

T.C.
SAKARYA ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI

**EVALUATION OF THE ENGLISH LANGUAGE PREPARATORY
PROGRAMS WITH STUDENT AND TEACHER PERCEPTIONS THROUGH
CIPP (Context, Input, Process, Product) MODEL: PUBLIC AND FOUNDATION
UNIVERSITY SAMPLING**

YÜKSEK LİSANS TEZİ
MELEK PAMUKOĞLU

DANIŞMAN
PROF.DR. FİRDEVS KARAHAN

ORTAK DANIŞMAN
DOÇ. DR. DOĞAN YÜKSEL

HAZİRAN 2019

T.C.
SAKARYA ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI

**EVALUATION OF THE ENGLISH LANGUAGE PREPARATORY
PROGRAMS WITH STUDENT AND TEACHER PERCEPTIONS THROUGH
CIPP (Context, Input, Process, Product) MODEL: PUBLIC AND FOUNDATION
UNIVERSITY SAMPLING**

YÜKSEK LİSANS TEZİ
MELEK PAMUKOĞLU

DANIŞMAN
PROF.DR. FİRDEVS KARAHAN

ORTAK DANIŞMAN
DOÇ. DR. DOĞAN YÜKSEL

HAZİRAN 2019

BİLDİRİM

Sakarya Üniversitesi Eğitim Bilimleri Enstitüsü, Tez-Proje Yazım Kılavuzu'na uygun olarak hazırladığım bu çalışmada:

- Tezde yer verilen tüm bilgi ve belgeleri akademik ve etik kurallar çerçevesinde elde ettiğimi ve sunduğumu,
- Yararlandığım eserlere atıfta bulunduğumu ve kaynak olarak gösterdiğimi,
- Kullanılan verilerde herhangi bir değiştirmede bulunmadığımı,
- Bu tezin tamamını ya da herhangi bir bölümünü başka bir tez çalışması olarak sunmadığımı beyan ederim.

İmza



Tarih

12/07/2019

Ad SOYADI

MELEK PAMUKOĞLU

JÜRİ ÜYELERİNİN İMZA SAYFASI

“İngilizce Hazırlık Programlarının Öğrenci ve Öğretmen Görüşleri Doğrultusunda CIPP (Bağlam, Girdi, Süreç, Çıktı) Modeli Aracılığı ile Değerlendirilmesi: Devlet ve Özel Üniversite Örnekleme” başlıklı bu yüksek lisans tezi, Yabancı Diller Eğitimi Anabilim Dalında Hazırlanmış ve jürimiz tarafından kabul edilmiştir.

Başkan Prof. Dr. Firdevs KARAHAN (Danışman)

Üye Doç. Dr. Doğan YÜKSEL (Ortak Danışman)

Üye Doç. Dr. Banu İNAN KARAGÜL

Üye Dr. Öğr. Üyesi Orhan KOCAMAN

Üye Dr. Öğr. Üyesi Mehmet ALTAY

Yukarıdaki imzaların, adı geçen öğretim üyelerine ait olduğunu onaylıyorum.

12/09/2019

Prof. Dr. Ömer Faruk TUTKUN

Enstitü Müdürü

ACKNOWLEDGMENTS

I want to express my deepest appreciation to my supervisors Prof. Dr. Firdevs Karahan and Assoc. Prof. Dr. Dođan Yüksel, whose invaluable guidance, encouragement and immense knowledge throughout this research study has kept me motivated.

I would like to express my sincere thanks to my committee members, Assoc. Prof. Dr. Banu İnan Karagül, Dr. Mehmet Altay, and special thanks to Dr. Orhan Kocaman for his motivation and supports as my being one of his co-author of our academic research study and his flipping the coin of the idea of this current MA thesis.

I feel also grateful to Vice-Head of Vakıf University Preparatory School for the permission I was given to carry out and gather the data of my study.

Also, I sincerely express my endless thanks and gratitude to my family who always support me to be prospering in every stage of my life. Words cannot describe how grateful I am to my father Halil İbrahim Pamukođlu and my mother Pembe Pamukođlu for being my everything, and their efforts to raise a conscious and well-behaved child. Of course, I want to thank to my sister Melike Pamukođlu for her sharing of life experiences and guidance.

I would like to thank all of my friends who supported me in this academic journey and handling with completing my thesis and motivated me to never give up. Also, I want to thank to all of my MA classmates each of whom somehow carried on this process of lectures and terms well.

ÖZET

İNGİLİZCE HAZIRLIK PROGRAMLARININ ÖĞRENCİ VE ÖĞRETMEN GÖRÜŞLERİ DOĞRULTUSUNDA CIPP (BAĞLAM, GİRDİ, SÜREÇ, ÇIKTI) MODELİ ARACILIĞI İLE DEĞERLENDİRİLMESİ: DEVLET VE VAKIF ÜNİVERSİTE ÖRNEKLEMİ

Melek PAMUKOĞLU, Yüksek Lisans Tezi

Danışman: Prof. Dr. Firdevs KARAHAN

Sakarya Üniversitesi, 2019

Bu çalışmanın amacı bir vakıf ve bir devlet üniversitesinin İngilizce Hazırlık Okulları Programlarının öğrenci ve öğretmen görüşleri açısından değerlendirilmesidir. Bu bağlamda, Stufflebeam (1971) tarafından geliştirilen CIPP, (bağlam, girdi, süreç, ürün) değerlendirme modeli olarak kullanılmıştır. Araştırmanın örneklemini 2018-2019 akademik yılında bahsi geçen vakıf üniversitesindeki 253 öğrenci ve 27 öğretmen ve devlet üniversitesindeki 155 öğrenci ve 23 öğretmenden oluşmaktadır.

Veriler hem nitel hem de nicel yollar ile toplanmıştır. Nitel veriler toplam 408 öğrenciye ve 50 öğretmene 46 maddeden oluşan anketler yardımıyla toplanmış ve SPSS 22.0 ile analiz edilmiştir. Nicel veriler ise yapılandırılmış görüşme soruları ile 7 öğretmenden toplanarak, ortak temaların belirlenmesi ve yorumlanması yoluyla analiz edilmiştir.

Çalışmada elde edilen bulgular, vakıf ve devlet üniversitesi bağlamında öğrenci ve öğretmen görüşleri arasında anlamlı farklılık olduğunun ortaya koymuştur. Vakıf üniversitesindeki hem öğrenci hem de öğretmen görüşlerinin devlet üniversitesine göre tüm CIPP değerlendirme boyutlarında daha olumlu olduğu bulunmuştur. Çalışmanın sonuçları her iki okulun da hedeflerini kısmen gerçekleştirebildiklerini ancak daha etkin olabilmesi için amaç, hedef, materyal ve fiziki şartların geliştirilmesi ve uyarlama yapılması gerektiğini göstermiştir.

Anahtar Kelimeler: Program değerlendirme, İngilizce Hazırlık Programı, CIPP Değerlendirme Modeli, İngilizce Öğretimi ve Öğrenimi, Vakıf ve Devlet Üniversitesi

ABSTRACT

EVALUATION OF THE ENGLISH LANGUAGE PREPARATORY PROGRAMS WITH STUDENT AND TEACHER PERCEPTIONS THROUGH CIPP (Context, Input, Process, Product) MODEL: PUBLIC AND FOUNDATION UNIVERSITY SAMPLING

Melek PAMUKOĞLU, Master Thesis

Supervisor: Prof. Dr. Firdevs KARAHAN

Sakarya University, 2019

The purpose of this study is to evaluate the English Preparatory programs of one foundation and one public university in terms of student and teacher perceptions. In this content, CIPP (context, input, process, and product) evaluation model developed by Stufflebeam (1971) has been used. The sampling of the current study has consisted of 253 students and 27 teachers of a foundation university; and 155 students and 23 teachers of a public university in 2018-2019 academic year.

The data has been collected both quantitative and qualitatively. The quantitative data has been gathered through 46-item questionnaire with participation of totally 408 students and 50 teachers and the data has been analyzed SPSS version 22.0. The qualitative data has been collected through structured interview questions asked 7 teachers, and the data has been analyzed by defining common themes and commenting.

The findings of this study revealed that a significant difference between the perceptions of students and teachers has been detected. The perceptions of both students and teachers of foundation university have been higher than the perceptions of the students and teachers of public university in terms of all components of CIPP evaluation model. The results of the study showed that both programs have partly succeeded their objectives but to be more effective, the targets, materials and physical conditions had better to be improved and modified.

Keywords: Program evaluation, English Preparatory Program, CIPP Evaluation Model, English Language Teaching and Learning, Foundation and Public University

TABLE OF CONTENTS

BİLDİRİM.....	i
JÜRİ ÜYELERİNİN İMZA SAYFASI.....	ii
ACKNOWLEDGMENTS.....	iii
ÖZET.....	iv
ABSTRACT.....	v
LIST OF TABLES.....	xi
LIST OF FIGURES.....	xii
CHAPTER I.....	1
INTRODUCTION.....	1
1.1. Focus of the Study.....	1
1.2. Statement of the Problem.....	1
1.3. Purpose of the Study.....	2
1.4. Significance of the Study.....	2
1.5. Background to Preparatory School.....	3
1.6. Limitations of the Study.....	5
1.7. Definitions of the Terms.....	5
CHAPTER II.....	6
LITERATURE REVIEW.....	6
2.2. Approaches and Methods in English Language Teaching.....	6
2.2.1. Skill Courses in English Language Teaching.....	8
2.3. Need for an Evaluation.....	10
2.4. Program Evaluation.....	13
2.4.1. Reasons for program evaluation.....	15
2.5. Approaches to Program Evaluation.....	16
2.6. Evaluation Models.....	21

2.6.1. Objectives-oriented Evaluation Models	23
2.6.1.1. Tyler Evaluation Model	23
2.6.1.2. Metfessel Michael Evaluation Model	25
2.6.1.3. Provus Discrepancy Evaluation Model.....	25
2.6.1.4. Hammond’s Evaluation Model	27
2.6.2. Participant-oriented Evaluation Models	28
2.6.2.1 Stake’s Congruence-Contingency Evaluation Model	29
2.6.2.2. Stake’s Responsive Evaluation Model.....	30
2.6.2.3. Patton’s Utilization-Focused evaluation Model.....	31
2.6.2.4. Guba and Lincoln Naturalistic and Fourth-Generation Evaluation Model	31
2.6.3. Consumer-Oriented Evaluation Models	32
2.6.3.1. Scriven’s Goal-Free Evaluation Model	33
2.6.4. Expertise-Oriented Evaluation Model	34
2.6.4.1. Eisner’s Connoisseurship and Criticism Model of Evaluation	35
2.6.5. Adversary-Oriented Evaluation Model.....	36
2.6.6. Management-Oriented Evaluation Model	37
2.7. Stufflebeam’s Context, Input, Process, Product (CIPP) Evaluation Model	39
2.7.1. Context Evaluation	41
2.7.2. Input Evaluation.....	41
2.7.3. Process Evaluation.....	42
2.7.4. Product Evaluation.....	42
2.8. Evaluation Studies Conducted Abroad and in Turkey	43
CHAPTER III.....	48
METHODOLOGY	48
3.1. Overall Design of the Study	48

3.2. Research Questions	48
3.3. Participants and Setting	49
3.4. Data Collection Method	51
3.5. Data Collection Instruments	52
3.5.1. Questionnaires	52
3.5.2. Interviews	53
3.5.3. Written Documents	53
3.6. Data Collection Procedure.....	54
3.7. Data Analysis.....	54
CHAPTER IV.....	56
FINDINGS	56
4.1. Students’ Perceptions on English Preparatory Program of Context Evaluation	56
4.1.1.Is there any significant difference in terms of Context Evaluation between the perceptions of foundation university students and public university students?	58
4.2. Teachers’ Perceptions on English Preparatory Program of Context Evaluation.....	58
4.2.1.Is there any significant difference in terms of Context Evaluation between the perceptions of foundation university teachers and public university teachers?	61
4.3. Students’ Perceptions on English Preparatory Program of Input Evaluation.....	61
4.3.1.Is there any significant difference in terms of Input Evaluation between the perceptions of foundation university students and public university students?	63
4.4. Teachers’ Perceptions on English Preparatory Program of Input Evaluation.....	64
4.4.1.Is there any significant difference in terms of Input Evaluation between the perceptions of foundation university teachers and public university teachers?	66
4.5. Students’ Perceptions on English Preparatory Program of Process Evaluation.....	66
4.5.1.Is there any significant difference in terms of Process Evaluation between the perceptions of foundation university students and public university students?	68
4.6. Teachers’ Perceptions on English Preparatory Program of Process Evaluation	69

4.6.1. Is there any significant difference in terms of Process Evaluation between the perceptions of foundation university teachers and public university teachers?	71
4.7. Students' Perceptions on English Preparatory Program of Product Evaluation.....	72
4.7.1. Is there any significant difference in terms of Product Evaluation between the perceptions of foundation university students and public university students?	74
4.8. Teachers' Perceptions on English Preparatory Program of Product Evaluation.....	75
4.8.1. Is there any significant difference in terms of Product Evaluation between the perceptions of foundation university teachers and public university teachers?	77
4.9. Analysis of Interviews	78
CHAPTER V	81
RESULTS & DISCUSSION	81
5.1. Context Evaluation	81
5.2. Input Evaluation	82
5.3. Process Evaluation.....	83
5.4. Product Evaluation	84
CHAPTER VI.....	87
CONCLUSION	87
6.1. Suggestions Based on this Study.....	88
6.2. Suggestions for Further Research.....	89
REFERENCES	91
APPENDICES	102
Appendix 1. A Comparative Analysis of Alternative Evaluation Approaches	102
Appendix 2. Four Types of Evaluation (CIPP) Evaluation Model.....	105
Appendix 3. Student Preparatory School Evaluation Questionnaires	106
Appendix 4. Teacher Preparatory School Evaluation Questionnaire	114
Appendix 5. Open-Ended Interview Questions of English Preparatory School through CIPP Model	118

Appendix 6. Consents obtained through e-mails.....	120
Appendix 7. The approval of the ethics committee of Sakarya University.....	121
CURRICULUM VITAE AND PUBLICATIONS	122

LIST OF TABLES

Table 2.1. Differences between Formative and Summative Evaluation	19
Table 3.1. Demographic Distributions of Students	50
Table 3.2. Demographic Distributions of Teachers.....	51
Table 4.1. Students' Perceptions on English Preparatory Program of Context Evaluation	57
Table 4.2. Differences between Students' Perceptions on English Preparatory Program of Context Evaluation.....	58
Table 4.3. Teachers' Perceptions on English Preparatory Program of Context Evaluation	59
Table 4.4. Differences between Teachers' Perceptions on English Preparatory Program of Context Evaluation.....	61
Table 4.5. Students' Perceptions on English Preparatory Program of Input Evaluation.....	62
Table 4.6. Differences between Students' Perceptions on English Preparatory Program of Input Evaluation	64
Table 4.7. Teachers' Perceptions on English Preparatory Program of Input Evaluation....	65
Table 4.8. Differences between Teachers' Perceptions on English Preparatory Program of Input Evaluation	66
Table 4.9. Students' Perceptions on English Preparatory Program of Process Evaluation.	67
Table 4.10. Differences between Students' Perceptions on English Preparatory Program of Process Evaluation	69
Table 4.11. Teachers' Perceptions on English Preparatory Program of Process Evaluation	70
Table 4.12. Differences between Teachers' Perceptions on English Preparatory Program of Process Evaluation	71
Table 4.13. Students' Perceptions on English Preparatory Program of Product Evaluation	72
Table 4.14. Differences between Students' Perceptions on English Preparatory Program of Product Evaluation	74
Table 4.15. Teachers' Perceptions on English Preparatory Program of Product Evaluation	75
Table 4.16. Differences between Teachers' Perceptions on English Preparatory Program of Product Evaluation	77

LIST OF FIGURES

Figure 1: Feedback Control Loop: Evaluation in Federally Supported Educational Programs 12

Figure 2. Structure for Evaluation 28

Figure 3. Description matrix..... 30

CHAPTER I

INTRODUCTION

1.1. Focus of the Study

The undisputed importance and the status of English as the most influential language of international communication cannot be denied in today's globalized world. The need of acceptable communicative skills in English globally arouses the demand of this language. Millions of people want to advance their level of English and new age's parents wish their children to be active and fluent foreign language speakers. Moreover, either corporate or small-scale companies look for advanced level of English as well as good communicative skills (Richards, 2006). With the help of many facilities like travelling, social media and technological developments such as online games, virtual reality programs, it has become easier to improve one's language skills.

1.2. Statement of the Problem

In Turkish foreign language (English) educational system, from primary school to undergraduate, although plenty of time, investment and effort were fulfilled, the progress of language learning does not meet the needs of globalized conditions. It is claimed that there are various inadequacies in language learning in our country and if these disadvantages are not successfully analyzed, unprofessional resolutions can be evaluated. Nevertheless, benefitting from modern facilities and opportunities will help to clarify current problems (Paker, 2012).

However, developments in various fields of today's world require higher educated ones in business life and also, new and radical changes should be done in educational programs. New educational regulations, curriculum- program developments seem successful theoretically, but the education is not an isolated process that the factors affecting the quality, continuity of it had better be analyzed and monitored. If upgrading of educational features is an unavoidable process then, curriculum- program development and subsequently evaluation of new program should be done (Dinçer, 2013).

Apart from other levels of schools, foreign language education in colleges is mostly for students to follow up scientific resources and contribute to the literature by academic papers. Although college students have one preparation year of and compulsory English

courses through their undergraduate period, they do not still achieve the requested level of English (Karataş, 2007).

Therefore, designing curriculum is not enough to achieve planning goals unless the constraints of the program are removed. In order to fulfill the objectives of a program, it is necessary to identify possible problems and find solutions. For that reason, an evaluation process is needed to be held for an English language program.

In this study, a foundation University and a public University Preparatory Schools of Foreign Languages, English programs have been evaluated in order to point potential disorders and to propose possible solutions for these problems with the help of teachers' and students' perceptions. For the current study, Stufflebeam's CIPP (context, input, process and product) model is preferred as an evaluation model which is more feasible for foreign language programs and consists of different evaluation phases like context, input, process and product. For that reason, the model enables to evaluate resources, objectives, atmosphere, strategies, and tools of the program and to assess whether predefined objectives are fulfilled or not.

1.3. Purpose of the Study

The aim of this study is to evaluate the preparatory schools of English programs of two universities (one foundation and one public university) with the help of teachers' and students' perceptions with CIPP (context, input, process and product) evaluation model. The students' and teachers' perceptions related to program objectives, teaching methods, materials and assessment dimensions have been aimed to be examined.

To evaluate comparatively two universities' preparatory school English programs would develop the effectiveness of the teaching techniques or the physical opportunities of the institutions. Here is to assess different context of English programs within the concept of foundation and public university curriculums with the same (CIPP) evaluation model. It has helped them to see to what extent their programs are effective or not.

1.4. Significance of the Study

One of the major concerns of this study is to outline the characteristics of teaching-learning process in terms of students' general understanding of language learning in four skills with devising their perceptions. Another sense of this research is to help educators (instructors, counsellors, coordinators) and administrators (decision-makers, stakeholders) to make related improvements and changes in English Teaching Program

by providing them the weak and strong sides of the program. Therefore, preparatory school administration can recognize the effectiveness of the current teaching program. Additionally, students' perceptions and competencies of language skills will be revealed by this study, which helps instructors to make proper regulations and developments in current teaching program. Also, it is planned that the results of this study will improve the effectiveness of the programs of two universities and to be used as a framework for development of the curriculum at a foundation and a public university.

Furthermore, evaluation of the English Teaching program will include the teaching methods, materials used in classrooms, and attitudes towards language all of which will substitute valuable insights and suggestions to strengthen the recognized weaknesses in program.

The current study will be an example for the studies of program and curriculum evaluation in other disciplines as well as English Language teaching in Preparatory schools. Moreover, this study will have contributions on literature and the results of it can help other universities' preparatory schools to comprehend their weaknesses in their language skill courses.

1.5. Background to Preparatory School

English language teaching has been foremost part of educational institution in Turkey that both foundation and public universities have given opportunities to students to rise up their personal and academic qualities. For the context of the current study, two preparatory schools of English programs have been researched through to find out evaluation of programs comparatively. The main goal of English preparatory program is expected to qualify the college level students with essential academic language skills with regard to four (reading, writing, listening and speaking) skills of English as an academic requirement for their departmental courses.

The mission of the School of Foreign Languages at the foundation university is to support and guide its students with foreign language skills and knowledge for the university education and aftermath. This program focuses on four basic skills (reading, listening, writing and speaking) and aims to teach these four skills in an integrated way. The preparatory school program consists of optional and compulsory English language education that for some programs of which the medium of instruction is 30% English. The program lasts for a year with two terms and four modules, each module lasts eight

weeks. The students are placed into level-appropriate classrooms (Elementary, Pre-Intermediate, Intermediate and Upper-Intermediate) with four basic language skills as well as grammar and vocabulary. The newcomer students take the Placement test to be placed into suitable classes for their levels. The students who get 65 out of 100 have the right to take the exemption from English Preparatory Program; and if the students get 65 out of 100, they could commence their studies in their departments by getting exemption from the compulsory English preparatory exam. They also have detailed assessment and evaluation system that students' average point in a module is calculated as follows: 40% level assessment test (including all four skills as well as grammar and vocabulary in the final week the module), 25% achievement test (in fifth week of a module), 15 % portfolios and projects, 4% of other five evaluation tools could be totally 65 out of 100 to pass a module.

Public University's School of Foreign Languages' mission and vision have supported students' development on their language skills all through their academic life with good communication abilities. The aim of the English teaching program is to be a remarkable institution with global qualifications by using new technological improvements on education via interactive teaching methods. A modular system designed within the light of CEFR (The Common European Framework of Reference for Languages) has been applied in current program that A1, A2, B1 and B1+ modules have been accomplished by students so having completed the level of B1+ has been enough to be successful in preparatory program. The program lasts for a year with two terms, and each module takes seven weeks as four quarters. Before attending the preparatory program, at the beginning of the each academic year, students take placement test and they have been placed in appropriate classrooms in accordance with their test results. Two types of preparatory English program have been applied; compulsory and optional. If the major departments of students have 100% or at 30% of English as a medium of instruction, they have to attend the English prep program. If students of Turkish departments wish to take English program, a 10% student of all quotas has been accepted. Also, evaluation criteria has been the same as foundation university that if the students get 65 out of 100 they have been accepted as successful and completed the English preparatory program. However, midterms, portfolios and exams at the end of each module have been taken into consideration of overall score.

1.6. Limitations of the Study

The main limitation of this study is that the results of both students' and teachers' questionnaires are limited to the respondents of a sample of 408 students and 27 teachers from both university types. Although the results can provide a perspective for other universities, they cannot be generalized to all English Preparatory programs at universities in Turkey.

The other limitation is for gathering the qualitative data that only 7 teachers' perceptions of answers to structured questions could be collected because of the distance, timing and managing the process. 5 foundation university teachers and 2 public university teachers could answer the questions that did not help as expected since out of, on average, twenty or thirty teachers of each preparatory school's teacher's team, the number of 7 interviewees are not sufficient to comprehend their perceptions.

Lack of on-site observation could be mentioned as a limitation to describe the actual situation in classrooms. For all components of CIPP, observations might be significant but the classrooms were not observed by the researcher because the presence of an observer could harm the process of learning and teaching by providing anxiety for both students and teachers.

1.7. Definitions of the Terms

Program evaluation; as “systematic collection and analysis of information related to the design, implementation, and outcomes of a program” to observe and develop the quality and effectiveness of the program (ACGME, 2010a, as cited in Glatthorn, Boschee & Whitehead, 2012).

CIPP (context, input, process, product) evaluation model; Daniel Stufflebeam's CIPP model has been one of the management-oriented evaluation models. Originally, the CIPP evaluation model was designed to provide systematically and on time information of the evaluation process for decision-makers to decide.

Language skills; in order to communicate in a foreign language, learners need to depend on their competence of main language skills; listening, speaking, reading and writing.

CHAPTER II

LITERATURE REVIEW

2.1. Background to the Study

In the late 1700s, English was creeped into schooling in addition to the teaching of Latin. Although various attempts were promoted as alternative approaches by Comenius and John Locke to make specific developments for curriculum reform and the way the Latin was taught, the language of Latin established its long-standing status in the curriculum (Howatt & Widdowson, 2004).

As modern languages began to take part in curriculum of European schools in the 1800s, the same procedures of Latin teaching (abstract grammar rules, list of vocabulary, sentence for translation) were went to be used. Moreover, in nineteenth century this approach became the standard way of foreign language teaching (Richards and Rodgers, 2001).

From 1900s up to the present day, teaching of English at schools gave a way to pedagogical reform in contrast to harsh and brutal way of Latin language teaching. John Locke (1693) did not directly mention English, but his ideas were mostly influenced by modern language theorists as a more learner-centered education.

Apart from the prehistoric, theoretical and developmental steps of English language, it is mostly known after 1950s that firstly language acquisition seemed as acquiring any other kind of abilities within the concept of behaviorism. Secondly, the realization of inadequacies in teaching only grammar triggered the need of functional use of language. In contrast to behaviorism, oral use of language has signified related to the conceptual notion of such categories (exchanging info, requesting, etc.). Afterwards, cognitive and communicative processes have arisen in order to reveal the infinite conventions and to maintain the importance of communicative features of the language (Richards, 2006).

