objectives of the program which is subject to evaluation. It was a 5-point scale consisting of 62 items under 4 components of the CIPP model, namely context, input, process, and product. As Lodico, Spaulding, and Voegtle (2010) stated people cannot be completely neutral about something; even if it is not strong, they feel positive or negative about it. This also helps the researcher to decide on an issue. Therefore, the scale was designed as "strongly disagree" (1), "disagree" (2), "partially agree" (3), "quite agree" (4), and "strongly agree" (5); there was not a "neutral" option. The researcher

grouped the items with the help of the ELT supervisor and a Ph.D. in Curriculum and Instruction. Some overlapping items were removed. The place of the item related to the placement test was moved from the product dimension to the input dimension. All the participants were native speakers of Turkish. The researcher, as an English language teacher, translated all the items and one of her colleagues and her supervisor crosschecked the meanings of the items.

In the item analysis of the developed scale, second-level exploratory factor analysis, reliability analysis based on internal consistency (Cronbach Alpha), and criterion validity steps were followed. For the content validity of the scale, the items included in the scale were examined for expression, intelligibility, language, and content by 2 experts with a Ph.D. in English Language Education, and the items in the scale were finalized.

The data were collected from the students who graduated from the program evaluated within the scope of the study and from the students who continued their preparatory education in the 2021-2022 academic year via Google form. In this study, CIPP Scale was examined structurally through second-level exploratory factor analysis.

### 3.4.2. Open-ended questions

The following open-ended questions were asked at the end of the survey to get more detailed information:

1. What are the positive and negative aspects of the English preparatory program being optional?

2. What are the strengths and weaknesses of the program? Please explain.

3. Are there any other comments you would like to express about the optional English preparatory program? Please explain.

### 3.4.3. Interviews

As one of the mostly used qualitative data collection tools, interviews were utilized in this evaluation study. Interviews are described as “unstructured verbal or written data obtained from participants responding to open-ended questions in conversations or on questionnaires” (Plano Clark & Creswell, 2014, p. 338). Based on this definition, open-ended questions answered by students are also regarded as

interviews. Interviews and open-ended questions were collected to elicit detailed information about research questions where quantitative data was not enough. The interview questions were formed after an extensive review of literature in accordance with the purposes of the study and the interview protocol was constructed with the guidance of the researcher's supervisor and a Ph.D. colleague who is not included in the study. The suggestions by Hatch (2002, p. 106-107) to write good interview questions were also used as a checklist:

- Questions should be open-ended.
- Questions should use language that is familiar to informants.
- Questions should be clear.
- Questions should be neutral.
- Questions should respect informants and presume they have valuable knowledge.
- Questions should generate answers related to the objectives of the research.

Probing questions which were not preplanned were also used in the interviews. They are defined as "subquestions under a main question that the researcher asks to elicit more information" (Plano Clark & Creswell, 2014, p. 341). This allowed the researcher to go beyond the predetermined questions and ask more about the unexpected aspects of the issue. This type of interview where the researcher has a list of questions and yet can ask other questions is called a semi-structured interview. While standardization is ensured in the interviews, there is always a place for new aspects (Lodico, Spaulding & Voegtle, 2010). The interviews were also conducted in Turkish as in this way it was believed that the participants would express themselves thoroughly.

### 3.5. Data Collection Procedures

After the approval of the Yıldız Technical University Ethics Committee (See Appendix 1), permission was also obtained from the relevant authorities of Bilecik Şeyh Edebali University for the evaluation study (See Appendix 2). All the participants were informed about the purpose of the study at any stage of the data collection procedure. They were also informed that participating is based on volunteerism, they had the right to leave without any excuses and their anonymity is of utmost importance.

To reduce contact as much as possible, all the questionnaires were preferred online instead of paper, and Google form was used for this purpose. CIPP evaluation scale was administered to both current students and prep graduates. This was planned in the 14th and the last week of the fall semester and the questionnaire was open to access from 29.12.2021 to 03.01.2022. Prep graduates were reached via the School of Foreign Languages text message system and the online questionnaire link was sent to them. It was stated in the message that there would be a prize draw of 100 TL per person for 3 people, as an incentive for graduate students because they were far from the School of Foreign Languages in terms of time and place. 247 students (137 males and 110 females) responded in total. The video of the prize draw was shared on YouTube to ensure transparency.

During the same dates, the researcher visited all the classes in the preparatory program and implemented the questionnaires to current students. She sent the questionnaire link to class groups on WhatsApp when she went to the class, waited for them to finish, and answered any questions related to the study. Although there was no time limit, it approximately took them 15 minutes to finish. Attendance was low during that time because of the increasing number of Covid 19 cases.

One-on-one semi-structured interviews were conducted with instructors from 16.02.2022 to 21.02.2022. They took place either online on the Zoom application or in the instructor's office. The interview protocol was sent to the instructors before the interviews to give them time to think about their answers because in the piloting session with one of the instructors it was observed that it took some time to answer some of the questions such as "What are the strengths and weaknesses of the program in the School of Foreign Languages?" and "What are your suggestions to improve the program?". Probing questions for clarification were asked by the researcher if needed. All the interviews but one were audio-recorded to assure the accuracy of the data while transcribing them later. One instructor did not permit the recording of his/her interview. Therefore, the researcher tried to take notes carefully and ask for clarification and corrected the sentences if needed.

**Table 9: Interview Schedule**

| Participant | Date | Duration |
|---|---|---|
| Instructor 1 | 16.02.2022 | 30 minutes |

| | | |
|---|---|---|
| Instructor 2 | 17.02.2022 | 30 minutes |
| Instructor 3 | 17.02.2022 | 45 minutes |
| Instructor 4 | 21.02.2022 | 20 minutes |
| Instructor 5 | 21.02.2022 | 35 minutes |
| Instructor 6 | 22.02.2022 | 35 minutes |

## 4. FINDINGS

In this part of the study, the findings from the scale, open-ended questions, and interviews are presented.

### 4.1. Quantitative Findings

#### 4.1.1. Reliability and Validity of the Scale

##### 4.1.1.1. Item Analysis

Before starting the factor analysis study on the data, an item analysis study was conducted on the lower and upper 27% groups. In the item analysis study, the t-test technique was used for independent groups. In addition, item-total score correlations took values between 0.86 and 0.96. According to the results of the analysis, it was concluded that the discrimination levels of the items were high and all of them could be included in the factor analysis (Field, 2013).

**Table 10: Results of Item Analysis**

| | group | N | Mean | Std. Deviation | t |
|---|---|---|---|---|---|
| context | 1,00 | 74 | 46,3108 | 15,09234 | -11,545** |
| | 2,00 | 44 | 72,8182 | 2,38476 | |
| input | 1,00 | 74 | 39,4865 | 13,42482 | -9,641** |
| | 2,00 | 44 | 59,1136 | 1,60255 | |
| process | 1,00 | 74 | 72,8649 | 22,85291 | -12,885** |
| | 2,00 | 44 | 117,5682 | 3,05300 | |
| product | 1,00 | 74 | 31,4730 | 11,58320 | -12,681** |
| | 2,00 | 44 | 53,9091 | 2,29071 | |

(1,00= Female ; 2,0= Male)

#### 4.1.1.2. Factor Structure of the Developed Scale

Results of Second Level Exploratory Factor Analysis: To examine the factor structure of the CIPP English Preparatory Program Evaluation Scale, factor analysis based on Principal Components Analysis was performed on the student participants. In this context, the Kaiser-Meyer-Olkin (KMO) coefficient was examined and the Barlett test value was determined. To carry out the factor structure study from the data obtained, the KMO value should be higher than 60, and Barlett's test should be significant (Büyüköztürk, 2011). Accordingly, the KMO value was 0.855 ($p<.01$) and Barlett`s Test of Sphericity Chi-Square value was 802.793 ($p<.01$). These results show that the sample size is good and sufficient for factor analysis (depending on the KMO value) and the sample meets the multivariate normality assumption (depending on the Barlett test results).

Based on the assumption that the factors could be related to each other in the study, the Varimax Vertical Rotation technique, one of the rotation techniques, was used in the exploratory factor analysis. At the beginning of the analysis, there were no items with factor loading values below 0.30 and at the same time entering more than one factor. As a result, the analysis continued with a total of 4 dimensions, and a one-dimensional scale was reached. According to the result of the second level factor analysis, a scale with an eigenvalue of 3.28 and a total variance of 82.10% was obtained. According to the results of the analysis, the factor loading values of the items included in the scale vary between 0.85 and 0.93.

**Figure 1. Scatter Diagram**

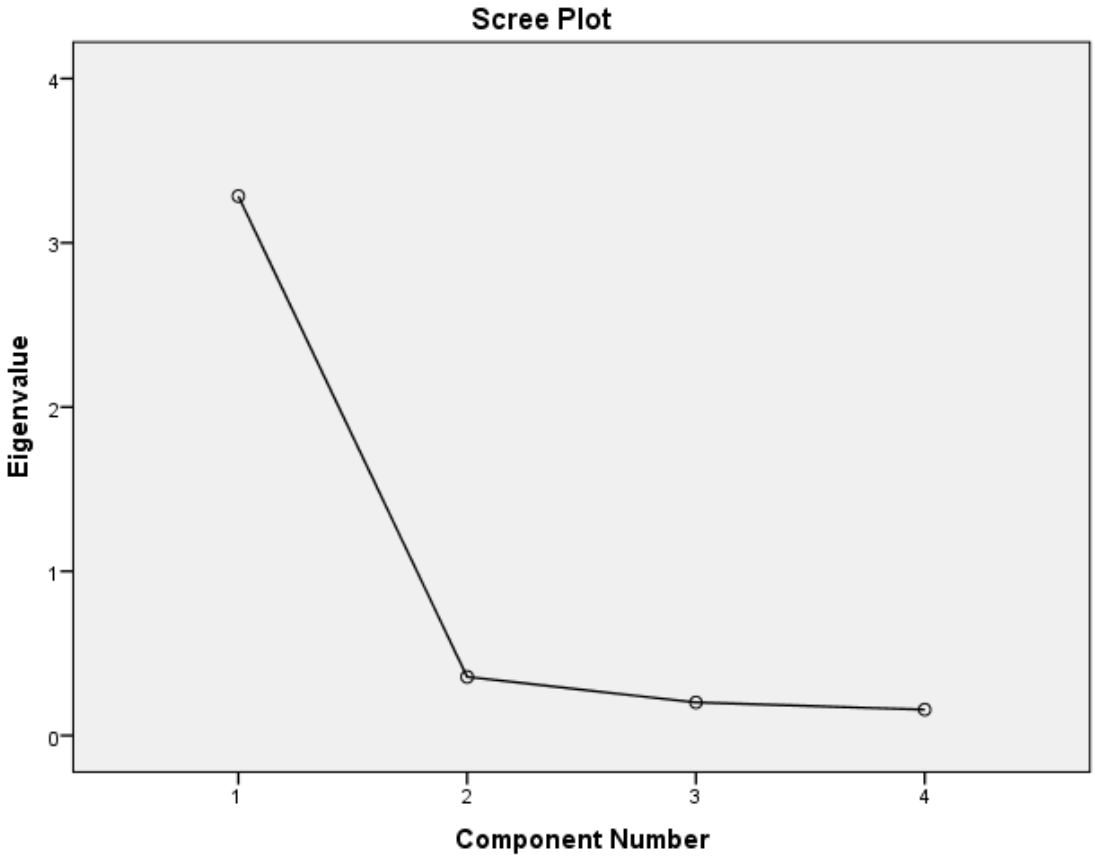



**Table 11: Results of second-level factor analysis**

| Dimensions | Factor loading |
|---|---|
| process | ,933 |
| input | ,926 |
| context | ,913 |
| product | ,850 |

#### 4.1.1.3. Reliability of the CIPP English Preparatory Program Evaluation Scale

The reliability of the CIPP English Preparatory Program Evaluation Scale was analyzed using the Cronbach's Alpha internal consistency technique. According to the results of the analysis, the reliability of the CIPP English Preparatory Program Evaluation Scale was found to be .896, which indicates that the scale has a high level of reliability (Çokluk, Şekercioğlu & Büyüköztürk, 2010).

### 4.1.2. Research Question 1

*What are the perspectives of prep-graduates and students in terms of context, input, process, and product of the existing English preparatory program?*

In this part of the study, firstly, the general picture of CIPP dimensions will be depicted according to all participants, namely, prep-graduates and current students. Secondly, detailed tables of prep-graduates' and current students' responses will be presented.

#### 4.1.2.1. Descriptive Analysis of Perceptions towards CIPP Components at Dimension Level

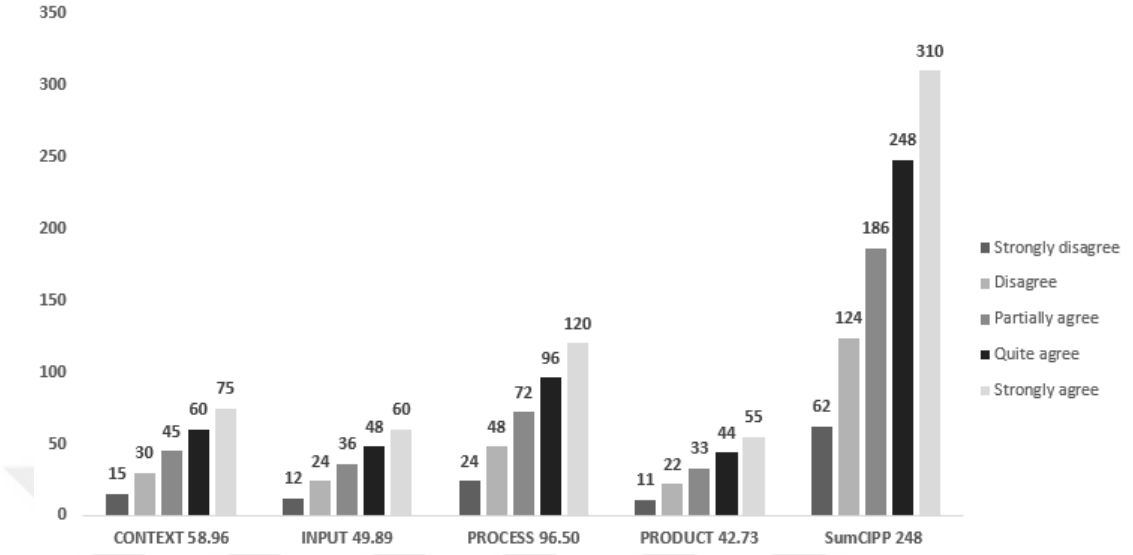
The table below shows the averages of the English preparatory program evaluated according to the CIPP components. The averages for the CIPP components are as follows: Context (58.96), Input (49.89), Process (96.50), Product (42.73), and SumCIPP (248).

**Table 12: Descriptive statistics for CIPP components**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Context | 324 | 15,00 | 75,00 | 58,96 | 13,18 |
| Input | 324 | 12,00 | 60,00 | 49,89 | 10,64 |
| Process | 324 | 24,00 | 120,00 | 96,50 | 21,11 |
| Product | 324 | 11,00 | 55,00 | 42,73 | 10,66 |
| SumCIPP | 324 | 62,00 | 310,00 | 248,09 | 50,85 |

The chart below has been used to make the interpretations of the English preparatory program more understandable according to the CIPP components.

**Figure 2. Averages of CIPP Components**




When the averages obtained regarding the context, input, process, and product are compared with each other, the most effective components of the preparatory program are input and process. It is followed by context and product, respectively. It is understood that the program should be developed especially in terms of context and product. Bringing an adequate library and laboratory into the English preparatory program in terms of the context component, and taking measures to improve the speaking skills of the students in the product component, show that the program could become stronger in terms of these components.

When evaluated in terms of context, the average obtained is 58.96. This value shows that both the graduates and the students currently in the English preparatory program consider the preparatory program relatively adequate in terms of context. However, graduate students consider the program more adequate in terms of context than current students. When a clearer evaluation is made, the student groups see the program as relatively sufficient in terms of the necessity of the preparatory program, its clear aims, the suitability of its goals for their level, the sufficient course hours, and the up-to-dateness of the preparatory program.

When evaluated in the context of input, the average obtained is 49.9. Therefore, students in both groups have positive evaluations that the textbooks used in the program are interesting and appropriate for their level, that the audio-visual materials

are sufficient, that the lessons contribute to their English learning, that they are subjected to exams at their level, and that the lecturers are equipped.

When evaluated in the context of the process, the average obtained is 96.50. Therefore, it is understood that the students in both groups have positive thoughts about the program.

When evaluated in the context of the product, it is seen that the average obtained is 42.73. Therefore, it is understood that the students in both groups have positive thoughts about the program. This average shows that the preparatory program contributes to grammar, vocabulary, reading, listening, writing and speaking skills, pronunciation, and meeting their future English needs.

#### 4.1.2.2. Prep-graduates' views on CIPP Dimensions

##### 4.1.2.2.1. Context Dimension

When looked at the context dimension, it was clear that participants agreed on the up-to-dateness of the program. The prep graduates thought that the objectives of the prep program were clear and these objectives were appropriate for their level. However, when looked at the lowest items (items 11, 12, and 14), it was clear that students were not pleased with the facilities of the program such as the computer labs, library, and the building.

**Table 13: Prep-graduates' Views on Context**

| Item | strongly disagree | disagree | partially agree | quite agree | strongly agree | total | mean | std dev. |
|---|---|---|---|---|---|---|---|---|
| 1. I believe English preparatory education is necessary for my department. | 11 | 12 | 38 | 46 | 140 | 247 | 4,18 | 1,13 |
| | 4,50% | 4,9% | 15,4% | 18,6% | 56,7% | 100% | | |
| 2. I am glad to have studied in the English preparatory program. | 13 | 9 | 37 | 56 | 132 | 247 | 4,15 | 1,13 |
| | 5,30% | 3,6% | 15% | 22,7% | 53,4% | 100% | | |
| 3. The preparatory program was designed to develop basic English skills. | 13 | 3 | 22 | 93 | 116 | 247 | 4,19 | 1,02 |
| | 5,30% | 1,2% | 8,9% | 37,7% | 47% | 100% | | |
| 4. The objectives of the English | 13 | 11 | 19 | 69 | 135 | 247 | 4,22 | 1,1 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| preparatory program were clear and understandable. | 5,30% | 4,5% | 7,7% | 27,9% | 54,7% | 100% | | |
| 5. The objectives of the English preparatory program were appropriate for the students' levels. | 15 | 5 | 20 | 73 | 134 | 247 | 4,23 | 1,09 |
| | 6,10% | 2% | 8,1% | 29,6% | 54,3% | 100% | | |
| 6. Weekly class hours were adequate. | 15 | 10 | 20 | 72 | 130 | 247 | 4,18 | 1,13 |
| | 6,10% | 4% | 8,1% | 29,1% | 52,6% | 100% | | |
| 7. Total duration of the preparatory program was adequate to learn (basic) English. | 15 | 9 | 23 | 68 | 132 | 247 | 4,18 | 1,13 |
| | 6,10% | 3,6% | 9,3% | 27,5% | 53,4% | 100% | | |
| 8. The preparatory program was up-to-date. | 11 | 7 | 15 | 61 | 153 | 247 | 4,36 | 1,03 |
| | 4,50% | 2,8% | 6,1% | 24,7% | 61,9% | 100% | | |
| 9. The content of the preparatory program was consistent with the program objectives. | 12 | 12 | 21 | 72 | 130 | 247 | 4,19 | 1,09 |
| | 4,90% | 4,9% | 8,5% | 29,1% | 52,6% | 100% | | |
| 10. Classes were suitable for English lessons. | 16 | 15 | 40 | 55 | 121 | 247 | 4,01 | 1,21 |
| | 6,50% | 6,1% | 16,2% | 22,3% | 49% | 100% | | |
| 11. There was a library containing the necessary resources for preparatory school students. | 34 | 58 | 66 | 39 | 50 | 247 | 3,05 | 1,32 |
| | 13,80% | 23,5% | 26,7% | 15,8% | 20,2% | 100% | | |
| 12. There was a computer lab for the use of preparatory school students. | 46 | 37 | 53 | 42 | 69 | 247 | 3,2 | 1,46 |
| | 18,60% | 15% | 21,5% | 17% | 27,9% | 100% | | |
| 13. The English preparatory program had a mission that is clear, understandable, transparent, purposeful, based on the needs of the stakeholders, and expressed in written form. | 15 | 9 | 41 | 80 | 102 | 247 | 3,99 | 1,12 |
| | 6,1% | 3,6% | 16,6% | 32,4% | 41,3% | 100% | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 14. The English preparatory program had the infrastructure, workspace, resources, technology, and equipment that served its mission and goals. | 22 | 14 | 55 | 69 | 87 | 247 | 3,74 | 1,24 |
| | 8,90% | 5,7% | 22,3% | 27,9% | 35,2% | 100% | | |
| 15. All necessary information about the program was given to students who had just joined the English preparatory program within the scope of the orientation program. | 19 | 11 | 14 | 80 | 123 | 247 | 4,12 | 1,19 |
| | 7,70% | 4,5% | 5,7% | 32,4% | 49,8% | 100% | | |

#### 4.1.2.2.2. Input Dimension

When it comes to input evaluation, instructors seemed to have a good impact both on the students and the program (items 9 and 10). Following that, the graduates thought that the textbooks used were suitable for their levels (item 2). Although nearly 80% of the students agreed that instructors used only Turkish in class, this was the lowest scored item in the input dimension with a mean of 3,79.

**Table 14: Prep-graduates' Views on Input**

| Item | strongly disagree | disagree | partially agree | quite agree | strongly agree | total | mean | std dev. |
|---|---|---|---|---|---|---|---|---|
| 1. Textbooks were interesting. | 13 | 6 | 37 | 62 | 129 | 247 | 4,16 | 1,1 |
| | 5,3% | 2,4% | 15% | 25,1% | 52,2% | 100% | | |
| 2. Textbooks were suitable for students' levels. | 12 | 5 | 16 | 77 | 137 | 247 | 4,3 | 1,02 |
| | 4,9% | 2% | 6,5% | 31,2% | 55,5% | 100% | | |
| 3. Writing portfolio assignments were useful. | 11 | 9 | 25 | 75 | 127 | 247 | 4,2 | 1,06 |
| | 4,5% | 3,6% | 10,1% | 30,4% | 51,4% | 100% | | |
| 4. Speaking portfolio assignments were useful. | 14 | 10 | 27 | 77 | 119 | 247 | 4,12 | 1,11 |
| | 5,7% | 4% | 10,9% | 31,2% | 48,2% | 100% | | |
| 5. Grammar and vocabulary photocopiables/exercises were helpful. | 14 | 5 | 25 | 71 | 132 | 247 | 4,22 | 1,08 |
| | 5,7% | 2% | 10,1% | 28,7% | 53,4% | 100% | | |
| 6. The audio-visual materials used in the program helped improve my English skills. | 14 | 5 | 23 | 66 | 139 | 247 | 4,25 | 1,08 |
| | 5,7% | 2% | 9,3% | 26,7% | 56,3% | 100% | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 7. The audio-visual materials used in the program were interesting. | 13 | 10 | 34 | 64 | 126 | 247 | 4,13 | 1,12 |
| | 5,3% | 4% | 13,8% | 25,9% | 51% | 100% | | |
| 8. The variety of materials used in the program was sufficient. | 12 | 15 | 36 | 84 | 100 | 247 | 3,99 | 1,11 |
| | 4,9% | 6,1% | 14,6% | 34% | 40,5% | 100% | | |
| 9. The examples given by the instructor in the lessons made learning English easier. | 12 | 4 | 22 | 65 | 144 | 247 | 4,31 | 1,03 |
| | 4,9% | 1,6% | 8,9% | 26,3% | 58,3% | 100% | | |
| 10. The instructors working in the English preparatory program had the qualifications and competence to fulfill the requirements of their duties. | 10 | 3 | 17 | 57 | 160 | 247 | 4,43 | 0,97 |
| | 4% | 1,2% | 6,9% | 23,1% | 64,8% | 100% | | |
| 11. The instructor used only English in the classroom. | 19 | 13 | 50 | 83 | 82 | 247 | 3,79 | 1,18 |
| | 7,7% | 5,3% | 20,2% | 33,6% | 33,2% | 100% | | |
| 12. I was placed at the right level as a result of the placement test. | 14 | 7 | 18 | 71 | 137 | 247 | 4,25 | 1,09 |
| | 5,7% | 2,8% | 7,3% | 28,7% | 55,5% | 100% | | |

#### 4.1.2.2.3. Process Dimension

When looked at the process dimension, prep-graduates were satisfied especially with the assessment process such as the number of the exams, the topics covered in the exams, and the grading systems (items 15, 16, 17, 21, and 22). Among the language skills, although it was not very low, speaking seemed to be the least focused one (item 6). In addition to that, more than half of the students stated in item 12 that they became more interested in the lesson when the instructor spoke in English; however, in item 13 they also slightly agreed that they wanted the instructor to use Turkish in class to a small extent.

**Table 15: Prep-graduates' Views on Process**

| Item | strongly disagree | disagree | partially agree | quite agree | strongly agree | total | mean | std dev. |
|---|---|---|---|---|---|---|---|---|
| 1. The program attached sufficient importance to grammar. | 13 | 9 | 29 | 72 | 124 | 247 | 4,15 | 1,1 |
| | 5,3% | 3,6% | 11,7% | 29,1% | 50,2% | 100% | | |
| 2. The program attached sufficient importance to vocabulary. | 11 | 13 | 28 | 81 | 114 | 247 | 4,1 | 1,08 |
| | 4,5% | 5,3% | 11,3% | 32,8% | 46,2% | 100% | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 3. The program attached sufficient importance to reading skill. | 14 | 6 | 35 | 76 | 116 | 247 | 4,1 | 1,1 |
| | 5,7% | 2,4 | 14,2 | 30,8 | 47 | 100% | | |
| 4. The program attached sufficient importance to writing skill. | 11 | 11 | 26 | 70 | 129 | 247 | 4,19 | 1,08 |
| | 4,5% | 4,5% | 10,5% | 28,3% | 52,2% | 100% | | |
| 5. The program attached sufficient importance to listening skill. | 15 | 5 | 32 | 69 | 126 | 247 | 4,15 | 1,11 |
| | 6,1% | 2% | 13% | 27,9% | 51% | 100% | | |
| 6. The program attached sufficient importance to speaking skill. | 16 | 14 | 40 | 60 | 117 | 247 | 4 | 1,2 |
| | 6,5% | 5,7% | 16,2% | 24,3% | 47,4% | 100% | | |
| 7. The English preparatory program enabled students' active participation. | 13 | 17 | 35 | 69 | 113 | 247 | 4,02 | 1,16 |
| | 5,3% | 6,9% | 14,2% | 27,9% | 45,7% | 100% | | |
| 8. When needed subjects were repeated and supported with relevant exercises. | 13 | 5 | 27 | 61 | 141 | 247 | 4,26 | 1,08 |
| | 5,3% | 2% | 10,9% | 24,7% | 57,1% | 100% | | |
| 9. In-class group work, pair work, and/or role-play activities improved my English skills. | 16 | 13 | 22 | 61 | 135 | 247 | 4,15 | 1,18 |
| | 6,5% | 5,3% | 8,9% | 24,7% | 54,7% | 100% | | |
| 10. Individual studies improved my English skills. | 15 | 8 | 27 | 63 | 134 | 247 | 4,18 | 1,13 |
| | 6,1% | 3,2% | 10,9% | 25,5% | 54,3% | 100% | | |
| 11. I used only English during the lessons. | 20 | 32 | 82 | 52 | 61 | 247 | 3,41 | 1,21 |
| | 8,1% | 13% | 33,2% | 21,1% | 24,7% | 100% | | |
| 12. I became more interested in the lesson when the instructor spoke only English. | 16 | 18 | 67 | 54 | 92 | 247 | 3,76 | 1,21 |
| | 6,5% | 7,3% | 27,1% | 21,9% | 37,2% | 100% | | |
| 13. I became more interested in the lesson when the instructor spoke Turkish. | 39 | 44 | 53 | 58 | 53 | 247 | 3,17 | 1,37 |
| | 15,8% | 17,8% | 21,5% | 23,5% | 21,5% | 100% | | |
| 14. Extra-curricular activities (competitions, meetings, and seminars) increased my motivation. | 17 | 19 | 37 | 55 | 119 | 247 | 3,97 | 1,25 |
| | 6,9% | 7,7% | 15% | 22,3% | 48,2% | 100% | | |
| 15. The number of assessment tools (quizzes, midterms, portfolios, and final) was adequate. | 13 | 6 | 28 | 60 | 140 | 247 | 4,24 | 1,09 |
| | 5,3% | 2,4% | 11,3% | 24,3% | 56,7% | 100% | | |
| 16. Exams were | 12 | 4 | 18 | 53 | 160 | 247 | 4,39 | 1,03 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| compatible with the topics covered in the lessons. | 4,9% | 1,6% | 7,3% | 21,5% | 64,8% | 100% | | |
| 17. The difficulty level of the exams (quiz/midterm) was compatible with the level of students. | 13 | 6 | 22 | 69 | 137 | 247 | 4,25 | 1,07 |
| | 5,3% | 2,4% | 8,9% | 27,9% | 55,5% | 100% | | |
| 18. The exam results (quiz/midterm) showed the actual English proficiency of the students. | 11 | 21 | 39 | 61 | 115 | 247 | 4 | 1,17 |
| | 4,5% | 8,5% | 15,8% | 24,7% | 46,6% | 100% | | |
| 19. The use of technology in the preparatory program was satisfactory. | 12 | 17 | 49 | 59 | 110 | 247 | 3,96 | 1,16 |
| | 4,9% | 6,9% | 19,8% | 23,9% | 44,5% | 100% | | |
| 20. The difficulty of the subjects and the time allocated to them were directly proportional. | 11 | 10 | 36 | 76 | 114 | 247 | 4,1 | 1,07 |
| | 4,5% | 4% | 14,6% | 30,8% | 46,2% | 100% | | |
| 21. The grading system in exams was fair. | 12 | 7 | 22 | 67 | 139 | 247 | 4,27 | 1,06 |
| | 4,9% | 2,8% | 8,9% | 27,1% | 56,3% | 100% | | |
| 22. The grading system in portfolio assignments was fair. | 12 | 7 | 20 | 67 | 141 | 247 | 4,28 | 1,06 |
| | 4,9% | 2,8% | 8,1% | 27,1% | 57,1% | 100% | | |
| 23. Feedback given after the exams was satisfactory. | 14 | 13 | 24 | 62 | 134 | 247 | 4,17 | 1,15 |
| | 5,7% | 5,3% | 9,7% | 25,1% | 54,3% | 100% | | |
| 24. Feedback given after the portfolio assignments was satisfactory. | 16 | 8 | 27 | 63 | 133 | 247 | 4,17 | 1,15 |
| | 6,5% | 3,2% | 10,9% | 25,5% | 53,8% | 100% | | |

#### 4.1.2.2.4. Product Dimension

When compared to the result of the process dimension, there was a slight decrease in the language skills obtained at the end of the program. Although prep-graduates thought that the program attached importance to these skills, what they perceived was slightly lower. There was not a significant difference among the skills but the speaking skill was the least scored on the scale followed by pronunciation (items 6 and 7). What most students agreed was that they believed the program provided a basis for their future English needs (item 11).

**Table 16: Prep-graduates' Views on Product**

| Item | strongly disagree | disagree | partially agree | quite agree | strongly agree | total | mean | std dev. |
|---|---|---|---|---|---|---|---|---|
| 1. My grammar improved sufficiently at the end of the program. | 14 | 13 | 53 | 75 | 92 | 247 | 3,88 | 1,13 |
| | 5,7% | 5,3% | 21,5% | 30,4% | 37,2% | 100% | | |
| 2. My vocabulary improved sufficiently at the end of the program. | 12 | 13 | 46 | 91 | 85 | 247 | 3,9 | 1,08 |
| | 4,9% | 5,3% | 18,6% | 36,8% | 34,4% | 100% | | |
| 3. My reading skill improved sufficiently at the end of the program. | 14 | 9 | 44 | 79 | 101 | 247 | 3,98 | 1,11 |
| | 5,7% | 3,6% | 17,8% | 32% | 40,9% | 100% | | |
| 4. My writing skill improved sufficiently at the end of the program. | 14 | 13 | 54 | 72 | 94 | 247 | 3,88 | 1,14 |
| | 5,7% | 5,3% | 21,9% | 29,1% | 38,1% | 100% | | |
| 5. My listening skill improved sufficiently at the end of the program. | 14 | 8 | 49 | 76 | 100 | 247 | 3,97 | 1,11 |
| | 5,7% | 3,2% | 19,8% | 30,8% | 40,5% | 100% | | |
| 6. My speaking skill improved sufficiently at the end of the program. | 16 | 19 | 61 | 76 | 75 | 247 | 3,7 | 1,16 |
| | 6,5% | 7,7% | 24,7% | 30,8% | 30,4% | 100% | | |
| 7. My pronunciation improved sufficiently at the end of the program. | 17 | 16 | 54 | 73 | 87 | 247 | 3,79 | 1,18 |
| | 6,9% | 6,5% | 21,9% | 29,6% | 35,2% | 100% | | |
| 8. Writing portfolio assignments helped improve my writing skills. | 16 | 14 | 39 | 69 | 109 | 247 | 3,97 | 1,18 |
| | 6,5% | 5,7% | 15,8% | 27,9% | 44,1% | 100% | | |
| 9. Speaking portfolio assignments helped improve my speaking skills. | 18 | 19 | 37 | 81 | 92 | 247 | 3,85 | 1,21 |
| | 7,3% | 7,7% | 15% | 32,8% | 37,2% | 100% | | |
| 10. The program responded to my individual interests and needs. | 16 | 13 | 45 | 70 | 103 | 247 | 3,93 | 1,18 |
| | 6,5% | 5,3% | 18,2% | 28,3% | 41,7% | 100% | | |
| 11. The program provided a basis for my future English needs. | 16 | 7 | 26 | 62 | 136 | 247 | 4,19 | 1,14 |
| | 6,5% | 2,8% | 10,5% | 25,1% | 55,1% | 100% | | |

#### 4.1.2.3. Current Students' Views on CIPP Dimensions

##### 4.1.2.3.1. Context Dimension

When looked at the responses of the current students who are studying the preparatory program, the most highly rated item was item 1, which stated that most of the students (70 out of 77) believed that English is necessary for their departments. The least rated item were 11 and 12 which were about library and computer labs for prep students.

**Table 17: Current Students' Views on Context**

| Item | strongly disagree | disagree | partially agree | quite agree | strongly agree | total | mean | std dev. |
|---|---|---|---|---|---|---|---|---|
| 1. I believe English preparatory education is necessary for my department. | 6 | 1 | 10 | 9 | 51 | 77 | 4,27 | 1,22 |
| | 7,8% | 1,3% | 13% | 11,7% | 66,2% | 100% | | |
| 2. I am glad to be studying in the English preparatory program. | 3 | 1 | 9 | 36 | 28 | 77 | 4,1 | 0,94 |
| | 3,9% | 1,3% | 11,7% | 46,8% | 36,4% | 100% | | |
| 3. The preparatory program is designed to develop basic English skills. | 2 | 3 | 11 | 30 | 31 | 77 | 4,1 | 0,96 |
| | 2,6% | 3,9% | 14,3% | 39% | 40,3% | 100% | | |
| 4. The objectives of the English preparatory program are clear and understandable. | 4 | 1 | 11 | 25 | 36 | 77 | 4,14 | 1,06 |
| | 5,2% | 1,3% | 14,3% | 32,5% | 46,8% | 100% | | |
| 5. The objectives of the English preparatory program are appropriate for the students' levels. | 2 | 7 | 10 | 25 | 33 | 77 | 4,03 | 1,08 |
| | 2,6% | 9,1% | 13% | 32,5% | 42,9% | 100% | | |
| 6. Weekly class hours are adequate. | 1 | 7 | 12 | 21 | 36 | 77 | 4,09 | 1,05 |
| | 1,3% | 9,1% | 15,6% | 27,3% | 46,8% | 100% | | |
| 7. Total duration of the preparatory program is adequate to learn (basic) English. | 2 | 7 | 12 | 26 | 30 | 77 | 3,97 | 1,07 |
| | 2,6% | 9,1% | 15,6% | 33,8% | 39% | 100% | | |
| 8. The preparatory program is up-to-date. | 2 | 3 | 8 | 30 | 34 | 77 | 4,18 | 0,95 |
| | 2,6% | 3,9% | 10,4% | 39% | 44,2% | 100% | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 9. The content of the preparatory program is consistent with the program objectives. | 2 | 6 | 9 | 40 | 20 | 77 | 3,9 | 0,96 |
| | 2,6% | 7,8% | 11,7% | 51,9% | 26% | 100% | | |
| 10. Classes are suitable for English lessons. | 5 | 6 | 15 | 23 | 28 | 77 | 3,81 | 1,2 |
| | 6,5% | 7,8% | 19,5% | 29,9% | 36,4% | 100% | | |
| 11. There is a library containing the necessary resources for preparatory school students. | 18 | 27 | 19 | 7 | 6 | 77 | 2,42 | 1,17 |
| | 23,4% | 35,1% | 24,7% | 9,1% | 7,8% | 100% | | |
| 12. There is a computer lab for the use of preparatory school students. | 37 | 24 | 10 | 3 | 3 | 77 | 1,84 | 1,05 |
| | 48,1% | 31,2% | 13% | 3,9% | 3,9% | 100% | | |
| 13. The English preparatory program has a mission that is clear, understandable, transparent, purposeful, based on the needs of the stakeholders, and expressed in written form. | 6 | 3 | 17 | 31 | 20 | 77 | 3,72 | 1,13 |
| | 7,8% | 3,9% | 22,1% | 40,3% | 26% | 100% | | |
| 14. The English preparatory program has the infrastructure, workspace, resources, technology, and equipment that served its mission and goals. | 10 | 14 | 25 | 17 | 11 | 77 | 3,06 | 1,22 |
| | 13% | 18,2% | 32,5% | 22,1% | 14,3% | 100% | | |
| 15. All necessary information about the program is given to students who have just joined the English preparatory program within the scope of the orientation program. | 7 | 5 | 16 | 23 | 26 | 77 | 3,72 | 1,25 |
| | 9,1% | 6,5% | 20,8% | 29,9% | 33,8% | 100% | | |

#### 4.1.2.3.2. Input Dimension

In the input dimension of the scale, item 10 was the most highly rated one with a mean of 4,49. Therefore, students stated that the instructors in the program have the necessary qualifications. This was followed by item 5 with a mean of 4,32 which said that grammar and vocabulary photocopiables and exercises are helpful. The

mean of item 11 was the lowest (3,66) which stated that the instructor uses only English. This was followed by item 8 (3,71) which stated that the variety of the materials used in the program was not sufficient to some degree.