2.2. Approaches and Methods in English Language Teaching

Apparently, the importance of language education has ascended that the Turkish Ministry of National Education (MNE) has implemented different procedures during the last decades (Kırkgöz, 2006). Although various policy changes have been done, Turkish students have fall apart the required level of English language proficiency. The debates of this failure have been going on for a long time that the effectiveness of the methods

implemented has been mentioned as the main cause of ongoing failure discussions (Karahana, 2007). Accordingly, the significant role of methodologies in English language teaching is undeniable.

The early period of English language teaching (ELT) was referred with emergence of Grammar Translation Method (GTM) which became the usual way of teaching foreign languages because of predominance of Latin (Richards and Rodgers, 2001). Ellis (2006) defined the grammar teaching which involves any instructional method directing to learners for some particular grammatical form to help them either to comprehend metalinguistically or to process this form in context to understand target structure by internalizing. As the name suggested, by reason of too much time spending for analyzing grammatical structures and translating them into native language, Brown (1994) criticized this classical method by stating “it does virtually nothing to enhance a student’s communicative ability in the language”. Therefore, the time of shift arrived into more oral and aural practice with Audio-Lingual Method (ALM) which emphasized repetitions and drills of accurate pronunciation. After Audio-Lingual Method, the main concern moved into learners performing the commands of teacher to expose them to the target language in terms of inductive grammar teaching with Total-Physical Response (TPR) (Richards and Rodgers, 2001).

As TPR put the emphasize on practice and meaning rather than pure grammatical instructions with the help of teachers’ rote-teaching by performing and learners being active listeners, another method gained importance afterwards by Caleb Gattegno. However, Richards and Rodgers (2001) lined up the Silent Way method right after TPR because this time, learners were required to be active speakers to produce as much language as possible and to use basic elements of target language with grammatical items.

Another method called Community Language Learning (CLL) was indicated by La Forge (1971) that language was seemed as a social-process and exchanges were required to be affective with a native-like mastery of language.

So far mentioned methods outlined a wider concept of approach to language teaching. Therefore, grammar teaching was discussed all through the former decades from 1950s to 1990s that language learning not only consisted of grammatical competence, teacher-

centered, extremely structured view but also learner-centered, communicative based instruction (Richards and Rodgers, 2001).

Accordingly, Communicative Language Teaching (CLT) was emerged that teaching and learning were for communication and language has taken place into social context. “The CLT stresses the importance of providing learners with opportunities to use English for communicative purposes and attempts to integrate such activities into a wider program of language teaching” (Howatt & Widdowson, 2004: 349). In this type of learning atmosphere, students interacted with others by expressing their opinions so they became active interlocutors in classrooms.

With regard to all of these methods, the idea of “no best method” was notified by Prabhu (1990), and some researchers (Kumaravadivelu, 2006; Waters, 2012; Ur, 2013), that language teaching should not be mainly based on a method but it should be based on sets of principles or teachers’ situational teaching practices. It is not useful to encourage teachers to use predominantly indicated methods.

2.2.1. Skill Courses in English Language Teaching

In order to communicate in a foreign language, learners need to depend on their competence of main language skills; listening, speaking, reading and writing. Tracing back to the works of Vygotsky and Piaget, constructivist principles state that social interaction has a major role in language learning. Additionally, learners create their own learning and improve their communicative competences through expressing beliefs and opinions.

However, before mentioning four language skills, the ability gaining a skill was named by J.R Anderson and DeKeyser who proposed skill-acquisition theory which represents a learning routine in any skill that depends on transforming declarative knowledge (facts and things, core information) into procedural knowledge (how to perform) as production so production is only acquired-automatized by practice. Learners need to automatize new knowledge so that we need a declared knowledge to be processed through practice and feedback. Therefore, learners first need to have a competence which, then, turns out to be practice. Classifying the skills as receptive (reading and listening) and productive (speaking and writing) supports DeKeyser’s skill-acquisition theory that language learners firstly need to be exposed to language (L2) samples to acquire unconsciously or learn consciously (DeKeyser, 1998), afterwards they can

practice the language. As the names suggest that language learners 'receive' samples of the target language via listening (aural) or reading, then they 'produce' them orally (speaking) or in written. Receptive and productive skills are the combination of four skills (Morrow, 2004); thus, they have been integrated into the language programs.

One of the studies of receptive and productive skills versing, Demirbaş (2013) conducted research in a school of foreign languages at a university and founded no significant differences between two skill types. On the contrary, Johns (1981) searched a university's different departments in order to determine which skills (reading, writing, speaking or listening) were most important to non-native speaker students' success in university classes. However, receptive skills, reading and listening, were defined as the most essential skills by both lower and upper division classes. Furthermore, Ranta and Lyster (2007) pointed out the case of non-nativelike accuracy of immersion students' L2 production. In immersion classrooms, students can comparably achieve in reading and listening comprehension but in productive skills of speaking and writing they clearly lack of target-like production. Therefore, the effects of immersion classes shows that L2 learners have fluent and effective communication abilities since they have been observed as a non-target like speakers of French in terms of grammatical and pragmatic expressions. So they have difficulties to make them understood in a conversation of a school exchange. Apart from the differentiating skill types, on the one hand learners are one the most important components of skill learning, on the other hand teachers should be notified in term of teaching strategies.

Johnson and Freeman (2001) stated that it is crucial to comprehend how a teacher teaches, it is important to get "descriptive accounts of how teachers arrive at what they know, how they use that knowledge in the classroom and school contexts, and how they make sense of and reconfigure their classroom practices over time" (p. 63).

Kocaman and Balcioğlu (2013) indicated that students prefer mostly interactive courses because student-centered language learning made students feel more cooperative and they find peer correction really helpful.

Aydın (2012) searched for the perceptions of pre-service teachers about language skills in a course book that they are as English as foreign language teachers have –somehow- positive perceptions of four language skills of that course book but speaking and pronunciation skills are believed to be neglected and to be problematic.

The question of whether language ability is an isolated, separate feature or if it is likely dividable into diverse constituents is interested by applied linguists for decades. It is hardly possible to separate one skill from another that the four skills are correspondently related to each other in term of both the type of communication (oral or written) and “the direction of communication- either receiving or producing messages” (Powers, 2010).

Oller (1976) inferred that language abilities consist of a distinct feature. This distinct feature belief, at the beginning, welcomed by other researchers with some support but recently the conflict between individual vs. dividable has been quarrelsome. Some researches (e.g., Bachman, Davidson, Ryan & Choi, 1995; Bachman & Palmer, 1981, 1982; Carroll, 1983; Kunnan, 1995; Oller, 1983; as cited in Powers, 2010) mentioned that language skills are formed by various components that some features of language reflects all divisions of it but some other particular features are only related to one of the specified four skills.

More recently, developments in technology make it clear that oral and written languages are indistinguishable. Communicating via social media consists of “synchronous and asynchronous connection possibilities. In both modes, a literate interface is used to effect communication although what is written might be speech-like, giving digital communications characteristics of both written and spoken language” (Lotherington, 2004, p.69)

2.3. Need for an Evaluation

The need for evaluation dated back to Public Law 89-10 of ‘Elementary and Secondary Education Act, as amended (ESEA)’ (Title I) of 1965 of federal social legislation which required evaluation as mandatory by US Department of Education. However, evaluation requirement mentioned with a general and basic language in this policy which included state and local school systems (McLaughlin, 1974). There were several points of view related to purposes of the evaluation requirement. On the one hand, there was a demand of reform and the idea of evaluation was significant to growth of change, and on the other hand, the general assumption that evaluation process would clarify objective and the results of evaluation would be used as a basis for decision-making. Fleischman and Williams (1996) mentioned that the evaluation requirement of this public law had two purposes; firstly, (1) to be sure of funds were being used for the needs of disadvantaged

children, secondly, (2) to have data whether parents and communities were empowered or not to push for better education. Stufflebeam (1967) addressed evaluation requirements of policy as weak and mentioned them as poor, (1) to decide the level of achieving the objectives of proposed programs, additionally, (2) to define what to be used to operate evaluation and (3), to justify a separate amount of fund for evaluation purposes.

Such purposes of evaluation requirement were not achieved insofar as the proposals of (ESEA) project had been ranked as 'poor' in five-point scales done by staff members of US Office of Education and Guba also mentioned these proposals as weak by identifying plans for evaluation and their implementation as problematic (Stufflebeam, 1967).

In that time of years, after failure of Title I projects, Daniel Stufflebeam (1967) proposed a strategy, under development for two years at Ohio State University Evaluation Center and tested partially. The hypothesis of the strategy is that "the purpose of evaluation is to provide information for making decisions. More specifically, evaluation is defined herein as the process of acquiring and using information for making decisions associated with planning, programing, implementing, and re- cycling program activities" (p.129) . He clarified the process of decision-making, (1) revealing problems which prevent students to meet their needs of curriculum, staff, facilities, and school-community relations, (2) with the help of experts' judging quality of proposals before financial agencies' support, (3) providing project managers to observe procedures in process, and in the end (4) with the decision of legislative authorities by requesting the data of effectiveness whether to continue funding or not. Stufflebeam (1967) mentioned the requirements of decision-making, "evaluative information must be *valid* (suited to the variables of interest), *reliable* (re- producible), *timely* (available when the decision- maker needs it), *credible* (trusted by the decision- maker and those he must serve), and *pervasive* (avail- able to all decision-makers who need it)" (p.129). These requirements might be classified in four stages- context, input, process and product (CIPP) evaluations.

In order to enhance the weak proposals of educational legislation, Stufflebeam (1967) conceptualized a control loop of feedbacks in order to illustrate the relationships among

local, state and national evaluations of Title I educational policy activities.

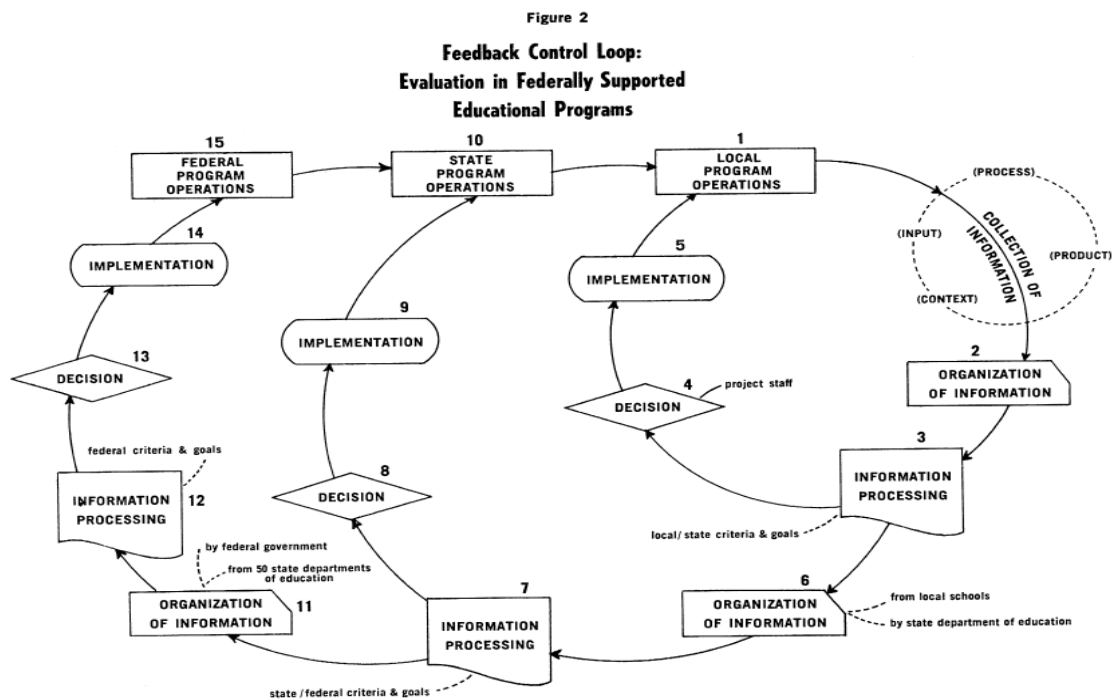


Figure 1: Feedback Control Loop: Evaluation in Federally Supported Educational Programs. Adopted from Stufflebeam, 1967, p.132.

Each loop included sets of blocks, in different shapes, representing the main evaluation functions. In the first loop, local schools input their programs with information collection and organizing them to assess how the needs and problems might be modified. In Block 4, decisions made by local school decision-makers and changes or new procedures were implemented. This loop was widened by the reports for state education departments prepared by all public school districts. Then, reports were organized and analyzed to decide weak and strong sides of statewide program. The officials used this information to assess educational needs and problems to make decisions. In Block 9, the implementation of program has been done. In Block 7, reports from fifty states annually were sent to the federal agency, so this information was used and analyzed. In addition to educational reports, decisions about funding would be made at federal level. In a summary, it

“demonstrates: (1) information for evaluation at federal, state, and local levels will be collected largely at the local level; (2) this information will form the basis for federal, state, and local decisions which will ultimately affect local operations; and (3) evaluation plans must be developed, communicated, and coordinated at federal,

state, and local levels if the information schools provide is to be adequate for assisting in the decision process at each of these levels” (Stufflebeam, 1967, 133).

According to Asfaroh, D. Rosana & Supahar (2017), evaluation is needed for any kind of learning which meant to be actual learners of a program. Additionally, evaluation of learning is a process of assessment or measurement including affective, competence and skills. In order to evaluate a program, evaluation activities need evaluation tools or instruments; an applicable evaluation might provide suitable results of the purpose of the evaluation, next, need analysis is required for proper evaluation instruments. Generally, a program includes at least three components, respectively, input, process and output that CIPP evaluation model signifies context, input, process and product which consisted of four components (Phattharayuttawat, et al. 2009).

2.4. Program Evaluation

To define the concept of evaluation with one rigid definition has seemed insufficient so that pointing out the each concepts of the term has been a more vivid description. The particular definition of evaluation was the one widely accepted by Joint Committee on Standards for Educational Evaluation (1981, 1988, 1994) and Stufflebeam (2001: 11) outlined the evaluation as “a study designed and conducted to assist some audience to assess an object’s merit and worth”. Guba and Lincoln (1989) delineated these two concepts- merit and worth- that *merit* was referred to implicit and independent value without any relation to a particular context; *worth* was the value of a matter in a specific context or function. Therefore, on the one hand, e.g. an English course might have merits of teaching theory or research area in terms of experts’ evaluation, on the other hand, the same course requires the worth of instructing skills which the instructor might lack, however program evaluation should be dealt with assessing both merit and worth (Glatthorn, Boschee and Whitehead, 2012).

Evaluation is a value judgement of the data which is available, thus program evaluation has devised these information to decide the value or worth of an educational program (Cook, 2010). In educational sources, evaluation is series of process of collecting the data in order to make decisions to accept, change or finalize something (Ornstein and Hunkins, 2004). Therefore, evaluation is a complex procedure and it has not only consists of identifying behavioral aims, developing or analyzing tests, but also the evaluation is processed to discover feasibility of a program, a product or improving

alternative approaches and to collect information with the aim of assessing its value (Worthen and Sanders, 1991).

A more formal definition outlined program evaluation as “systematic collection and analysis of information related to the design, implementation, and outcomes of a program” to observe and develop the quality and effectiveness of the program (ACGME, 2010a, as cited in Glatthorn, Boschee & Whitehead, 2012). It is clear that the program evaluation, is describing the program with its system and how it supports the success of the program and preserving required actions in terms of evaluation process (Frye & Hemmer, 2012).

There are other widely accepted definitions of program evaluation. Talmage (1982) has defined evaluation as providing assessments to justify the value of decision making. MacDonald (1973) described evaluation as a process of designing, gathering and progressing of information within the context of negotiating about a particular decision-making. Also program evaluation is a clear process of assessing the effectiveness of an educational act (Kelly, 1999; as cited in Kelleghan, Stufflebeam & Wingate, 2003) In addition the effectiveness of a program, Patton (2002) described evaluation is a systematic information gathering in order to decide the forthcoming success of a program.

Evaluation is a decision-making method, addressed by Tuckman (1979) who interpreted it as a way of controlling system in order to define whether a program has succeeded its objectives or not in terms of its expected or predefined levels of outcomes. According to Oliva (2009), in designing an educational system, program evaluation is a continuous process of data collection and interpretation with the aim of assessing decisions.

Some of the other scholars (Rossi, Freeman & Lipsey, 2004; Karataş & Fer, 2009; Stufflebeam and Shinkfeld, 2007) have focused on systematic way of program evaluation. Rossi et. al (2004) pointed out that an evaluator needed to have a basic and systematic starting plan by defining objectives and target population of the program as well as considering the political atmosphere. Fer (2009) related the program evaluation to buying a new house and consulting an interior designer for it. The results of the expert seemed parallel with the program evaluation that before designing, improving and application of a program, an evaluation should be done to decide its weaknesses and strengths and to observe whether it accomplished the expected outcomes or not. Lastly,

Stufflebeam and Shinkfield (2007) recited program evaluation as a systematic investigation of an entity's value, identifying descriptive decisions which support effectiveness, worth and importance of applications.

As it is understood from the definitions of the program evaluation, it is a systematic and continuous series of actions not a one time or over application. The evaluation is a multifunctional concept which consists of, (1) selecting, gathering, analyzing, and retelling the planned information and (2) using obtained information in order to decide the quality and efficiency of the program (Karataş, 2007).

2.4.1. Reasons for program evaluation

Program evaluation is a continuous process which needs to be done ongoing to decide the plans for teaching and to observe whether the current program is efficient or not. Educational experts have both in-house and external reasons for program evaluations. Major external reasons are for requirements of funding sources and legislation bodies who fund educational development and for internal reasons, responsibility needed to be mentioned because educators monitor the development of the program, as well as they have beneficial information about their program and its sustainability (Goldie, 2006).

Lynch (1996) stated two main aims of program evaluation that one is describing effectiveness of the program and the other one is evaluating its quality compared to different programs. Namely, program evaluation has specified data for insiders (educators) about improvements of current program and also proposed responsibility for external stakeholders.

The progression of program evaluation has been stated by Brown (1989) that all learning components have been connected by program evaluation like a cling without which elements were left in isolation and seemed meaningless. Another reason of program evaluation is to maintain new innovational concepts since the process of evaluation might inform the upcoming innovation and its implementation (Rea-Dickins, 1994). Apart from development of the current program evaluation, it is necessary to decide whether new changes might be efficient or not.

Whatever the reasons of any program evaluation, activities for evaluation have been done to support needs of the program. According to Patton (2015), evaluation studies, so far, have aimed to focus on one component of the program which is outcome. Therefore, many evaluation models fell behind the needs of current developing and

innovational programs. New evaluation models included an additional aim of program improvement as well as other processes of evaluation (Stufflebeam & Shinkfield, 2007).

2.5. Approaches to Program Evaluation

Having more than one approach to the program evaluation is significant to make it more professional and for its implementation and scientific development; according to Stufflebeam (2001: 9) alternative approaches of program evaluation have importance professionally, scientifically and operationally “to discover their strengths and weaknesses, decide which ones merit substantial use, determine when and how they are best applied, and obtain direction for improving these approaches and devising better alternatives”.

Program evaluation’s historical roots dated back to 17th century that after second half of 20th century, it has welcomed many different developmental approaches with new and revised versions of sixties and seventies approaches. The studies of program evaluation have been ordered chronologically,

“Tyler (1942, 1950), Campbell and Stanley (1963), Cronbach (1963), Stufflebeam (1966), Tyler (1966), Scriven (1967), Stake (1967), Stufflebeam (1967), Suchman (1967), Alkin (1969), Guba (1969), Provos (1969), Stufflebeam et al. (1971), Parlett and Hamilton (1972), Eisner (1975), Glass (1975), Cronbach and Associates (1980), House (1980), and Patton (1980)” by Daniel Stufflebeam (2001: 8).

Additionally, the terms (*approach* and *model*) were signified by Stufflebeam (2001) that the former referred to a broader concept of practices, the latter proposed a more detailed requisition of conducting program evaluations.

Stufflebeam, Madaus and Kelleghan (2002: 36-80) classified twenty two program evaluation approaches in four categories, referred as *Pseudoevaluations*, *Questions/Methods-Oriented*, *Improvement/ Accountability*, and *Social Agenda/ Advocacy*. In twenty-two approaches, two of them classified as pseudoevaluations, thirteen as questions/methods-oriented approaches, three as improvement/accountability-oriented approaches, and four as social agenda/advocacy-directed approaches. Here are four categories and covered approaches:

1. Pseudoevaluations; public relations-inspired studies and politically controlled studies.

2. Questions/Methods-Oriented approaches; objective based, accountability payment, objective testing, outcomes evaluation, performance testing, experimental, management information systems, benefit-cost analysis, clarification, case study, criticism connoisseurship, program-theory based, mixed-method studies.
3. Improvement/accountability-oriented approaches; decision accountability, consumer-oriented, accreditation/ certification.
4. Social agenda/advocacy-directed approaches; client-centered (responsive), constructivist, deliberative democratic, utilization-focused evaluation.

Owen and Rogers (1999: 172) referred evaluation in a different dimension that they classified evaluation in five categories and explained it with key concepts. These are classifications and some examples:

1. *Proactive form*; needs assessment, research review,
2. *Clarificative evaluation*; description of programs, analysis of logic, plausibility,
3. *Interactive evaluation*; responding evaluation, action researches, developmental assessment and quality analysis,
4. *Monitoring evaluation*; system analysis, performance assessment,
5. *Impact evaluation*; outcomes and their implementation of a program, goal-free,

Ertürk (1998) maintained approaches of program evaluation by (1) examining the educational proposal, (2) educational realia, (3) students' achievement, (4) accomplishment, (5) learning and (6) product.

Posner (1995: 231) had five classifications of approaches of program evaluation;

1. *Traditional approach*, focused on retrieving information, overtaking basic skills and suggesting traditional values. Additionally, assessment aimed to point out whether acknowledged information, skills and values were conveyed appropriately or not.
2. *Experimental approach*, interpreted the short long term effects of experimental learning of students. This approach has evaluated both product based assessment and the quality of students' experiences.
3. *Behavioral approach* has dealt with the major question of whether students have gained objectives or not. Such assessment tools; pen-and-paper tests, observation-control sheets, practice exams have been used to decide students' achievement in terms of standard norms apart from comparison.

4. *Constructing disciplines approach* (while evaluation) has specified students' knowledge, the nature their studies' nature and the contextual construct of disciplines.
5. *Cognitive approach* aspired to state individual thinking and how to make interpretation.

However, in program evaluation process, while asking evaluation questions, the basic perspective and approach of the program had better to be taken into consideration.

Cronbach (1982) mentioned program evaluation in opposite approaches; scientific and humanistic. In scientific approach, objective experiments, quantitative data and analysis have been used and by comparing information, decisions have been made in terms of in program evaluation. In humanistic approach, studies have been mentioned as misleading so that program has been evaluated in its nature and with the help of qualitative data and observation of evaluators.

According to House (1990), evaluation approaches move towards to pluralist point of view apart from monolithic concept. It represented the multiple variations of common sense.

Scriven (1967) introduced *formative* and *summative* evaluation terms that formative evaluation is conducted during development or installation of a program or a product to make suggestions of context of the program. The aim of formative evaluation is to ensure that the targets of instruction have been achieved and to develop the instruction. Therefore, educators- mostly curriculum development experts- benefit from the refocusing or redirecting evaluations of formative assessment. Summative evaluation, on the other hand, has been conducted at the end of a program to serve information for decision-makers or stakeholders about its merit and worth. The function of summative evaluation is to collect data while a program is running and to show what objectives have been succeeded. It also provided data on a product's or a program's efficiency.

While formative evaluation has concerned with the leading decisions of program such as improvement, redirecting or revision, summative evaluation has assessed decisions of the program's effectiveness and continuity. In formative evaluation, educators have been included in evaluation process and improvements, in summative evaluation, educational experts, potential funding services or companies have been addressed to by not directly included in the evaluation. Both evaluation forms were essential that decisions were made both during developmental and final decision-making processes.

Table 2.1.

Differences between Formative and Summative Evaluation

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

Educational Evaluation: Alternative Approaches and Practical Guidelines by Blaine R. Worthen and James R. Sanders (1987).

Dart (2004) proposed a classification of evaluation within six normative approaches,

1. *Experimental approaches*, offered a logical concept to decide if specific program variables affect program outcomes or not. One of the main aims is to hypothesize the conjunction that action 'X' produces the outcome of 'Y',
2. *Testing-objectives approaches*, focused on deciding whether previously stated targets of a program have been achieved or not. Tyler (1967) was one of the pioneers of this approach with educational evaluation context. However, this approach has been criticized because critics found it unsuccessful not to be able to make developments or corrections until the program was completed,
3. *Decision-management approaches*, aimed to help decision-makers about a program,
4. *Judgmental approaches* seem an evaluation of the merit and worth of a program that accuracy and unbiased conducting have been judged,
5. *Pluralist-intuitionist approaches*, reinforced the notion of different perspectives by including the values of different stakeholders,

6. *Theory-driven approaches*, develop reasonable theory regarding how a program works, in what conditions and why.