**Table 18: Current Students' Views on Input**

| Item | strongly disagree | disagree | partially agree | quite agree | strongly agree | total | mean | std dev. |
|---|---|---|---|---|---|---|---|---|
| 1. Textbooks are interesting. | 5 | 2 | 18 | 35 | 17 | 77 | 3,74 | 1,04 |
| | 6,5% | 2,6% | 23,4% | 45,5% | 22,1% | 100% | | |
| 2. Textbooks are suitable for students' levels. | 3 | 0 | 17 | 33 | 24 | 77 | 3,97 | 0,94 |
| | 3,9% | 0% | 22,1% | 42,9% | 31,2% | 100% | | |
| 3. Writing portfolio assignments are useful. | 3 | 2 | 6 | 26 | 40 | 77 | 4,27 | 0,99 |
| | 3,9% | 2,6% | 7,8% | 33,8% | 51,9% | 100% | | |
| 4. Speaking portfolio assignments are useful. | 4 | 4 | 4 | 25 | 40 | 77 | 4,2 | 1,1 |
| | 5,2% | 5,2% | 5,2% | 32,5% | 51,9% | 100% | | |
| 5. Grammar and vocabulary photocopiables/exercises are helpful. | 3 | 3 | 4 | 23 | 44 | 77 | 4,32 | 1,01 |
| | 3,9% | 3,9% | 5,2% | 29,9% | 57,1% | 100% | | |
| 6. The audio-visual materials used in the program help improve my English skills. | 3 | 1 | 6 | 30 | 37 | 77 | 4,26 | 0,95 |
| | 3,9% | 1,3% | 7,8% | 39% | 48,1% | 100% | | |
| 7. The audio-visual materials used in the program are interesting. | 4 | 1 | 21 | 21 | 30 | 77 | 3,93 | 1,09 |
| | 5,2% | 1,3% | 27,3% | 27,3% | 39% | 100% | | |
| 8. The variety of materials used in the program is sufficient. | 2 | 8 | 23 | 21 | 23 | 77 | 3,71 | 1,08 |
| | 2,6% | 10,4% | 29,9% | 27,3% | 29,9% | 100% | | |
| 9. The examples given by the instructor in the lessons make learning English easier. | 4 | 2 | 3 | 26 | 42 | 77 | 4,29 | 1,03 |
| | 5,2% | 2,6% | 3,9% | 33,8% | 54,5% | 100% | | |
| 10. The instructors working in the English preparatory program have the qualifications and competence to fulfill the requirements of their duties. | 4 | 1 | 2 | 16 | 54 | 77 | 4,49 | 1 |
| | 5,2% | 1,3% | 2,6% | 20,8% | 70,1% | 100% | | |
| 11. The instructor uses only English in the classroom. | 6 | 2 | 24 | 25 | 20 | 77 | 3,66 | 1,13 |
| | 7,8% | 2,6% | 31,2% | 32,5% | 26% | 100% | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 12. I was placed at the right level as a result of the placement test. | 5 | 5 | 12 | 17 | 38 | 77 | 4,01 | 1,23 |
| | 6,5% | 6,5% | 15,6% | 22,1% | 49,4% | 100% | | |

#### 4.1.2.3.3. Process Dimension

In the process dimension of the evaluation, students agreed that the exams were compatible with the topics covered in class with a mean of 4,49 (item 16). This was followed by item 9 in which students mostly agreed that in-class communicative activities help them improve their English. When it comes to the least scored items, we see items 11 and 13 which are both about speaking English in class but from different perspectives. Item 11 showed that most of the students (46 out 77, 59,7%) slightly agreed that they spoke English during the lessons. However, almost 40% of the students stated in item 13 that they were not interested in the lesson when the instructor spoke Turkish in the lesson. Another point worth mentioning was item 18. Nearly 40% of the students believed that the exams did not show their actual English proficiency.

**Table 19: Current Students' Views on Process**

| Item | strongly disagree | disagree | partially agree | quite agree | strongly agree | total | mean | std dev. |
|---|---|---|---|---|---|---|---|---|
| 1. The program attaches sufficient importance to grammar. | 4 | 1 | 10 | 29 | 33 | 77 | 4,11 | 1,03 |
| | 5,2% | 1,3% | 13% | 37,7% | 42,9% | 100% | | |
| 2. The program attaches sufficient importance to vocabulary. | 3 | 6 | 6 | 41 | 21 | 77 | 3,92 | 1,01 |
| | 3,9% | 7,8% | 7,8% | 53,2% | 27,3% | 100% | | |
| 3. The program attaches sufficient importance to reading skill. | 5 | 3 | 12 | 40 | 17 | 77 | 3,79 | 1,04 |
| | 6,5% | 3,9% | 15,6% | 51,9% | 22,1% | 100% | | |
| 4. The program attaches sufficient importance to writing skill. | 4 | 1 | 13 | 33 | 26 | 77 | 3,98 | 1,01 |
| | 5,2% | 1,3% | 16,9% | 42,9% | 33,8% | 100% | | |
| 5. The program attaches sufficient importance to listening skill. | 5 | 1 | 6 | 26 | 39 | 77 | 4,2 | 1,09 |
| | 6,5% | 1,3% | 7,8% | 33,8% | 50,6% | 100% | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 6. The program attaches sufficient importance to speaking skill. | 5 | 3 | 10 | 27 | 32 | 77 | 4,01 | 1,14 |
| | 6,5% | 3,9% | 13% | 35,1% | 41,6% | 100% | | |
| 7. The English preparatory program enables students' active participation. | 3 | 4 | 16 | 33 | 21 | 77 | 3,84 | 1,01 |
| | 3,9% | 5,2% | 20,8% | 42,9% | 27,3% | 100% | | |
| 8. When needed subjects are repeated and supported with relevant exercises. | 4 | 2 | 11 | 25 | 35 | 77 | 4,1 | 1,08 |
| | 5,2% | 2,6% | 14,3% | 32,5% | 45,5% | 100% | | |
| 9. In-class group work, pair work, and/or role-play activities improve my English skills. | 4 | 2 | 6 | 17 | 48 | 77 | 4,33 | 1,08 |
| | 5,2% | 2,6% | 7,8% | 22,1% | 62,3% | 100% | | |
| 10. Individual studies improve my English skills. | 4 | 4 | 14 | 21 | 34 | 77 | 4 | 1,14 |
| | 5,2% | 5,2% | 18,2% | 27,3% | 44,2% | 100% | | |
| 11. I use only English during the lessons. | 6 | 11 | 46 | 10 | 4 | 77 | 2,93 | 0,89 |
| | 7,8% | 14,3% | 59,7% | 13% | 5,2% | 100% | | |
| 12. I become more interested in the lesson when the instructor speaks only English. | 5 | 8 | 35 | 13 | 16 | 77 | 3,35 | 1,12 |
| | 6,5% | 10,4% | 45,5% | 16,9% | 20,8% | 100% | | |
| 13. I become more interested in the lesson when the instructor speaks Turkish. | 12 | 16 | 25 | 15 | 9 | 77 | 2,9 | 1,22 |
| | 15,6% | 20,8% | 32,5% | 19,5% | 11,7% | 100% | | |
| 14. Extra-curricular activities (competitions, meetings, and seminars) increase my motivation. | 6 | 2 | 19 | 21 | 29 | 77 | 3,84 | 1,19 |
| | 7,8% | 2,6% | 24,7% | 27,3% | 37,7% | 100% | | |
| 15. The number of assessment tools (quizzes, midterms, portfolios, and final) is adequate. | 4 | 2 | 8 | 18 | 45 | 77 | 4,27 | 1,09 |
| | 5,2% | 2,6% | 10,4% | 23,4% | 58,4% | 100% | | |
| 16. Exams are compatible with the topics covered in the lessons. | 4 | 1 | 1 | 18 | 53 | 77 | 4,49 | 0,99 |
| | 5,2% | 1,3% | 1,3% | 23,4% | 68,8% | 100% | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 17. The difficulty level of the exams (quiz/midterm) is compatible with the level of students. | 4 | 5 | 12 | 21 | 35 | 77 | 4,01 | 1,16 |
| | 5,2% | 6,5% | 15,6% | 27,3% | 45,5% | 100% | | |
| 18. The exam results (quiz/midterm) show the actual English proficiency of the students. | 12 | 17 | 14 | 20 | 14 | 77 | 3,09 | 1,35 |
| | 15,6% | 22,1% | 18,2% | 26% | 18,2% | 100% | | |
| 19. The use of technology in the preparatory program is satisfactory. | 7 | 11 | 21 | 23 | 15 | 77 | 3,36 | 1,21 |
| | 9,1% | 14,3% | 27,3% | 29,9% | 19,5% | 100% | | |
| 20. The difficulty of the subjects and the time allocated to them are directly proportional. | 3 | 5 | 10 | 39 | 20 | 77 | 3,88 | 0,99 |
| | 3,9% | 6,5% | 13% | 50,6% | 26% | 100% | | |
| 21. The grading system in exams is fair. | 3 | 3 | 11 | 19 | 41 | 77 | 4,19 | 1,07 |
| | 3,9% | 3,9% | 14,3% | 24,7% | 53,2% | 100% | | |
| 22. The grading system in portfolio assignments is fair. | 3 | 2 | 4 | 27 | 41 | 77 | 4,31 | 0,97 |
| | 3,9% | 2,6% | 5,2% | 35,1% | 53,2% | 100% | | |
| 23. Feedback given after the exams is satisfactory. | 3 | 3 | 11 | 23 | 37 | 77 | 4,06 | 1,04 |
| | 3,9% | 3,9% | 15,6% | 35,1% | 41,6% | 100% | | |
| 24. Feedback given after the portfolio assignments is satisfactory. | 3 | 3 | 11 | 23 | 37 | 77 | 4,14 | 1,06 |
| | 3,9% | 3,9% | 14,3% | 29,9% | 48,1% | 100% | | |

#### 4.1.2.3.4. Product Dimension

In the product dimension of the evaluation, students believed that their speaking skill was the least improved one so far among the other skills with a mean of 3,54. However, they also believed that speaking portfolio assignments were helpful to improve their speaking skills (mean=4,1). Among the four basic skills, listening was the most highly rated one with a mean of 3,89, and this was followed by reading with a mean of 3,75.

**Table 20: Current Students' Views on Product**

| Item | strongly disagree | disagree | partially agree | quite agree | strongly agree | total | mean | std dev. |
|---|---|---|---|---|---|---|---|---|
| 1. My grammar has improved sufficiently so far. | 2 | 4 | 33 | 25 | 13 | 77 | 3,55 | 0,92 |
| | 2,6% | 5,2 % | 42,9 % | 32,5 % | 16,9% | 100 % | | |
| 2. My vocabulary has improved sufficiently so far. | 3 | 3 | 30 | 29 | 12 | 77 | 3,57 | 0,93 |
| | 3,9% | 3,9 % | 39% | 37,7 % | 15,6% | 100 % | | |
| 3. My reading skill has improved sufficiently so far. | 2 | 2 | 25 | 32 | 16 | 77 | 3,75 | 0,9 |
| | 2,6% | 2,6 % | 32,5 % | 41,6 % | 20,8% | 100 % | | |
| 4. My writing skill has improved sufficiently so far. | 3 | 3 | 28 | 29 | 14 | 77 | 3,62 | 0,96 |
| | 3,9% | 3,9 % | 36,4 % | 37,7 % | 18,2% | 100 % | | |
| 5. My listening skill has improved sufficiently so far. | 2 | 4 | 15 | 35 | 21 | 77 | 3,89 | 0,95 |
| | 2,6% | 5,2 % | 19,5 % | 45,5 % | 27,3% | 100 % | | |
| 6. My speaking skill has improved sufficiently so far. | 2 | 7 | 30 | 23 | 15 | 77 | 3,54 | 0,99 |
| | 2,6% | 9,1 % | 39% | 29,9 % | 19,5% | 100 % | | |
| 7. My pronunciation has improved sufficiently so far. | 2 | 7 | 27 | 28 | 13 | 77 | 3,55 | 0,96 |
| | 2,6% | 9,1 % | 35,1 % | 36,4 % | 16,9% | 100 % | | |
| 8. Writing portfolio assignments help improve my writing skills. | 4 | 2 | 5 | 40 | 26 | 77 | 4,06 | 0,99 |
| | 5,2% | 2,6 % | 6,5% | 51,9 % | 33,8% | 100 % | | |
| 9. Speaking portfolio assignments help improve my speaking skills. | 2 | 6 | 8 | 27 | 34 | 77 | 4,1 | 1,04 |
| | 2,6% | 7,8 % | 10,4 % | 35,1 % | 44,2% | 100 % | | |
| 10. The program has responded to my individual interests and needs so far. | 2 | 6 | 19 | 27 | 23 | 77 | 3,81 | 1,03 |
| | 2,6% | 7,8 | 24,7 | 35,1 | 29,9% | 100 | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | % | % | % | | % | | |
| 11. The program has provided a basis for my future English needs. | 4 | 2 | 7 | 35 | 29 | 77 | 4,07 | 1,02 |
| | 5,2% | 2,6 % | 9,1% | 45,5 % | 37,7% | 100 % | | |

### 4.1.3. Research Question 2

*Is there a significant difference between the perspectives of prep-graduates and current students in terms of context, input, process, and product of the existing English preparatory program?*

In the study, whether the CIPP model differentiates according to education status was analyzed by t-test for independent groups. There is only a significant difference in context according to educational status. Prep-graduates (mean=60.05) evaluate the context more positively (t= 2.72; p<0.01) than those currently studying in the program (mean= 55.42).

**Table 21: t-test Results for Education Status**

| | Groups | N | Mean | Std. Deviation | T |
|---|---|---|---|---|---|
| Contex | 1,0 | 247 | 60,0648 | 13,51376 | 2,721** |
| | 2,0 | 77 | 55,4286 | 11,44831 | |
| Input | 1,0 | 247 | 50,2024 | 10,86613 | ,940 |
| | 2,0 | 77 | 48,8961 | 9,92284 | |
| Process | 1,0 | 247 | 97,5425 | 21,70060 | 1,581 |
| | 2,0 | 77 | 93,1948 | 18,88542 | |
| Product | 1,0 | 247 | 43,0972 | 11,23794 | 1,097 |
| | 2,0 | 77 | 41,5714 | 8,52925 | |
| SumCIPP | 1,0 | 247 | 250,9069 | 52,30993 | 1,786 |
| | 2,0 | 77 | 239,0909 | 45,03659 | |

p<.01 Groups (1,0 = Graduate Students; 2,0= Current students)

### 4.1.4. Research Question 3

*Is there a significant difference between males and females in terms of context, input, process, and product of the existing English preparatory program?*

In the study, whether the CIPP model differed according to gender was analyzed by independent samples t-test. It does not reveal a significant difference in terms of gender for graduates.

**Table 22: t-test Gender Results for Graduates**

| | Gender | N | Mean | Std. Deviation | t value |
|---|---|---|---|---|---|
| Context | 1,0 | 110 | 59,6909 | 14,49311 | -,389 |
| | 2,0 | 137 | 60,3650 | 12,71918 | |
| Input | 1,0 | 110 | 50,8455 | 11,57915 | ,833 |
| | 2,0 | 137 | 49,6861 | 10,27186 | |
| Process | 1,0 | 110 | 99,5182 | 21,79628 | 1,284 |
| | 2,0 | 137 | 95,9562 | 21,57200 | |
| Product | 1,0 | 110 | 44,2273 | 10,83628 | 1,419 |
| | 2,0 | 137 | 42,1898 | 11,50929 | |
| SumCIPP | 1,0 | 110 | 254,2818 | 54,26458 | ,908 |
| | 2,0 | 137 | 248,1971 | 50,72356 | |

(1,00= Female ; 2,0= Male)

In the study, whether the CIPP model differed according to gender was analyzed by independent samples t-test for current students as well. It does not reveal a significant difference in terms of gender.

**Table 23: t-test Gender Results for Current Students**

| | Gender | N | Mean | Std. Deviation | t-değeri |
|---|---|---|---|---|---|
| Context | 1,0 | 30 | 54,40 | 9,79 | -,627 |
| | 2,0 | 47 | 56,08 | 12,44 | |
| Input | 1,0 | 30 | 48,76 | 9,46 | -,091 |
| | 2,0 | 47 | 48,97 | 10,30 | |
| Processs | 1,0 | 30 | 93,36 | 17,85 | ,063 |
| | 2,0 | 47 | 93,08 | 19,70 | |
| Product | 1,0 | 30 | 40,80 | 8,67 | -,632 |
| | 2,0 | 47 | 42,06 | 8,48 | |

(1,00= Female ; 2,0= Male)

Lastly, the analyses were conducted to determine whether there is a significant difference between genders in terms of context, input, process, and product of the program. Table 11 shows that it does not reveal a significant difference in terms of gender.

**Table 24: t-test Gender Results for All Participants**

| | Gender | N | Mean | Std. Deviation | t-value |
|---|---|---|---|---|---|
| Context | 1,0 | 140 | 58,55 | 13,76 | -,483 |
| | 2,0 | 184 | 59,27 | 12,75 | |
| Input | 1,0 | 140 | 50,40 | 11,16 | ,749 |
| | 2,0 | 184 | 49,50 | 10,25 | |
| Process | 1,0 | 140 | 98,20 | 21,10 | 1,258 |
| | 2,0 | 184 | 95,22 | 21,09 | |
| Product | 1,0 | 140 | 43,49 | 10,47 | 1,117 |
| | 2,0 | 184 | 42,15 | 10,79 | |
| SumCIPP | 1,0 | 140 | 250,65 | 52,46 | ,787 |
| | 2,0 | 184 | 246,15 | 49,65 | |

(1,00= Female ; 2,0= Male)

### 4.1.5. Research Question 4

*What are the strengths and weaknesses of the program from the perspectives of prep-graduates, current students, and instructors?*

In this part of the study, CIPP components were analyzed at the item level. In terms of examining the perceptions of CIPP components at the item level descriptively, presenting the items with the lowest two and the highest two averages in the components was adopted as a principle. Although there is no significant difference between the items in terms of averages, the weakest and strongest aspects of the program in the components were tried to be illustrated through the items. While the lowest items in the components show the aspects of the English preparatory program that need to be developed; the highest items indicate the strengths of the program. The results here were obtained from the responses of all the participants of the CIPP scale, namely prep-graduates and current students to provide a general framework.

#### 4.1.5.1. Context Dimension

Looking at the context items, items 12 and 11 with the lowest averages, respectively, point to aspects of the program that need improvement. The items in question are the lack of an adequate computer laboratory (item 12) and the lack of an adequate library for preparatory students (item 11). Therefore, more adequate computer labs and libraries are required for the students in the preparatory program. Such a provision will place the presented program in a stronger position in the context component. The items with the highest average in terms of context items are items 4 and 8. These items show the strengths of the preparatory program in terms of the context component. These items include that "the objectives of the English preparatory program are clear and understandable" (item 4) and "the preparation program is up-to-date" (item 8).

**Table 25: Analysis of Context Dimension at Item Level**

| Items | N | Mean | Std. Deviation |
|---|---|---|---|
| context1 | 324 | 4,164 | 1,0965 |
| context2 | 324 | 4,151 | 1,1150 |
| context3 | 324 | 4,160 | 1,0350 |
| context4 | 324 | 4,191 | 1,0962 |
| context5 | 324 | 4,176 | 1,0946 |
| context6 | 324 | 4,182 | 1,0935 |
| context7 | 324 | 4,120 | 1,1021 |
| context8 | 324 | 4,238 | 1,0970 |
| context9 | 324 | 3,778 | 1,3469 |
| context10 | 324 | 3,497 | 1,4982 |
| context11 | 324 | 3,213 | 1,3124 |
| context12 | 324 | 3,173 | 1,4124 |
| context13 | 324 | 3,929 | 1,1636 |
| context14 | 324 | 3,747 | 1,1976 |
| context15 | 324 | 4,086 | 1,1370 |

#### 4.1.5.2. Input Dimension

Looking at the items in the input component, there are 11 and 8 items with the lowest average, respectively. These items are important in that they show the areas that the

program needs to improve in the input component although they are close to “quite agree”. “Instructors use(d) only English in the lesson” (item 11) and “the variety of the materials used in the program are/were sufficient” (Item 8). The items with the highest average in terms of input items are 10 and 2, respectively. These items show the strengths of the preparatory program in terms of the input component. These items are that “the qualifications of the instructors are sufficient” (item 10) and that “the textbooks used are suitable for the level of the students” (item 2).

**Table 26: Analysis of Input Dimension at Item Level**

| Items | N | Mean | Std. Deviation |
|---|---|---|---|
| input1 | 324 | 4,191 | 1,0791 |
| input2 | 324 | 4,281 | 1,0431 |
| input3 | 324 | 4,235 | 1,0501 |
| input4 | 324 | 4,154 | 1,0822 |
| input5 | 324 | 4,154 | 1,0936 |
| input6 | 324 | 4,130 | 1,1108 |
| input7 | 324 | 4,173 | 1,1077 |
| input8 | 324 | 4,111 | 1,1073 |
| input9 | 324 | 4,160 | 1,0955 |
| input10 | 324 | 4,333 | 1,0528 |
| input11 | 324 | 3,870 | 1,1572 |
| input12 | 324 | 4,176 | 1,0803 |

#### 4.1.5.3. Process Dimension

Looking at the items in the process component, the items with the lowest average are 11 and 13, respectively. These items are important in that they show the areas that the program needs to improve in the input component. These items are “I use(d) only English in the lessons” (item 11) and “I am/was more interested in the lesson when the instructors speak/spoke Turkish in the lessons” (item 13). The items in question are significant in that they reveal that the target language use in the lessons is relatively low. Moreover, the situation here is similar to the situation in the input dimension. Therefore, it reveals that attention should be paid to the use of the target language in the courses in the program. The items with the highest average in terms of process items are 22 and 21, respectively. These items show the strengths of the

preparatory program in terms of the process component. These items are the fairness of the portfolio homework system (item 22) and the fair scoring of the exam (item 21).

**Table 27: Analysis of Process Dimension at Item Level**

| Items | N | Mean | Std. Deviation |
|---|---|---|---|
| process1 | 324 | 4,068 | 1,0995 |
| process2 | 324 | 4,080 | 1,0702 |
| process3 | 324 | 4,133 | 1,0978 |
| process4 | 324 | 4,151 | 1,0983 |
| process5 | 324 | 4,083 | 1,0999 |
| process6 | 324 | 4,028 | 1,1761 |
| process7 | 324 | 4,096 | 1,1512 |
| process8 | 324 | 4,201 | 1,1016 |
| process9 | 324 | 3,867 | 1,2383 |
| process10 | 324 | 3,988 | 1,1881 |
| process11 | 324 | 3,293 | 1,2381 |
| process12 | 324 | 3,781 | 1,2056 |
| process13 | 324 | 3,432 | 1,3916 |
| process14 | 324 | 4,096 | 1,2140 |
| process15 | 324 | 4,191 | 1,1130 |
| process16 | 324 | 4,086 | 1,2486 |
| process17 | 324 | 4,046 | 1,1702 |
| process18 | 324 | 3,975 | 1,1319 |
| process19 | 324 | 4,019 | 1,1483 |
| process20 | 324 | 4,151 | 1,0581 |
| process21 | 324 | 4,222 | 1,0616 |
| process22 | 324 | 4,253 | 1,0605 |
| process23 | 324 | 4,025 | 1,1346 |
| process24 | 324 | 4,028 | 1,1359 |

#### 4.1.5.4. Product Dimension

Looking at the items in the product component, the items with the lowest average are 6 and 4 items, respectively. These items are important in that they show the areas that the program needs to improve in the product component. The items in question are “my speaking improved at the end of the preparatory program/until now” (item 6)

and “my writing skills improved at the end of the program/until now” (item 4). Considering these items, it can be said that the students found the program weak, especially in speaking and writing skills in the product component. Relatively less use of the target language in the input and process dimension may be associated with the lack of development of students' speaking skills in the target language, especially in the product dimension. Therefore, it is seen that the program should focus on improving the speaking and writing skills of the students. In the product component, the items with the highest average are items 11 and 3, respectively. These items demonstrate the strengths of the preparatory program in terms of the product component. These items are that “the program provides a foundation for the future needs of students” (item 11) and that “my reading skills have improved at the end of the program” (item 3).

**Table 28: Analysis of Product Dimension at Item Level**

| Items | N | Mean | Std. Deviation |
|---|---|---|---|
| product1 | 324 | 3,852 | 1,0888 |
| product2 | 324 | 3,840 | 1,0611 |
| product3 | 324 | 3,966 | 1,0798 |
| product4 | 324 | 3,806 | 1,1194 |
| product5 | 324 | 3,873 | 1,0957 |
| product6 | 324 | 3,793 | 1,1364 |
| product7 | 324 | 3,870 | 1,1626 |
| product8 | 324 | 3,938 | 1,1548 |
| product9 | 324 | 3,904 | 1,1725 |
| product10 | 324 | 3,935 | 1,1807 |
| product11 | 324 | 4,194 | 1,1488 |

### 4.2. Qualitative Findings

In this part of the study, qualitative findings will be presented under related research questions. The qualitative data is comprised of the open-ended questions asked at the end of the scale and interviews conducted with the instructors.

### 4.2.1. Research Question 4

*What are the strengths and weaknesses of the program from the perspectives of prep-graduates, current students, and instructors?*

#### 4.2.1.1. Prep-graduates' Perspectives

In the open-ended part of the survey, students were asked about the strengths and weaknesses of the preparatory program. Most of the graduate students expressed their satisfaction in general stating that the program was good enough.

> "Everything is being implemented in the right way, which is satisfying and attractive and should continue like this."
>
> "It was pretty good."
>
> "I think the program is sufficient in all aspects."
>
> "I don't think there is anything that needs improvement."
>
> "Everything was planned and focused on development."

The majority of them wrote that they were satisfied with their instructors and their approaches to students during this learning process. They stated that instructors had good qualifications, their communication with students was pleasing, and they were concerned with their students. Some of them even said hi to their previous instructors via their answers and it was possible to see almost all the instructors' names in the comments. The excerpts below were chosen randomly to show prep graduates' perspectives about instructors:

> "I gained experience with instructors that touched my student life. It has been 4 years since I graduated from the preparatory program, I would study it once again."
>
> "All of our teachers took care of us with love and interest. They left a beautiful mark on life. I strongly recommend it during the adaptation process to the preparatory class to the university."
>
> "I can say that the most powerful aspect of the preparatory program was the teaching staff."
>
> "I think that the program is quite adequate thanks to both the instructors and their superior knowledge."
>
> "I thank you very much for this program given by very well-qualified teachers. I do not see any shortcomings based on our teachers."
>
> "It was a program that I was very pleased with and enjoyed studying. And being in constant communication with the teachers made me feel very comfortable."
>
> "The preparatory period was one of the best times of my university life, and the friendliness of the instructors had a very positive effect on our English learning. Frankly, I did not see any aspect of it that needed improvement."

"I am very lucky to have come across one of the best teachers I have ever known in my life."

There were only three students who regretted studying at prep school but one of them still gave the teachers credit. His/her regret was because of the university's medium of instruction, which is Turkish.

"Choosing to study English was one of the biggest mistakes in my life. The teachers were very good, but it was quite unnecessary to study preparation in this school."

Another aspect underlined by prep graduates was grammar teaching. They emphasized that grammar was taught well and enough, which was a strength of the program. However, they also stated in the same comment that other skills should have been emphasized more.

"Speaking and listening should be developed, the grammar part is strong enough."

"The importance given to speaking skills should be increased a little more. No matter how much grammar the student has, if he cannot put it into practice, he cannot even describe the address to a tourist. I know by myself."

"Less grammar, more speaking/listening/writing practice. I forgot most of the grammar topics but very little to speak."

"It was good for learning grammar, but I think there are deficiencies in speaking, writing, and listening skills, especially speaking skills."

Regarding the speaking lessons, 59 students out of 247 stated that there should be more emphasis on speaking skill. The results were compatible with the results of the CIPP survey as well because items 6 and 7 in the product dimension which were about speaking and pronunciation were the least scored items. When looked at the documents of the previous years, it was seen that there was a separate speaking lesson given by a native speaker. That's why the comments here sometimes include "speaking lessons" and "native speaker". Students indicated that the number of speaking lessons should be increased. They also said that speaking activities should be more in all the classes. One of them even stated that students should be given a speaking test as a placement test and then they should be put into classes accordingly. In addition to the comments above, there were some others:

"More emphasis can be placed on speaking. More speaking activities can be done."

"I don't think it's enough. More conversation-based training should be given."

"Aspects that need improvement; creating a more comfortable environment for conversational English and allocating more time to it."

"Focus should be placed on activities aimed at improving speaking and listening skills."

"Students can be more encouraged to have dialogues in English with each other during the lessons and outside the classroom."

"The duration of the speaking lessons can be increased. The assignments given can be increased and we can be more interested."

"I think speaking lessons should be increased/should be more."

"I wish the lessons were more conversation-based."

"Speaking Quiz and Speaking Portfolio need more attention. Although reading and writing skills improve at the end of the program, the speaking side remains weak. I think more speaking should be done and put into practice."

They underlined another important point related to speaking which was a native-speaker instructor. As stated above, there was a native speaker instructor at the school of foreign languages until this year (2021-2022). Therefore, students commented on this issue regarding their experiences. When looked at the answers, it was clear that they benefitted from having a native speaker instructor, so it was one of the strengths of the program. Yet, it was a weakness at the same time because they believed that there needed to be more native speaker instructors; one was not enough and the number of lessons should have been more with these instructors. They stated that native speakers helped them with their speaking and pronunciation. The excerpts below show that having a native speaker teacher is both a strength and an aspect of the program that needs improvement.

"It was beneficial for our foreign instructors to accompany us to the lessons for some time. It was then that I discovered that our learning speed increases when we are exposed to language."

"It was quite good to have a foreign instructor in speaking and pronunciation lessons."

"Strengths; having a strong teaching staff and, in addition, having a teacher whose mother tongue is English."

"The most useful part was definitely bringing a foreign teacher from abroad. It was very helpful for pronunciation."

"Our main course lessons were very useful and enjoyable. However, our speaking lesson with our English teacher could have been more than one day a week."

"I think the part that needs to be developed is; In my term, one foreign teacher was giving us speaking lessons, this number can be increased and at the same time the number of speaking lessons can be increased. Because I realized later that the most important thing is to be able to express yourself and speak. Foreign teachers also contribute a lot to this because we have to speak English to communicate with her. This is also a plus."

"It would be better to have more foreign teachers."

"Foreign instructor course hours should have been more."

Some students attended the classes in distance education year which was implemented due to Covid 19 pandemic. There were various perspectives about the strengths and weaknesses of the program. In general, they wished that they had had the chance to receive education face to face.

"I do not think that this period contributes much in the distance education process and I see it as a waste of time because I think that we cannot add new things because we cannot interact with each other in many communications and it is a rote-based system."

"Although I studied the preparatory class from a distance, I understood the lessons very well."

"Even though I was studying from a distance, everything was very good and productive."

"It was a pity that my preparation period passed from a distance because we could not do social events, but it was good, so I cannot say an aspect that needs to be developed, face-to-face and distance education are very different."

"I don't think that I have seen its full capacity as I received distance education, but I think it would benefit more if I did."

"I don't think there was anything that needed improvement. Since the period when I was studying was remote teaching, I did not see any shortcomings."

Another point that stood out in the answers was the building where the preparatory program was implemented. As can clearly be seen in the excerpts, prep graduates considered this issue as a weakness of the program.

"The place of education can be more supportive in increasing students' motivation."

"Education can be continued in a better building."

"I wish the building where the preparatory program was held was better."

"Classes were too small."

"Their English education was very good, especially the teachers' approach to students was very good, but there is a need for a better building for the English preparatory department."

"Prep classes are a bit old. A new area can be opened in the faculties or newly constructed buildings."

"In fact, it would be better to go or move to a different place as a building."

#### 4.2.1.2. Current Students' Perspectives

The same question was to current students as an open-ended question. Like in the other questions, they wrote fewer details compared to graduate students. Similarly,

they were satisfied with the program in general and stated that they were pleased with their instructors and considered this as a strength of the program.

> "I think the teachers are of good quality. The program is sufficient."
>
> "I think it is effective enough for those who study and are interested."
>
> "I don't think there is anything that needs improvement."
>
> "As a strength, the teachers are very good."

However, there was a need for a native speaker instructor from the perspectives of current students. Unlike graduate students, they did not have a native speaker teacher and stated this as a point that needed to be improved.

> "I think there should be a foreign instructor."
>
> "I think that the lesson with a foreign teacher can be more effective in speaking classes."
>
> "I think there should be an English teacher in the preparatory program."
>
> "I think it is necessary to have an English teacher, that is, an "English" teacher."
>
> "I just wish there was a native speaker. So, a native English speaker is always different. Thank you for considering our opinions."
>
> "I think that communicating with a native speaker can lead to better learning."

Some of the current students also emphasized speaking skill as an aspect that needed to be improved. For example, they said that speaking activities should be more while some other students stated that these are already helping them improve their English.

> "I think it would be more correct to develop students more in speaking than in grammar. Even if the grammar is known, if a student cannot explain himself about that subject, I think that there is a problem either with the student or with the education."
>
> "Thanks to the writing and speaking activities, we can immerse ourselves more in English. With these activities, we learn more words and can pronounce them better."

Three of the students also stated that the distance education part of the current program, which is 40%, is not efficient and they benefitted from face-to-face lessons more.

> "It may be better if it is transferred to face-to-face education instead of online. Face to face is more efficient."

As a last point, two comments touched on the physical facilities of the school such as classrooms and canteen.

> "Classrooms need to be more well maintained."

"Instead of going that far for the canteen, it would be better to open a canteen here."

In the rest of the comments, there were various opinions about the strengths and weaknesses of the program. For example, a student stated that it is nice to be in a class that is not crowded. Another student thought that students should be given more psychological support and the belief that they can do it.

#### 4.2.1.3. Instructors' Perspectives

When the instructors asked about the strengths and weaknesses of the program, they were more inclined to talk about the weaknesses. However, there were still some comments about the strengths from different aspects such as the textbooks used and instructors. They believed that the textbook they are using now is working well with their students. The materials it provides are sufficient and helpful. Some of them also stated that the technological devices in the classes such as digital podiums are one of the strengths.

> "Its strength is that it has enthusiastic instructors. I think everyone teaches their lesson with love and does not hesitate to help the student. (Instructor 5)

> "We never have to think about what we will do tomorrow. The book and its materials are a huge plus. It also makes the exams very comfortable as we prepare them from their ready-made materials." (Instructor 1)

> "I can say the following about our strengths. It's good that the book has materials. It relaxes the teacher. In addition, technical possibilities are among the things that can be considered positive such as having digital podiums in each class. And the low number of students in classes. Students also welcome this situation." (Instructor 6)

> "Our teachers are egoless. Despite all the negativity, I think they are good and motivated. I truly believe so. The books are also suitable for our student profile. I don't think we're bad at exams either. There could be something a little more creative, of course." (Instructor 4)

One instructor also stated that each class had different instructors teaching them. She considered this as an advantage from both instructors' and students' perspectives.

> "I find it positive that 2-3 different teachers enter a class. 22 hours with the same students, and the same teacher can be boring. It also gives us mobility. Otherwise, the class and the teacher are withdrawn. At the same time, the other teacher may be good in an aspect that I lack. My style may not appeal to the student, but he can fit with the other teacher. Even we learn new things while talking to each other." (Instructor 2)

Another strength was the extent to which the program achieved its aims and objectives. When the instructors asked about the aims and objectives, there were varying answers. All in all, they all agreed that the program was able to achieve

them. However, as a weakness, they did not find them enough. Some instructors criticized these perceived aims and objectives and suggested new ones. Two of them stated that the program aimed to train students for the international area:

> "Whatever path the student will take, pursue an academic career, work abroad, go to Erasmus, our aim as the preparatory program is to introduce the global village we live in. We are in the information age, everything moves very fast. They need a language to follow the world. Our main goal is to raise this awareness. Students are like sponges, they all have different suction power. I think there is a group we reached." (Instructor 1)

> "We are trying to train qualified people who can be international. The key to this is a foreign language. Since they cannot achieve this without a foreign language, they should acquire the language skills that they will survive as much as possible, and at the same time be open-minded people with the language and culture they acquire, increase their self-confidence, and be inquisitive. And in the international arena, they can follow the science and media so that they are not obliged to what is presented to them. At least I pay regard to this in class. I think this is more or less the same with the teachers in the department. I think we have partially achieved that. I would be very unkind if I said no. But we do not have a specific goal such as bringing these students to a certain level. We think we've reached there when the book is finished." (Instructor 5)

Two of the instructors indicated that the program had basic aims and objectives for the language learners and they achieved these.

> "If I'm speaking for the A1 level, gaining a little bit of each skill. It is not possible to learn English completely. They cannot go from the basic level to the level of fully understanding what they have read and expressed themselves comfortably. A1 level needs two years to get to the point we want. We made the target a little bit smaller for A1, at least so that they can fully handle the parts they see. I think it's good." (Instructor 2)

> "Speaking, reading comprehension, listening, writing, all the skills, we can say, on a simple scale, and to increase the number of people who study and complete preparatory education. Apart from speaking, we achieve these goals. However, we need to pay more attention to CEFR objectives. Students should be able to do whatever that CEFR level requires." (Instructor 6)

Lastly, the other two instructors stated that the program had some mechanical objectives such as finishing the book on time and completing all the units.

> "We have mathematical goals such as starting from A1 and finishing at B1, starting from A2 and finishing at B2. Yes, we do these because we are moving in that direction. I would say there is consistency. But the program must of course have other goals like training more autonomous students. For example, I want to learn Spanish after I leave here. Do I know how to learn a language? They must leave here knowing it. And also, verbal communication should be a goal.

> "I think everyone, teachers, and students, have their aims and objectives in the program. If we have a collective goal as teachers, it is to complete the subjects, finish the book on time, and do the exam on time and it is to get a certificate for the student. We achieve these goals. But if you ask me, a goal should be added, such as improving students' communication skills. Students who are aware of the current state of the world, languages, cultures, being open to everything... producing their meanings using language..." (Instructor 3)

All the instructors underlined that the number of teaching staff is really low. Although it is possible to see 15 instructors on the school website, only 9 instructors

are working in the preparatory program. Two of them also serve as assistant directors. This issue emerged in most of the interview questions, especially in the question about supporting units in the program such as materials development and testing. In addition, instructors stated that this problem affected the constituents of the program. They could not have separate skill courses.

> "The number of academic staff needs to be increased. If we were 20-25 people, we would teach the skills separately, we would do extracurricular activities, and there could be extra speaking lessons in the afternoon, like a speaking club. Everyone is trying to do their best as much as possible, but with so few teaching staff, nothing more can happen." (Instructor 2)

> "I never wanted the writing class to be abolished, but unfortunately, we couldn't put it in the program. When the number of teachers was insufficient, nothing could be done." (Instructor 4)

> "We are the soldiers, we are the army, we are the generals, because everything is progressing in the form of a giant one-man band. When I told my friends from other schools that I am testing or material unit, they were surprised." (Instructor 5)

> "Sometimes the roles get mixed up because our number is quite small. Normally, the testing unit also prepares the questions, but now it only carries out the task of checking and printing the questions." (Instructor 6)

Another issue that stood out as a weakness in the interviews was speaking and communication skills. All the instructors believed that these skills needed to be improved during and after the English education received in this program. One of the instructors indicated that the class hours were not enough to focus on these skills and how they assessed these skills also affected their teaching:

> "The number of lessons is insufficient to improve students' communication skills. In addition, we focus more on measuring more mechanical things such as grammar and vocabulary in exams, and we put the measurement of communication skills into the background. In fact, how we do the exams shows how we want the lesson. After a point, it seems like we focus on completing units and topics, filling in the blanks in exams, and choosing the right option, instead of focusing on communication skills in lessons and exams." (Instructor 3)

In line with instructor 3, instructor 4 also stated that communicative skills were lacking in the program to some extent. She stated teachers' being more active in the lessons as the reason for this.