Guyadeen and Seasons (2018) signified normative evaluations on four categories;

1. *Participatory* involves the stakeholders of a program in evaluation process,
2. *Empowerment* provides individuals/ communities to monitor and evaluate their own performance,
3. *Collaborative* builds a connection between evaluators and program staff within the aim of building the effectiveness and development of the program,
4. *Developmental* provides real-time feedback to program staff and facilitates an ongoing developmental loop.

Kirkpatrick & Kirkpatrick (2006) identified a four-level model of evaluation to educational field of studies, four 'levels' have been gathered hierarchically that (1) reaction, (2) learning, (3) behavior and (4) results. In the first level, to what degree did the learners react to the program has been detected, then in second level, learners' degree of participations and acquisition of intended knowledge have been identified, thirdly, changes of learners' behaviors have been observed in context of the training they had; lastly, it has been checked that whether predetermined objectives were achieved or not as a result of a teaching program.

Another educational program evaluation approach is from David Nevo (1983: 118) who conceptualized Stufflebeam's eight-question suggestions, extended to ten questions of dimensions in conceptualization of evaluation. Nevo (1983) aimed to help evaluators to organize their own perceptions and to provide a better understanding of evaluation problems before fully involving into evaluation process. In his evaluation approach 10 dimensions of questions had been used as organizers of an educational evaluation:

1. How is evaluation defined?
2. What are the functions of evaluation?
3. What are the objects of evaluation?
4. What kinds of information should be collected regarding each object?
5. What criteria should be used to judge the merit and worth of an evaluated object?
6. Who should be served by an evaluation?
7. What is the process of doing and evaluation?

8. What methods of inquiry should be used in evaluation?
9. Who should do evaluation?
10. By what standards should evaluation be judged?

2.6. Evaluation Models

Program evaluators –as it has been reviewed in previous headings- have categorized program evaluation approaches in terms of their point of views, theories, philosophical backgrounds and priorities of evaluation concepts. Thus, in the frame of these approaches, by asking some questions (“what is the aim of the evaluation?”, “which evaluation tools will be used?”, “for what reasons will the results be used?”) and related to the responds, different evaluation models have been designed (Gredler, 1996; Özdemir, 2009). In program evaluation studies, researchers identified the most applicable or appropriate model in terms of their aims of evaluation or they could recreate their own way of program evaluation model with the help of already designed ones (Erden, 1995).

Program evaluation models could be gathered in different categories and headings with regard to various evaluation experts. Some of them (McNeill, 2006; Ornstein & Hunkins, 2004) outlined program evaluation models in two headings; some (Demirel, 2003; Saylor, Alexander & Lewis, 1981) categorized in eight and some (Worthen, Sanders & Fitzpatrick, 1997) classified in six different models (See Appendix A)

McNeil (2006) organized program evaluation models consensus (traditional and experimental-based) and pluralist (humanistic and social reconstruction-based) models that on the one hand, consensus models have been used by systematic evaluators and pluralist models as House (1990) mentioned before signified different evaluation perspectives.

Ornstein and Hunkins (2004) categorized program evaluation models as systematic-matter and humanistic-naturalistic model.

Demirel (2003) categorized evaluation models in eight headings as follow;

1. Objective-based evaluation model
2. Metfessel-Michael evaluation model
3. Provus’s discrepancy evaluation model
4. Stake’s Congruence-Contingency evaluation model
5. Stufflebeam Context, Input, Process, Product (CIPP) evaluation model

6. Stufflebeam's macro evaluation model
7. Eisner's educational connoisseurship evaluation model
8. Stake's responsive evaluation model

The other researchers, Saylor et. al (1981) classified evaluation in eight different models;

1. Behavioral/Operational objectives model (Tyler's objective-based model)
2. Decision-making model
3. Goal-free model
4. Accountability-Possibility model
5. Efficiency model
6. Metfessel-Michael model
7. Differences model
8. Educational criticism model (as cited in Orhan, 2016).

Worthen et. al (1997: 78) classified evaluation approaches within the categories of *objectives-oriented*, *management-oriented*, *consumer-oriented*, *expertise-oriented*, *adversary-oriented* and *participant-oriented evaluation approach*. Each category signified different and related components of evaluation.

1. *Objectives-oriented evaluation approach* has aimed to focus on specific activities and to assess whether or to what extent particular purposes were achieved or not.
2. *Management-oriented evaluation approach* has focused on informative data of evaluation for policy makers, stakeholders or others to have a decision-making.
3. *Consumer-oriented evaluation approach* has been done to provide educational or other human services products, such as curriculums, instructional packages, staff evaluation procedures, by independent organizations or individuals.
4. *Expertise-oriented evaluation approach* has depended on judgements of professional experts for a program, company or an institution.
5. *Adversary-oriented evaluation approach* referred to opposite assessments of different evaluation experts.
6. *Participant-oriented evaluation approach* focused on contributions of stakeholders in terms of norms, measures, needs and outcomes to evaluate a program.

Worthen et.al (1997) compared each approach under six headings such as proponents, purpose of evaluation, distinguishing characteristics, past uses, contributions to the

conceptualization of an evaluation, criteria for judging evaluations, benefits and limitations.

Under these six evaluation approaches, there are different evaluation models. These evaluation approaches and evaluation models have been clarified as follow:

2.6.1. Objectives-oriented Evaluation Models

As it has been identified from the concept that the main goals of objectives-oriented evaluation models are to identify/ predispose the objectives of a program and to find out the extent to which they have been achieved (Stufflebeam et. al, 2002). This kind of evaluation models could be used to redesign or develop the program or evaluation tools regarding to whether objectives have been attained or not by decision-makers, funding sources (Worthen & Sanders, 1987).

The pioneer of the objectives-oriented evaluation model was Ralph W. Tyler who signified this model to evaluation in 1932. In upcoming years after Tyler, various researchers such as Michael& Metfessel (1967), Popham (1969), Provus (1971), Hammond (1972), Steinmetz (1983) studied on this model evaluation (Stufflebeam & Shinkfield, 2007: 41).

2.6.1.1. Tyler Evaluation Model

As the pioneer of one of the objectives-oriented models, Tyler conceptualized the educational program within the concept of not only clearly defined objectives, students and subjects but also measurable behavioral objectives. From this point of view, the aim of program evaluation is to outline whether targets and predefined objectives have been achieved or not, additionally, if the objectives have not been fulfilled, it supposed that there could be a problem in performing the program, if the objectives have been fulfilled, it revealed that program would be successful to meet the predefined objectives (Brown, 1994).

In 1930, the Commission on the Relation of School to College was established by the Progressive Education Association and Ralph W. Tyler was appointed as the director of the evaluation staff. This comprehensive research was related to program development process and evaluation is the most significant part of it. “The purpose of the commission was to conduct long-term research studies to determine the relevance of high school curriculum and its impact on success in college admission”. Tyler’s Eight-Year study defined that students’ success in college was not predefined by the curriculum of high-

school requirements. The students attending mostly into empirical schools had better performances than the ones attending in non-empirical schools. Also, holistic curriculum approach was proved to be more significant to student success in college. (Hogan, 2007; 7). After Tyler developed objectives oriented program evaluation model between years of 1933-1941, upcoming evaluation models were grounded on it.

According to Tyler's program development based evaluation model, there have been three significant and base components; educational objectives, learning experiences and evaluation. Objectives, comprised of expected behaviors of students; learning experiences, contained required actions and activities of students in order to gain these expected goals; and evaluation, involved all studies to define the extent of obtaining the goals (Erden, 1995).

The main focus of this evaluation model is to define the extent of gaining goals that it comprised these stages:

- Defining the extensive objectives of the program,
- Classifying these objectives,
- Identifying the objectives in terms of behaviors,
- Identifying cases showing the objectives achieved or not,
- Developing and selecting assessment techniques,
- Collecting data of student success,
- Comparing behaviorally defined objectives and data (Worthen et.al, 1997: 82).

It has been focused by Demirel (2003) that Tyler's evaluation model depended on quantitative datas. In evaluation process, students' behaviors have been analyzed with pre- and post-test methods as well as applying delayed post-test to observe and assess the permanence of gained behaviors.

Since Tyler's model provided the assessment of behaviorally defined objectives with the help of learning outcomes of the pupils rather than program or teaching inputs that evaluation of educationally predated models would focus on measuring the students' performances apart from assessing the whole program or curriculum (Madaus, Scriven & Stufflebeam, 1983). Some critics of this approach (Guba & Lincoln, 1989; Worthen & Sanders, 1991) claimed that selecting the applicable objectives was dubious because not all objectives could be evaluated by this process. In addition, the evaluator might miss the important, indirectly related, outcomes of the evaluation as the scope of predefined objectives could limit the perceptions.

2.6.1.2. Metfessel Michael Evaluation Model

Another model based on objectives-oriented approach was developed by Metfessel and Michael at the end of 1960s (Popham, 1993). According to this model, all individuals directly or indirectly should be involved in evaluation process and objectives have been signified from general to specific. By describing specific objectives as applicable, the assessment tools have been developed and data of observation has been gathered and analyzed. Thus, the further recommendations of these standards- specified objectives- have been developed (Demirel, 2003). Metfessel and Michael were mostly influenced by Tyler's model and they described evaluation criteria in order to assess the extent of objectives gained with more detailed evaluation steps;

1. Involve the total school community as facilitators of program evaluation.
2. Formulate cohesive model of goals and specific objectives.
3. Translate specific objectives into a communicable form applicable to facilitating learning in the school environment.
4. Select or construct instruments to furnish measures allowing inferences about program effectiveness.
5. Carry out periodic observations using content-valid tests, scales, and other behavioral measures.
6. Analyze data using appropriate statistical methods.
7. Interpret the data using standards of desired levels of performance over all measures.
8. Develop recommendations for the further implementation, modification, and revision of broad goals and specific objectives (as cited in Kuo, Wei, Chen, Wang, Ho, Yang, 2012: 253).

According to this evaluation model, the most important components in a program have been objectives and behavioral goals. The success of the program could be associated with achieving these goals; therefore, this model could be described as being under the effect of behaviorism approach as well as having inner consistency by evaluating objectives and behavioral goals in terms of evaluation (Brown, 1994).

2.6.1.3. Provus Discrepancy Evaluation Model

Malcolm M. Provus focused on evaluation as firstly, defining the standards and then, comparing these standards to actual performances. According to Provus, evaluation is

- determination of the program standard,
- determination of program performance,
- comparison of performance and standard,

- determination whether discrepancy exist between performance and standard (Ornstein & Hunkins, 2004).

The comparisons, gained at the end of the discrepancy of performance and standard, were reported to the decision-makers in every stage of evaluation. Decision might be listed as:

- Moving into next step,
- Improving the previous step,
- Starting the program again,
- Reorganizing performance and standards, (Ornstein & Hunkins, 2004).

Evaluators were responsible to report every stage to decision-makers, to identify problems and to recommend possible solutions. “There must be maximum involvement of program staff in every step of the evaluation process. Further, it follows that there must be continual rapport between program staff and evaluation staff,” (Provus & Pittsburg, 1969: 12). If discrepancy has been detected, decision-makers had the key role to decide and application.

In Provus’s model, there have been five stages and in each stage the program’s performance and the standards were compared in terms of (1) design, (2) operation, (3) process, (4) product and (5) cost (Provus & Pittsburg, 1969).

In design stage, program design and predefined standards have been compared and observed if any differences have occurred. If any difference has been detected, it has been reported to decision-makers who would decide what to do.

In operation stage, program components such as teaching methods, student behaviors, and facilities have been compared to the standards so again if any difference has been detected; it has been reported to decision-makers who would decide what to do.

In process stage, the interactions of student and teachers, activities have been analyzed in terms of functional aims of teaching. If the processes have been not enough, then it has been reported to decision-makers.

In product stage, an overall evaluation has been conducted regarding to the initiative goals of the program. This stage has been detected in terms of school-community relations as well as staff-student interaction. The obtained information could help decision-makers to go on installation or to make required changes or developments.

In cost stage, the outcomes of the program have been compared (named as cost-benefit analysis) to the parallel programs to see if the outcomes of the program have met the cost of it or not. Here, cost has not been always only money but also values of economy, politics or morals (Provus & Pittsburg, 1969).

This discrepancy model was firstly designed to develop the systems of big state schools, and then by the federal educational bureau, it has been modified into all federal schools. This model basically has anticipated an effective program evaluation model with defining discrepancies, reporting these differences and removing these discrepancies to develop the program. Therefore, this model might be seen as an innovation to the traditional objectives-oriented evaluation model (Worthen et. al, 1997).

2.6.1.4. Hammond's Evaluation Model

According to Hammond, success or improvement of a program depended upon the interactions of particular elements within educational concept. If the interactions of these elements go through successfully, innovations might be done with the help of combinations of variables. Therefore, Hammond's evaluation model proposed a multi-dimensional assessment with three dimensioned cube (*Figure 2*) that each dimension has sub variables;

1. Instructional dimension,

- a. Organization*, referred to the time and space availability of the program
- b. Content*, has been identified as the subject matter of a discipline
- c. Methodology* was a process to facilitate learning with all teaching activities (lecture, drills, homework, review, etc.)
- d. Facilities*, referred to space, appropriateness of equipment
- e. Cost*, included all facilities requiring money as personnel, maintenance.

2. Institutional dimension,

- a. Student*, has been identified in terms of age, grade, sex, mental health, etc.
- b. Teacher, Administrator and Educational Specialist*, have been distinguished related to their physical appearance, educational background, environmental factors and degree of involvement in the program
- c. Family*, consisted of one the most particular component that includes degree of involvement with innovation and general characteristics such as ethnic, size, age distribution, marital status, income, etc.

d. *Community*, included geographical setting, historical development, social characteristics, etc.

3. *Behavioral dimension* variables are Cognitive, Affective and Psychomotor domain of human behaviors. Each domain represents, respectively, comprehension and application of knowledge, attitudes and acts.

However, all of these factors created by the interactions of one variable to other dimensions might be studied or applied to any school cases. This structural cube is designed to evaluate vertically or horizontally that school types might be differ and organized in different ways (Hammond, 1967).

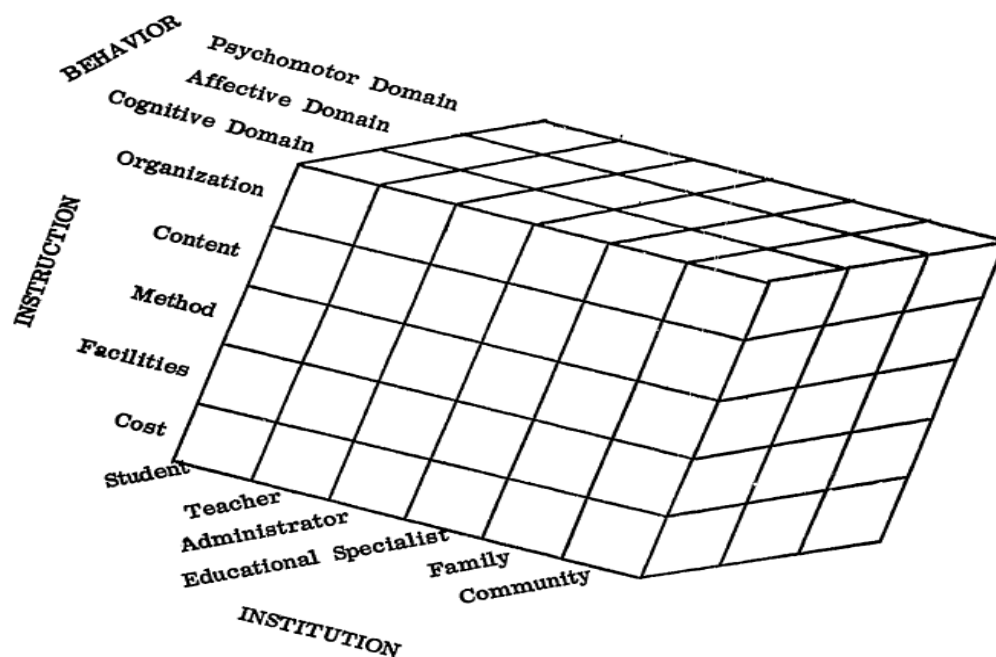


Figure 2. Structure for Evaluation. (Hammond, 1967:3) - Evaluation at the Local Level)

2.6.2. Participant-oriented Evaluation Models

In this evaluation model, all parts of shareholders (students, teachers, participants, evaluators, stakeholders, managers) have been included into evaluation process. The pioneers of this evaluation model might be named as Stake, Patton, Guba and Lincoln that the evaluators pay more attention to the program activities and processes rather than outcomes (Demirel, 2003). In participative evaluation, the collaboration of the least powerful stakeholders and powered decision-makers has been focused on from the beginning till the end of evaluation process (Royse, Thyer, Padget and Logan, 2006, as cited in Hogan, 2007).

In various evaluation models, evaluation experts do not take part in personally into the process that it had better to be questioned whether they could understand the underlying reasons of evaluation results apart from analyzing the statistical outcomes of results of the program. Therefore, in this participative evaluation model natural observation and investigation have been favored. Like previously mentioned models, participant-oriented evaluation model had some disadvantages. As the observation and individual investigation have been adapted, the significance of evaluation instruments and data of the groups might be underestimated, and so proponents could be criticized cause of subjectivity. Additionally, the participants could change the course of evaluation (Worthen, et al, 1997).

2.6.2.1 Stake's Congruence-Contingency Evaluation Model

In the Countenance of Educational Evaluation, Stake (1967) described the phases, significance and process of educational evaluation in terms of intended and actual applications and their congruence and contingency. First of all, formal and informal sides of educational evaluation needed to be recognized, formal evaluation depended on structured checklists, standardized testing; informal evaluation was referred as case observations, intuitive goals and subjective assessment. Formal evaluation has been inadequate to answer the questions of today's educators so that formal evaluation has been chosen to analyze behavioral outcomes. However, Stake (1967) had opposite opinions of what Secondary Education Act of 1966 mentioned that the purposes and procedures of educational evaluation might differ from situation to situation. Therefore, in his model there have 3 phases of interaction; *antecedents*, *transactions* and *outcomes*. He tried to identify the differences between what was planned to be evaluated and what should it actually be like in a matrix (Figure 3).

Antecedents; have been all cases before learning and teaching effecting to the outcomes. Students' previous learnings, aptitudes or could be named as "entry behaviors".

Transactions; have been various actions of shareholders (between teacher and student, manager and worker, etc.) to constitute educational process.

Outcomes; have been considered as assessments of impact of instruction and the process of education.

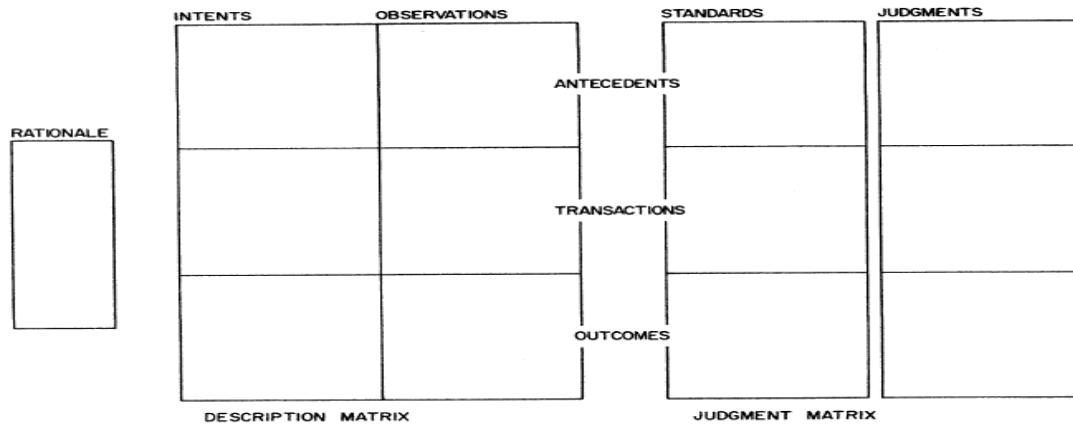


Figure 3. Description matrix (Stake, 1967: 529- the Countenance of Educational Evaluation)

In this evaluation model, evaluators focused on the congruence and contingency of predefined and actual outcomes. During the process of convenience, the evaluators tried to equalize the outcomes of targeted and actual observations. As the name suggested, Stake aimed to give a place to all participants in evaluation process (Stake, 1967).

2.6.2.2. Stake's Responsive Evaluation Model

In order to name a process as responsive educational evaluation, it should firstly depend on more program activities than program antecedents, also it should give information to target audience and it should consist of different point of views in reporting the results of the evaluation whether it has become successful or failure (Stake, 1975, as cited in Stufflebeam et. al, 2002).

Stake (2002) believed that evaluation study would be useful to particular people as many time and effort were spent on by evaluators and staff of the program. "Many evaluation plans are more preordinate, emphasizing statement of goals, use of objective tests, standards held by program personnel, and research-type reports. Responsive evaluation is less reliant on formal communication, more reliant on natural communication" (Stake, 2002: 347).

The questions required by the program itself could be answered by not only formal evaluation but also informal evaluation had better to provide reasonable answers. Related to this educational evaluation model, the evaluators had responsibilities such as arranging observation and negotiations for many people (staff, shareholders, etc.), checking the quality of the records and observing the reactions of program personnel.

Additionally, responsive evaluation model required had planning and formal structures but statements of abstract components were not heavily relied on. Also, this case caused subjectivity but according to Stake, subjectivity could be overcome by clarifying vague terms that mostly relied on personal observations or instincts (Stake, 2002).

2.6.2.3. Patton's Utilization-Focused evaluation Model

Utilization-focused evaluation focused on the premises rather than general outcomes or assessing predefined objectives, also this evaluation model facilitated the evaluation process with intentions and detailed consideration. Any evaluation had addressee of stakeholders and possible uses of evaluation results. Utilization-focused evaluation has aimed to specify more particular and specific (intended) uses by primary intended users in order to help them to choose the most suitable program, content, model and uses for their specific situation (Patton, 2002).

The utilization-focused evaluator has differed that the process has no longer run by a distant judgement. Additionally, the evaluation facilitator provided collaboration with intended users to help them find the appropriate kind of evaluation they looked for. As Patton mentioned "Utilization-focused evaluation is a process for making decisions about an evaluation's priority purpose and design in collaboration with an identified group of primary users focusing on their intended uses of the evaluation" (2015: 458).

2.6.2.4. Guba and Lincoln Naturalistic and Fourth-Generation Evaluation Model

Guba and Lincoln proposed a more conceptual evaluation model that the previous evaluation models could be named in particular contexts but their model required more participative and situational processes. They have described various criteria appropriate for emerging the advantage of naturalistic inquiries as a process in terms of trustworthiness and authenticity. The goal of trustworthiness is to support the idea that qualitative inquiry findings are needed to be paid attention by the people. The type of naturalistic inquiry study ought to be a case study; additionally conventional criteria of *internal validity, external validity, reliability and objectivity* could be named as *credibility, transferability, dependability and confirmability* for the naturalistic inquiry equivalents. (Lincoln & Guba, 1988: 5).

However, in naturalistic inquiry, qualitative naturalistic methods and case study features (interviews, observations) have been considered so that the evaluator of the naturalistic inquiry has done observations of the program, its staff and participants in their natural

environment and compiled an understanding of the program with the help of observations, interviews and discreet measures (Lincoln & Guba, 1985).

The naturalistic paradigm aroused some new problems – “fostering intense, face-to-face contact with participants, maintaining privacy and confidentiality, building and maintaining trust, etc.” that moving from positivist inquiry into naturalistic one caused some “ethical and difficulties in social research” (Lincoln & Guba, 1989: 236).

Naturalistic inquiry gave a way to a new, fourth generation evaluation model in which evaluation experts have been not only assessing, describing or judging but also providing more active roles for stakeholders.

1st generation; evaluators measure participants,

2nd generation; evaluators describe participants,

3rd generation; evaluators judge participants,

4th generation; evaluators negotiate with participants. (Guba & Lincoln, 1989: 48).

Fourth generation evaluation depended on two elements; *responsive focusing* and *constructivist methodology* (Guba & Lincoln, 1989). Responsive evaluation was named by Robert Stake who specified all the stakeholders involving the process in order to respond problems, so that in fourth generation evaluation model the evaluator and the stakeholders designed the whole evaluation process. The second element is constructivist methodology which grounded on ontological and epistemological scientific laws that in evaluation process it provided the evaluator, stakeholders and anyone else to hold back in evaluation process in order not to be influenced or to influence the findings that showed “what has been going on” in the program. Hence, the assumption of ‘reality’ is different in fourth generation evaluation model that people created this ‘reality’, it means positivists could observe and find out what is real but in new generation evaluators could shape the evaluation process and they designed the evaluation process before evaluation in terms of possible outcomes and demanded results (Guba & Lincoln, 1989: 12).

2.6.3. Consumer-Oriented Evaluation Models

In the consumer-oriented evaluation, the evaluator is a natural and objectives-ignorant observer to follow up the program’s natural process. As the main purpose of the evaluation itself is to decide something’s merit and worth so that the main concern of this evaluation models is to help consumers to identify and assess the merit and worth of services, programs or products. Individual or governmental agencies (as well as

individual evaluators) might gather information about human services or products of alternative choices to help stakeholders, consumers and beneficiaries to make reasonable and right choices and to be more knowledgeable (Stufflebeam et al, 2002).