> "I think that the teachers are more active in the classroom, but the students should be more active to develop communicative skills. Can the student be confident and tell something he does not know by using what he knows? We have to teach this. How many students say "Okay, I will describe you the way" confidently after studying at preparatory school?" (Instructor 4)

Instructor 2 also stated this as a problem but she thought that this was because of students' expectations and lack of effort. Many of them did not have the aim to speak fluent English and they just came to class to listen to the teacher.

> "As a program, we have sufficient infrastructure in general meaning, but I don't know why the motivation of the students is dropping quickly. I think our courses are attractive enough. I believe there is a problem with the expectation of the students. They think language learning is something that can be installed directly into their brains without participation by just watching and without speaking, and they tend to learn by watching without participation. Only certain students finish the program having improved their speaking skill. Many students don't aim to speak the language fluently. That also makes me uncomfortable." (Instructor 2)

> "We are lacking in communication. It doesn't matter if it's writing or speaking. The student does not even write in Turkish. There is a problem in mentality, they do not produce. He cannot convey his ideas and thoughts on paper. He cannot transfer his social relationship to the conversation." (Instructor 3)

Half of the instructors indicated that feedback is an aspect that needs improving. When asked about the procedure, they stated that the exam papers were crosschecked by two instructors and the final score was announced to students. They believed it was not insufficient but still there was a need for more time to give feedback because students needed to see what they got wrong to correct it.

> "I think it is essential to give feedback to the students after the quiz and midterm exams. It is a fact that they need to see their papers and learn from their mistakes." (Instructor 1)

> "We should spend our time to show students their papers individually instead of correcting the papers twice." (Instructor 4)

> "The number of lessons is insufficient to give feedback to exams and assignments." (Instructor 3)

Last but not least, some instructors were not pleased with the physical conditions of the School of Foreign Languages. Students receive education in an old prefabricated building on the main campus. One of them underlined the importance of visual materials a language department needs:

> "I also believe that the building and classrooms should be enriched with visual materials and the language learning environment for students should be supported with visuals." (Instructor 1)

One instructor stated that the building is not a good welcome for those who come to university and choose to study English:

> "Here is like the reception of the university. It is the first place a customer sees in a hotel. If your reception is bad, it does not matter whether your rooms are good. Students do not even have a canteen here." (Instructor 4)

> "They threw us in the corner, in the dirtiest part of the school. They didn't even paint those garden walls." (Instructor 3)

Instructor 3 thought that this was related to the university administration's point of view of the School of Foreign Languages to some extent:

> "I am ashamed. It's not because I'm a formalist person or because I'm fond of luxury. I just want a humane building. This is just a reflection of my desire to be valued."

Another instructor touched upon the issue of being valued from another perspective. She stated that they did not feel valued by different aspects such as by university administration, by other faculty members at the university, and sometimes by the school administration.

> "We are human, not robots. We are beings with feelings and needs. For example, we ask what the needs and expectations of the students are but no one asks what the expectation of the teachers is. I do not feel valuable from the point of the administration's view. In motivation theory, you need to be autonomous, competent, and related to that environment to be motivated. However, I cannot feel these things recently. In addition to these, I even heard some faculty lecturers saying to our graduates "Why did you waste your one year in vain?" Can you imagine?" (Instructor 5)

### 4.2.2. Research Question 5

*What are the positive and negative aspects of the English preparatory program being optional?*

#### 4.2.2.1. Prep-Graduates' Perspectives

This question was asked as an open-ended question at the end of the survey. Among 247 graduates 175 of them responded to this question. From the replies of the students, it is clear that an optional English preparatory program reduces the stress of the students because they do not feel grade pressure. Even when they do not achieve the program, they do not feel stressed since they have the right to continue their majors whose medium of education are not English. Not feeling under pressure due to the lack of obligation to get passing grades in the program, the students have positive feelings about the program. Learning in a friendly environment, feeling motivated in the lectures, having the willingness to attend the lectures, and experiencing a transition period for getting used to university life are the key reasons for their positive feelings about the optional English preparatory program. The

following excerpts showcase these key reasons for their positive feeling about the preparatory program.

A vast majority of the prep graduates stated that attending an optional English preparatory program affected them positively because it was their choice. Some graduates stated that they felt less stressed and more motivated during the prep year.

> "The absence of a failing prevented us from stressing. We were learning in a friendly environment with those of our level. The fact that I chose the preparatory program by my own choice motivated me, and my course grades and success were increasing at this rate."

> "The fact that it was optional didn't stress me out too much. Therefore, due to the absence of stress, it was not reflected in my lessons. I focused more comfortably on the lessons. In addition, I think that the preparatory department should definitely be studied to get used to the university. I'm glad I chose it, it helped me a lot."

> "Since it was optional, there was no stress if I could not pass. Since there was no stress, there was no fear of grades, we were better motivated by the lessons, it was like a course."

> "Because it is optional, once you attend the classes willingly and this increases your success in the course, so when you realize that you can achieve something, your motivation automatically increases, so they are all interconnected."

> "Everyone in the class came of their own free will, so I think everyone was motivated. It's optional so that's a good thing. Otherwise, if it was mandatory, I think that those who don't want it could reduce the motivation of those who are willing."

> "I see this optionality as positive because it will be a factor that reduces the motivation of the course if it is compulsory."

> "The optional preparation program is a nice option offered to us. Since it is optional, we can always attend classes with high motivation. These participations not only add to our personal language development but also have a positive effect on our grades."

However, few students stated that they lost their motivation because the school was eventually not compulsory even though there was compulsory attendance and they gave up very easily.

> "Students, who get bored after a while because it is optional, do not take their determination to complete the program successfully and start to neglect it, which breaks the motivation of other students. If English prep school was compulsory, such situations would not occur, because students would have to go to class. After all, they did not want to fail."

> "Since it is not compulsory, I think motivation and the need for completion are not at a high level."

> "If I had to talk about the effect it had on me, I left it loose because it was optional, and after a while, I was absent. If it was compulsory, I probably wouldn't leave myself so easily."

> "I think that the fact that it is not compulsory causes the program not to be given enough attention."

In addition to losing motivation, a few students indicated that students were not serious about their lessons and grades due to the optionality of the program.

"I think prep program should be mandatory. Nobody cares when it's optional."

"Too bad it's optional, it reduces the importance given to the courses and the preparatory program. I think that it should be compulsory in some departments."

"If there was compulsory preparation, I think we would have finished with higher grades in terms of success."

"Some students fell into complacency due to the comfort the program gave in the point of attending classes and studying for exams. They did not study and underestimated the program."

"Some students, who only want the preparatory program, show success and attend the classes continuously, while some students do not attend the classes after a while because it is not compulsory and there is no sanction."

"... The downside, however, was that it had a very relaxing effect on some people, at least outside of my classroom, and acted as a disincentive. What I would like to point out here is that those people did not pay enough attention to the lessons and approached as if they expected the preparatory year to end as soon as possible."

On the other hand, there were some suggestions that English prep education should be compulsory at university because they believed that everyone should learn English.

"First of all, I think preparation should be mandatory because we can say that even one foreign language will be inadequate in the future. This is how I approach it."

"I think it should be compulsory, it is a language that everyone should learn, and I wanted to attend the class more as the participation increased."

"The positive side of being optional is that not all departments need English, but I think it would be better if it was compulsory and not optional and everyone could learn it."

"I think that it should not be optional, everyone should receive the English education…"

The student below thought that it can still be optional but people should be encouraged to study English for some reasons.

"It is very good that people act more flexible in decision-making and it is not compulsory, but in today's conditions, I think our past education in terms of foreign language learning is insufficient, it is quite lacking. It can be better if we can encourage and convince students that it is a viable program (our need, not a waste of time, the areas we will use it, being cool :) after all, it is a good thing to know)."

Another positive aspect stated by students was that they considered this year to get used to the city, university, and the environment in general. One of them stated that this was the only positive thing about the optional prep program.

"It helped me adapt to school I got to know Bilecik."
"… it also helped me get used to Bilecik and university in this process."

"One of its positive aspects is that it gives time to get used to the university, the environment, and the city."

> "With the preparatory program, there is more socialization on campus. After this program, we can't find the opportunity to do this after we start our own major.

> "I think that the preparatory department should definitely be studied to get used to the university."

> "On the positive side, I only got to know the university and the city for 1 year. Other than that, optional preparation seems like a waste of time to me."

A good number of students emphasized that making a decision in line with their own will affected them positively.

> "It is much better if it is optional because everyone's own choice is individual, I feel freer in this regard."

> "Since I participated voluntarily, I was more careful about attending classes."

> "The fact that it was optional motivated me to study more English because it would be for my benefit or detriment whether I worked or not because I chose it on my own decision."

> "One of the positive aspects was that I came consciously, without having to, of my own free will, which motivated me. I was there of my own choice. As a student who successfully passed the preparatory class, I do not think that there is a negative side."

> "Since I preferred the preparatory program myself, I worked more devotedly. I attended the classes with enthusiasm. I really wanted to learn something. I tried to do my best."

> "We did not participate by force. It's good that it's optional because it's like a volunteer job. The result of every work done willingly and lovingly is good. I did it willingly and it was good for me. Grades, the approach of the lecturer to us positively affected us, and we started to learn with pleasure. No downside for me."

Many students also expressed their satisfaction with their classmates. Parallel to the reason above, they stated that most students were eager to learn because they chose to be there.

> "It was good that it was optional because there were people who really wanted to learn."

> "It was nice that it was optional because we were always with those who wanted it, there was no obligation. The motivation was also good. I liked it very much."

> "People who do not want to be there do not negatively affect others, only willing people study."

> "On the positive side, studying in the same class with people who only want to learn English made the lessons more productive and made us more enthusiastic."

> "Learning with people who love English."

Last but not least, some students stated that the optionality of the program did not affect them because they just wanted to learn English.

"It didn't matter to me whether it was optional or not. Since I wanted to learn English, attendance, participation and grades would not change in any way, whether it was optional or not."

"The fact that it was optional did not reflect anything positive or negative on me, I took it seriously enough and progressed."

"I successfully completed my preparatory program, I did not have any problems with absenteeism, and my grades were very good, so it did not affect me whether it was optional or not. My desire to learn English has always continued and will continue."

"… Grade status and success are determined by the student himself, not whether it is optional or not. I think he will be successful when he works in his classes and provides continuity."

#### 4.2.2.2. Current Students' Perspective

The same question was also asked current students in the English preparatory program during the 2021-2022 academic year. 72 students out of 77 replied to this open-ended question. Almost all of the answers were positive about the optionality of the program. They also stated that they do not feel under pressure and are not worried about passing the program. When compared to graduate students' perspectives, current students focused more on class harmony and the enjoyable process of learning a language. Graduate students' more detailed answers could be due to their retrospective point of view. The excerpts below show current students' reasons behind why the optional English prep program is positive.

"There are no people who sabotage the lesson or disrupt the harmony of the class just because there are people who want to learn."

"Since there are fewer students, students are taken care of more. There is no downside."

"Being optional took the negativity that would arise out of obligation. Only those who wanted to study came, now those who complain are the minority. Otherwise, it would be torture for both teachers and students."

"Being together with people who want to learn English increases our motivation."

"It is positive, I mean, we do not encounter negative situations that are created by people who do not want to learn."

"I'm getting an education that I can't get anywhere else. I learn voluntarily, this is the most important thing. I don't think there is anything negative about it."

"Not studying with students who do not want to study at preparatory school, it is satisfying that everyone in the class is trying to learn English."

"On the positive side, people are more willing to learn English because they want to. If it was obligatory, there would be reluctance."

Among the replies, 4 students wrote that English preparatory education should be compulsory and one of the students stated that s/he wished s/he would have her/his

major courses in English too. As mentioned earlier, no department at this university offers English medium instruction. One of the students also explained why he/she thought that it should be compulsory:

> "Anyone who wants to can get language training, I think preparatory education should be compulsory in all departments because nowadays, the chances of finding a job for people who do not have language education are decreasing day by day."

When it comes to the negative sides of studying in an optional English program, there were just a few students commenting. These were mostly about spending a year and losing motivation to study.

> "… the negative side is that it wastes a lot of time …"

> "The downside is that people generally underestimate preparatory school."

> "On the positive side, I feel free. Negative aspects, I feel very comfortable about studying because I feel free."

> "The absence of passing anxiety in students does not attract the desire of the student to study …"
> "The positive side is improving my English, the downside is it takes a year."

#### 4.2.2.3. Instructors' Perspective

Instructors were less positive about the optionality of the program when compared to students. They had various perspectives on this issue. Most of them stated that students have difficulty in attending the lessons and studying. Since they could continue their major even if they failed in the prep school, they were too comfortable according to the instructors. After a while, it started to pose a problem for their motivation, and eventually, for class and teacher motivation. They believed that at one point, everything is in the hands of the students.

> "If the student has a goal or a desire, he does not stop studying. but most of them do not have the habit of studying. Many give up quickly. It gets hard to study after a while. They may say that it does not affect my average because it is optional and leave it. He says he will go to his department (major) anyway. It is up to the student to turn this situation into an advantage. Otherwise, there are students who work very well, who do not deviate from the target but unfortunately, this number is not even half." (Instructor 2)

> "It is both a blessing and a curse. If it was compulsory, there would be students who came to hate simply because they had to. We hear this from big universities. Dealing with that part is really a separate battle. We don't have that much. Although this may seem like a blessing, our people are also so comfortable that they say "what if I pass, what if I fail, it does not affect my life". This time it turns into a curse for us. They are too comfortable. Stress is not a good thing, but a little stress is needed. They will have a great will, they will want to learn. Then they can finish it successfully. This is a big test. They have a willpower problem. They are trying to close the year with minimum effort." (Instructor 5)

> "We say that the student comes willingly, but I don't see it much in the classroom. Even the willing one comes to the classroom by force. It's like his family forced him. Or he says let me

> invest in my future at least. The student changes the energy of the class. Low or high motivation, contagious after all." (Instructor 4)

However, Instructor 4 still believed that English preparatory education should be compulsory for everyone at university regardless of their departments because she considered English as a way to success:

> "I would love for it to be mandatory. Make it mandatory, you can't go to your department if you can't finish. Even if the medium of instruction is Turkish. Looking at good universities, I think the common point of successful students is knowing a foreign language." (Instructor 4)

Another instructor also emphasized what could have changed if it was a compulsory education. However, as stated in the excerpts above, Instructor 5 indicated that this could create some problems too.

> "I used to think it was good. I was saying that wow, even though it was optional, so many students came. But now I don't think so. They don't even come to class. I'm telling and explaining that much, then he comes and asks if there is a roll call. He doesn't even study for the exam. If it was compulsory, he would have to study, he would come to class." (Instructor 3)

As a result of having an optional program, Instructor 1 believed that not everyone can get the advantage of receiving an English education.

> "The downside is that we lose those who never thought of taking advantage of this opportunity because it is not mandatory. They don't choose to study here by saying that my department is not 100 % English anyway. This is also the reason why we lose some in the process." (Instructor 1)

Some of them stated that it is positive to have an optional program because it does not affect their future at university, they can start their department whatever the result of the prep school is.

> "Positively, at least there is a stress-free environment. Even if they really do let it go, what happens? Nothing would happen." (Instructor 4)

> "Absolutely positive. They have nothing to lose." (Instructor 6)

As can be seen in the interview excerpts, instructors had different views on the optionality of the program. This situation has both advantages and disadvantages. They generally think it is the students themselves who will take advantage of this situation and turn it into a positive one.

# 5. DISCUSSION

This study investigated an optional English preparatory program at a state university in Turkey through the dimensions of the CIPP model. In this chapter, the findings of the study will be discussed in detail under the CIPP components. The five research questions of the study are discussed separately.

To start with the results, no significant differences were found in terms of gender (prep-graduates, between current students, and between the total) in the evaluation of the optional English preparatory program. In addition, no significant differences were found in terms of the education status of the students, namely, prep-graduates and current students in the input, process, and product dimensions of the evaluation. However, graduate students have slightly higher mean values. This could be because of their holistic point of view since they completed the preparatory education and saw the benefits in their university life such as getting an Erasmus scholarship. The only difference is in the context evaluation in which prep-graduates are more positive. Possible reasons for that will be discussed in the next part.

## 5.1. Context Evaluation

In the context evaluation, the aims and objectives of a program and its environment were taken into consideration. When looked at the items related to the objectives of the program, it is clear that the objectives are suitable for the students' level and they are understandable. These items were among the ones with the highest means. A similar study conducted by Özdoruk (2016) also revealed parallel results with this study. Both students and instructors agreed on the clarity and compatibility of the program objectives. However, in the current study, when the instructors asked what the objectives of the program are, their views differed from each other to some extent. While some of them stated that it is to prepare the students for the international world, some of them said that it is to finish B1 or B2 level. Two of them stated that even these B1-B2 levels are not clear when students finish the program.

This was a problem in an evaluation study conducted by Cengiz (2019) as well. He stated that the levels of the students were not described clearly. It is possible to see some other studies stating the same problem (Özkanal, 2009). Uysal (2019), for example, conducted a comprehensive study with 50 instructors in a preparatory program at a state university and the results revealed a lack of clarity on the program objectives. Also, instructors underlined the need for a production-oriented approach to the objectives of the program, which was emphasized by the participants of the current study. Despite all this, the program, as it is, meets expectations and fulfills its perceived goals, albeit differently.

Another point that stood out in the quantitative and qualitative data was the physical conditions of the school where the English education is given. The study conducted by Gökdemir (2010) listed these issues as the general problems that universities had. According to the results, universities offering English language courses cannot provide suitable environments and classroom conditions for these courses. Items 10, 11, and 12 in this study were about the facilities of the school, classes, library, and computer lab respectively. This issue was also raised in the open-ended questions and interviews. The prefabricated building is the oldest on the campus and it has been in use since the foundation of the university. As can be understood from the responses, there is no library and lab for students to use. In addition, some students also stated in the open-ended questions that the building needs to be changed as the building is not good and they do not even have a canteen and places to socialize during break times. When looked at the relevant literature, the physical conditions of the buildings and facilities seems a common problem for most of the schools of foreign languages. Özkanal (2009), Pamukoğlu (2019), and Şakiroğlu and Kaya (2017) stated that the physical conditions of the buildings need to be improved. In Tekin's study (2015), only 28% of the participants were content with the building and classrooms, and only 27% in Özüdoğru's study (2017). Şen (2012) also stated the same problem that the school of foreign languages did not have a separate building and since they were teaching in classes that were meant to be laboratories, they had some heating and lighting problems as well. Yusuf (2019) also stated a similar problem from a different point of view. Since there were not enough classes, they had to put different major students in the same classroom in content lessons and students remarked this as a big hindrance.

Additionally, there was a significant difference between prep-graduates and current students in terms of context. This could be due to the conditions of the previous years since the education was given in new faculties of the university. Also, when the documents of the previous years were examined, it was seen that there were Computer Assisted English classes which means students were using the computer labs of the new buildings. As understood from the meeting reports, because of its inefficiency, this lesson was removed from the program two years ago.

### 5.2. Input Evaluation

The second dimension of the model was the input in which the resources of the program and barriers and constraints are examined. It is important to note that the means of the items except for item 11 (3,87) are above 4 out of 5 which shows an overall satisfaction in this dimension. The results are common in both prep-graduates' and current students' responses. The most highly agreed item is 10 which states that the instructors working in the English preparatory program have the qualifications and competence to fulfill the requirements of their duties. Similar results can be found in Atar et al. (2020), Cengiz (2019), Özdoruk (2016), and Özüdoğru (2017) that the students are satisfied with their instructors' effort and knowledge. Kuzu (2020) also found similar results stating that there was an interactive and communicative environment between students and instructors since they held monthly meetings together.

Although students are satisfied with the instructors in the existing program, instructors think that their number is not enough and this poses a big problem in all areas of the program as opposed to Karcı Aktaş and Gündoğdu (2020) in which the number of academics was found sufficient. As Şen (2012) also stated the insufficient number of instructors affected their performances negatively. From the interviews conducted with the instructors of the current program, it is clearly understood that the instructors want to do more extracurricular things, have separate skills courses, and have well-functioning testing and materials development units. However, they cannot meet all these things while teaching, preparing and correcting exams, and giving feedback. This problem could also arise from the university administration's perspective which does not attach importance to learning a foreign language (Gökdemir, 2010). In addition to this, as Öztürk (2019) emphasized in her study, the

recent employment process of the instructors could lead to this problem. Since only the ones with an English language teaching, English and American language and literature, translation, or linguistics MA can apply to these positions, and other English teachers with an MA in education fields cannot, the number of applicants inevitably decreases.

Another issue remarked by students in open-ended questions is the native speaker instructor. The program under investigation in the current study does not have a native speaker instructor now which is considered a weakness by the students. Prep-graduates, however, stated this issue as a strength because in previous years the school was employing a native speaker instructor for speaking lessons. They believed that their speaking and pronunciation improved and they gained self-confidence. Cengiz's (2019) and Şen's (2012) studies also revealed the advantages of having native speakers in the program. The former listed having a native speaker in the program as a plus and the latter stated that having a native speaker created a more natural atmosphere to speak English, it was good for both students and instructors, and it was a prestige for the school too. In one study students were not content with the native speaker instructors (Tekin, 2015). This could be due to the background of these people because they were in the program with a scholarship.

Another highly rated item was the appropriate level of textbooks used in the program. Most of the students found the books interesting and suitable for their level as opposed to the studies by Yousif (2017) and Williams (2007) which stated that the level of the books was difficult for students. Kuzu (2020) and Özdoruk (2016) found similar results that the students were content with the books and their contents. However, some scholars found that the textbooks used were not interesting (Ulum, 2016) and they were not sufficient in providing enough reading texts, grammar, and vocabulary (Uysal, 2019). Therefore, for this research area, it is possible to say that students were mostly satisfied with the materials used in the program. However, they still believed that the variety of the materials could be improved. When looked at item 8, it may be necessary to diversify and develop the materials for language teaching in the preparatory program although it seems quite sufficient at this stage. In addition, this average was slightly higher for graduates. This may be due to the fact that speaking and writing lessons were separate in previous years and there were extra materials used in these lessons.

Besides these, there are still some items that need attention such as item 11. When the item is examined, it can be concluded that most of the students agree that instructors speak English in class, but still, some students thought that instructors should speak more in English. In addition, such a situation is a notable problem in that it reduces the exposure of students to the target language and eliminates the possibility of receiving adequate target language input. This issue will be tackled in detail in the next part.

### 5.3. Process Evaluation

In the process dimension of the evaluation, most item means are above 4 which shows that most of the students find the teaching process satisfactory. In other words, they are satisfied with the importance that the program places on all skills, teaching practices in and out of the class, and the assessment process. Students seemed happy with the number of exams, their levels, and their content. They also thought that the grading system is fair as opposed to the study conducted by Alizadeh (2018) in Iran where students thought that the assessment method was not fair. The results related to the assessment process are also compatible with Sağlam and Akdemir's (2018) study. Özdoruk (2016) also revealed similar results stating that students were content with the exercises and classroom activities. However, in the same context, students were not happy with the exam process stating that their difficulty level, content, and numbers needed a change as it affected the learning process negatively. It is possible to see similar results in Şen-Ersoy and Kürüm-Yapıcıoğlu's (2015) evaluation study in an optional preparatory program. Both students and instructors generally have the opinion that the number of exams is too high. Students express this in terms of reducing their desire to study because they are constantly tested, and the instructors see it negatively in terms of constantly preparing exams and evaluating papers as it increases their workload. The only negative comment from some of the instructors about the exams was the focus on grammar and vocabulary rather than language use, also underlined in Uysal's (2019) comprehensive evaluation study.

Another point that needs attention in the process evaluation is speaking in English by students and instructors. Items 11, 12, and 13 were the ones having the lowest means 3,29, 3,78, and 3,43 respectively. These items are "I use(d) only English in the lessons" (item 11), "I am/was more interested in the lesson when the instructors

speak/spoke only English in the lessons" (item 12), and "I am/was more interested in the lesson when the instructors speak/spoke Turkish in the lessons" (item 13). When these items are examined together carefully with item 11 in the input dimension stating that the instructor uses only English in class (mean=3,87), it is possible to say that instructors use English as the medium of instruction. However, they do not avoid using Turkish too. When it comes to students, more than half of the students agree that they speak English in class. The same students think that they are more interested in the lesson when the instructor use only English; however, they also state that it is relatively good for them if the instructor speaks in Turkish. From these results, it can be concluded that it may be good for instructors to increase their use of English in the classroom, but at the same time, they can use Turkish when necessary. When relevant literature is examined, a recent study shows similar results regarding the use of target language. Brevik and Rindal (2020) state that it is important to balance the use of the target language and other languages in the classroom. They recorded the English lessons in a Norwegian school and saw that it was the teacher who decided which language to use rather than the school or student. Their survey also revealed that the students found it helpful when the instructors spoke in Norwegian. Mostly they did so to scaffold, to give metalinguistic explanation, task instruction, and practical information. In addition to that, when looked at the product dimension, students stated that the lowest improved skill was speaking for them. Therefore, it is important to emphasize that students should also increase their use of English in class to practise the language more. This was emphasized in Gökdemir's (2010) study as a problem that students attending the English preparatory department do not spend enough time and effort to learn this language. Hence, trying to speak the language in class will be one of the biggest efforts.

Although the results of the scale showed satisfaction, in the open-ended questions and interviews there was a need to improve speaking activities in class. Also, a good number of studies have shown that there is a general problem in English preparatory schools in this regard (Alizadeh, 2018; Eslek, 2019; Gökdemir, 2010; Öner, 2015; Özdoruk, 2016; Sağlam & Akdemir, 2018; Şakiroğlu & Kaya, 2017; Tekin, 2015; Tunç, 2010; Yousif, 2017). The studies suggested that preparatory programs needed more emphasis on listening and especially speaking and communication skills and students needed to be given more opportunities to practise the language.

### 5.4. Product Evaluation

In the product evaluation part of the study, it was investigated whether the program has achieved its objectives and met the needs. Although there was no significant difference between current students and prep-graduates in terms of product evaluation, graduates were slightly more positive about the skills they gained after the preparatory program. This could be due to the fact that current students participated in this study in the middle of the academic year. Therefore, they may have thought that their progress was not enough yet. In addition, although this part had lower means compared to other dimensions, both parties showed general satisfaction with means above 3,50. Students thought that the program has provided a basis for their English needs in the future as also supported in Akpur et al's (2016) study.

Students stated that they improved their grammar and vocabulary together with reading, writing, listening, and speaking skills; reading having the highest and speaking having the lowest score. Although the means of these skills were quite close to each other, items about speaking and pronunciation were the least satisfied ones when the responses of graduates and current students were examined separately. Also in open-ended questions, this issue was raised by students that more emphasis should have been given to speaking skill. This was compatible with the results in the process evaluation. It can be concluded that fewer speaking activities lead to less improved speaking skill. It is possible to see this situation in almost all evaluation studies conducted in and outside Turkey. Esgaiar and Foster (2019) found that language skills taught at a Libyan university were imbalanced, ignoring listening and speaking skills. Erdoğan (2020) also demonstrated similar results with the current study regarding the satisfaction with all skills apart from speaking.

In addition to speaking, writing was the other least rated skill (mean=3,80) in the product dimension looking at the means of all students. This was also supported by the instructors in the interviews that they emphasized that students need to continue improving their speaking and writing skills after they have finished the program. A similar result can be found in Şen-Ersoy and Kürüm-Yapıcıoğlu's (2015) in which most of the students thought that prep education is satisfactory in general but they

felt insufficient in writing and speaking skills. The authors stated that this could be due to students' high-level expectations from a one-year program.

In terms of portfolio assignment contribution to students' speaking and writing skills, there was a general satisfaction; however, there were some suggestions from instructors that these assignments could be improved. This was also supported in the study by Bayram and Canaran (2019) that both students and instructors believed that writing and speaking portfolio tasks help improve these skills but there was a need to rearrange the number of them. Atar et al. (2020) and Özdoruk (2016) also reported positive views on writing assignments.

As can be seen in many other studies (Akpur et al, 2016; Atar et al, 2020; Özdoruk, 2016), the main stakeholders of this program, namely students and instructors show overall satisfaction with the program implemented to a great extent.

### 5.5. Optionality of the Program

the language program under evaluation, School of Foreign languages at Bilecik Şeyh Edebali University, offers English preparatory program completely optional. In terms of the optionality feature, the language program in question differs from many other programs in Turkey. There are no faculties in the university whose medium of instruction is English. Therefore, students choose to study one-year intensive English voluntarily. According to the results of the study, this situation has both advantages and disadvantages; the former outweighing the latter. It can also be concluded that students perceived this optionality more positively than instructors. As opposed to the results of Aydın et al. (2017), there were not very serious problems regarding this issue.

One of the most outstanding points was the stress-free environment that this optionality created. The majority of the students stated that since there was no obligation if they failed the program, they felt relaxed during the learning process in the program. In compulsory preparatory programs, however, having such a relaxed and stress-free feeling may not be possible because the students need to pass a proficiency exam at the end of the program to start their major. Taking a passing grade can become a serious concern for students and a relaxed and stress-free feeling may not be possible. For instance, Özdoruk (2016) found that students felt stressed

because of the passing grade and they demanded it to be lowered. In another study conducted by Çakıcı (2015) in which she investigated test anxiety levels of language learners in an English preparatory program, the results revealed that students who voluntarily studied in the program were less anxious than compulsory ones, albeit not significantly.

Another point raised by students was their motivation to study since they study with the people who also wanted to learn English and they chose to be there with their will. The study by Şad and Gürbüztürk (2009) supports this motivational trigger as they found that optional status students had significantly higher levels of intrinsic motivation towards learning English than the ones with compulsory status. In his MA thesis, in which Temur (2013) investigated the motivation levels and attitudes of voluntary and compulsory prep school students, also found similar results. Results revealed that voluntary students had significantly higher levels of motivation and more positive attitudes towards learning English. Ataman (2017) also found a significant difference in the success rates of the students, favoring the voluntary ones. However, the study also revealed that although students had high motivation towards learning English, they did not make enough effort to learn it. Some of the instructors in the current study stated the same problem with their students. They indicated that although the program was optional, students were behaving like they were forced to be there and did not pay enough attention to their learning and progress. This issue was also mentioned in the study conducted on the administrators of optional preparatory schools by Aydın et al. (2017. As opposed to the studies above, their general view was negative towards optional schools as they thought that this optionality caused some problems such as low level of learner motivation, management problems in class, and instructor burnout levels resulting from these. They offered valuable suggestions for the betterment of this type of programs.

As a result, instructors emphasized that there are both advantages and disadvantages of an optional preparatory program. As one of the most related studies to the current evaluation study, Şen-Ersoy and Kürüm-Yapıcıoğlu's (2015) also investigated an optional preparatory program in Turkey. According to the instructors, the optionality of the program had effects on motivation, participation, attendance, and academic success. "Yet, it was believed that these factors varied from student to student, and they could also differ based on class dynamics and student-instructor interactions"

(p. 8). Their results are definitely in line with what the interviews with current instructors revealed.

In the current study, a statistically validated and reliable scale to evaluate English preparatory programs was developed. In the literature, there is a similar scale developed by Karataş and Fer (2009) using the CIPP model. However, the scale was designed to evaluate an English course curriculum (English II) at a state university and the researchers recommend it to be used in the evaluation of English curriculum at any stage. Although it is a useful tool and items in that scale largely overlap with the ones in the current scale, the current scale includes more items related to English preparatory programs such as placement tests, laboratory, library, orientation programs, and extracurricular activities. Therefore, it is possible to state that the scale developed in the current study has a broader use in the evaluation of language preparatory programs since the evaluation of the whole language preparatory program was targeted while developing the scale not a specific English course, and its contents.

# 6. CONCLUSION

## 6.1. Summary of the Study and Conclusion

Program evaluation is checking the program for its functionality and such an evaluation sheds light on whether a program achieves the intended goals and aims, leading to a continuous growth and development cycle to better the education program. The results of the education program evaluation provide invaluable and reliable data for program developers and implementors. Departuring from this reality, conducting a language teaching program evaluation is an attempt to seek an answer to whether the program works. For the purposes of this study, Daniel L. Stufflebeam's CIPP model whose roots date back to the 1960s was utilized. The current study evaluated an optional English preparatory program at a state university in Turkey using the CIPP model. To this end, as a result of the relevant literature research and considering the characteristics of the program, a scale was developed by the researcher and it was used in the quantitative part. Students graduated from the preparatory program in previous years and current students participated in this part. The developed scale is statistically valid and reliable. We believe that the scale can be used by researchers to evaluate English preparatory programs with the CIPP model. For the qualitative part, open-ended questions for students and interviews with the instructors were used. In addition, documents such as the school website, meeting reports, and class lists were also examined to understand the program implemented.

Results showed that both prep-graduates and current students were satisfied with the overall program. Instructors also stated that the program was effective enough considering the conditions such as the student profile, the optional nature of the program, and the number of instructors.

## 6.2. Implications

According to the findings of the research, some implications are suggested for the future of the program:

1. First and the most important thing is to increase the number of instructors working in the school of foreign languages as they are the backbones of a quality program. It does not seem possible to carry out other recommendations without resolving this situation.

2. Physical conditions of the school need to be improved. Of course, the building does not teach; however, it is known that the building and physical conditions play a major role in motivation and feeling valued, and indirectly it shows the importance given to language teaching and learning.

3. A computer lab should be provided for the use of preparatory school students so that they can continue their studies outside the class.

4. A library needs to be established for the use of preparatory school students.

5. More speaking activities should be done in and out of class. Students should be encouraged to use the language.

6. In order for the students to be exposed to the foreign language more naturally and in a real way, native speaker instructors should be employed.

7. Target language use could be increased during the lessons.

8. Clear and understandable program objectives should be set with the participation of all stakeholders.

9. The materials used in the program could be diversified.

10. Evaluation studies should continue to be carried out regularly and students should also be included in the decision-making processes. As Oflaz (2022) suggested, a treatment evaluation could be carried out if students need any support during the implementation of the program. By doing this, students' needs are met and some students may not be lost during this one-year language learning process.

11. Lessons should be conducted face-to-face as much as possible.

12. Advanced English courses can be arranged to be given throughout the university so that students can focus on the writing and speaking skills that they feel lacking after the preparatory education.

13. Events in which prep-graduates and current students can come together and share their experiences could be organized.

### 6.3. Limitations

The limitations of the current study are as follows:

1. The study was conducted in an optional English preparatory program in a state university in Turkey. As many of the preparatory programs in Turkey are compulsory or a mix of compulsory and optional, the results are not generalizable to all tertiary level preparatory schools in Turkey.

2. Due to the time constraints, data was obtained from current students in the 14$^{th}$ week of a 28-week program. Therefore, their views may not fully picture especially product evaluation.

3. Although the evaluation was conducted in the 2021-2022 academic year, the programs of previous years with slight differences were also included in the study. It seems like a limitation, but it allowed us to see good practices of previous years which are not implemented now.

4. It was not possible to reach all the participants of the program. Prep-graduates were distant in time and space. In addition, during the time the scale was conducted, the number of Covid 19 cases was high, therefore, I was not able to reach some of the current students.

### 6.4. Recommendations for Further Research

Although this study tried to examine all aspects of the program, detailed evaluations should be made based on language skills and assessment tools separately, and these can be supported with classroom observations. Also, students could be given more voice using qualitative data collection tools. Administrative issues are not covered

much in this study, so problems related to these issues should also be examined. Since it is an optional program, the changing nature of students' motivation could also be examined.

## REFERENCES


Akpur, Uğur, Bülent Alcı and Hakan Karataş. 2016. Evaluation of the curriculum of English preparatory classes at Yildiz Technical University using CIPP model. **Academic Journals**. v. 11. i. 7: 466-473.

Aldradi, Ibtesam Ibrahim. 2015. Quality Assessment of English Language Programmes in Libyan Universities: With Reference to Tripoli University. Doctoral dissertation. Liverpool John Moores University, UK.

Alizadeh, Iman. 2018. Exploring language learners' perception of the effectiveness of an English Language Teaching (ELT) program in Iran. **Cogent Education**. v. 5:1553652.

Arap, Betül. 2016. An investigation into the implementation of English preparatory programs at tertiary level in Turkey. Master's thesis. Çukurova University, Adana, Turkey.

Ataman, Orhan. 2017. Üniversite Hazırlık Sınıfı Öğrencilerinin İngilizce Öğrenmeye Yönelik Motivasyon Düzeyleri ve Tutumları ile Hazirlik Sınıfı Başarı Puanları Arasındaki İlişki. Master's Thesis. Sakarya University, Turkey.

Atar, Cihat, Elif Kır-Cullen and Ferdane Denkci-Akkaş. 2020. An evaluation of the English preparatory program at İstanbul Medeniyet University. **Language Teaching and Educational Research (LATER)**. v. 3. i. 1: 94-115. https://doi.org/10.35207/later.714457

Aydın, Belgin, Nazan Kızıltan, Gökhan Öztürk, Ömer Faruk İpek, Ceyhun Yükselir, ve Sedat Beceren. 2017. YÖK 2016 Yönetmeliği Sonrası İsteğe Bağlı İngilizce Hazırlık Programları: Mevcut Durum ve Sorunlar Üzerine Yönetici Görüşleri. v.1. i. 2: 1-14 .
Retrieved from http://dergipark.org.tr/en/pub/aujef/issue/34594/382047. [30.09.2021]

Bayram, İlknur and Özlem Canaran. 2019. Evaluation of an English Preparatory Program at a Turkish Foundation University. **Journal of Language and Linguistic Studies**. v. 15. i. 1: 48-69.

Blomquist, John. 2003. Impact Evaluation of Social Programs: A Policy Perspective. Retrieved from https://openknowledge.worldbank.org/handle/10986/11827. [30.09.2021]

Brevik, Lisbeth M. and Ulrike Rindal. 2020. Language use in the classroom: Balancing target language exposure with the need for other languages. **Tesol Quarterly**. v. 54. i. 4: 925-953.

Brinkerhoff, Roberto O., Dale M. Brethower, Terry Hluchyj, and Jerry Riddings Nowakowski. (1983). **Program Evaluation: A Practicioner's Guide for Trainers and Educators.** Boston: Kluwer-Nijhoff Publishing.

Brown, James Dean. (1995). **The elements of language curriculum**. Boston: Heinle and Heinle.

Burns, Robert P. and Richard Burns. 2008. **Business Research Methods and Statistics Using SPSS**. Sage, 2008

Büyüköztürk, Şener. 2011. **Deneysel desenler: öntest-sontest kontrol grubu, desen ve veri analizi**. Pegem Akademi.

Cengiz, Yusuf. 2019. An Evaluation of a University-Based Intensive English Program: Insights of Students and Teachers. Master's thesis. Boğaziçi University, İstanbul, Turkey.