One of the main advantages of consumer-oriented evaluation is to provide evaluation and results of products or programs for people having no opportunity or time to assess these items. Also, it increased the awareness of consumers and their ability to use criteria and standards objectively and effectively. It had also some disadvantages that independent evaluations' processes have costed money so the products or services might be more costly than usual and evaluation process could be so independent from practitioners and staff of the related program or product. Scriven (1967) was the pioneer of the consumer-oriented approach by his application on program evaluation, and coining the term formative and summative evaluation.

2.6.3.1. Scriven's Goal-Free Evaluation Model

Scriven (1971: 192) stated that evaluation is not just assessing the goals, progress and merits of the different programs or routes. It should also illustrate the unintended side effects because it has not been possible to catch up all intentional outcomes. Evaluation of *intended* or *unintended* goals, in practice, would be available with the help of checklists.

In Goal-free evaluation, the evaluator aimed to observe actual outcomes, effects, goals-intended or unintended- without knowing the program's predefined intentions so that evaluation could be conducted without specific information of already stated goals and objectives. Additionally, the question of the evaluator is "what is actually going on?" rather than "what is intended to happen?" (Scriven, 1991). The evaluator had also minimum contact with the staff of the program so that unintended effects (side effects) of the program could be evaluated in free of goals or objectives. The nature of the goal-free evaluation is mostly qualitative and by interviewing participants the evaluator has identified outcomes.

Scriven (1991) claimed that goal-free evaluation is neutral that it could be adapted by different evaluation approaches and models having not goal-oriented features. One of the distinctive characteristics of this model is providing an evaluator to enter the field of program and to try to learn about it inductively by choosing the variables and

unintended outcomes independently; therefore, s/he could not be under the control of stakeholders.

By coining the terms of formative and summative evaluation, Scriven put forward it with goal-free evaluation that “A crucial function of good formative evaluation is to give the producer a preview of the summative evaluation” (Scriven, 1991: 57). Also, if the goals have been achieved, the summative evaluation would be supportive. Contrarily, nobody could predict that some side-effects would be impossible to occur so giving an overview of evaluation seemed improbable. However, Scriven (1991) discerned internal evaluators as having “tunnel vision” which meant the staff tended to look forward into the direction of predefined goals.

2.6.4. Expertise-Oriented Evaluation Model

The expertise-oriented evaluation is one of the oldest approaches used to evaluate a program, activity and a piece of art, especially, with the help and experience of experts. This model could be used in various fields such as exams or presentations run by PhD committees, reviewing articles of referee committee, commissions of evaluating the staff performance and judging promotions, etc. These examples showed that for getting qualitative data, this model could be investigated through formal or informal procedures. To raise the quality of evaluation, consulting to experts has been claimed to be necessary (Worthen, et.al, 1997).

Apart from other evaluation models, although subjectivity, partly, has been based upon as a basic evaluation strategy, professional expertise has been directly focused on. Elliot W. Eisner in 1975 was the pioneer of this approach with his *Connoisseurship and Criticism Model of Evaluation* and Stufflebeam, et. al (2002) named it as criticism and connoisseurship approach and assumed that specific areas of research or evaluation have required in-depth analysis which could be assessed other than certain expert experiences and evaluations. For the specific qualities of particular products such as wine “a professional lifetime to the study and grading of wines and judgments are highly and widely respected” (Stufflebeam, 2002: 56).

One of the main advantages of expert-oriented model is that it has required particular expertise and a life devoted experience and effort to study a specific area. Also, the judgements of evaluators have been revealed to help the stakeholders or individuals make their own evaluations and decision-making. Additionally, a more insightful and

analytic evaluation has been achieved for the ones who need more than formal and standard evaluation result. On the other hand, as the disadvantage of this model Worthen et. al (1997) and Stufflebeam et. al (2002) have shared the same idea that the critics mentioned the expertise-oriented evaluation model with having biased and as well as moderate judgements by experts.

2.6.4.1. Eisner's Connoisseurship and Criticism Model of Evaluation

Educational Connoisseurship and Criticism Model was proposed by Eisner, on the ground of expertise-oriented evaluation approach, which depended on expertise of professional evaluators to evaluate an institution, program or a product. This model could be used in many different fields requiring experience such as literature, art and education. For the educational program evaluation, connoisseurship and criticism would be name in terms of art of education because Eisner (1976:140) defined the aim of expertise as “the art of appreciation and evaluation” that appreciation has not meant “liking something” but is has meant “awareness and an understanding of what one has experienced”. Like an art critic, an education critic has tried to reveal the processes, the quality and changing dynamics of education. According to Eisner (1976), an expert had no role of a critic but s/he evaluated the works and provided awareness (appreciation) of related area that announcing this awareness to the public is the responsibility of the critic not the expert. In Eisner's model (1976), the program evaluator is like an art expert that in educational criticism the evaluator firstly defined, then interpreted and lastly evaluated. Afterwards, Flinders and Eisner (2002) outlined the fourth dimension as thematic that all four dimensions have overlapped. These dimensions are:

Descriptive aspect helped the evaluator to describe the current status of the program, school and lessons etc. “Descriptive educational criticism is a type of portrayal of the qualities that one encounters without getting into - very deeply, at least - what they signify” (Eisner, 1976: 142).

Interpretative aspect focused on the meaning and significance of the program, study or lesson. For example; the question of what students' raising their hands by competing each other to give the right answer signified for both the teacher and the students could be answered with the help of extended understanding of various social sciences and cultural symbols (Eisner, 1976: 145).

Evaluative aspect evaluated what educationally defined and interpreted. Therefore, the major goal of an educational criticism is to make an evaluation. The role of a critic is not only being a disinterested observer but also a user of what s/he saw and interpreted in order to reach some conclusions (Eisner, 1976).

The last aspect is *thematic dimension* signifying the utility of criticism that “they provide a premise for framing expectations, and perhaps most helpful in the long run, themes offer ways of discussing education at a more incisive level than would otherwise be possible” (Flinders & Eisner, 2002: 205).

2.6.5. Adversary-Oriented Evaluation Model

Adversary-oriented evaluation model depended on debates done by experts and evaluators. In order to explain thus far, this evaluation model put a program on trial where evaluators competitively role-play to defend their sides of strengths or weaknesses of the related program (Stufflebeam et. al, 2002). The need for that kind of model emerged from the dissatisfaction with common evaluation approaches which were mostly grounded on experimental and statistical inferences. Tom Owens, Murray Levine and Robert L. Wolf have been the pioneers of this evaluation model. According to Owens and Hiscox (1977: 3) there were seven assumptions of adversary models of evaluations;

1. The fundamental evaluation instrument is the human intelligence deciphering complex data.
2. The evaluator is not a purely "rationale and impartial spectator," but is subject to certain biases that require controls.
3. Social and educational phenomena are multidimensional; therefore, an effective evaluation must be responsive to these various dimensions. Qualitative as well as quantitative data are needed.
4. Evaluation occurs in a pluralistic society in which differing value perspectives must be addressed.
5. Decision makers are interested in considering alternative interpretations of evaluation data.
6. An adversary approach to evaluation can uncover some significant insights into phenomena that are important for decision making but would likely be overlooked in a traditional study by an "objective" evaluator.

7. Important decisions regarding large scale programs are seldom made by a single individual. Therefore, an effective evaluation needs to incorporate a wide range of input from various people and to communicate the findings and interpretations to a broad audience.

In their modelling of evaluation processes, outsider experts took notes of hearings during evaluation and videotaping of the hearings were used to be subjective and open for ones to assess others' evaluation activities.

The other researcher of adversary-oriented evaluation model is Murray Levine who counted the exaggerated dependence upon experimental designs for many study of fields in which has been impossible to stand far from the contaminated nature of social contexts. Especially for psychological experiments, it has been not appropriate to apply one of its designs to another. However, in his adversary model assumptions, he illustrated that the adversary had better not to have a general critic but to be a counterstatement of each specific case (Levine, 1974).

Generally, adversary-oriented model has involved in processes of dialects and legal forms in order to clarify cases for and against proportions. The other of the three researchers was Robert Wolf who developed a judicial evaluation model, in 1973, which aimed to bring educational evaluation into a law court where was no questioning to decide guilty or not but establishing an agreement of “ a better decision making in education” (Owens & Wolf, 2002: 266). Judicial evaluation model (JEM) was conceptualized in the mode of educative court as a metaphor that modifying some set of legal procedures revealed a more human declaration and judgement for a better understanding in contrast to scientific methodologies giving no room to subjectivity of social context evaluation. There have been four stages (*issue generation, issue selection, preparation of arguments and the clarification forum*) the aim of which was to discuss pros and cons of e.g. a policy of a local school district. Therefore, in first three stages required evidences have been collected to be debated in last, clarification panel by evaluating both sides of the subject matter extensively (Wolf, 1979: 22).

2.6.6. Management-Oriented Evaluation Model

The management-oriented model has been one of the influential and mostly applied evaluation processes that whether in corporation, companies or in educational institutions, there have been always ‘a head of managing committee’ to deal with making decisions of productivity or improvement of the current status or the program.

The primary focus of this evaluation model is to serve the decision-makers and meet their needs in order to shape the process of evaluation. The objectives of the program have not been the core of evaluation. The management-oriented evaluation has helped not only to the evaluators who evaluate and get the results but also to decision-makers how to use results of the evaluation (Worthen, et.al, 1997). Within the light of program planning, operation and the review, program managers have been benefitted from management-oriented model to improve a program's accountability. Besides, administrators have been gratified in meeting the public requests of information (Patton, 2002).

The managers has been mostly decided with the help of results, Wholey (2001) named a new *results-oriented management* approach which has been the purposeful use of resources to succeed progress through outcome-based agency and program goals. According to results-oriented management evaluation, three-step process has been required;

“(1) developing a reasonable level of agreement among key stakeholders on missions, outcome-oriented goals, and strategies to achieve the goals; (2) measuring performance (in particular, outcomes achieved) on a regular basis; and (3) using performance information in efforts to improve program effectiveness and strengthen accountability to key stakeholders and the public” (p. 344).

Although moving from the results might seem the mutual point, management-oriented evaluation model has not only used the results but also taken the advantage of without having completed the previous steps of evaluation such as input or context evaluation. In so far, the pioneers of this evaluation model have been Stufflebeam and Alkin who separately identified procedural steps of, respectively, CIPP and UCLA evaluation models that they have been amongst the first evaluators using evaluation to improve management and results of the programs (Madison, 1996; Stufflebeam, et. al, 2002).

Alkin's UCLA evaluation model: Marvin C. Alkin, the director of Center for the Study of Evaluation, at University of California-Los Angeles (UCLA) defined evaluation as “the process of ascertaining the decision areas of concern, selecting appropriate information, and collecting and analyzing information in order to report summary data useful to decision-makers in selecting among alternatives” (Alkin and Woolley, 1969: 2). Alkin's UCLA model has been similar to CIPP model by providing decision makers information with five evaluation need areas; “systems assessment (context), program planning (input), program implementation, program improvement (process), program

certification (product)” that Alkin and California Univ., L. A. C. for the S. of E. (1967: 1) focused on, a macro system, the relationship between student inputs and educational outputs and determining the variables of implementation with a constant financial input and by controlling external effects.

As to provide the strengths of this model, firstly, management-oriented evaluation has supported every component of the program to conduct, improve and change with timely feedbacks to decision-makers that new developments, daily operations and results of interventions of the program have been immediately shared. Additionally, while reporting continuous reports it is significant to explain managers why and how the outcomes occurred (Wholey, 2001). Secondly, the evaluators have focused on the needs and questions of decision-makers that constrain the evaluation experts from wasting their times by evaluating needless components of the program (Worthen, et. al, 1997).

Likewise the other models, management-oriented approach had weaknesses as well. Providing information for only the needs of program managers might deprive greater public masses and program clients (Dart, 2004). Also, House and Howe (2003) mentioned deliberative democratic evaluation just because evaluators faced with different perspectives and might be unfair to stakeholders who had less authority in order to make up to top management.

2.7. Stufflebeam’s Context, Input, Process, Product (CIPP) Evaluation Model

Daniel Stufflebeam’s CIPP model has been one of the management-oriented evaluation models. Originally, the CIPP evaluation model was designed to provide systematically and on time information of the evaluation process for decision-makers to decide. However, Stufflebeam (1971: 22) defined evaluation as “the process of delineating, obtaining and providing useful information for judging decision alternatives”. One of the leading assumptions of this model is to *improve* not *prove* which means that evaluation processes have been not merely the instruments of accountability but also a key to provide improvements for the related programs, institutions or services (Stufflebeam & Shinkfield, 1985). The other key assumption of evaluation is *standards* which have been principles commonly agreed upon by experts in action to investigate the merit and worth of any program or object of interest. As the evaluation has been a dynamic and holistic process that evaluators should search out all relevant people who are intended to benefit from results of evaluation and stakeholder teams of the program,

institution or the company to provide their contributions to the evaluation because involving stakeholders helped to define right evaluation criterion and questions as well as objectivity and independence of personal assessments (Stufflebeam, 2002).

Corresponding to the letters of acronym of CIPP, the main focus of the model were context, input, process and product evaluation. Context evaluation has helped to define strengths, weaknesses and opportunities of the related system to set priorities and goals. Input evaluation has provided alternative strategies and approaches to meet the needs of the program with planning and gathering resource and tools. Process evaluation illustrated actual implementation of selected goals and strategies to improve the program and to help, later on, explaining the outcomes. Product evaluation identified (1) whether objectives have been achieved or not and (2) effectiveness of intended and unintended outcomes of the process. By applying these four types of evaluation, decision-makers, program and institution staffs or service providers could install program; to improve their existing services; to meet the accountability requirements of supervision management; and to decide what has been appropriate for their needs (Stufflebeam, 2002).

These interrelated processes have followed one another that the results of context evaluation would lead to a decision done by authorities for a change or no change then the staff started to plan and clarify the strategies. Next, the results of input evaluation lead to an appropriate strategy, and then in actual implementation of process evaluation followed them up in order to see the success of the failure of applied program in last phase of product evaluation. Roberts. Randall (1969) pointed the main objective of this CIPP evaluation model system as a maximization of decision-making and its effectiveness in an organization with the help of regularly reporting information about the program in order to make activities in an optimal planning level. Context is the stage of planning decisions and context information is best provided via research, related literature and idea of an expert. He named input stage as design in which aims need to be clarified and operationally specified. Third stage, process evaluation is the phase of determining the effectiveness of the program by obtaining the objectives and other information about how the process is conducted. Also process evaluation is a pilot study which helps the researcher to observe design, utilization and redesign components of the program. Lastly, product evaluation needs to get convincing evidence that the

program will achieve its objectives which are worthy and reasonable. Additionally, resources and costs need to be evaluated to make the program effective.

He also mentioned some problems of application of program evaluation. In order to get a more effective operation, decisions are identified with the persons involving in decision process and a timely and strategic system are attempted to get the best information. In final decision phase, stakeholders (decision-makers) decided everything as a final authority but the decision process in an organization needs to have a network of persons who have different responsibilities of varying parts of the program to gather information timely and systematically to decision-makers, they need to be involved in decision process not only decision-makers but also people involved in the program.

A detailed look at the CIPP subcomponents has been required with a more specific discussion of important elements.

2.7.1. Context Evaluation

Context evaluation has assessed the deficiencies, needs, problems, strengths and weaknesses of the target environment. The methodology of a context evaluation consisted of gathering a variety of information about intended group, its stakeholders and surrounding environment with the help of different types of analysis. The examination of existing records and background information on the target population has helped evaluators to identify performance patterns and predefine possible improvements of the program or individual services. However, the context evaluation has been done with the purpose of deciding to end ineffective programs in order to save institutions' funds (Stufflebeam, 2002). Additionally, it could be used to revise curriculum, to select specific schools/ program for foundation assistance and to convince a funding agency (Stufflebeam & Shinkfield, 1985).

2.7.2. Input Evaluation

The second phase of the CIPP process has been input evaluation which intended to assess and identify alternative program strategies for given objectives and to provide assistance for specific strategies. The input evaluators would decide the implementation of selected strategies that one of the main intents has been to help decision-makers or clients to avoid predictably failing practices or improvements in order to not to waste fund and staff effort. (Stufflebeam, 1971; Stufflebeam & Shinkfield, 1985).

The input evaluation has had several stages and applications. There could be no specific sets of sequences but generally an evaluator firstly reviewed existing needs and goals, and then obtained familiar programs and consulted experts so that it has been checked whether potentially reasonable strategies existed or not; therefore, acceptable approaches would be rated on their effectiveness of beneficiaries' needs. The mostly used procedure has been *the advocacy teams technique* in which two or more teams of experts and stakeholders have been given background data of needs and proposed strategies so that they would compete to propose the best solution strategy. This method helped to implement the most appropriate strategy for the beneficiaries' or programs' needs (Stufflebeam, 2002: 293).

2.7.3. Process Evaluation

The process evaluation has been a period of continuous checking of implementations. In this third phase of evaluation process, the main purpose has been to propose feedback about implementations of selected strategies into the target programs. Thus, the stakeholder could notice the problems and make required corrections in plans. The process evaluation would serve a major record of the program and the comparison of what actually implemented and what was intended (Stufflebeam & Shinkfield, 1985).

One of the significant roles of the process evaluation has belonged to the process evaluator. There has been a much work that managing ongoing reviews, documentation and feedbacks as well as developing a schedule of data collection activities and carrying them out. The process evaluator could also organize feedback sessions and continually showed that the process evaluation would help the staff carrying out its duties in an on-going problem solving process. In addition, "process evaluation records are useful for accountability, since funding agencies, policy boards, and constituents typically want objective and substantive confirmation of whether grantees did what they had proposed" (Stufflebeam, 2002: 295).

2.7.4. Product Evaluation

The main function of product evaluation was to decide which intended needs were met and to identify broad effects of the program and obtained results of achieved objectives. Additionally, it could determine whether a program should be continued or extended to different environments (Stufflebeam & Shinkfield, 1985). The product evaluators could use various methods and techniques in order to make an extensive search for program

outcomes which also helped them cross-check the findings of the program. They could use students' test scores to compare them with previously specified standard; also they could conduct case studies as well as use a checklist of outcomes of similar programs.

Finally, the product evaluation is significant for responsibility report that "the client wants to know how the attainments compare to previously stated objectives and the extent the outcomes are worth more than the cost of attaining them" (Stufflebeam & Shinkfield, 1985: 177). Also, the results of product evaluation helped authorities "when (they) learn that the intervention made no important gains they can justifiably cancel the investment. This frees funds for more worthy interventions" or vice versa (Stufflebeam, 2002: 300). For a detailed table of four types of evaluation see Appendix B .

2.8. Evaluation Studies Conducted Abroad and in Turkey

The evaluation of educational program studies provided a resource of literature in which the aim has been to improve quality of educational programs. From all reviewed studies, it has been clear that some of them focused on an extensive program or curriculum evaluation but some others surveyed one specific part of the evaluation. There are many studies conducted in both abroad and Turkey.

To begin with, the CIPP evaluation model of the current study has been used by many years and scholars with its integration into multidisciplinary or sub-component focused researches. Zhang et al., (2011) benefitted from CIPP to guide the planning, implementation and assessment of service-learning programs which consisted of a bond between community and the service- learning. Firstly, components of the model supported the effectiveness of service-learning activity by identifying the needs and improvements of the project. Next, four sub-dimensions (context, input, process and product) of the model timely interfered the problems of implementing the processes and the project's effectiveness. As well as its being a social evaluation model, service providers and community members could share decision making.

Another research conducted when an online course was meant to be redesigned by Tokmak, Baturay and Fadde (2013) who found out that the Fuzzy Logic course did not succeed its purposes and needs. Like many other studies, students of the online course recommended decision-makers to use more visuals elements so this helped the program to be redesigned efficiently. Also it was suggested that using CIPP model and design-based evaluation could be modified for the other online master's courses.

Evaluating the current status of a program or the phase of new implementation of a curriculum could be assessed via different variables, however, in both cases some possible outcomes would be predicted in terms of the evaluation model. Lawyer (2015) carried out a research on the implementation process of a revised English language teaching curriculum that within the framework of CIPP model and the instruments of questionnaires, interviews, observation checklists, documentary analysis; it was found out with the help of lecturers' perceptions that in-service training was not appropriate for lecturers; more technological competence and training sessions were needed; visual and online materials were not integrated into teaching. Thus, an improvement of program policy and increasing the involvement of lecturers were recommended.

Evaluation itself has been a process of assessment that not only on-site learning but also online teaching-learning tools began to be evaluated with increasing and massive technology usage. Divayana, Sanjaya, Marhaeni & Sudirtha (2017) conducted a study on evaluating the effectiveness of each blended learning tools in terms of context, input, process and product components and CIPP evaluation model. The results in terms of four components indicated that the most suitable platform for implementation of blended learning was Edmodo platform that education evaluators, managers, teachers and students all took part in evaluation process.

Another evaluation study was done by Aziz, Mahmood and Rehman (2018) that the quality of the education of a welfare school system was focused on by tooling content and thematic analysis as well as structured interviews and observations. It was found out that lecturers mostly focused on theoretical learning and caused negative effect on students' intellectual abilities. Additionally, insufficiencies of the physical conditions such as buildings, appropriate spaces and teaching-learning environment should be improved.

Initially, one of the studies was done by Toker (1999) in Gaziantep University where the aim was to analyze the attitudes of freshman students and the teaching staff about the preparatory school curriculum. The researcher reviewed several other Prep school curriculums and benefitted the open-ended questions apart from questionnaire. The findings of this study indicated that the teaching staff and the freshmen students had common points of the necessities of prep schools and the improvement of the current program but on the other hand the attitudes of the quality of the education and the levels

of the instructors had differed that the requirement of the improvement and implementation of new changes had been agreed upon by both groups.

In contrast to intervention studies of curriculum evaluation, Gerede (2005) conveyed a curriculum renewal study to observe the effects of old and renewed curricula of Preparatory program where the students' perceptions were taken into consideration. The main concern of evaluation was to meet the perceived language needs of students who would follow English-medium content course at five different departments at Anadolu University. The results revealed that there were a few significant differences between two curricula in terms of especially meeting the students' language skill needs. Accordingly, for the curriculum renewal process, related suggestions were proposed.

One of the specifically modelled evaluation studies was conducted by Karataş (2007) whose aim was to evaluate the syllabus of English II course in Modern Languages Department, School of Foreign Languages at Yıldız Teknik University with the help of students' and teachers' opinions via context, input, process and product (CIPP) model. The researcher developed a CIPP model questionnaire which would be used for this current study. The main aim was to identify whether there is a significant differences between the perceptions of teachers and students in terms four categories of CIPP. About the context element, there were significant differences between these two groups on the appropriateness of program's objectives, textbook with the students' levels. Analyzing the input element, teachers had discontent of the effects of audio-visual materials to the students' improvements. For the process element, teachers had the higher mean of the students' sufficient participation, involving language skills activities. Assessing the product element showed that teachers' perceptions supported the improvement of the program by the reason that students' levels of English on listening, speaking and grammar have been insufficiently supported by the program.

One of the evaluation studies has been done by Özkanal (2009) with a comparative effect of the English preparatory program of foreign languages department on the elements of curriculum to find out whether the program would be successful to provide required qualities and suggest a new curriculum model based on the results obtained. The study aimed to compare and reveal the results of all elements of the program implemented to the currently studying students and to those who finished the program with the help of interviews of instructors teaching at the program. Likely, the results of the study suggested that almost all elements of the English preparatory program needed

to be improved and innovations on teaching methodologies and educational models should be applied.

By using CIPP model evaluation, Tunç (2010) carried out a research of an English language teaching program at a public university with the perspectives of students and instructors via self-reported student questionnaire and an interview schedule. Also for more detailed data, preparatory school written documents were examined. Likely the previous studies, the evaluated program has partially served for its purpose that some parts such as physical conditions, content, materials and evaluation side of the program has required to make the program more effective.

One of the comprehensive study has been conducted by Kocabatmaz (2011) evaluating the curriculum of technology and design in primary school level. With great numbers of participants in her doctoral thesis, the main purpose was to identify the opinions of teachers, inspectors and students that as a result, among teachers and inspectors the curriculum hadn't got the required qualifications in terms of objectives, content, teaching and learning processes but teachers had more positive attitude than the inspectors. For the students of 6th, 7th and 8th graders the lower levels (6th graders) had more positive approach than other grades. Thus, the curriculum seemed applicable and but it required to improve physical conditions and provide in-service trainings to teachers.

Evaluation studies could be conducted on several education levels that the other primary school evaluation model of CIPP was carried out by Dinçer (2013) who focused on the English curriculum of 7th graders with a widely city range of data collection of teachers and students. As a result of the mixed method study, the curriculum met needs of students' and teachers' respectively. For the each phase of CIPP, it could be mentioned that in terms of skills to be acquired, the curriculum was successful but as a whole, the components did not overlap. It means that the process has been going on not according to objectives, as it should have been, but it was moved forward related to students' scores of tests. To sum up, minor changes could be done in accordance with the views of students and teachers.

Only one skill based curriculum evaluation was conducted by Vırlan (2014) for the speaking program of a preparatory school with the help of Stufflebeam's CIPP model via mixed method of questionnaires, interviews, observation and material reviewing. As

the results suggested that some revisions and improvements on the program, physical conditions and objectives were required for the effectiveness of the speaking program.

CIPP evaluation model was widely used by researchers as the previous studies suggested that the last two of these reviewed studies were based on this model. Orhan (2016) researched on the evaluation of a foreign language distance education curriculum that according to students' enrollments of the questionnaires, they have generally optimum level of satisfaction about the curriculum that their faculties, having personal computer, spending time on the net, final grades were the important variables effecting the results of the study. Additionally, Özdoruk (2016) conducted a study on the evaluation of a preparatory school curriculum with viewpoints of teachers, students and testing office members. In terms of both qualitative and quantitative data, the program helped students to improve their English skills while it was needed to be improved and some problems about listening and speaking skills were to be overcome.

CHAPTER III

METHODOLOGY

This chapter covers comprehensive information of the research design of the current study and presents the rationale for the research methodology followed in this study. The methodology followed overall design of the study, research questions, participants and settings, data collection method, instrumentation, procedure and analysis.

3.1. Overall Design of the Study

In this study, the purpose was to evaluate a foundation and a public university Schools of Foreign Languages Preparatory English programs correspondingly with the perceptions of instructors and students by using context, input, process and product components of the CIPP evaluation model developed by Stufflebeam (1971). In design of this evaluation study, data was collected from 50 instructors and 408 students at both universities' schools of foreign languages.

Quantitative data was collected through a 46-item-questionnaire from the students and lecturers and analyzed by the use of descriptive statistics. The questionnaires differed within the demographic questions and the structures of the questions varied related to the viewpoints. However, both students and instructors answered the questionnaire. As for qualitative data, structured individual interview questions had been asked to a few randomly selected instructors and students of both preparatory schools.

3.2. Research Questions

The research questions of the study;

- 1.* Is there any significant differences in terms of Context Evaluation
 - a.* between the perceptions of foundation university students and public university students
 - b.* between the perceptions of foundation university teachers and public university teachers
- 2.* Is there any significant differences in terms of Input Evaluation
 - c.* between the perceptions of foundation university students and public university students
 - d.* between the perceptions of foundation university teachers and public university teachers

3. Is there any significant differences in terms of Process Evaluation

e. between the perceptions of foundation university students and public university students

f. between the perceptions of foundation university teachers and public university teachers

4. Is there any significant differences in terms of Product Evaluation

g. between the perceptions of foundation university students and public university students

h. between the perceptions of foundation university teachers and public university teachers

3.3. Participants and Setting

The target population of this study included all the students attending preparatory school classes in 2018-2019 academic years at Schools of Foreign Languages of both a foundation and a public university in Marmara region of Turkey. For the instructors, the researcher aimed to gather data from as much as possible instructors by sending the questionnaires via e-mail and hand-in. The sample was composed of 253 students from foundation university and 155 students from public university. So as to decide the sampling participants of the data, the preparatory school coordinators were asked to help the researcher and then volunteer instructors were kindly asked to register the questionnaire to the students.

As it can be seen in Table 3.1, among the student participants, 62.5 % of them were female ($n=255$), and 37.5 % were male ($n=153$). The age range of the subjects was between 18-over 26 ($n=408$). 79.4 % ($n=324$) of the students were at the age range of 18-21, 14.7 % ($n=60$) of them were at the age range of 22-25 and 5.9 % ($n=24$) of them were over-26 years old. Also, 37.9 % of the students ($n= 155$) were from public university and majority of the students ($n= 253$) with 62.1 % ratio were from foundation university.

The number of the student participants according to their departments is also displayed in Table 3.1. 23.6 % of the students were from Faculty of Fine Arts ($n=97$), while 25.4 % of them were from Faculty of Engineering ($n=104$). Majority of the students with the highest ratio 28.4 % were from Faculty of Humanities and Social Sciences ($n=116$), 18.1 % of them were from the Faculty of Economics and Administrative Sciences

($n=74$), 3.1 % of them were from Faculty of Communication ($n=13$) and the lowest participant group with 0.9 % ratio were from Faculty of Education ($n=4$). Majority of the data was collected from student participants that the participants of teachers were the minority.

Table 3.1.

Demographic Distributions of Students

Variables		f	%
Gender	Female	255	62.5
	Male	153	37.5
Age	18-21	324	79.4
	22-25	60	14.7
	over 26	24	5.9
University	Public	155	37.9
	Foundation	253	62.1
Faculty	Fine arts, design and architecture	97	23.6
	Engineering	104	25.4
	Economics and Administrative Sciences	74	18.1
	Communication	13	3.1
	Humanities and Social Sciences	116	28.4
	Education	3	.7
Total		408	100

Another group of participants have been teachers, as it can be seen in Table 3.2, among them 60% of were females ($n= 30$), and 40 % of them were males ($n= 20$). Their age range options have been various than students' demographic information that their age

range was between 20 and over 40 (n= 50). 14 % of the teachers (n= 7) were at the age range of 20-25, 46 % of the teachers (n= 23) were between 26-30, 24 % of the teachers (n= 12) were at the age range of 31-35, and 12 % of the teachers (n= 6) were between 36-40 and lastly, 4 % of the teachers (n= 2) were over-40 year old.

The number of the teacher participants according to their years of teaching experience is also displayed in Table 3.2. 28 % of the teachers (n= 14) have teaching experience of up to 5 years, 52 % of the teachers (n= 26) have teaching experience 6 to 10 years, 16% of the teachers (n= 8) have 11 to 15 years of teaching experience and last group of 4 % teachers (n= 2) have over 15 years of teaching experience. Their major teaching is English language that for a general understanding their specific lecturing courses have not been focused in detail.

Table 3.2.

Demographic Distributions of Teachers

Variables		f	%
Gender	Female	30	60
	Male	20	40
Age	20-25	7	14.0
	26-30	23	46.0
	31-35	12	24.0
	36-40	6	12.0
	over 40	2	4.0
Teaching Experience	0-5 year	14	28.0
	6-10 year	26	52.0
	11-15 year	8	16.0
	over 15 year	2	4.0
University	Public	23	46.0
	Foundation	27	54.0
Total		50	100.0

3.4. Data Collection Method

Both quantitative and qualitative data were collected in this current evaluation study. Both research methods should be seemed as aiming mutual concepts rather than

opposite or competing methods that Jick (1979) mentioned mixing qualitative and quantitative methods as triangulation. However, for quantitative methods such as research of survey and multiple scales or for qualitative methods such as participant interviews, blending and integrating a variety of data and methods support the results of the study.

Evaluation of a program has required more than one type of method that both participants' perceptions and their evaluation results have been researched by the cross-sectional survey method among other descriptive research methods. In cross-sectional study, gathering the data from participants at a single time period and identifying the relationship between two variables such as perceptions of participants on a particular concept have been mentioned (Sincero, 2012). More specifically, a 46-item questionnaire has been applied to both students and teachers of two different universities' English Preparatory schools. As for qualitative source of data, along with the questionnaires, random sampling method has been focused on that from both universities randomly sampled a few teachers have been asked to answer structured interview questions with written forms.

Briefly, both quantitative and qualitative data were used in this evaluation study. The quantitative data were collected through questionnaire and qualitative data were collected through structured interviews.

3.5. Data Collection Instruments

Questionnaires and structured interview questions were used to collect data in this study.

3.5.1. Questionnaires

The questionnaires used in this study have been adopted from an already existed evaluation study of CIPP with permission. Karataş (2007) developed a questionnaire of evaluating English II lesson; consisting of all four skills (writing, reading, speaking, and listening) of a university that 46-item questionnaire has Likert scale type as 5 for "I completely agree", 4 for "I agree", 3 for "I partly agree", 2 for "I disagree" and 1 for "I definitely disagree". The total point of the questionnaire was 230 (context sub-component 50, input sub-component 30, process sub-component 40 and product sub-component 110). Both student and teacher questionnaires have same components and sub-group that only the addressing of questions differ according to participants (teacher

or student). Apart from second part of questionnaires, first part of questionnaires has required demographic information of teachers and students. For both questionnaires gender, age have been mutual required information that; for students, department has been asked as the third one; for teachers graduation, education status and years of experience have been asked (See Appendix C-D).

For the validity and reliability of the questionnaires, Karataş and Fer (2009) administered the factor analysis of Kaiser-Meyer-Olkin (KMO) test to construct validity and sampling adequacy that number of teachers was not enough for factor analysis that KMO test administered for students' questionnaire that the value of P as .94. However, for reliability, Cronbach's alpha "reliability coefficient value of four components ranged from .81 to .94 and the reliability coefficient of the whole questionnaire was found to be .95" (Karataş& Fer, 2009: 52). For the current study, a specific validity and reliability study could have been conducted but the model questionnaire had been conducted in Turkish context of another university in Turkey that another statistical validity and reliability study was not needed.

3.5.2. Interviews

With the aim of gathering data about both teachers' perceptions on the English Preparatory program, a structured interview was developed by the researcher (See Appendix E). For both group of participants and universities, same questions have been asked via internet (Google Forms); first part of interview sheet included university type (*foundation/ public*), name-optionally added- and their status (*teacher/ student*). In second part, there have been totally 6 questions; 5 open-ended questions and 1 yes/no question. First four questions have been adopted from the questionnaire related to CIPP components and last two questions have been asked for participants' general advices.

3.5.3. Written Documents

Written documents were reviewed to gather information about both universities, the research program, organizational structure, evaluation criteria, goals and objectives of the institution that the study was carried out. The following documents were reviewed; universities' official websites, foundation university's English Preparatory program handbook, universities formal instructions of English preparatory program.

3.6. Data Collection Procedure

Before conducting the questionnaire, permission was taken from developer of it and then from Sakarya University Human Subjects Ethics Committee. Afterwards, the researcher explained and handed in required documents and details of the study to the administration of institution in order to get the permission. Then, the questionnaires were sent to teachers to be conducted on their classes in Preparatory schools and the researcher worked collaboratively with the coordinators of programs. The questionnaire was administered to a total of 408 students who were given information about the necessity and how to fill in the questionnaire. Also, teachers were informed about study and the importance of their contributions. Additionally, in the first part of questionnaires, participants were kindly asked to be participated and thanked for their filling the form to be appreciated. The students were told to fill out the questionnaires as much enough time as they need that it took approximately 20-25 minutes for the students to complete it.

For the structured interview questions, the coordinators of English Preparatory schools were asked to be sending the questions to at least 5 teachers that the researcher prepared the questions and share them via link of Google Forms as open-ended optional and compulsory options of question types.

3.7. Data Analysis

The data collected through the questionnaires were compiled and the Statistical Package for the Social Sciences [SPSS] 22.0 was run to analyze the data. The answers of both students and teachers were examined for missing data and then normality distribution has been checked in order to decide the types of test (parametric or non-parametric).

Firstly, the researcher used descriptive statistics to describe the identified features of the data in the study. For the demographic distributions of participants the frequencies and numbers were tabled in detail. The frequencies, means, percentages, and standard deviations for the items were demonstrated. In order to analyze the components of the questionnaire and answer to the research questions, questionnaire was grouped into four categories (context, input, process, and product) in accordance with independent variables of university types of students and teachers.

Totally, the study has four research questions that for sub-questions of each research question, the differences between students and teachers internally according to their

university types and in terms of “context, input, process, and product” have been analyzed through Independent Samples T-Tests. Analyzing the differences between student and teacher in the same school type (*foundation/ public*) has been more feasible with interviews than having a statistical analysis is hardly possible for different groups of participants. First four questions of the structured interview have been adapted according to, respectively, context, input, process and product components. According to these subheadings, common or different themes of answers were categorized and mentioned one by one.

CHAPTER IV

FINDINGS

This chapter presents the findings of the study related to each research question on the evaluation of English Preparatory Programs of one foundation and one public university through perceptions of their students and teachers with the components of Stufflebeam's CIPP (Context, Input, Process and Product) evaluation model. Students and teachers demographic information were mentioned and demonstrated in previous chapter of participants so that results would start with answering research question number one.

4.1. Students' Perceptions on English Preparatory Program of Context Evaluation

Data analysis of 1-10 items conceptually relating to context evaluation (Table 4.1) to be reported in this section revealed that 32.1 % of the students ($n= 131$) agreed and 24.5 % of them ($n= 100$) were disagreed that *the program is appropriate for their language skills*. 19.9 % of them ($n= 81$) were neutral while 15.9 % of them ($n=65$) strongly agreed and 7.6 % of them ($n=31$) were strongly disagreed on the program's appropriateness of their language skills (*Item 1*).

The highest percentage of disagreement of the students on Context evaluation is the appropriateness of the program for students' language skills. Almost all students believe that their school of foreign languages of English language program is not suitable for their language skills; they believe that mostly the program cannot meet their needs of language skills.

Students' ($n=124$) 30.4 % agreed and 30.9% of them ($n=126$) partly agreed and 10.3 % of them ($n=42$) strongly agreed on *the topics' strength and timing are in a harmony* that 21.6 % of them ($n= 88$) disagreed and 6.9 % of them ($n=28$) strongly disagreed on the harmony of program's timing and strength (*Item 5*).

Another highest percentage of disagreement on the students of context evaluation the harmony of the topics' strength and timing; most of the students believed that allocated time and strength of the context are not in a harmony. It could be evaluated that students feel unease of the difficult parts of the topics, context of lectures and they thought that the time for these processes are not enough or harmonious with the objectives.

Majority of the students ($n=131$) with 32.1 % ratio agreed, 28.2 % of them ($n=115$) partly agreed and 21.6 % of them ($n=88$) strongly agreed on *the program's overall time*

is enough that 13.0 % of them ($n=53$) disagreed and 5.1 % of them ($n=21$) strongly disagreed on the timing of the program (Item 6).

Table 4.1.

Students' Perceptions on English Preparatory Program of Context Evaluation

Items	Strongly Disagree		Disagree		Partly Agree (Neutral)		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1. The program is appropriate for my language skills.	31	7.6	100	24.5	81	19.9	131	32.1	65	15.9
2. Four language skills are well balanced in the program.	26	6.4	71	17.4	135	33.1	127	31.1	49	12.0
3. Program objectives meet my needs of English.	16	3.9	75	18.4	120	29.4	142	34.8	55	13.5
4. Program objectives are appropriate for my foreknowledge	22	5.4	47	11.5	131	32.1	143	35.0	65	15.9
5. The topics' strength and timing are in a harmony.	28	6.9	88	21.6	126	30.9	124	30.4	42	10.3
6. The program's overall time is enough.	21	5.1	53	13.0	115	28.2	131	32.1	88	21.6
7. Books used in program are appropriate for my level.	16	3.9	65	15.9	113	27.7	157	38.5	57	14.0
8. Course books are able to grab my attention.	31	7.6	79	19.4	144	35.3	113	27.7	41	10.0
9. The context of course books is consistent with program objectives.	22	5.4	54	13.2	137	33.6	147	36.0	48	11.8
10. The context of course books is understandable.	18	4.4	44	10.8	137	33.6	161	39.5	48	11.8
Total	408	100	408	100	408	100	408	100	408	100

Another eye-catching difference of the distributions on context evaluation content of the model is about students' high agreement on the program's being overall enough for them. This item could be contradicted to the highest disagreement on timing and strength but the overall timing of the whole English program and the time comparison of strength of the program is different. Almost all students believed that pacing of the topics is not in a harmony but overall time of preparatory program with one year is reasonably enough.

Briefly, most of the students agreed on that the aims and the context of the English preparatory school program were appropriate, well-balanced of skills, understandable

that most part of the students partly agreed on the contextual items of the program than being agreed on such as balancing of the four skills and grabbing their attention of course books context. On the contrary, most of the students disagreed on the appropriateness of the program for their language skills.

4.1.1. Is there any significant difference in terms of Context Evaluation between the perceptions of foundation university students and public university students?

For the research question 1a, from both universities, students' perceptions were analyzed whether there is a difference between them or not, so between foundation and public university students of English Preparatory school, a significant difference was observed in terms of their perceptions of context evaluation ($t_{406} = 13.197$, $p < .05$). According to Levene's Test for Equality of Variances, Equal variances assumed line (t/df) values were taken into consideration ($Sig = .814$, $p > .05$).

Table 4.2.

Differences between Students' Perceptions on English Preparatory Program of Context Evaluation

	University Type	N	\bar{X}	Std. Deviation	df	t	p
Context_Mean	Foundation	253	3.673	0.675	406	13.197	.000
	Public	155	2.776	0.651			
Total		408					

Students of foundation university's means ($\bar{X} = 3.67$) were higher than public university students' means ($\bar{X} = 2.77$) that briefly, the first group of students seemed to have more positive perspectives than the second group of students in terms of English Preparatory program's appropriateness and sufficiency of contextual evaluation.

4.2. Teachers' Perceptions on English Preparatory Program of Context Evaluation

For the research question 1b, data analysis of 1-10 items conceptually relating to context evaluation (Table 4.3) to be reported in this section revealed that 24 % of the teachers ($n = 12$) strongly agreed and 22 % of them ($n = 11$) agreed that *the program is appropriate for students' language skills*. 24.0 % of them ($n = 12$) were neutral while

30.0 % of them ($n=15$) strongly disagreed and none of the teachers had strongly disagreement on the program's appropriateness of students' language skills (*Item 1*).

Teachers' ($n=15$) 30.0 % disagreed and 24.90% of them ($n=12$) strongly disagreed and 32.0 % of them ($n=16$) partly agreed on *the topics' strength and timing are in a harmony* that 12.0 % of them ($n= 6$) agreed and 2.0 % of them ($n=1$) strongly agreed on the harmonies of program's timing and strength (*Item 5*). It is one of the highest percentages of the frequencies on the context evaluation of the teachers.

Table 4.3.

Teachers' Perceptions on English Preparatory Program of Context Evaluation

Items	Strongly Disagree		Disagree		Partly Agree (Neutral)		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1. The program is appropriate for students' language skills.	0	0	15	30.0	12	24.0	11	22.0	12	24.0
2. Four language skills are well balanced in the program.	0	0	9	18.0	14	28.0	15	30.0	12	24.0
3. Program objectives meet students' needs of English.	1	2.0	7	14.0	20	40.0	10	20.0	12	24.0
4. Program objectives are appropriate for students' foreknowledge	1	2.0	9	18.0	12	24.0	18	36.0	10	20.0
5. The topics' strength and timing are in a harmony.	12	24.0	15	30.0	16	32.0	6	12.0	1	2.0
6. The program's overall time is enough.	0	0	5	10.0	16	32.0	19	38.0	10	20.0
7. Books used in program are appropriate for students' level.	1	2.0	8	16.0	15	30.0	17	34.0	9	18.0
8. Course books are able to grab students' attention.	1	2.0	13	26.0	21	42.0	11	22.0	4	8.0
9. The context of course books is consistent with program objectives.	1	2.0	8	16.0	18	36.0	17	34.0	6	12.0
10. The context of course books is understandable.	1	2.0	6	12.0	19	38.0	16	32.0	8	16.0
Total	50	100	50	100	50	100	50	100	50	100

Statistically, almost all teachers believed that the harmony of the strength and the timing of the topics are not possible to mention. All teachers and students disagreed (*item 5*) on that their English preparatory programs' pacing and time allocations in terms of the topics are not in harmony and this situation makes students and teachers feel like falling

behind the time requirements and unsuccessful because the time of succeeding on a topic requires a reasonable time that teachers and students believe that time slots of topics are not appropriate and enough to fulfill tasks.

38.0 % of the teachers ($n= 19$) agreed and 20.0 % of them ($n=10$) strongly agreed and 32.0 % of them ($n=16$) partly agreed on that *the program's overall timing is enough*; only 10.0 % of the teachers ($n= 5$) disagreed and none of them had strongly disagreement on that *item 6*.

Another fully agreement of both students and teachers is about overall timing of the program that one year or two semesters of English Preparatory program is enough for learning and teaching English language skills. The timing could be seemed as a contradictory result of the context dimension of this model but what teachers and students tried to mention is time allocation in accordance with the strengths of the topics. Otherwise, all participants agreed on the time of English preparatory program.

For the materials, 34.0 % of the teachers ($n= 17$) agreed and 18.0% of them ($n=9$) strongly agreed and 30.0 % of them ($n=15$) partly agreed on that *the books used in program are appropriate for students' levels*; but 16.0 % of the teachers ($n=8$) disagreed and only 2.0% of them ($n=1$) strongly disagreed on the appropriateness of books for students' levels (*Item 7*).

Most of the teachers 42.0 % ($n= 21$) partly agreed and 22.0% of the agreed and only a few (8.0% of them, $n= 4$) of them strongly agreed on that *the course books are able to grab students' attention*; however 26.0 % of the teachers ($n=13$) disagreed and only 2.0% $n=1$ of them strongly disagreed on that *item 8*.

For the *item 9 and 10*, teachers have familiar levels of agreements that; 34.0% of them ($n= 17$) agreed, 36.0%, $n=18$ of them partly agreed and 12.0 % of them ($n=6$) strongly agreed on that *the context of course books is consistent with program objectives*; in addition, 16.0 %, $n= 8$ disagreed and only 2.0 % of them ($n=1$) strongly disagreed. Similarly, 32.0 % of the teachers ($n=16$) agreed, 38.0 % of them ($n=19$) partly agreed and 16.0 % of them ($n=8$) strongly agreed on that the context of course books is understandable; 12.0 % of them ($n=6$) disagreed and just 2.0 % of them ($n=1$) strongly disagreed on the context of course books.

4.2.1. *Is there any significant difference in terms of Context Evaluation between the perceptions of foundation university teachers and public university teachers?*

For the research question 1b, from both universities, teachers' perceptions were analyzed whether there is a difference between them or not, so between foundation and public university students of English Preparatory school, a significant difference was observed in terms of their perceptions of context evaluation ($t_{48} = 3.829$, $p < .05$). According to Levene's Test for Equality of Variances, Equal variances assumed line (t/df) values were taken into consideration ($Sig = .673$, $p > .05$).

Table 4.4.

Differences between Teachers' Perceptions on English Preparatory Program of Context Evaluation

	University Type	N	\bar{X}	Std. Deviation	df	t	p
Context_Mean	Foundation	27	3.874	0.647	48	3.829	.000
	Public	23	3.078	0.821			
Total		50					

Teachers of foundation university's means ($\bar{X} = 3.87$) were slightly higher than public university teachers' means ($\bar{X} = 3.07$) that briefly, the first group of teachers seemed to have more positive perspectives than the second group of teachers in terms of English Preparatory program's appropriateness and sufficiency of contextual evaluation.

4.3. Students' Perceptions on English Preparatory Program of Input Evaluation

Data analysis of 11-16 items conceptually relating to input evaluation (Table 4.5) to be reported in this section revealed that 33.1 % of the students ($n = 135$) agreed and 32.1 % of them ($n = 131$) partly agreed and 19.4% of them ($n = 79$) strongly agreed on that *visual and audial materials used in the program ease their learning*, while 12.7 % of the students ($n = 52$) disagreed and 2.7 % of them ($n = 11$) strongly disagreed on the easiness of visual and audial materials on their learning (*Item 11*).

Also, majority of the students, 36.8 % of them ($n = 150$) partly agreed, 34.1 % of them ($n = 139$) agreed and 14.0% of them ($n = 57$) strongly agreed on that *visual and audial materials used in the program are able to grab their attention* but 10.3 % of the

students ($n=42$) disagreed and 4.9% of them ($n=20$) strongly disagreed on materials' grabbing their attention (*Item 12*).

Another point of visual and audial materials that 40.2 % of the students ($n=164$) agreed, 27.5 % of them ($n=112$) partly agreed and 16.9% of them ($n=69$) strongly agreed on *the positive effects of materials on their language skills*, while minority of the students 12.5% ($n=51$) disagreed and 2.9 % of them ($n=12$) strongly disagreed on the positive effects of the materials (*Item 13*).

One of the highest agreements of the students on the input is about materials' having positive effect on their language learning visually and audial. Almost all students believed that visual and audial materials support language learning.

Table 4.5.

Students' Perceptions on English Preparatory Program of Input Evaluation

Items	Strongly Disagree		Disagree		Partly Agree (Neutral)		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
11. Visual and audial materials used in the program ease my learning.	11	2.7	52	12.7	131	32.1	135	33.1	79	19.4
12. Visual and audial materials used in the program are able to grab my attention.	20	4.9	42	10.3	150	36.8	139	34.1	57	14.0
13. Visual and audial materials used in the program have positive effects on my language skills.	12	2.9	51	12.5	112	27.5	164	40.2	69	16.9
14. Extra handed-out materials ease my learning.	16	3.9	52	12.7	114	27.9	147	36.0	79	19.4
15. Extra handed-out materials are able to grab my attention.	21	5.1	65	15.9	149	36.5	126	30.9	47	11.5
16. Extra handed-out materials have positive effect on my language skills.	17	4.2	43	10.5	119	29.2	162	39.7	67	16.4
Total	408	100	408	100	408	100	408	100	408	100

For the extra materials of input evaluation, 36.0 % of the students ($n=147$) agreed, 27.9 % of them ($n=114$) partly agreed and 19.4 % of them ($n=79$) strongly agreed on that *extra handed-out materials ease their learning*, while 12.7 % of the students ($n=52$) disagreed and 3.9% of them ($n=16$) strongly disagreed on that statement (*Item 14*). Additionally, 30.9 % of the students ($n=126$) agreed, 36.5 % of them ($n=149$) partly agreed and 11.5 % of them ($n=47$) strongly agreed on that *extra handed-out materials could grab their attention*, while 15.9 % of the students ($n=65$) disagreed and 5.1% of them ($n=21$) strongly disagreed on materials are good enough to grab their attention (*Item 15*).