Chen, Chun-Fu. 2009. A case study in the evaluation of English training courses using a version of the CIPP model as an evaluative tool, Durham theses, Durham University. Available at Durham E-Theses Online: http://etheses.dur.ac.uk/2912/ [12.08.2021]

Clark, Vicki L. Plano., & John W. Creswell. 2014. **Understanding research: A consumer's guide.** Pearson Higher Ed.

Council of Europe. 2020. **Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume**, Council of Europe Publishing, Strasbourg, available at www.coe.int/lang-cefr.

Creswell, John W. and Vicki L. Plano Clark. 2018. **Designing and Conducting Mixed Methods Research.** 3rd ed. Thousand Oaks, CA: Sage.

Crystal, David. 2012. **English as a global language**. Cambridge University Press.

Çakıcı, Dilek. 2015. Yabancı Dil Öğrenenlerin Sınav Kaygı Düzeyleri. **International Periodical For The Languages, Literature and History of Turkish or Turkic Volume**. v. 10. i. 7: 243-258.

Çokluk, Ömay, Güçlü Şekercioğlu and Şener Büyüköztürk. 2010. **Çok değişkenli istatistik SPSS ve LISREL uygulamaları**. Ankara, Pegem Akademi Yayınları.

Demirel, Özcan. 2020. **Eğitimde program geliştirme: kuramdan uygulamaya**. (29th ed.) Pegem Akademi, Ankara.

Efeoğlu, Gülümser, Ferda İlerten and Ahmet Başal. 2018. A Utilization Focused Evaluation of the Preparatory School of an ELT Program. **International Online Journal of Educational Sciences**, v.10. i. 4: 149-163.

Erdoğan, Görkem. 2020. Evaluation of an English preparatory program using CIPP model and exploring A1 level students' motivational beliefs. Master's thesis. Bahçeşehir University, İstanbul, Turkey.

Ersoy, Nazife Şen ve Dilruba Kürüm Yapıcıoğlu. 2015. İsteğe bağlı İngilizce hazırlık programının öğrenci ve okutman görüşlerine göre değerlendirilmesi. **Eğitimde Nitel Araştırmalar Dergisi**. v. 3. i. 3: 7-43.

Esgaiar, Ebtasam. 2019. An evaluation of the English language teaching provision in a Libyan University. Doctoral dissertation, Liverpool John Moores University.

Esgaiar, Ebtasam and Scott Foster. 2019. Implementation of CIPP Model for Quality Evaluation at Zawia University. **International Journal of Applied Linguistics & English Literature.** v. 8. i. 5: 106-116.

Eslek, Fulya. 2019. An evaluation of compulsory English preparatory program through the perspectives of students and instructors at the school of foreign languages at Fırat university. Master's thesis. Çukurova University, Adana, Turkey.

Farris, J. Pamela. 1996. **Teaching, Bearing the Torch**. USA: Brown Benchmark

Field, Andy. 2013. **Discovering statistics using IBM SPSS statistics**. Sage.

Fitzpatrick, Jody L., James R. Sanders and Blaine R. Worthen. 2004. **Program evaluation: Alternative approaches and practical guidelines**. Boston: Pearson/Allyn & Bacon.

Fournier, Deborah M. 2005. Evaluation. **Encyclopedia of Evaluation.** Ed. Sandra Mathison. Thousand Oaks, Sage.

Gökdemir, Cem V. 2010. Üniversitelerimizde Verilen Yabanci Dil Öğretimindeki Başari Durumumuz. **Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi**. v. 6. i.2: 251-264 .
Retrieved from https://dergipark.org.tr/tr/pub/ataunisosbil/issue/2816/37912

Greene, Jennifer C., Valeria J. Caracelli and Wendy F. Graham. 1989. Toward a Conceptual Framework for Mixed-Method Evaluation Designs. **Educational Evaluation and Policy Analysis**. v. 11. i. 3: 255-274.

Hatch, J. Amos. 2002. **Doing qualitative research in education settings**. Suny Press.

HEC, 2016. [22.10.2021]. **Resmi Gazete**.
https://www.resmigazete.gov.tr/eskiler/2016/03/20160323-6.htm.

Jafari, Susan and Mohsen Shahrokhi. 2016. A cipp approach to evaluation of grammar teaching programs at Iranian high-schools: A case study. **Journal of Applied Linguistics and Language Research**, v. 3. i.3: 199-223.

Joint Committee on Standards for Educational Evaluation. 2010. **The program evaluation standards.** 3rd ed. Thousand Oaks, CA: SAGE Publications.

Karataş, Hakan. 2007. Evaluation of the syllabus of English II instruction program in modern languages department, Yıldız Technical University via the opinions of the teachers and students using context, input, process and product (CIPP) model Master Thesis. Yıldız Teknik University, İstanbul, Turkey.

Karataş, Hakan and Seval Fer. 2009. Evaluation of English curriculum at Yıldız Technical University using CIPP model. **Education and Science**. v. 34. i. 153: 47-60.

Karcı Aktaş, Canay and Kerim Gündoğdu. 2020. An extensive evaluation study of the English preparatory curriculum of a foreign language school. **Pegem Eğitim ve Öğretim Dergisi,** v. 10. i. 1: 169-214. http://dx.doi.org/10.14527/pegegog.2020.007

Kiely, Richard. 2000. Program Evaluation by Teachers: An Observational Study. Doctoral Dissertation. Univeristy of Warwick, United Kingdom.

Kiely, Richard and Pauline Rea-Dickins. 2005. **Program evaluation in language education**. Basingstoke: Palgrave - Macmillan.

Kırkgöz, Yasemin. 2009. Globalization and English language policy in Turkey. **Educational policy**, v. 23. i. 5: 663-684.

Köse, Canan. 2012. Uludağ Üniversitesi yabancı diller yüksekokulu İngilizce hazırlık eğitim programının incelenmesi. Master's thesis. Uludağ Üniversitesi, Bursa, Türkiye.

Kuzu, Esat. 2020. Evaluation of an English preparatory program through the context, input, process, and product (CIPP) model. Master's Thesis. Çukurova University, Adana, Turkey.

Lodico, Marguerite G., Dean. T. Spaulding and Katherine H. Voegtle. 2010. **Methods in educational research: From theory to practice** (Vol. 28). John Wiley & Sons.

L. Haven, Tamarinde and Dr. Leonie Van Grootel. 2019. Preregistering Qualitative Research. **Accountability in Research**. v. 26. i. 3: 229-244.

Lynch, Brian K. (1997). **Language program evaluation: theory and practice**. New York, NY: Cambridge University Press.

Newcomer, Kathryn E., Harry P. Hatry and Joseph S. Wholey. 2010. In J. S. Wholey, H. P. Hatry, & K. E. Newcomer (Eds). **Handbook of practical program evaluation** (Vol. 19). John Wiley & Sons.

Nunan, David. 1991. Second Language Proficiency Assessment and Program Evaluation.

Nur, Ridwan. 2020. Students' perception on the implementation of intensive English course for freshmen at Universitas Indonesia Timur: A program evaluation. **JISIP (Jurnal Ilmu Sosial dan Pendidikan)**. v.4. i. 3: 545-557.

Oflaz, Merve, Yelkin Diker Coşkun and Özgür Bolat. 2022. The Effects of the Technology-Integrated Writing Lessons: CIPP Model of Evalution. **The Turkish Online Journal of Educational Technology**. v. 21. i.1: 157-179.

Ornstein, Allan C. and Francis P. Hunkins. 2018. **Curriculum: Foundations, principles, and issues**. 7th ed. Essex: Pearson Education.

Öner, Gamze and Enisa Mede. 2015. Evaluation of A1 level program at an English Preparatory School in a Turkish University: A Case Study. ELT Research Journal. v. 4. i. 3: 204-226.

Özdoruk, Petek. 2016. Evaluation of the English language preparatory school curriculum at Yıldırım Beyazıt University. Master's Thesis. Middle East Technical University, Ankara, Turkey.

Özkanal, Ümit. 2009. Eskişehir Osmangazi Üniversitesi Yabancı Diller Bölümü İngilizce Hazırlık Programının Değerlendirilmesi ve Bir Model Önerisi. Doctoral Dissertation. Anadolu Üniveristesi, Eskişehir, Turkey.

Özkanal, Ümit and Ayhan G. Hakan. 2010. Effectiveness of university English preparatory programs: Eskisehir Osmangazi University foreign languages department English English preparatory program. **Journal of Language Teaching and Research**. v.1 i. 3: 295-305.

Öztürk, Nesrin. 2019. Yükseköğretim hazırlık sınıfı dil eğitmeni istihdamına yönelik eleştirel bir söylem. **Yükseköğretim ve Bilim Dergisi/Journal of Higher Education and Science**. v. 9. i. 3: 375-383. https://doi.org/10.5961/jhes.2019.339

Özüdoğru, Fatma. 2017. Evaluation of the voluntary English preparatory program at a Turkish state university. **Journal of International Social Research**, v. 10. i. 48: 501-509.

Pamukoğlu, M. (2019). Evaluation of the English language preparatory programs with student and teacher perceptions through CIPP (contex, input, process, product) model: public and foundation university sampling. Unpublished master's thesis. Sakarya University, Turkey.

Patton, Michael Q. 2002. **Qualitative research & evaluation methods**. (3rd ed.) Sage Publications.

Peacock, Matthew. 2009. The evaluation of foreign-language-teacher education programmes. **Language Teaching Research**. v. 13. i. 3: 259–278.

Phillipson, Robert. 2008. Lingua franca or lingua frankensteinia? English in European integration and globalisation. **World Englishes**. v. 27. i. 2: 250-267.

Richards, Jack C. 2005. **Communicative language teaching toda**y. Singapore: SEAMEO Regional Language Centre.

Richards, Jack C. and Richard Schmidt. 2010. **Longman Dictionary of Language Teaching and Applied Linguistics.** 4th Ed. Harlow, Great Britain: Pearson Education Limited.

Rolland, Kathy A. 2013. Evaluation of a school district's English as a second language program. Wilmington University (Delaware).

Rossi, Peter. H., Mark W. Lipsey, M. W. and Howard. E. Freeman. 2004. **Evaluation: A Systematic Approach**. 7th ed. Thousand Oaks, Calif.: Sage.

Sağlam, Duygu and Elif Akdemir. 2018. İngilizce Hazırlık Öğretim Programına İlişkin Öğrenci Görüşleri. **Yükseköğretim ve Bilim Dergisi**. v. 8. i. 2: 401-409.

Scriven, Michael. 1991. **Evaluation Thesaurus**. 4th ed. SAGE Publications, Inc.

Seidlhofer, Barbara. 2008. Language variation and change: The case of English as a lingua franca. **English Pronunciation Models: A Changing Scene.** Eds: Katarzyna Dziubalska-Kołaczyk and Joanna Przedlacka. Peter Lang: Bern.

Stufflebeam Daniel L. 2000. The CIPP Model for Evaluation. In: Stufflebeam D.L., Madaus G.F., Kellaghan T. (eds) Evaluation Models. Evaluation in Education and Human Services, vol 49. Springer, Dordrecht. https://doi.org/10.1007/0-306-47559-6_16

Stufflebeam, Daniel L. 1983. The CIPP model for program evaluation. In **Evaluation models.** 117-141. Springer, Dordrecht.

Stufflebeam, Daniel. 2001. Evaluation models. **New directions for evaluation**, v. 2001. i. 89: 7-98.

Stufflebeam, Daniel. L. and Chris L. S. Coryn. 2014. **Evaluation theory, models, and applications**. 2nd ed. John Wiley & Sons.

Stufflebeam, Daniel L. and Anthony J. Shinkfield. 1985. **Systematic evaluation**. Norwell, MA: Kluwer-Nijhoff.

Şad, Süleyman Nihat and Oğuz Gürbüztürk. 2009. İngilizce Hazırlık Öğrencilerinin Özbelirleyicilik Düzeylerinin Çeşitli Değişkenlere Göre İncelenmesi (İnönü Üniversitesi Örneği). **Kuram ve Uygulamada Eğitim Yönetimi**. v. 15. i. 59: 421-450.

Şakiroğlu, Hülya Ünsal and Halil İbrahim Kaya. 2017. Re-Evaluation Of The Components Of Intensive English Program In Turkey. **Ç.Ü. Sosyal Bilimler Enstitüsü Dergisi.** v. 26. i. 3: 200-213.

Şen, Nazife. 2012. Dumlupinar Üniversitesi Yabanci Diller Bölümü İsteğe Bağli İngilizce Hazirlik Programinin Öğrenci Ve Öğretim Elemani Görüşlerine Göre İncelenmesi. Master's Thesis. Anadolu University, Turkey.

Tekin, Mustafa. 2015. Evaluation of a Preparatory School Program at a Public University in Turkey. **The Journal of International Social Research**. v. 8. i. 36: 718-733.

Temur, Mehmet. 2013. A Study on Determining the Attitudes and Motivation Levels of Compulsory and Voluntary Students of English Preparatory Higher School at Inonu University. Master's Thesis. Kafkas University, Turkey.

The University of Winnipeg, Global English Education Policy, 2021. Retrieved from https://www.uwinnipeg.ca/global-english-education/countries-in-which-english-is-mandatory-or-optional-subject.html on 29th September, 2021.

Tunç, Ferda. 2010. Evaluation of an English Language Teaching Program at a Public University Using CIPP Model. Unpublished Master's Thesis, Middle East Technical University, Ankara.

Tyler, Ralph W. 1950. **Basic Principles of Curriculum and Instruction**. Chicago, IL: University of Chicago Press.

Ulum, Ömer Faruk. 2016. Evaluation of an Endglish as a Foreign Program Using CIPP Model. European Journal of English Language Teaching. v. 1. i. 2: 114-137.

Uşun, Salih. 2008. Introduction and comparison of different program evaluation approaches. **Sosyal ve Beşeri Bilimler Araştırmaları Dergisi**. v. 1. i. 21: 199-218.

Uysal, Derya. 2019. Problems and Solutions concerning English Language Preparatory Curriculum at Higher Education in View of ELT Instructors. **International Journal of Contemporary Educational Research.** v. 6. i. 2: 452-467.

Williams, Eddie. 2007. Extensive reading in Malawi: Inadequate implementation or inappropriate innovation? **Journal of Research in Reading**. v. 30. i. 1: 59-79

Yousif, Amna Abdelgadir. 2017. Ahfad University English preparatory program (UPP): Friend or foe. **Ahfad Journal**. v. 34. i. 1: 16-22.

Yu-Chih, Doris. S. and Yuan Yun-Pi. 2019. Evaluating an English Elite Program in Taiwan using the CIPP model. **Journal of Asia TEFL**. v. 16. i. 1: 200-219.

Zhang, Guili, Nancy Zeller, Robin Griffith, Debbie Metcalf, Jennifer Williams, Christine Shea, and Katherine Misulis. 2011. Using the context, input, process, and product evaluation model (CIPP) as a comprehensive framework to guide the planning, implementation, and assessment of service-learning programs. **Journal of Higher Education Outreach and Engagement.** v. 15. i. 4: 57-84.

# APPENDICES

## Appendix 1: Ethics Committee Approval

**YILDIZ TEKNİK ÜNİVERSİTESİ**
Sosyal ve Beşeri Bilimler Araştırmaları Etik Kurulu

**Toplantı Tarihi: 20.10.2021** **Toplantı No:2021/08**

**SOSYAL VE BEŞERİ BİLİMLER ARAŞTIRMALARI ETİK KURULU TOPLANTI KARARI**

Yürütücülüğünü Üniversitemiz Eğitim Fakültesi öğretim üyelerinden Doç. Dr. Ahmet BAŞAL danışmanlığında lisansüstü öğrencisi Fatma Betül TEMİZ'in yapacağı **"İsteğe Bağlı Bir İngilizce Hazırlık Programının Değerlendirilmesi"** adlı çalışma ve bu çalışmada kullanılacak veri toplama araçları ve yöntemlerine ilişkin bilgilerde etiğe aykırı herhangi bir bulguya rastlanmamıştır.

**Etik Kurul Üyeleri**

Prof. Dr. Murat DONDURAN
Başkan

Prof. Dr. Ali ERYILMAZ
Üye

Prof. Dr. Gülhayat GÖLBAŞI ŞİMŞEK
Üye

Doç. Dr. Mehmet Emin KAHRAMAN
Üye

Doç. Dr. Senay OĞUZTİMUR
Üye

Doç. Dr. Yasin ŞEHİTOĞLU
Üye

Dr. Öğr. Üyesi Güzin AKYILDIZ
Üye

Taşbina A-2013 Oda Davutpaşa Kampüsü Esenler /İstanbul **Tel:** (0212) 383 31 18
**E-posta: sbemdr@yildiz.edu.tr** **Web:** http://www.sbe.yildiz.edu.tr

## Appendix 2: Research Permit

Evrak Tarih ve Sayısı: 17.12.2021-64710

T.C.
BİLECİK ŞEYH EDEBALİ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Öğrenci İşleri Daire Başkanlığı

Sayı : E-85883558-600-64710 22.12.2021
Konu : Araştırma İzni

REKTÖRLÜK MAKAMINA

İlgi : 13.12.2021 tarihli, 64047 sayılı yazı.

Öğr. Gör. Fatma Betül TEMİZ'in, Yıldız Teknik Üniversitesi İngiliz Dili Eğitimi Ana Bilim Dalında Doç. Dr. Ahmet BAŞAL danışmanlığında yürütmekte olduğu "İsteğe Bağlı Bir İngilizce Hazırlık Programının Değerlendirilmesi" adlı tezinde Üniversitemiz Yabancı Diller Yüksekokulunda öğrenim gören ve buradan mezun olmuş öğrencilerden anket ile veri toplama izin isteği hususunu tensiplerinize arz ederim.

Sezer KUYUCU
Daire Başkanı

Uygun Görüşle Arz Ederim.

Doç. Dr. Cenk KARAKURT
Genel Sekreter V.

OLUR

Prof. Dr. Şükrü BEYDEMİR
Rektör

Ek:İlgi yazı (19 sayfa)

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu :BS4B5LSTMP Pin Kodu :59103 Belge Takip Adresi : https://www.turkiye.gov.tr/bilecik-seyh-edebali-universitesi-ebys

Adres:Bilecik Şeyh Edebali Üniversitesi Rektörlüğü 11030 Bilecik
Telefon:0228 214 10 73 Faks:0228 214 10 72
e-Posta:ogrenciisleri@bilecik.edu.tr Web:ogrenciisleri.bilecik.edu.tr
Kep Adresi:bseu@hs01.kep.tr

Bilgi için: Hasan ALTUĞ
Unvanı: Bilgisayar İşletmeni
Tel No: (228) 214-1180

Bu belge,güvenli elektronik imza ile imzanlamıştır.

**Appendix 3: Turkish Version of the CIPP Scale for Prep Graduates**

**(Mezun – Türkçe)**

Değerli mezunlarımız,

Yıldız Teknik Üniversitesi Sosyal Bilimler Enstitüsü, Yabancı Diller Eğitimi Anabilim Dalı'nda yürüttüğüm yüksek lisans tezim kapsamında Bilecik Şeyh Edebali Üniversitesi isteğe bağlı İngilizce hazırlık programının değerlendirilmesini hedeflemekteyim. Çalışmanın amacına ulaşması için siz değerli öğrencilerimizden beklenen, anketlerde yer alan ifadelerden size uygun olan seçenekleri içtenlikle cevaplamanızdır. Elde edilen veriler sadece bilimsel amaç için kullanılacaktır. Çalışma kapsamında kimliğinizi belirleyecek herhangi bir kişisel veri toplanmamaktadır. Bu çalışmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Çalışmaya katılmama veya katıldıktan sonra herhangi bir anda çalışmadan çıkma hakkında sahipsiniz. Çalışmayı yanıtlamanız, araştırmaya katılım için onam verdiğiniz biçiminde yorumlanacaktır.