One of the highest disagreement frequencies on the input evaluation is grabbing attention of extra handed-out materials that almost all students believed that these handed-out materials are weak to grab students' attention and make them feel motivated to fulfill or complete these extra worksheets.

For the last input evaluation item, 39.7 % of the students ($n=162$) agreed and 29.2 % of them ($n=119$) partly agreed and 16.4 % of them ($n=67$) strongly agreed on that *extra handed-out materials have positive effect on their language skills*, while 10.5% of them ($n=43$) disagreed and 4.2% of them ($n=17$) strongly disagreed on the positive effectiveness of handed-out materials on their language skills (*Item 16*).

To sum up, most of the students agreed on the usefulness and positive effectiveness of the materials as input evaluation that extra handed-out materials made students learn more easily and the types of materials were suitable for the students to grab their attention and motivate them.

4.3.1. Is there any significant difference in terms of Input Evaluation between the perceptions of foundation university students and public university students?

For the research question 2c, from both universities, students' perceptions were analyzed whether there is a difference between them or not, so between foundation and public university students of English Preparatory school, a significant difference was observed in terms of their perceptions of input evaluation ($t_{406}= 10.362$, $p<.05$). According to Levene's Test for Equality of Variances, Equal variances assumed line (t/df) values were taken into consideration (Sig=.656, $p>.05$).

Table 4.6.

Differences between Students' Perceptions on English Preparatory Program of Input Evaluation

	University Type	N	\bar{X}	Std. Deviation	df	t	P
Input_Mean	Foundation	253	3.786	0.788	406	10.362	.000
	Public	155	2.974	0.734			
Total		408					

Students of foundation university's means ($\bar{X}=3.78$) were higher than public university students' means ($\bar{X}=2.97$) that briefly, the first group of students seemed to have more positive perspectives than the second group of students in terms of English Preparatory program's materials' effectiveness and feasibility of input evaluation.

4.4. Teachers' Perceptions on English Preparatory Program of Input Evaluation

Data analysis of 11-16 items conceptually relating to input evaluation (Table 4.7) to be reported in this section revealed that 46.0 % of the teachers ($n=23$) agreed and 22.0 % of them ($n=11$) strongly agreed and 24.0 % of them ($n=12$) partly agreed that *visual and audial materials of the program ease students' learning*; and lastly, 12.0 % of the teachers ($n= 4$) disagreed however, none of them strongly disagreed on that statement (*Item 11*).

For the visual materials, teachers have common agreement on that 40.0 % of the teachers ($n=20$) agreed and 34.0 % of them ($n=17$) partly agreed and 8.0 % of them ($n=4$) strongly agreed on *visual and audial materials of the program can grab students' attention* but 18.0 % of them ($n=9$) disagreed and any of them had no strong disagreement on that *item 12*.

Table 4.7.

Teachers' Perceptions on English Preparatory Program of Input Evaluation

Items	Strongly Disagree		Disagree		Partly Agree (Neutral)		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
11. Visual and audial materials used in the program ease students' learning.	0	0	4	8.0	12	24.0	23	46.0	11	22.0
12. Visual and audial materials used in the program are able to grab students' attention.	0	0	9	18.0	17	34.0	20	40.0	4	8.0
13. Visual and audial materials used in the program have positive effects on students' language skills.	0	0	7	14.0	14	28.0	18	36.0	11	22.0
14. Extra handed-out materials ease students' learning.	0	0	8	16.0	16	32.0	14	28.0	12	24.0
15. Extra handed-out materials are able to grab students' attention.	1	2.0	9	18.0	15	30.0	20	40.0	5	10.0
16. Extra handed-out materials have positive effect on students' language skills.	0	0	3	6.0	18	36.0	19	38.0	10	20.0
Total	50	100	50	100	50	100	50	100	50	100

Also, 36.0 % of the teachers ($n=18$) agreed, 22.0 % of them ($n= 11$) strongly disagreed and 28.0 % of them ($n=14$) partly agreed on that *visual and audial materials of the program have positive effects on students' language skills*; but 14.0% of the teachers ($n=7$) disagreed on positive effects of materials and none of them strongly disagreed on it (*Item 13*).

24.0 % of the teachers ($n=12$) strongly agreed, 28.0 % of them ($n=14$) agreed and 32.0 % of them ($n=16$) partly agreed on that *extra handed-out materials ease students' learning*; but 16.0 % of them ($n=8$) disagreed of the extra materials' benefits (*Item 14*).

40.0 % of the teachers ($n=20$) agreed, 10.0 % ($n=5$) strongly agreed and 30.0 % of them ($n=15$) partly agreed on that *extra handed-out materials can grab students'*

attention but 18.0 % (n=9) disagreed and 2.0 % (n=1) of them strongly disagreed on materials' grabbing students' attention (*Item 15*).

Like students, teachers had the same disagreement on the effectiveness of extra handed-out materials that they believed that giving extra worksheets and materials has not worked for students and make them motivated to learn.

4.4.1. Is there any significant difference in terms of Input Evaluation between the perceptions of foundation university teachers and public university teachers?

For the research question 2d, from both universities, teachers' perceptions were analyzed whether there is a difference between them or not, so between foundation and public university students of English Preparatory school, a significant difference was observed in terms of their perceptions of input evaluation ($t_{48} = 5.109, p < .05$). According to Levene's Test for Equality of Variances, Equal variances assumed line (t/ df) values were taken into consideration (Sig=.293, $p > .05$).

Table 4.8. Differences between Teachers' Perceptions on English Preparatory Program of Input Evaluation

	University Type	N	\bar{X}	Std. Deviation	df	t	P
Input_Mean	Foundation	27	4.006	0.672	48	5.109	.000
	Public	23	3.108	0.549			
Total		50					

Teachers of foundation university's means ($\bar{X}=4.00$) were higher than public university students' means ($\bar{X}=3.10$) that briefly, the first group of teachers seemed to have more positive perspectives than the second group in terms of English Preparatory program's materials' effectiveness and feasibility of input evaluation.

4.5. Students' Perceptions on English Preparatory Program of Process Evaluation

Data analysis of 17-24 items conceptually relating to input evaluation (Table 4.9) to be reported in this section revealed that 39.0 % of the students (n=159) partly agreed and 30.9 % of them (n=126) agreed and 9.8 % of them (n=40) strongly agreed on that *exercises are enough for every new-learned subject in the program*. However, 17.4 % of the students (n=71) disagreed and 2.9 % of them (n=12) strongly disagreed on the sufficiency of exercises on new-learned subjects (*Item 17*).

In process evaluation, another point is reviewing the topics that 37.5 % of the students ($n=153$) agreed, 29.9 % of the students ($n=122$) partly agreed and 13.2 % of them ($n=54$) strongly agreed on that *throughout the program, if it is needed subject repetitions are done*; while 15.4 % of the students ($n=63$) disagreed and 3.9 % of them ($n=16$) strongly disagreed on that having subject repetitions (Item 18).

Table 4.9.

Students' Perceptions on English Preparatory Program of Process Evaluation

Items	Strongly Disagree		Disagree		Partly Agree (Neutral)		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
17. Sufficient exercises are done for every new-learned subject in the program.	12	2.9	71	17.4	159	39.0	126	30.9	40	9.8
18. Throughout the program, if it's needed subject repetitions are done.	16	3.9	63	15.4	122	29.9	153	37.5	54	13.2
19. In the program, homeworks are given as intensifiers for already learned subjects.	24	5.9	46	11.3	147	36.0	134	32.8	57	14.0
20. The program provides me to attend lessons actively.	14	3.4	45	11.0	139	34.1	140	34.3	70	17.2
21. The number of exams is sufficient throughout the program.	17	4.2	41	10.0	99	24.3	125	30.6	126	30.9
22. In the program, there are activities to be performed as pair or group work.	16	3.9	37	9.1	92	22.5	121	29.7	142	34.8
23. In the program, there are activities to make me use my all language abilities.	19	4.7	47	11.5	139	34.1	146	35.8	57	14.0
24. In the program, sufficient time is appointed to deal with problems of English.	16	3.9	52	12.7	155	38.0	129	31.6	56	13.7
Total	408	100	408	100	408	100	408	100	408	100

For the assignments, majority of the students ($n=134$) with 32.8 % ratio agreed and 36.0 % of them ($n=147$) partly agreed and 14.0 % of them ($n=57$) strongly agreed on that *in the program, homeworks are given as intensifiers for already learned subjects*. On the contrary, 11.3 % of the students ($n=46$) disagreed and 5.9 % of them ($n=24$) strongly disagreed on having homeworks as intensifiers (Item 19).

Students attendance into classes were also analyzed in process evaluation that 34.3 % of the students ($n=140$) agreed, 34.1 % of them ($n=139$) partly agreed and 17.2 % of them ($n=70$) strongly agreed on that *the program provides them to attend lessons*

actively; while minority of the students ($n=45$) 11.0 % disagreed and ($n=14$) 3.4 % strongly disagreed on that actively lesson attendance issue (*Item 20*).

During the process of the program evaluation is done through exams that 30.9 % of the students ($n=126$) strongly agreed, 30.6 % of them ($n=125$) agreed and 24.3 % of them ($n=99$) partly agreed on the number of exams is enough throughout the program. However, 10.0 % of the students ($n=41$) disagreed and 4.2 % of them ($n=17$) strongly disagreed on the number of exams done in the program (*Item 21*).

In learning process activities have been significant that on the one hand, 34.8 % of the students ($n= 142$) strongly agreed, 29.7 % of the students ($n=121$) agreed and 22.5 % of them ($n=92$) partly agreed on that *in the program there are activities to be performed as pair or group work*; on the other hand 9.1 % of the students ($n=37$) disagreed and 3.9 % of them ($n=16$) strongly disagreed on availability of pair or group work activities (*Item 22*).

Also, for the activities in the program, 35.8 % of the students ($n=146$) agreed, 34.1 % of them ($n=139$) partly agreed and 14.0 % of them ($n=57$) strongly agreed on that *in the program there are activities to make students use their all language skills*; while 11.5 % of the students ($n=47$) disagreed and 4.7 % of them ($n=19$) strongly disagreed on program's making them use their all language skills (*Item 23*).

38.0 % of the students ($n=155$) were neutral, 31.6 % of them ($n=129$) agreed and 13.7 % of them ($n=56$) strongly agreed on that *in the program enough time is administered to deal with problems of English*; but 12.7 % of the students ($n=52$) disagreed and 3.9% of them ($n=16$) strongly disagreed on enough timing of dealing with problems of English (*Item 24*).

When it came to make a summary of students' perceptions on process evaluation that the frequencies of agreements have been higher than disagreed statements so students of both universities have positive attitudes of processing activities, having assignments and using their language skills in program settings.

4.5.1. Is there any significant difference in terms of Process Evaluation between the perceptions of foundation university students and public university students?

For the research question 3e, from both universities, students' perceptions were analyzed whether there is a difference between them or not, so between foundation and public university students of English Preparatory school, a significant difference was

observed in terms of their perceptions of process evaluation ($t_{406} = 10.370$, $p < .05$). According to Levene's Test for Equality of Variances, Equal variances assumed line (t/df) values were taken into consideration (Sig=.110, $p > .05$).

Table 4.10.

Differences between Students' Perceptions on English Preparatory Program of Process Evaluation

	University Type	N	\bar{X}	Std. Deviation	df	t	p
Process_Mean	Foundation	253	3.782	0.699	406	10.370	.000
	Public	155	3.020	0.752			
Total		408					

Students of foundation university's means ($\bar{X}=3.78$) were higher than public university students' means ($\bar{X}=3.02$) that briefly, the first group of students seemed to have more positive perspectives than the second group of students in terms of English Preparatory program's processing lessons and students' participation and reviewing the lectures with assignment while dealing with all problems of English language skills have been more valued by foundation university students of English Preparatory school.

4.6. Teachers' Perceptions on English Preparatory Program of Process Evaluation

Process evaluation is one of the major part of this model that 40.0 % of the teachers ($n=20$) agreed, 36.0 % of them ($n=18$) partly agreed and 8.0 % of them ($n=4$) strongly agreed that *sufficient exercises are done for every new topic in program*; but 14.0 % of the teachers ($n= 7$) disagreed, 2% ($n=1$) strongly disagreed that exercises are not enough (*Item 17*). For more exercises and reviews, 42.0 % of teachers ($n=21$) agreed, 26.0 % of them ($n=13$) strongly agreed and 22.0 % of them ($n=11$) partly agreed on that *if it is needed, subjects could be reviewed throughout the program*; but 8.0 % of them ($n=4$) disagreed and 2.0% ($n=1$) strongly disagreed on the repetition of topics (*Item 18*).

Also, for home works, 36.0 % of teachers ($n=18$) agreed, 22.0 % of them ($n=11$) strongly agreed and 28.0 % of them ($n=14$) partly agreed on *home works are given as intensifiers for acquired topics*; but only 14.0 % of them ($n=7$) disagreed on that issue (*Item 19*).

28.0 % of the teachers ($n=14$) agreed, 26.0 % of them ($n=13$) strongly agreed and 30.0% of them ($n=15$) partly agreed on that *the program makes students attend lessons actively*; but 16.0 % of teachers ($n=8$) disagreed that program has effect of their attending lessons actively (*Item 20*). For the assessment part, 36.0 % of teachers ($n=18$) strongly agreed, 26.0 % of them ($n=13$) agreed and 26.0 % of them ($n=13$) partly agreed on that *the number of exams is sufficient in the program*; but 10.0 % ($n=5$) disagreed and 2.0 % ($n=1$) strongly disagreed on the number of exams (*Item 21*).

Table 4.11.

Teachers' Perceptions on English Preparatory Program of Process Evaluation

Items	Strongly Disagree		Disagree		Partly Agree (Neutral)		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
17. Sufficient exercises are done for every new-learned subject in the program.	1	2.0	7	14.0	18	36.0	20	40.0	4	8.0
18. Throughout the program, if it's needed subject repetitions are done.	1	2.0	4	8.0	11	22.0	21	42.0	13	26.0
19. In the program, homeworks are given as intensifiers for already learned subjects.	0	0	7	14.0	14	28.0	18	36.0	11	22.0
20. The program provides students to attend lessons actively.	0	0	8	16.0	15	30.0	14	28.0	13	26.0
21. The number of exams is sufficient throughout the program.	1	2.0	5	10.0	13	26.0	13	26.0	18	36.0
22. In the program, there are activities to be performed as pair or group work.	0	0	4	8.0	14	28.0	14	28.0	18	36.0
23. In the program, there are activities to make students use their all language abilities.	1	2.0	6	12.0	12	24.0	12	24.0	19	38.0
24. In the program, sufficient time is appointed to deal with problems of English.	0	0	7	14.0	14	28.0	15	30.0	14	28.0
Total	50	100	50	100	50	100	50	100	50	100

The program provides students to work as pairs or groups that 36.0 % of the teachers ($n=18$) strongly agreed, 28.0 % of them ($n=14$) agreed and 28.0% of them ($n=14$) partly agreed but, 8.0 % ($n= 4$) disagreed on that having activities of group or pair work (*Item 22*).

38.0 % of teachers ($n=19$) strongly agreed, 24.0 % of them ($n=12$) agreed and 24.0 % of them ($n=12$) partly agreed on that *there activities to make students use their all*

language abilities; but 12.0 % of them ($n=6$) disagreed and 2.0 % of them ($n=1$) strongly disagreed on existing these kind of activities (*Item 23*).

Additionally, 28.0 % of the teachers ($n=14$) strongly agreed, 30.0 % of them ($n=15$) agreed and 28.0 % of them ($n=14$) partly agreed on *enough amount of time is appointed to deal with problems of English in the program*; but 14.0 % of teachers ($n=7$) disagreed on it (*Item 24*).

4.6.1. *Is there any significant difference in terms of Process Evaluation between the perceptions of foundation university teachers and public university teachers?*

For the research question 3f, from both universities, students' perceptions were analyzed whether there is a difference between them or not, so between foundation and public university students of English Preparatory school, a significant difference was observed in terms of their perceptions of process evaluation ($t_{48}= 7.276$, $p<.05$). According to Levene's Test for Equality of Variances, Equal variances assumed line (t/df) values were taken into consideration ($Sig=.620$, $p>.05$).

Table 4.12.

Differences between Teachers' Perceptions on English Preparatory Program of Process Evaluation

	University Type	N	\bar{X}	Std. Deviation	df	t	p
Process_Mean	Foundation	27	4.282	0.606	48	7.276	.000
	Public	23	3.076	0.557			
Total		50					

Teachers of foundation university's means ($\bar{X}=4.28$) were higher than public university teachers' means ($\bar{X}=3.07$) that briefly, the first group of teachers seemed to have more positive perspectives than the second group of teachers in terms of English Preparatory program's processing lessons and students' participation and reviewing the lectures with assignment while dealing with all problems of English language skills have been more valued by foundation university students of English Preparatory school.

4.7. Students' Perceptions on English Preparatory Program of Product Evaluation

Data analysis of 25-46 items conceptually relating to product evaluation (Table 4.13) to be reported in this section revealed that 42.6 % of the students ($n=174$) partly agreed, 29.2 % of them ($n=119$) agreed and 7.6 % of them ($n=31$) strongly agreed on that *the program satisfied their individual needs*; but 18.1 % of the students ($n=74$) disagreed and 2.5 % of them ($n=10$) strongly disagreed on the satisfaction of their individual needs (Item 25).

Equal number of students partly agreed and agreed ($n=116$, 28.4%; $n=116$, 28.4%) and 13.0 % of them ($n=53$) strongly agreed on that *the program had contributions on their major departments*; while 19.1 % of them ($n=78$) disagreed and 11.0 % of them ($n=45$) strongly disagreed (Item 30). One of the highest disagreement of almost all students that the English preparatory program had almost no affect and contributions for their major departments after one year language education. Almost all students believed that their one year English language education would not support or meet their needs of professional language needs.

Almost all the students have common agreement (28.9 %, $n=118$ strongly agree; 31.1%, $n=127$ agreed; and 26.7 %, $n=109$ partly agreed) on *the program increased their vocabulary*; while 11.3 % of the students ($n=46$) disagreed and 2.0%, $n=8$ strongly disagreed (Item 33).

One of the point about all students' agreement of English preparatory program is about increasing their vocabulary. Almost all students believed that their English programs increased their vocabulary competence;

34.3 % of the students ($n=140$) agreed and 33.3 % of them ($n=136$) partly agreed and 15.7 % of them ($n=64$) strongly agreed on that *the program provided them the habit of working with a group*; while 12.7 % of the students ($n= 52$) disagreed and 3.9 % them ($n=16$) strongly disagreed (Item 35).

8 % of them ($n=48$) disagreed and 2.9 % of them ($n=12$) strongly disagreed (Item 36).

At the end of the program, the improvement of students' four skills (reading, writing, listening and speaking) were observed to have common agreement that 34.1 %, $n= 139$ agreed, 39.7 %, $n= 162$ partly agreed and 10.5 %, $n= 43$ strongly agreed on that the improvement of reading skill is satisfactory; while 13.7 % of them ($n=56$) disagreed and 2.0%, $n= 8$ strongly disagreed (Item 37).

Table 4.13.

Students' Perceptions on English Preparatory Program of Product Evaluation

Items	Strongly Disagree		Disagree		Partly Agree (Neutral)		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
25. The program satisfied my individual needs.	10	2.5	74	18.1	174	42.6	119	29.2	31	7.6
26. The program satisfied my individual interests.	15	3.7	69	16.9	158	38.7	131	32.1	35	8.6
27. The program satisfied my individual qualifications.	20	4.9	72	17.6	162	39.7	117	28.7	37	9.1
28. The program satisfied my needs of English.	9	2.2	60	14.7	134	32.8	157	38.5	48	11.8
29. The program became a basis for my future needs of English.	11	2.7	44	10.8	138	33.8	135	33.1	80	19.6
30. The program had contributions on my major department.	45	11.0	78	19.1	116	28.4	116	28.4	53	13.0
31. The program encouraged me to learn English.	14	3.4	49	12.0	140	34.3	119	29.2	86	21.1
32. In program, project assignments had positive effects on my language skills.	16	3.9	65	15.9	121	29.7	140	34.3	66	16.2
33. The program increased my vocabulary.	8	2.0	46	11.3	109	26.7	127	31.1	118	28.9
34. The program provided me English studying habit.	24	5.9	62	15.2	128	31.4	129	31.6	65	15.9
35. The program provided me the habit of working with a group.	16	3.9	52	12.7	136	33.3	140	34.3	64	15.7
36. The program provided me opportunities to use my knowledge.	12	2.9	48	11.8	131	32.1	145	35.5	72	17.6
37. At the end of the program, my improvement on English reading skill is satisfactory.	8	2.0	56	13.7	162	39.7	139	34.1	43	10.5
38. At the end of the program, my improvement on English writing skill is satisfactory.	13	3.2	42	10.3	137	33.6	146	35.8	70	17.2
39. At the end of the program, my improvement on English listening skill is satisfactory.	23	5.6	75	18.4	154	37.7	118	28.9	38	9.3
40. At the end of the program, my improvement on English speaking skill is satisfactory.	14	3.4	63	15.4	165	40.4	133	32.6	33	8.1
41. At the end of the program, my improvement on English grammar is satisfactory.	16	3.9	43	10.5	128	31.4	160	39.2	61	15.0
42. At the end of the program, my acquired knowledge of language is satisfactory.	4	1.0	64	15.7	141	34.6	144	35.3	55	13.5
43. At the end of the program, my acquired skills are satisfactory.	11	2.7	54	13.2	151	37.0	143	35.0	49	12.0
44. The program is complementary with my major department courses.	39	9.6	82	20.1	153	37.5	103	25.2	31	7.6
45. The program provided me the required level of English knowledge for my major department.	22	5.4	58	14.2	169	41.4	117	28.7	42	10.3
46. The program provided the required English knowledge for various work fields.	25	6.1	56	13.7	158	38.7	128	31.4	41	10.0
Total	408	100	408	100	408	100	408	100	408	100

Also, 35.8 % of the students ($n= 146$) agreed, 33.6 % of them ($n=137$) partly agreed and 17.2 %, $n= 70$ strongly agreed on the *improvement of writing skills*; but 10.3 %, $n=42$ disagreed and 3.2 % of them ($n=13$) strongly disagreed (*Item 38*). 28.9 % of the students ($n=118$) agreed, 37.7 % of them ($n=154$) partly agreed and 9.3%, $n=38$ strongly agreed on *the improvement of listening skills*; while 18.4 % of the students ($n=75$) disagreed and 5.6 % of them ($n=23$) strongly disagreed (*Item 39*).

31.4 % of the students ($n=128$) agreed, 38.7 % of them ($n=158$) partly agreed and 10.0 % of them ($n=41$) strongly agreed on that *the program provided the required English knowledge for various work fields*; but 13.7 %, $n=56$ disagreed and 6.1% of them ($n=25$) strongly disagreed (*Item 46*).

4.7.1. *Is there any significant difference in terms of Product Evaluation between the perceptions of foundation university students and public university students?*

For the research question 3g, from both universities, students’ perceptions were analyzed whether there is a difference between them or not, so between foundation and public university students of English Preparatory school, a significant difference was observed in terms of their perceptions of product evaluation ($t_{406}= 7.174$, $p<.05$). According to Levene’s Test for Equality of Variances, Equal variances assumed line (t/df) values were taken into consideration (Sig=.127, $p>.05$).

Table 4.14.

Differences between Students’ Perceptions on English Preparatory Program of Product Evaluation

	University Type	N	\bar{X}	Std. Deviation	df	t	p
Product_Mean	Foundation	253	3.557	0.720	406	7.174	.000
	Public	155	3.051	0.643			
Total		408					

Students of foundation university’s means ($\bar{X}=3.55$) were higher than public university students’ means ($\bar{X}=3.05$) that briefly, the first group of students seemed to have more positive perspectives than the second group of students in terms of English Preparatory program’s outcomes and students’ improvements of language skills and their individual

interests and needs. The students felt satisfied with providing required knowledge of English for their major departments.

4.8. Teachers' Perceptions on English Preparatory Program of Product Evaluation

Data analysis of 25-46 items conceptually relating to product evaluation (Table 4.15) was reported in this section.

34% of the teachers ($n=17$) agreed, 44% of them ($n=22$) partly agreed and 14% of them ($n=7$) strongly agreed that *the program became a basis for students' future needs of English*; only 8%, ($n=4$) disagreed on this statement (*Item 29*). Also, for students' major departments 38% of the teachers ($n=19$) agreed, 26% of them ($n=13$) partly agreed and 8%, ($n=4$) of them strongly agreed on that *the program had contributions for their further studies* but, 22% of them ($n=11$) disagreed and 6%, ($n=3$) strongly disagreed that the program had no contributions (*Item 30*).

Disagreement of both students and teachers is lack of contribution of English preparatory program to students' major departments. Like students, teachers disagreed on that their language program had almost no support for students to achieve their own major departments after one year of English language education. Teachers believed that students finished the program without required level of English for their future careers.

More than half of the teachers 27%, ($n=27$) agreed, 14% of them ($n=7$) strongly agreed and 20%, ($n=10$) partly agreed that *the program encouraged students to learn English*; on the contrary, 10% of them ($n=5$) disagreed and 2%, ($n=1$) of them strongly disagreed on program's encouraging students for English learning (*Item 31*).

In the program, 36% of the teachers ($n=18$) agreed, 16% of them ($n=8$) strongly agreed and 38% of them ($n=19$) partly agreed on that *project assignments had positive effects on students' language skills*; but only a few of the teachers -8%, ($n=4$)-disagreed and 2%, ($n=1$) of them strongly disagreed on positive effectiveness of project assignments (*Item 32*).

For the vocabulary knowledge, 36% of the teachers ($n=18$) agreed and 20% of them ($n=10$) partly agreed and 34% of them ($n=17$) strongly agreed on that *the program increased students' vocabulary competence*; but 10% of them ($n=5$) disagreed on it (*Item 33*).

Table 4.15.

Teachers' Perceptions on English Preparatory Program of Product Evaluation

Items	Strongly Disagree		Disagree		Partly Agree (Neutral)		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
5. The program satisfied students' individual needs.	0	0	8	16.0	18	36.0	22	44.0	2	4.0
5. The program satisfied students' individual interests.	1	2.0	8	16.0	23	46.0	14	28.0	4	8.0
7. The program satisfied students' individual qualifications.	0	0	5	10.0	31	62.0	13	26.0	1	2.0
3. The program satisfied students' needs in English.	1	2.0	4	8.0	17	34.0	20	40.0	8	16.0
9. The program became a basis for students' future needs of English.	0	0	4	8.0	22	44.0	17	34.0	7	14.0
0. The program had contributions on students' major department.	3	6.0	11	22.0	13	26.0	19	38.0	4	8.0
1. The program encouraged students to learn English.	1	2.0	5	10.0	10	20.0	27	54.0	7	14.0
2. In program, project assignments had positive effects on students' language skills.	1	2.0	4	8.0	19	38.0	18	36.0	8	16.0
3. The program increased students' vocabulary.	0	0	5	10.0	10	20.0	18	36.0	17	34.0
4. The program provided students English studying habit.	1	2.0	2	4.0	22	44.0	22	44.0	3	6.0
5. The program provided students the habit of working with a group.	0	0	5	10.0	18	36.0	16	32.0	11	22.0
5. The program provided students opportunities to use my knowledge.	0	0	5	10.0	16	32.0	19	38.0	10	20.0
7. At the end of the program, students' improvement on English reading skill is satisfactory.	0	0	10	20.0	15	30.0	19	38.0	6	12.0
3. At the end of the program, students' improvement on English writing skill is satisfactory.	1	2.0	5	10.0	21	42.0	16	32.0	7	14.0
9. At the end of the program, students' improvement on English listening skill is satisfactory.	2	4.0	6	12.0	25	50.0	16	32.0	1	2.0
0. At the end of the program, students' improvement on English speaking skill is satisfactory.	3	6.0	6	12.0	24	48.0	15	30.0	2	4.0
1. At the end of the program, students' improvement on English grammar is satisfactory.	0	0	2	4.0	21	42.0	23	46.0	4	8.0
2. At the end of the program, students' required knowledge of language is satisfactory.	0	0	4	8.0	18	36.0	23	46.0	5	10.0
3. At the end of the program, students' required skills are satisfactory.	0	0	5	10.0	21	42.0	22	44.0	2	4.0
4. The program is complementary with students' major department courses.	2	4.0	12	24.0	22	44.0	12	24.0	2	4.0
5. The program provided students the required level of English knowledge for my major department.	2	4.0	8	16.0	22	44.0	15	30.0	3	6.0
5. The program provided the required English knowledge for various work fields.	2	4.0	12	24.0	22	44.0	13	26.0	1	2.0
Total	50	100	50	100	50	100	50	100	50	100

Another mutual agreement point of students and teachers is about students' increased knowledge of vocabulary that teachers believed on students having enough competence of English vocabulary. All students and teachers believed that their English programs succeeded the vocabulary objectives of the program. Although all participants thought that each institution had no remarkable contributions to students' major departments.

Also, 30% of the teachers ($n=15$) agreed, 44% of them ($n=22$) partly agreed and 6% of them ($n=3$) strongly agreed on that *the program provided students a required level of English for their major departments*; whereas 16% of them ($n=8$) disagreed and 4% of them ($n=2$) strongly disagreed on program's providing a required language knowledge (*Item 45*).

Lastly, 26% of the teachers ($n=13$) agreed, 44% of them ($n=22$) partly agreed and 2% of them ($n=1$) strongly agreed on that *the program provided students a required English knowledge for various work fields*; on the contrary 24% of them ($n=12$) disagreed and 4% of them ($n=2$) strongly disagreed on efficiency of the program for students in various work fields (*Item 46*).

4.8.1. *Is there any significant difference in terms of Product Evaluation between the perceptions of foundation university teachers and public university teachers?*

For the research question 3h, from both universities, students' perceptions were analyzed whether there is a difference between them or not, so between foundation and public university students of English Preparatory school, a significant difference was observed in terms of their perceptions of product evaluation ($t_{48}= 3.190$, $p<.05$). According to Levene's Test for Equality of Variances, Equal variances assumed line (t/df) values were taken into consideration ($Sig=.301$, $p>.05$).

Table 4.16.

Differences between Teachers' Perceptions on English Preparatory Program of Product Evaluation

	University Type	N	\bar{X}	Std. Deviation	df	t	p
Product_Mean	Foundation	27	3.621	0.551	48	3.190	.003
	Public	23	3.166	0.439			
Total		408					

Teachers of foundation university's means ($\bar{X}=3.62$) were higher than public university teachers' means ($\bar{X}=3.16$) that briefly, the first group of students seemed to have more positive perspectives than the second group of students in terms of English Preparatory program's outcomes and students' improvements of language skills and their individual interests and needs. The teachers felt satisfied with providing required knowledge of English for students' major departments.

4.9. Analysis of Interviews

For the qualitative source of data teachers have been asked to answer structured interview questions in order to find out a more vivid point of view on English Preparatory school's evaluation. The interview consisted of six questions, and first four questions had been designed to refer each component of CIPP. Totally, 7 teachers answered the interview questions, 5 of them were from foundation and other 2 of them were from public university programs. As a result of a content analysis of the answers; for each question, common themes and perceptions have been clarified.

As for the *first* question, "*to what extent do your English Preparatory Program's objectives and context meet your language teaching and learning expectations? Why?*" except only one of a public university teacher, the others thought that the program of their institute majorly meets their expectations of teaching and learning,

(-to a large extent, it meets because the system is in order),

(-I find the program really satisfactory it meet my expectations),

(-Mostly it meets, activities and plans of both teaching and assessing meet the ideal context and objectives).

However, they find some missing points and issues but their perceptions have been still positive,

(- it meets my expectations mostly but contexts of listening and speaking skills have been insufficient),

(-personally the program does not meet my expectations but it meets mostly the school's teaching policy, objectives and context).

As for the *second* question, "*how do you evaluate your English Preparatory Program's opportunities in terms of language teaching and learning? Why?*" it has been aimed to find out teachers' perceptions of input (opportunities, materials, funding,

technology, etc) so on the one hand, three of foundation university teachers thought that opportunities are satisfactory,

(-all technological opportunities had been served for education),

(-numbers of students and technological devices are superior than other many prep schools that number of students in a classroom is important in language learning since s/he could attend more and use language actively),

(-I think our students are lucky to have extra study time-slots and always to communicate directly to teachers),

on the other hand two of foundation university and both of public university teachers believed that some developments could be done and opportunities are not enough,

(-I find the program mostly satisfactory but, more speaking practice could be done),

(-teachers could be sent to certified seminars, symposiums),

(-opportunities are limited to learn, also timing and sources are not enough to teach language),

(-our opportunities are not so good, we need a better technological basis).

For the *third* question, “do you find your English Preparatory Program’s process sufficient for the improvement of language skills?” the aim has been to evaluate the program in terms of processing by asking only a clear-cut (yes/no) question, so from foundation university, three of them said “yes” and the other two answered as “no”, so it could be said that foundation university teachers, somehow, find program’s processing sufficient; however, public university teachers have answered fifty-fifty (1 “yes”, 1 “no”) so it is hardly possible to say they find the program’s processing sufficient or not.

For the *fourth* question, “at the end of your English Preparatory Program, which skills (reading, writing, listening and speaking), do you think, are sufficient/ successful in terms of language teaching and learning?”, the product component have tried to be evaluated by teachers. Most of foundation university teachers thought that writing skill is mostly improved,

(- I think we improve students’ writing skills because we offer them activities and exercises to develop..),

(- I think reading and writing skills have been improved more than listening and speaking),

however, public university teachers thought that reading and mostly grammatical skills have been improved,

(- reading and mostly grammar is the most successful skill but speaking is weak because of teaching method).

For the *fifth* question of advices, “*do you have any advices to improve your English Preparatory Program?*”, almost all teachers support improving the materials and methods,

(-more technology usage is needed),

(- more peer-sharing sessions could be done to improve students’ learning effectiveness),

(-slowing down the pacing pf main course might be good to spend more time for listening and speaking),

(-more hours of lectures and auditing is required also, using new methods...)

For the last question, “*do you mind if you share your opinions about English courses and program?*” it is aimed to have a general perception of teachers. The teachers generally believed that the process of language teaching and learning has been going on well but they mention some points to be developed,

(- context and lessons’ timing are enough for students’ levels but materials should be reviewed to be more productive),

(-motivation and effort is sufficient for all staff but students’ profile might hinder to reach required objectives),

(-we might provide a different education with a new point of view).

The answers of the interview questions have been analyzed through a comparative analysis that each teacher’s response have been compared and connected to other in order to categorize the properties and dimensions (Creswell, 2012). However, finding the common themes of the same question helped researcher to identify a mutual understanding and clarification of the mentioned question.

CHAPTER V

RESULTS & DISCUSSION

This chapter presents the results of findings and discussion of what had been found out in previous research studies that reviewed in literature and what results have been come out in recent study. Also, this chapter deals with the discussion of the results drawn from the findings. The Preparatory School of English Program has been detected through four dimensions of CIPP (context, input, process, and product) evaluation model within two different contexts; public and foundation university.

The perceptions of teachers and students have helped to draw a frame of evaluation from both universities; in order to clarify subcomponents questionnaires, including different numbers of items, addressed to CIPP model of evaluation.

5.1.Context Evaluation

In recent study, the answers of research questions of; “is there any significant difference in terms of Context Evaluation (a) between the perceptions of foundation university students and public university students; (b) between the perceptions of foundation university teachers and public university teachers”, have been detected.

Firstly, all students and teachers of both foundation and public university English programs have mostly answered the questions of context evaluation with “agree” or “partly agree” so that opinions of them somehow overlapped although there is a significant difference between their perceptions. The means of both students and teachers of foundation university on context evaluation have been higher than public university students and teachers.

The appropriateness of course books, overall time of the program, harmony of four-skills of language and content of the lectures have been worked through that Aziz, Mahmood & Rehman (2018)’s supported the results of current study since their study’s findings of availability of sources and devoted teachers and aiming of school’s specific, relevant and time bound coincided somehow with current study results. However, Tunç (2010)’s study has different/ opposite results that the context of the program with physical opportunities, social facilities, timing, etc. was suitable for learning and teaching but there are still points to be worked on and improved.

As Stufflebeam (2000) stated that context evaluation has identified to clarify the learning environment of which the program will be conducted. In relation to the aims of

the program, findings reveal that both students and teachers of both universities agreed on the appropriateness and sufficiency of the objectives. They also have positive views on the content of the program.

Students and teachers of both universities agreed that the aims and objectives of English Preparatory program are clear and materials are appropriate and comprehensible for students while some means of items of questions such as program's appropriateness for students' skills and the harmony of strength and timing of the program are slightly close to disagreement.

5.2.Input Evaluation

The current study's one of the components is input that the evaluation of students and teachers on the appropriateness, having positive effect of audial, visual and extra handed materials have been mostly positive. The answers of research questions of; "is there any significant difference in terms of input Evaluation (a) between the perceptions of foundation university students and public university students; (b) between the perceptions of foundation university teachers and public university teachers", have been detected. The findings revealed that the students and teachers of both universities have positive attitude on materials used in the program. By comparing the foundation and public English Preparatory programs, both students and teachers of foundation university had higher and more positive perceptions of having visual and audial materials easing teaching and learning process than public university students and teachers.

Also, qualitative data supported the opinions of foundation university teachers' perceptions because they believed that all technological devices and number of students are feasible for English language education, on the other hand, teachers of public university believed that they have lack of technological improvements and need to have more speaking based materials. The results and interviews of public university results have been supported by Tunç (2010) whose research in another public university preparatory school, revealed that speaking and listening skills were not sufficient.

As for the skills of input evaluation, the study of Vırlan (2014) revealed that speaking skill mostly depended on course books in which speaking activities focused on specific

grammar points and also most of the students accepted the importance of speaking skill as the teachers have agreed on that as well.

The results of current study revealed that the materials have weaknesses that Dinçer (2013) supported this idea with her research that students complained about their course books and insufficiency of English instructions of the books and full dependence on the teachers instructions.

5.3.Process Evaluation

One of the major research question of the current study is to detect evaluation of process of English Preparatory program of both universities so the answers of research questions of; “is there any significant difference in terms of process Evaluation (a) between the perceptions of foundation university students and public university students; (b) between the perceptions of foundation university teachers and public university teachers”, have been detected. The content of process consisted of exercises’, exams’ and timing of dealing with English’s sufficiency, also method of learning and teaching as group or pair work activities.

The perceptions of foundation university students have more positive than public university teachers; additionally, the difference between the teachers is significantly recognizable that the interview questions supported this result because the foundation university teachers mostly approved the process of their way of English teaching.

The process has identified also the style of learning and teaching that some researchers found the opposite results rather than the current study that Dinçer (2013) mentioned the perceptions of students have been negative on the use of material and the way of learning because of over dependence on course books, also Virlan (2014) revealed the perceptions of teachers because the implementation and modification of program could be detected by teachers that materials were not sufficient and different teaching aids should be constructed.

However, in terms of classroom activities and exercises, the study conducted by Özdoruk (2016) which evaluated the English Preparatory program of a public university, revealed different outcomes of the current study that the perceptions of Yıldırım Beyazıt University teachers and student have been agreed upon the materials and classroom exercises, on the contrary, the public university sampling of the current

survey had opposite results that both students and teacher of public university had significantly lower means to find the process of the program sufficient.

Therefore, the results of Orhan (2016) revealed in his study that process evaluation had the highest mean of students' perceptions so they had the positive attitude on the distance English course in a public university. Although the sampling is not fully similar of the current study the model of evaluation is the same, so the current study had again contrary results of the mentioned study that the public university students' perceptions of the current study have been negative in terms of their lower means of process evaluation.

5.4.Product Evaluation

Almost half of the questions of the questionnaire tried to evaluate the product component of the program that Stufflebeam (2001) mentioned the product evaluation as the succeeding of the program and overall outcomes. Therefore, the answers of the students and teachers evaluated the program's meeting its objectives or not with their perceptions. Other than overall difference between students and teachers, the evaluation of product of English Preparatory program of public and foundation universities tried to be detected through the answers of research questions of; "is there any significant difference in terms of process Evaluation (a) between the perceptions of foundation university students and public university students; (b) between the perceptions of foundation university teachers and public university teachers".

When it has come to a great deal of disagreement of both teachers' and students' perceptions on product evaluation, the findings revealed that all participants believed the programs of both universities are not complimentary for students' major departments, on the other hand all students in the questionnaire agreed upon their improvement on English grammar at the end of the program, while all the teachers agreed on that the program encouraged students to learn English.

For the answers of the research question of the difference between the perceptions of different universities' programs, the means of both students and teachers of foundation university had higher than public university. These results supported by the interviews on teachers that foundation university teachers mentioned their extra intensive courses of writing so the students have been triggered to learn and improve their language skills, on the other hand the answers of interview questions of public university

teachers revealed that students' reading and grammar skills have been mostly encouraged because of the teaching method.

It could be stated in terms of product evaluation that both universities' English Preparatory programs have succeeded the objectives of English language skills however, they lack of the support the students' major departments English language requirements. The results of Vırlan (2014) identified similarity of the current study that her sampling group of teachers and student had the same concern of insufficiency on enabling students' departmental /undergraduate courses in English. Also, for the evaluation of both teachers and students, Karataş (2007) revealed in his study that in terms of supporting students' major courses, encouraging them to learn English and work as groups, using their language knowledge, both groups (students and teachers) partly agreed and their perceptions had no significant difference. The results of the current study tried to identify the differences between the perceptions within the context of foundation and public university English language education that the difference between directly teachers and students were not detected because the sampling environments are different.

The answers of the research question on product evaluation stated that foundation university English Preparatory program succeeded the objectives and outcome of the program. This result could be supported by the answers of the interview questions that the opportunities and technological improvements of both university varied and foundation university had more improved and better conditions than public university as the teachers mentioned as well.

As for the summary of results and discussion, it could be stated that for evaluation of both foundation and public universities' English Preparatory programs in terms of CIPP evaluation model, in all subcomponents of the evaluation model (context, input, process and product) of the perceptions of foundation university students and teachers had more positive and higher scores than public university students and teachers. The context of reviewed studies in literature compared the perceptions of students and teachers in the same program that the current study had been conducted comparatively within the context of foundation and governmental institution so to make discussions with previous done researches in terms of the differences between the perceptions of students and teachers would be inadequate to evaluate the institutional dimensions of

the current study which would be one of the pioneers with having different and modified version of sampling environment.

The model of CIPP has been one of the beneficial ways of evaluation that for an educational program, four different sub dimensions could be effective for a decision-making process. Educational and institutional evaluations could require detailed and overall process of assessment so that context, input, process and product (CIPP) model could provide this comprehensive process.

CHAPTER VI

CONCLUSION

Based on the results of the study, it was found out that, two institutionally different universities' students and teachers had different perceptions on their own English Preparatory programs. Although it was not aimed to directly compare students and teachers because the sampling environment is different, the possible results could be identified as similar to previously done researches. Most of the studies reviewed in literature, revealed that the results of one type of institution's English program but in this study, the researcher compared different models / exemplification of English language teaching and learning in terms of the perceptions of students and teachers.

As the results suggested, foundation university as an institution of English Preparatory program could be found sufficient and succeeded to answer English language needs of students and motivation and opportunity adequacy of the teachers. This could be concluded as, no reference needed, the name suggested foundational universities have been minority in Turkey, and their method of teaching and learning differed from public universities as the characteristics of both universities had been clarified in first chapter. Although their way of education had similar sides, the number of public university in Turkey is higher than foundational universities (YÖK, 2019). Therefore, the evaluation and systematization of public universities could be harder and might have possibly more weaknesses than foundation universities.

As for the context evaluation of the study, the difference between the perceptions of students was slightly higher than the difference between the teachers. This could be because of the context's including appropriateness for language skills and mostly students' being receptors / learners as being exposed to materials and overall being evaluated by the program. Of course, there has been difference between teachers of different universities but students of different universities had more uncommon points.

The input evaluation of the CIPP included the least number of questions to be addressed in the questionnaire that the teachers could be seen as basis since students' evaluating the materials has been hardly expected. Therefore, the results suggested that teachers of foundation and public universities had a more significant difference in terms of input evaluation than comparing students. The effectiveness, grabbing attention and easing of visual and audial materials on English language teaching and learning could be

evaluated mostly by the teachers as it was mentioned before foundation university teachers' attitudes on materials were higher than the public university teachers.

The process evaluation component has been one of the foremost part of CIPP that it had the highest difference mean between teachers of foundation and public universities because as the interviewees' answers supported, in terms of the way of handling problems of English, the number of activities, exercises and home works and the method of language teaching, foundation university teachers had significantly more positive attitudes. The perceptions of students had also difference in terms of their institutions within the context of process evaluation.

The most intensive component of the current study has been the product evaluation that whether succeeding or meeting the objectives of the program appraised the overall effectiveness of the program. These results could be interesting because in the current study, all students and teachers in terms of their different institutions within the context of 'context, input and process' they revealed the lowest difference of means of product evaluation. This could be commented on that at the end of the both English Preparatory programs all students and teachers, with statistically a significant difference of course, had a more tendency to share the same perceptions than the context, input and process components of CIPP evaluation model.

The current study revealed that by comparing the English Preparatory programs of a foundation and a public university with the help of students' and teachers' perceptions with CIPP evaluation model, it could be stated that both students and teachers of foundation university had higher and more positive perceptions of each component (context, input, process and product) of the evaluation model than the public university.

6.1.Suggestions Based on this Study

This study represented an evaluation study to compare a foundation and a public university's English Preparatory programs in terms of the perceptions of teachers and students with CIPP evaluation model.

Based on the results of the study and considering the literature reviewed and findings come out, it is reasonable to suggest that the curriculums of the programs could be designed in terms of students' language needs of their departmental courses. Both the students and teachers had shared the same idea of using language skills of already learned in preparatory program could be insufficient for students' further use of

language. It might be suggested that ESP (English for Specific Purposes) courses could be improved if redesigning the English Preparatory program's curriculum is not possible or hardly suitable for physical, educational and institutional features.

Another point is that students' awareness of acquiring skills of English language is crucial since the assessment processes of both program has been bound to a timing and a pacing that as the answers of the interviews supported, all skills could be evaluated and managed timely suitable for each group of levels so students could understand the which skill of English language should be improved.

Also, it has been revealed that teachers had the highest level of discontentment on process evaluation that the method of English language teaching could be revisited by the institution of public university because they stated that the program had a systematic, technological and opportunity problems that enriching materials or suggesting to decision-makers to have more improved features of language teaching. Therefore, the students can benefit from these opportunities to develop their language skills.

Another suggestion is that at the end of the English preparatory programs students' feeling complemented on all skills of English language could be observed before their departmental courses starting as an ongoing or a loop process otherwise although they succeeded the required exams of finishing the program they cannot feel the lack of their weaknesses of language competence.

6.2.Suggestions for Further Research

As for the recommendation for further researches, the study can be supported by means of classroom observations, document analysis and systematic gathering with stakeholders and decision-makers all throughout the process to get their perspectives for a better understanding of the entire program.

The researcher gathered the data from as much students as possible in preparatory school without mentioning their levels of classes so collecting data according to their results of placement tests and knowledge of background information could not have been possible so the researcher did not endower to collect data in terms of students' levels of language, if it is possible, it could be a better and a more vivid study to compare both student perceptions and their levels of language.

In the future studies, the perspectives of the students who already spent one year in their own departments after English preparatory language education to analyze their viewpoints toward preparatory school and the sufficiency, effectiveness of the language skills.

Finally, the present study have sampled only a foundation and a public sampling universities, a nation-wide research could be conducted to understand the overall frame of English language teaching and learning in all type of universities' preparatory schools in Turkey with the help of all students, teachers, stakeholder, decision-makers and document analysis.