Katkılarınız için çok teşekkür ederim.

Fatma Betül Temiz
Yıldız Teknik Üniversitesi Yabancı Diller Eğitimi Yüksek Lisans Öğrencisi
Bilecik Şeyh Edebali Üniversitesi Öğretim Görevlisi

**BÖLÜM 1**

Yaş

Cinsiyet (kadın) (erkek)

Bölüm

Hazırlık seviyeniz (A1) (A2) (B1)

Hangi yıl hazırlık okudunuz?
- 2017-2018 eğitim öğretim yılı
- 2018-2019 eğitim öğretim yılı
- 2019-2020 eğitim öğretim yılı
- 2020-2021 eğitim öğretim yılı

İngilizce hazırlık programını tamamladınız mı?
- Evet, başarıyla tamamladım.
- Hayır, notlarımdan dolayı başarısız oldum.
- Hayır, devamsızlıktan kaldım.

**BÖLÜM 2**

İsteğe bağlı İngilizce hazırlık programı hakkındaki görüşlerinizi lütfen size en uygun olan seçeneği işaretleyerek belirtiniz.

| | BAĞLAM | kesinlikle katılmıyorum | katılmıyorum | Kısmen katılıyorum | Oldukça katılıyorum | kesinlikle katılıyorum |
|---|---|---|---|---|---|---|
| 1 | Bölümüm için İngilizce hazırlık eğitiminin gerekli olduğuna inanıyorum. | | | | | |
| 2 | İngilizce hazırlık programında okumuş olmaktan memnunum. | | | | | |
| 3 | Hazırlık programı, temel İngilizce becerilerini geliştirmek için tasarlanmıştır. | | | | | |
| 4 | İngilizce hazırlık programının amaçları açık ve anlaşılırdı. | | | | | |
| 5 | İngilizce hazırlık programının hedefleri öğrencilerin seviyelerine uygundu. | | | | | |
| 6 | Haftalık ders saatleri yeterliydi. | | | | | |
| 7 | Hazırlık programının toplam süresi (temel) İngilizce öğrenmek için yeterliydi. | | | | | |
| 8 | Hazırlık programı günceldi. | | | | | |
| 9 | Hazırlık programının içeriği, program hedefleri ile tutarlıydı. | | | | | |
| 10 | Sınıflar İngilizce dersleri için uygundu. | | | | | |
| 11 | Hazırlık okulu öğrencileri için gerekli kaynakları içeren bir kütüphane bulunmaktaydı. | | | | | |
| 12 | Hazırlık sınıfı öğrencilerinin kullanımına yönelik bilgisayar laboratuvarı bulunmaktaydı. | | | | | |
| 13 | İngilizce hazırlık programının açık, anlaşılır, şeffaf, amaca yönelik, paydaşların ihtiyaçlarına dayalı ve yazılı olarak ifade edilen bir misyonu vardı. | | | | | |
| 14 | İngilizce hazırlık programı, misyon ve hedeflerine hizmet eden altyapı, çalışma alanı, kaynaklar, teknoloji ve donanıma sahipti. | | | | | |
| 15 | İngilizce hazırlık programına yeni katılan öğrencilere oryantasyon programı kapsamında programla ilgili gerekli tüm bilgiler verildi. | | | | | |

| | GİRDİ | kesinlikle katılmıyorum | katılmıyorum | Kısmen katılıyorum | Oldukça katılıyorum | kesinlikle katılıyorum |
|---|---|---|---|---|---|---|
| 1 | Ders kitapları ilgi çekiciydi. | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 2 | Ders kitapları öğrencilerin seviyesine uygundu. | | | | | |
| 3 | Yazma portfolyo ödevleri faydalıydı. | | | | | |
| 4 | Konuşma portfolyo ödevleri faydalıydı. | | | | | |
| 5 | Dil bilgisi ve kelime fotokopileri/egzersizleri yararlıydı. | | | | | |
| 6 | Programda kullanılan görsel-işitsel materyaller İngilizce becerilerimi geliştirmeme yardımcı oldu. | | | | | |
| 7 | Programda kullanılan görsel-işitsel materyaller ilgi çekiciydi. | | | | | |
| 8 | Programda kullanılan materyal çeşitliliği yeterliydi. | | | | | |
| 9 | Derslerde öğretim elemanı tarafından verilen örnekler İngilizce öğrenmeyi kolaylaştırdı. | | | | | |
| 10 | İngilizce hazırlık programında görev yapan öğretim elemanları, görevlerinin gereklerini yerine getirebilecek nitelik ve yeterliliğe sahipti. | | | | | |
| 11 | Öğretim elemanı sınıfta sadece İngilizce kullanırdı. | | | | | |
| 12 | Seviye belirleme sınavı sonucunda doğru seviyeye yerleştirildim. | | | | | |

| | SÜREÇ | kesinlikle katılmıyorum | katılmıyorum | Kısmen katılıyorum | Oldukça katılıyorum | kesinlikle katılıyorum |
|---|---|---|---|---|---|---|
| 1 | Program dilbilgisine yeterince önem vermekteydi. | | | | | |
| 2 | Program kelime bilgisine yeterince önem vermekteydi. | | | | | |
| 3 | Program okuma becerisine yeterince önem vermekteydi. | | | | | |
| 4 | Program yazma becerisine yeterince önem vermekteydi. | | | | | |
| 5 | Program dinleme becerisine yeterince önem vermekteydi. | | | | | |
| 6 | Program konuşma becerisine yeterince önem vermekteydi. | | | | | |
| 7 | İngilizce hazırlık programı öğrencilerin aktif katılımını sağladı. | | | | | |
| 8 | Gerektiğinde konular tekrarlandı ve ilgili alıştırmalarla desteklendi. | | | | | |
| 9 | Sınıf içi grup çalışması, ikili çalışma ve/veya rol yapma etkinlikleri İngilizce becerilerimi geliştirdi. | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 10 | Bireysel çalışmalar İngilizce becerilerimi geliştirdi. | | | | | |
| 11 | Derslerde sadece İngilizce kullandım. | | | | | |
| 12 | Öğretim görevlisi sadece İngilizce konuştuğunda derse daha çok ilgi duydum. | | | | | |
| 13 | Öğretim elemanı Türkçe konuştuğunda derse daha çok ilgi duydum. | | | | | |
| 14 | Müfredat dışı etkinlikler (yarışmalar, toplantılar ve seminerler) motivasyonumu artırdı. | | | | | |
| 15 | Değerlendirme araçlarının sayısı (quizler, ara sınavlar, portfolyolar ve final) yeterliydi. | | | | | |
| 16 | Sınavlar derslerde işlenen konularla uyumluydu. | | | | | |
| 17 | Sınavların zorluk seviyesi (quiz/ara sınav) öğrencilerin seviyeleri ile uyumluydu. | | | | | |
| 18 | Sınav sonuçları (quiz/ara sınav) öğrencilerin gerçek İngilizce yeterliliğini gösteriyordu. | | | | | |
| 19 | Hazırlık programında teknoloji kullanımı tatmin ediciydi. | | | | | |
| 20 | Konuların zorluğu ve onlara ayrılan süre doğru orantılıydı. | | | | | |
| 21 | Sınavlarda puanlama sistemi adildi. | | | | | |
| 22 | Portfolyo ödevlerinde puanlama sistemi adildi. | | | | | |
| 23 | Sınavlardan sonra verilen geri bildirimler tatmin ediciydi. | | | | | |
| 24 | Portfolyo ödevlerinden sonra verilen geri bildirimler tatmin ediciydi. | | | | | |

| | ÇIKTI | kesinlikle katılmıyorum | katılmıyorum | Kısmen katılıyorum | Oldukça katılıyorum | kesinlikle katılıyorum |
|---|---|---|---|---|---|---|
| 1 | Program sonunda dil bilgim yeterince gelişti. | | | | | |
| 2 | Program sonunda kelime bilgim yeterince gelişti. | | | | | |
| 3 | Program sonunda okuma becerim yeterince gelişti. | | | | | |
| 4 | Program sonunda yazma becerim yeterince gelişti. | | | | | |
| 5 | Program sonunda dinleme becerim yeterince gelişti. | | | | | |
| 6 | Program sonunda konuşma becerim yeterince gelişti. | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 7 | Program sonunda telaffuzum yeterince gelişti. | | | | | |
| 8 | Yazma portfolyo ödevleri yazma becerilerimi geliştirmeye yardımcı oldu. | | | | | |
| 9 | Konuşma portfolyo ödevleri, konuşma becerilerimi geliştirmeye yardımcı oldu. | | | | | |
| 10 | Program bireysel ilgi ve ihtiyaçlarıma cevap verdi. | | | | | |
| 11 | Program gelecekteki İngilizce ihtiyaçlarım için bir temel sağladı. | | | | | |

1. İsteğe bağlı İngilizce hazırlık programının güçlü ve/veya geliştirilmesi gereken yönleri var mı? Varsa nelerdir? Kısaca yazınız.

2. Programın isteğe bağlı olmasının sizce olumlu ve/veya olumsuz yönleri var mı? Varsa nelerdir?

3. İsteğe bağlı İngilizce hazırlık programı hakkında belirtmek istediğiniz başka görüşler var mı? Lütfen açıklayınız.

**Appendix 4: Turkish Version of the CIPP Scale for Current Students**

**(Öğrenci – Türkçe)**

Değerli öğrencilerimiz,

Yıldız Teknik Üniversitesi Sosyal Bilimler Enstitüsü, Yabancı Diller Eğitimi Anabilim Dalı'nda yürüttüğüm yüksek lisans tezim kapsamında Bilecik Şeyh Edebali Üniversitesi isteğe bağlı İngilizce hazırlık programının değerlendirilmesini hedeflemekteyim. Çalışmanın amacına ulaşması için siz değerli öğrencilerimizden beklenen, aşağıda yer alan ifadelerden size uygun olan seçenekleri içtenlikle cevaplamanızdır. Elde edilen veriler sadece bilimsel amaç için kullanılacaktır. Çalışma kapsamında kimliğinizi belirleyecek herhangi bir kişisel veri toplanmamaktadır. Bu çalışmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Çalışmaya katılmama veya katıldıktan sonra herhangi bir anda çalışmadan çıkma hakkında sahipsiniz. Çalışmayı yanıtlamanız, araştırmaya katılım için onam verdiğiniz biçiminde yorumlanacaktır.

Katkılarınız için çok teşekkür ederim.

Fatma Betül Temiz
Yıldız Teknik Üniversitesi Yabancı Diller Eğitimi Yüksek Lisans Öğrencisi
Bilecik Şeyh Edebali Üniversitesi Öğretim Görevlisi

**BÖLÜM 1**

Yaş

Cinsiyet (kadın) (erkek)

Bölüm

Hazırlık seviyeniz (A1) (A2) (B1)

**BÖLÜM 2**

İsteğe bağlı İngilizce hazırlık programı hakkındaki görüşlerinizi lütfen size en uygun olan seçeneği işaretleyerek belirtiniz.

| | BAĞLAM | kesinlikle katılmıyorum | katılmıyorum | Kısmen katılıyorum | Oldukça katılıyorum | kesinlikle katılıyorum |
|---|---|---|---|---|---|---|
| 1 | Bölümüm için İngilizce hazırlık eğitiminin gerekli olduğuna inanıyorum. | | | | | |
| 2 | İngilizce hazırlık programında okumaktan memnunum. | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 3 | Hazırlık programı, temel İngilizce becerilerini geliştirmek için tasarlanmıştır. | | | | | |
| 4 | İngilizce hazırlık programının amaçları açık ve anlaşılırdır. | | | | | |
| 5 | İngilizce hazırlık programının hedefleri öğrencilerin seviyelerine uygundur. | | | | | |
| 6 | Haftalık ders saatleri yeterlidir. | | | | | |
| 7 | Hazırlık programının toplam süresi (temel) İngilizce öğrenmek için yeterlidir. | | | | | |
| 8 | Hazırlık programı günceldir. | | | | | |
| 9 | Hazırlık programının içeriği, program hedefleri ile tutarlıdır. | | | | | |
| 10 | Sınıflar İngilizce dersleri için uygundur. | | | | | |
| 11 | Hazırlık okulu öğrencileri için gerekli kaynakları içeren bir kütüphane bulunmaktadır. | | | | | |
| 12 | Hazırlık sınıfı öğrencilerinin kullanımına yönelik bilgisayar laboratuvarı bulunmaktadır. | | | | | |
| 13 | İngilizce hazırlık programının açık, anlaşılır, şeffaf, amaca yönelik, paydaşların ihtiyaçlarına dayalı ve yazılı olarak ifade edilen bir misyonu vardır. | | | | | |
| 14 | İngilizce hazırlık programı, misyon ve hedeflerine hizmet eden altyapı, çalışma alanı, kaynaklar, teknoloji ve donanıma sahiptir. | | | | | |
| 15 | İngilizce hazırlık programına yeni katılan öğrencilere oryantasyon programı kapsamında programla ilgili gerekli tüm bilgiler verilir. | | | | | |

| | GİRDİ | kesinlikle katılmıyorum | katılmıyorum | Kısmen katılıyorum | Oldukça katılıyorum | kesinlikle katılıyorum |
|---|---|---|---|---|---|---|
| 1 | Ders kitapları ilgi çekicidir. | | | | | |
| 2 | Ders kitapları öğrencilerin seviyesine uygundur. | | | | | |
| 3 | Yazma portfolyo ödevleri faydalıdır. | | | | | |
| 4 | Konuşma portfolyo ödevleri faydalıdır. | | | | | |
| 5 | Dil bilgisi ve kelime fotokopileri/egzersizleri yararlıdır. | | | | | |
| 6 | Programda kullanılan görsel-işitsel materyaller İngilizce becerilerimi geliştirmeme yardımcı oluyor. | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 7 | Programda kullanılan görsel-işitsel materyaller ilgi çekicidir. | | | | | |
| 8 | Programda kullanılan materyal çeşitliliği yeterlidir. | | | | | |
| 9 | Derslerde öğretim elemanı tarafından verilen örnekler İngilizce öğrenmeyi kolaylaştırmaktadır. | | | | | |
| 10 | İngilizce hazırlık programında görev yapan öğretim elemanları, görevlerinin gereklerini yerine getirebilecek nitelik ve yeterliliğe sahiptir. | | | | | |
| 11 | Öğretim elemanı sınıfta sadece İngilizce kullanır. | | | | | |
| 12 | Seviye tespit sınavı sonucunda doğru seviyeye yerleştirildim. | | | | | |

| | SÜREÇ | kesinlikle katılmıyorum | katılmıyorum | Kısmen katılıyorum | Oldukça katılıyorum | kesinlikle katılıyorum |
|---|---|---|---|---|---|---|
| 1 | Program dilbilgisine yeterince önem vermektedir. | | | | | |
| 2 | Program kelime bilgisine yeterince önem vermektedir. | | | | | |
| 3 | Program okuma becerisine yeterince önem vermektedir. | | | | | |
| 4 | Program yazma becerisine yeterince önem vermektedir. | | | | | |
| 5 | Program dinleme becerisine yeterince önem vermektedir. | | | | | |
| 6 | Program konuşma becerisine yeterince önem vermektedir. | | | | | |
| 7 | İngilizce hazırlık programı öğrencilerin aktif katılımını sağlar. | | | | | |
| 8 | Gerektiğinde konular tekrarlanır ve ilgili alıştırmalarla desteklenir. | | | | | |
| 9 | Sınıf içi grup çalışması, ikili çalışma ve/veya rol yapma etkinlikleri İngilizce becerilerimi geliştiriyor. | | | | | |
| 10 | Bireysel çalışmalar İngilizce becerilerimi geliştiriyor. | | | | | |
| 11 | Derslerde sadece İngilizce kullanıyorum. | | | | | |
| 12 | Öğretim görevlisi sadece İngilizce konuştuğunda derse daha çok ilgi duyuyorum. | | | | | |
| 13 | Öğretim elemanı Türkçe konuştuğunda derse daha çok ilgi duyuyorum. | | | | | |
| 14 | Müfredat dışı etkinlikler (yarışmalar, | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | toplantılar ve seminerler) motivasyonumu artırıyor. | | | | | |
| 15 | Değerlendirme araçlarının sayısı (quizler, ara sınavlar, portfolyolar ve final) yeterlidir. | | | | | |
| 16 | Sınavlar derslerde işlenen konularla uyumludur. | | | | | |
| 17 | Sınavların zorluk seviyesi (quiz/ara sınav) öğrencilerin seviyeleri ile uyumludur. | | | | | |
| 18 | Sınav sonuçları (quiz/ara sınav) öğrencilerin gerçek İngilizce yeterliliğini gösterir. | | | | | |
| 19 | Hazırlık programında teknoloji kullanımı tatmin edicidir. | | | | | |
| 20 | Konuların zorluğu ve onlara ayrılan süre doğru orantılıdır. | | | | | |
| 21 | Sınavlarda puanlama sistemi adildir. | | | | | |
| 22 | Portfolyo ödevlerinde puanlama sistemi adildir. | | | | | |
| 23 | Sınavlardan sonra verilen geri bildirimler tatmin edicidir. | | | | | |
| 24 | Portfolyo ödevlerinden sonra verilen geri bildirimler tatmin edicidir. | | | | | |

| | ÇIKTI | kesinlikle katılmıyorum | katılmıyorum | Kısmen katılıyorum | Oldukça katılıyorum | kesinlikle katılıyorum |
|---|---|---|---|---|---|---|
| 1 | Şu ana kadar dil bilgim yeterince gelişti. | | | | | |
| 2 | Şu ana kadar kelime bilgim yeterince gelişti. | | | | | |
| 3 | Şu ana kadar okuma becerim yeterince gelişti. | | | | | |
| 4 | Şu ana kadar yazma becerim yeterince gelişti. | | | | | |
| 5 | Şu ana kadar dinleme becerim yeterince gelişti. | | | | | |
| 6 | Şu ana kadar konuşma becerim yeterince gelişti. | | | | | |
| 7 | Şu ana kadar telaffuzum yeterince gelişti. | | | | | |
| 8 | Yazma portfolyo ödevleri yazma becerilerimi geliştirmeye yardımcı oluyor. | | | | | |
| 9 | Konuşma portfolyo ödevleri, konuşma becerilerimi geliştirmeye yardımcı oluyor. | | | | | |
| 10 | Program şu ana kadar bireysel ilgi ve ihtiyaçlarıma cevap verdi. | | | | | |
| 11 | Program gelecekteki İngilizce | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | ihtiyaçlarım için bir temel sağladı. | | | | | |

1. İsteğe bağlı İngilizce hazırlık programının güçlü ve/veya geliştirilmesi gereken yönleri var mı? Varsa nelerdir? Kısaca yazınız.

2. Programın isteğe bağlı olmasının sizce olumlu ve/veya olumsuz yönleri var mı? Varsa nelerdir?

3. İsteğe bağlı İngilizce hazırlık programı hakkında belirtmek istediğiniz başka görüşler var mı? Lütfen açıklayınız.

**Appendix 5: Interview Questions for Instructors**

1. What are the aims and objectives of the prep program?
2. Do you think you are able to achieve these aims and objectives?
3. Do you think there should be other objectives of the program? If yes, what are your suggestions?
4. To what extent does this program meet the students' needs and expectations? Please explain.
5. Do you think there are some skills that students need to improve after the preparatory program? What are they?
6. What are the positive and negative aspects of the preparatory program being optional?
7. Are there any units (testing, material) in the prep school that support instructors in their teaching practices? If yes, how do you benefit from them? Are there any aspects that need to be improved?
8. What are the strengths and weaknesses of the program in the School of Foreign Languages considering the issues below?
    a. materials/textbooks
    b. exams
    c. homework
    d. in-class applications
    e. extracurricular activities
9. What are your suggestions to improve the program?