REFERENCES

- Alkin, M. C., & California Univ., L. A. C. for the S. of E. (1967). Towards an Evaluation Model-A Systems Approach. Retrieved from:
<http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED014150&lang=tr&site=eds-live&scope=site&authtype=ip,uid>
- Alkin, M. C., & Woolley, D. C. (1969) A Model for Educational Evaluation. Retrieved from:
<http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED036898&lang=tr&site=eds-live&scope=site&authtype=ip,uid>
- Asfaroh, J. A., Rosana, D., & Supahar. (2017). Development of CIPP Model of Evaluation Instrument on the Implementation of Project Assessment in Science Learning. *International Journal of Environmental & Science Education*, 12(9), 1999-2010. Retrieved from: http://www.ijese.net/makale_indir/1962
- Aydın, S. (2012) Preservice teachers' perceptions of the presentation of language skills in a course book", *Journal of Graduate School of Social Sciences of Atatürk University*, 16(3), pp.249-264. Retrieved from:
<https://www.researchgate.net/publication/274734085>
- Aziz, S., Mahmood, M., & Rehman, Z. (2018). Implementation of CIPP Model for Quality Evaluation at School Level: A Case Study. *Journal Of Education & Educational Development*, 5(1), 189-206. Retrieved from:
<https://journals.iobmresearch.com/index.php/JoEED/article/view/1553>
- Brown, H. D. (1994). *Teaching by principles: An interactive approach to language pedagogy*. Englewood Cliffs, N.J: Prentice Hall Regents.
- Brown, J. (1989). Language program evaluation: A synthesis of existing possibilities. In R. Johnson (Ed.), *The Second Language Curriculum* (pp.222-241). Cambridge: Cambridge University Press. doi:10.1017/CBO9781139524520.016
- Cook, D. A. (2010). Twelve tips for evaluating educational programs. *Medical teacher*, 32(4), 296-301. doi: 10.3109/01421590903480121
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson
- Cronbach, L. J. (1982), In praise of uncertainty. *New Directions for Program Evaluation*, 1982: 49-58. doi:10.1002/ev.1310
- Dart, J. (2004). Six Normative Approaches to Evaluation. Retrieved from:
https://www.clearhorizon.com.au/f.ashx/dart-six_normative_approaches.pdf

- Dekeyser, R. (1998). Skill acquisition theory. In B. VanPatten & J. Williams (Eds.), *Theories in second language acquisition: An introduction* (pp. 97-113). New Jersey: Lawrence Erlbaum Associates, Inc.
- Demirbaş, M. N. (2013). Performance differences between ELT freshmen's receptive and productive skills. *The Journal of Language and Linguistic Studies*, 9(1), 107-127. Retrieved from: <http://www.jlls.org/vol9no1/107-127.pdf>
- Demirel, Ö. (2003). *Kuramdan Uygulamaya Program Geliştirme*. Ankara: Pegem Akademi Yayınları.
- Dinçer, B. (2013) 7. Sınıf İngilizce Öğretim Programının Stufflebeam'in Bağlam-Girdi-Süreç-Ürün (Cipp) Modeline Göre Değerlendirilmesi. (Master's thesis). Retrieved from YÖK Thesis Database (Thesis no: 350692).
- Divayana, D., Sanjaya, D., Marhaeni, A., & Sudirtha, I. (2017). CIPP evaluation model based on mobile phone in evaluating the use of blended learning platforms at vocational schools in Bali. *Journal Of Theoretical And Applied Information Technology*, 95(9), 1983-1995. Retrieved from: https://www.researchgate.net/publication/317749454_CIPP_evaluation_model_based_on_mobile_phone_in_evaluating_the_use_of_blended_learning_platforms_at_vocational_schools_in_bali
- Eisner, E. W. (1976). Educational connoisseurship and criticism: Their form and functions in educational evaluation. *Journal of Aesthetic Education*, 10(3/4), 135-150. doi: 10.2307/3332067
- Ellis, R. (2006). Comments on R. Ellis's "Current Issues in the Teaching of Grammar: An SLA Perspective": The Author Replies. *TESOL Quarterly*, 40(4), 839-840. doi: 10.2307/40264315
- Erden, M. (1995). *Eğitimde Program Değerlendirme*. Ankara: Pegem Yayıncılık.
- Ertürk, S. (1998). *Eğitimde program geliştirme*. Ankara: Meteksan.
- Fleischman, H. L., & Williams, L. (1996). An introduction to program evaluation for Classroom teachers. Retrieved from: <https://www.ccc.edu/colleges/dailey/departments/Documents/Introduction%20to%20Program%20Evaluation%20-%20Fleischman.pdf>
- Flinders, J. D. & Eisner, E. W. (2002). Educational Criticism as a Form Of Qualitative

- Inquiry. D. L. Stufflebeam, G. F. Madaus ve T. Kelleghan (eds.), *Evaluation Models* (p. 195-207) 2nd Edition in Boston: Kluwer Academic Publishers.
- Frye, A. W., & Hemmer, P. A. (2012). Program evaluation models and related theories: AMEE guide no. 67. *Medical teacher*, 34(5), pp.288-299. doi: 10.3109/0142159X.2012.668637
- Gerede, D. (2005). *A curriculum evaluation through needs analysis: perceptions of intensive English program graduates at Anadolu University* (Master's thesis). Retrieved from YÖK Thesis Database (Thesis no: 187995).
- Glatthorn, A. A., Boschee, F., & Whitehead, B. M.,(2012) *Curriculum Leadership: Strategies for Development and Implementation*, (3rd Edition). SAGE Publications, (CA), USA.
- Goldie, J. (2006). AMEE Education Guide no. 29: Evaluating educational programmes. *Medical Teacher*, 28(3), 210-224. doi: 10.1080/01421590500271282
- Gredler, M. E. (1996). *Program evaluation*. Englewood Cliffs, NJ: Prentice-Hall.
- Guba, E. G. & Lincoln, Y. S. (1989) *Fourth Generation Evaluation*. Newbury Park: Sage Publications Inc.
- Guyadeen, D., & Seasons, M. (2018). Evaluation Theory and Practice: Comparing Program Evaluation and Evaluation in Planning. *Journal of Planning Education and Research*, 38(1), 98–110. doi:10.1177/0739456X16675930
- Hammond, R. L. (1967). Evaluation at the Local Level. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED016547&lang=tr&site=eds-live&scope=site&authtype=ip,uid>
- Hammond, R. L. (1972). *Evaluation at the local level*. (Mimeograph).Tucson, AZ: EPIC Evaluation Center.
- Hogan, R. L. (2007). The historical development of program evaluation: Exploring past and present. *Online Journal for Workforce Education and Development*, 2(4), 5. Retrieved from: <https://pdfs.semanticscholar.org/ee2f/dbbe116a30ab7a79b19e1033a7cab434feec.pdf>
- House, E. R. (1990). Trends in Evaluation. *Educational Researcher*, 19(3), 24-28. doi: 10.3102/0013189X019003024
- House E.R., Howe K.R. (2003) Deliberative Democratic Evaluation. In: Kellaghan T., Stufflebeam D.L. (eds) *International Handbook of Educational Evaluation*. Kluwer International Handbooks of Education, vol 9. Springer, Dordrecht.

- Howatt, A. P. R., & Widdowson, H. G. (2004). *A history of English language teaching*. Oxford: Oxford University Press.
- Jick, T.D. (1979) Mixing Qualitative and Quantitative Methods: Triangulation in Action. *Administrative Science Quarterly*, 24, 602-611. doi: 10.2307/2392366
- Johns, A. M. (1981) Necessary English: A Faculty Survey. *TESOL Quarterly*, 15 (1), pp. 51-57. doi: 10.2307/3586373
- Johnson, K. E., & Freeman, D. (2001). Teacher learning in second language teacher education: a socially-situated perspective. *Revista Brasileira de Linguística Aplicada*, 1(1), 53-69. Retrieved from: <http://www.scielo.br/pdf/rbla/v1n1/04.pdf>
- Karahan, F . (2007). Language attitudes of Turkish students towards the English language and its use in Turkish context. *Cankaya University Journal of Arts and Sciences*, 1 (7), 73-87. Retrieved from: <http://dergipark.gov.tr/cankujas/issue/4013/52994>
- Karataş, H. (2007). *Yıldız Teknik Üniversitesi Modern Diller Bölümü İngilizce Dersi Öğretim Programının Öğretmen ve Öğrenci Görüşlerine Göre Bağlam, Girdi, Süreç ve Ürün (Cipp) Modeli İle Değerlendirilmesi*. (Master's thesis). Retrieved from YÖK Thesis Database (Thesis no: 205619).
- Karataş, H., & Fer, S. (2009). Evaluation of English curriculum at Yıldız Technical University using CIPP model. *Eğitim Ve Bilim*, 34(153), 47. Retrieved from: <https://pdfs.semanticscholar.org/4be0/e5e277a0712c459eae359d15a103792894.pdf>
- Kelleghan, T., Stufflebeam, D. L. & Wingate, L.A. (2003) *International Handbook of Educational Evaluation: Part One: Perspectives*. The Netherlands: Kluwer Academic Publishers.
- Kırkgöz, Y. (2006) 'Teaching EFL at the Primary Level in Turkey', in M.L. McCloskey, J. Orr and M. Dolitsky (eds.), *Teaching English as a Foreign Language in Primary School* (Alexandria, VA: TESOL): 85-99.
- Kirkpatrick, D. & Kirkpatrick, J. (2006) *Evaluating Training Programs: The Four Levels*. (3rd ed) San Francisco: Berrett-Koehler Publishers.
- Kocabatmaz, H. (2011). *Teknoloji ve tasarım öğretim programının değerlendirilmesi*. (Doctoral thesis). Retrieved from YÖK Thesis Database (Thesis no: 320121).
- Kocaman, O., & Balcıoğlu, L. (2013). Student Perceptions on the Development of

Speaking Skills: A Course Evaluation in the Preparatory Class. *Procedia Social And Behavioral Sciences*, 106(1), 2470. doi: 10.1016/j.sbspro.2013.12.284

Kuo, L. H., Wei, H. M., Chih, L. M., Wang, M. C., Ho, M. K., & Yang, H. J. (2012). A Model of Evaluating Integrating Emerging Technology into Formal curriculum. *International Journal of Education and Information Technologies*, 6(3), 250-445. Retrieved from: <https://pdfs.semanticscholar.org/d2ab/d43318a556b70e1519403e581cca65ea2efc.pdf>

Kumaravadivelu, B. (2006). Understanding language teaching: from method to post-method. Mahwah, N.J.: Lawrence Erlbaum Associates, 2006. Retrieved from: <http://search.ebscohost.com/login.aspx?direct=true&db=cat03294a&AN=sak.EBC261419&lang=tr&site=eds-live&scope=site&authtype=ip,uid>

La Forge, P. G. (1971) Community Language Learning: a pilot study. *Language Learning*, 21 (1), 45-61. doi:10.1111/j.1467-1770.1971.tb00489.x

Lawyer, T. O. O. (2015). Lecturers' Perceptions of the Implementation of the Revised English Language Nigeria Certificate in Education Curriculum. *Journal Of Education And Practice*, 6(12), 181-193. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1080695.pdf>

Levine, M. (1974). Scientific method and the adversary model: Some preliminary thoughts. *American Psychologist*, 29(9), 661–677. doi:10.1037/h0037627

Lincoln, Y. S., & Guba, E. G. (1985) *Naturalistic Inquiry*. 1st edition, California: Sage Publications.

Lincoln, Y. S., & Guba, E. G. (1988). Criteria for Assessing Naturalistic Inquiries as Reports. Annual Meeting of the American Educational Research Association. Retrieved from: <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED297007&lang=tr&site=eds-live&scope=site&authtype=ip,uid>

Lincoln, Y. S., & Guba, E. G. (1989) Ethics: The Failure of Positivist Science. *Review of Higher Education*, Spring 12 (3), 221-240. Retrieved from: <https://files.eric.ed.gov/fulltext/ED282918.pdf>

Lotherington, H. (2004). What Four Skills? Redefining Language and Literacy Standards for ELT in the Digital Era. *TESL Canada Journal*, 22(1), 64–78. doi:10.18806/tesl.v22i1.166

- Lynch, B. K. (1996). *Language program evaluation: Theory and practice*. Cambridge University Press.
- Madaus, G.F, Scriven, M. & Stufflebam, D.L. (1983) *Viewpoints on Educational and Human Services Evaluation*, D.L Kluwer-Nijhoff Publishing: Boston.
- Madison, A.-M. (1996). The status of management oriented evaluation in public administration and management graduate programs. *Evaluation Practice*, 17(3), 251–259. doi:10.1016/s0886-1633(96)90005-7
- MacDonald, B. (1974). Evaluation and the control of education. Retrieved from: <https://core.ac.uk/download/pdf/2775792.pdf>
- McLaughlin, M. W. (1974). *Evaluation and reform: The Elementary and Secondary Education Act of 1965, Title I*. Santa Monica: The Rand Corporation.
- McNeil, J.D. (2006). *Contemporary Curriculum: In Thought and Action*. New Jersey: John Wiley & Sons, Inc
- Michael, W. B., & Metfessel, N. S. (1967). A paradigm for developing valid measurable objectives in the evaluation of educational programs in colleges and universities. *Educational and Psychological Measurement*, 27(2), 373-383. doi:10.1177/001316446702700215
- Morrow, K. (Ed.). (2004). *Insights from the common European framework*. Oxford University Press.
- Nevo, D. (1983). The conceptualization of educational evaluation: An analytical review of the literature. *Review of educational research*, 53(1), 117-128. doi: 10.2307/1170329
- Oliva, P. F. (2009). *Developing the Curriculum* (7th ed.). Boston, MA: Allyn & Bacon, Inc.
- Orhan, A. (2016) *Uzaktan eğitimle yürütülen yabancı dil dersi öğretim programının bağlam, girdi, süreç ve ürün (CIPP) modeli ile değerlendirilmesi* (Master's thesis). Retrieved from YÖK Thesis Database (Thesis no: 441157).
- Ornstein, A. C. and Hunkins F. P. (2004). *Curriculum: Foundations, Principles, and Issues*. (4th ed.) Boston: Pearson.
- Owens, T. R., & Hiscox, M. D. (1977, April). Alternative Models for Adversary Evaluation: Variations on a Theme. *Paper presented at the Annual Meeting of the American Educational Research Association*, New York.
- Owen, J. M. & Rogers, P. J. (1999). *Program evaluation : forms and*

- approaches*. St Leonards, N.S.W : Allen & Unwin
- Owens, T. R. & Wolf R. L. (2002) An Adversary Approach to Evaluation. In D. L. Stufflebeam & A. J. Shinkfield (eds.) *Systematic Evaluation A Self-Instructional Guide to Theory and Practice*. (pp.265-283) 3rd Edition. The Netherlands, Dordrecht:Kluwer-Nijhoff Publishing.
- Özдорuk, P. (2016) *Evaluation of the English Language Preparatory School Curriculum at Yıldırım Beyazıt University* (Master's thesis). Retrieved from YÖK Thesis Database (Thesis no: 439081).
- Özdemir S.M. (2009) Eğitimde Program Değerlendirme ve Türkiye’de Eğitim Programlarını Değerlendirme Çalışmalarının İncelenmesi. *Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, 6(2), 126-149. Retrieved from: <https://dergipark.org.tr/download/article-file/146317>
- Özkanal, Ü. (2009). *The Evaluation of English preparatory program of Eskişehir Osmangazi University Foreign Languages Department and a model proposal*. (Doctoral thesis). Retrieved from YÖK Thesis Database (Thesis no: 228454).
- Paker, T. (2012). “Tartışma: Türkiye’de Neden Yabancı Dil (İngilizce) Öğretmiyoruz Ve Neden Öğrencilerimiz İletişim Kurabilecek Düzeyde İngilizce Öğrenemiyor?”. *Pamukkale Üniversitesi, Eğitim Fakültesi Dergisi*, 89-94. doi: 10.9779/PUJE563
- Patton (2002) Utilization-Focused Evaluation. D. L. Stufflebeam, G. F. Madaus ve T. Kelleghan (eds.), *Evaluation Models* (ss. 425-438) 2nd Edition in Boston: Kluwer Academic Publishers.
- Patton, M. Q. (2015) The Sociological Roots of Utilization- Focused Evaluation. *Springer Am Soc* 46, 457-462. doi:10.1007/s12108-015-9275-8
- Phattharayuttawat, S., Chantra, J., Chaiyasit, W., Bannagulrote, K., Imaroonrak, S., Sumalrot, T., & Auampradit, N. (2009). An evaluation of the curriculum of a graduate programme in Clinical Psychology. *South-East Asian J Med Educa*, 3 (1), 14-9. Retrieved from: http://seajme.md.chula.ac.th/articleVol3No1/OR2_Sucheera%20Phattharayuttawat.pdf
- Prabhu, N. S. (1990), There Is No Best Method—Why?. *TESOL Quarterly*, 24, 161-176. doi:10.2307/3586897
- Provus, M. M., & Pittsburgh Public Schools, P. (1969). The Discrepancy Evaluation

- Model: An Approach to Local Program Improvement and Development. Retrieved from:<http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED030957&lang=tt&site=eds-live&scope=site&authtype=ip,uid>
- Popham, W. J. (1969). 3: Curriculum Materials. *Review of Educational Research*, 39(3), 319–338. doi:10.3102/00346543039003319
- Popham, W. J. (1993). *Educational evaluation*. Boston: Allyn and Bacon.
- Posner, G. J. (1995). *Analyzing The Curriculum*. New York: McGraw Hill Inc.
- Powers, D. E. (2010). The case for a comprehensive, four-skills assessment of English language proficiency. *R & D Connections*, 14, 1-12. Retrieved from: https://www.ets.org/Media/Research/pdf/RD_Connections14.pdf
- Ranta, L., & Lyster, R. (2007). A cognitive approach to improving immersion students' oral language abilities: The Awareness-Practice-Feedback sequence. In R. DeKeyser (Author), *Practice in a Second Language: Perspectives from Applied Linguistics and Cognitive Psychology* (pp. 141-160). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511667275.009
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- Richards, J. C. (2006). *Communicative Language Teaching Today*. New York: Cambridge University Press.
- Rea-Dickins, P. (1994). Evaluation and English language teaching. *Language Teaching*, 27(2), 71-91. doi:10.1017/S0261444800007679
- Rossi, P.H., Freeman, H.E., & Lipsey M.W. (2004) *Evaluation: A systematic Approach* (6th ed.). Thousand Oaks, California: SAGE Publications.
- Tokmak, S., Baturay, H. & Fadde, P. (2013). Applying the Context, Input, Process, Product Evaluation Model for Evaluation, Research, and Redesign of an Online Master's Program. *International Review of Research in Open and Distance Learning*. 14. 273-293. doi: 10.19173/irrodl.v14i3.1485.
- Saylor, J. G., Alexander, W. M., and Lewis, A. J. (1981). *Curriculum Planning for Better Teaching and Learning*. New York: Holt, Rinehart and Winston.
- Scriven, M. (1967). The Methodology of Evaluation. In R. Tyler, R. Gagné & M. Scriven (ed.), *Perspectives of Curriculum Evaluation, AERA Monograph Series on Curriculum Evaluation*, 1, (pp. 39--83) . Rand McNally.

- Scriven, M. (1971). General Strategies in Evaluation. *Curriculum Theory Network*, 8(9), 182-192. doi:10.2307/1179202
- Scriven, M. (1991) Prose and Cons about Goal-Free Evaluation. *American Journal of Evaluation Practice*, 12 (1), 55-76. doi: 10.1177/109821409101200108
- Sincero, S. M. (2012). Types of Survey. Retrieved from <https://explorable.com/types-of-survey>
- Stake, R. E. (1967). The countenance of educational evaluation. *Teachers College Record*, 68, 523–540.
- Stake, R. E. (1975). *Evaluating the arts in education: A responsive approach*. Columbus, OH: Merrill
- Stufflebeam, D. S. (1967). Use and abuse of evaluation in title III: CIPP evaluation model. *Theory Into Practice*, 6(3), 126-133. doi: 10.1080/00405846709542071
- Stake, R. E. (2002). Program Evaluation, Particularly Responsive Evaluation. D. L. Stufflebeam, G. F. Madaus ve T. Kelleghan (eds.), *Evaluation Models* (pp. 343-362) 2nd Edition in Boston: Kluwer Academic Publishers.
- Steinmetz, A. (1983). The discrepancy evaluation model. In G. F. Madaus, M. S. Scriven, & D. L. Stufflebeam (Eds.), *Evaluation models* (pp. 79–100). Boston: Kluwer-Nijhoff.
- Stufflebeam, D. S. (1967). Use and abuse of evaluation in title III: CIPP evaluation model. *Theory Into Practice*, 6(3), 126-133. doi: 10.1080/00405846709542071
- Stufflebeam, D. L. (1971). The relevance of the CIPP evaluation model for educational accountability. *Journal of Research and Development in Education*, 5(1), 19–25. Retrieved from: <https://files.eric.ed.gov/fulltext/ED062385.pdf>
- Stufflebeam, D. L., & Shinkfield, A. J. (1985). *Systematic evaluation*. Boston: Kluwer Nijhoff.
- Stufflebeam, D. (2001). Evaluation Models. *New Directions for Evaluation* , 7-98. doi:10.1002/ev.3
- Stufflebeam, D.L. Madaus, G. F., Kellaghan, T. (2002). *Evaluation Models: Viewpoints on Educational and Human Services Evaluation. 2nd Edition*. Boston:Kluwer Academic Publishers.
- Stufflebeam, D. L. & Shinkfield A. J. (2007) *Evaluation Theory, Models and Applications*. San Francisco: Jossey & Bass A Wiley Imprint.
- Talmage, H. (1982). Evaluation of programs. In H.E. Mitzel (Ed.), *Encyclopedia of*

- educational research* (5th ed.) pp. 592-611. New York: The Free Press.
- Toker, O. (1999). *The attitudes of teaching staff and students towards the preparatory curriculum of the Department of Foreign Languages in the University of Gaziantep*. (Master's thesis). Retrieved from YÖK Thesis Database (Thesis no: 87489).
- Tuckman, B. W. (1979) *Evaluating Instructional Programs*. Boston: Allyn & Bacon.
- Tunç, F. (2010). *Evaluation of an English language teaching program at a public university using CIPP model* (Master's thesis). Retrieved from YÖK Thesis Database (Thesis no: 262609).
- Ur, P. (2013). Language-teaching method revisited. *ELT journal*, 67(4), 468-474. doi:10.1093/elt/cct041
- Virvan, A. Y. (2014). *A case study: Evaluation of an English Speaking Skills Course in a Public University Preparatory School Program via CIPP Model*, (Master's thesis). Retrieved from YÖK Thesis Database (Thesis no: 370582).
- Waters, A. (2012). Trends and Issues in ELT Methods and Methodology. *ELT Journal*, 66(4), 440-449. doi.org/10.1093/elt/ccs038
- Wholey, J. S. (2001). Managing for Results: Roles for Evaluators in a New Management Era. *American Journal of Evaluation*, 22(3), 343-347. doi:10.1177/109821400102200309
- Wolf, R. L. (1979). The Use of Judicial Evaluation Methods in the Formulation of Educational Policy. *Educational Evaluation and Policy Analysis*, 1(3), 19-28. doi:10.3102/01623737001003019
- Worthen, B. R., & Sanders, J. R. (1987) *Educational Evaluation: Alternative Approaches and Practical Guidelines*. New York: Longman.
- Worthen, B. R., & Sanders, J. R. (1991). The changing face of educational evaluation. *Theory Into Practice*, 30, 3-12. doi:10.1080/00405849109543470
- Worthen, B, Sanders, J. and Fitzpatrick, J. (1997) *Program Evaluation: Alternative Approaches and Practical Guidelines*, 2nd. edition New York: Longman
- YÖK (Yükseköğretim Kurumu İstatistik) (2019) Türlerine Göre Mevcut Üniversite Sayısı. Retrieved from <https://istatistik.yok.gov.tr/>.
- Zhang, G., Zeller, N., Griffith, R., Metcalf, D., Williams, J., Shea, C., & Misulis, K.

(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*, 15(4), 57-84. Retrieved from:
<https://pdfs.semanticscholar.org/533a/611aed85779d0fde8c4c93ac0aba20d25a88.pdf>

APPENDICES

Appendix 1. A Comparative Analysis of Alternative Evaluation Approaches

1. Some Proponents	Objectives-Oriented	Management-Oriented	Consumer-Oriented	Expertise-Oriented	Adversary-Oriented	Participant-Oriented
	Tyler Provus	Stufflebeam Alkin	Scriven Pomoski	Eisner Accreditation Groups	Wolf Owens	Stake Patton
	Metfessel and Michael Hammond Popham Taba	Provus			Levine Kourilsky	Guba and Lincoln Rippey MacDonald Parlett and Hamilton Cousins and Earl
	<i>Bloom</i> Talmage					
2. Purpose of Evaluation	Determining the extent to which objectives are achieved.	Providing useful information to aid in making decisions	Providing information about products to aid decisions about purchases or adoptions	Providing Professional judgements of quality	Providing a balanced examination of all sides of controversial issues; highlighting both strengths and weaknesses	Understanding and portraying the complexities of a programmatic activity, responding to an audience's requirements for information

3. Distinguishing characteristics	Specifying objectives using objectives to gather data; looking for discrepancies between objectives	Serving rational decision making; evaluating at all stages of program development and performance	Using criterion checklists to analyze product testing; informing consumers	Basing judgements on individual knowledge and experience; use of consensus standards	Use of public hearings, opposing points of view; decision based on arguments heard during proceedings	Reflecting multiple realities; use of inductive reasoning and discovery
4. Past uses	Program development monitoring participant outcomes; needs assessment	Program development; institutional management systems; program planning; accountability	Consumer reports; product development; selection of products for dissemination	Self-study; blue-ribbon panels accreditation; examination by committee; criticism	Examination of controversial programs or issues; policy hearings	Examination of innovations or change about which little is known; ethnographies of operating programs
5. Contributions to the conceptualization of an evaluation	Pre-post measurement of performance clarification of goals; use of objectives tests and measurements that are technically sound	Identify and evaluate needs and objectives; consider alternative program designs and evaluate them; watch the implementation of a program; look for bugs and explain outcomes	Lists of criteria for evaluating educational products and activities; archival references for completed reviews; formative-summative roles of evaluation; bias control	Legitimation of subjective criticism; self-study with outside verification; standards	Use of forensic and judicial forms of public hearing; cross-examination of evidence; thorough presentation of multiple perspectives	Emergent evaluation designs; use of inductive reasoning
6. Criteria for judging evaluations	Measurability of objectives; measurement Reliability and validity	Utility; feasibility; propriety; technical soundness	Freedom from bias technical soundness; defensible criteria used to draw	Use of recognized standards; qualifications of experts	Balance; fairness; publicness; opportunity for cross-examination	Credibility; fit; auditability; conformability

			conclusions and make recommendations			
7. Benefits	Ease of use; simplicity; focus on outcomes; high acceptability; forces objectives to be set	Comprehensiveness; sensitivity to information needs of those in a leadership position systematic approach to evaluations	Emphasis on consumer information needs; influence on product developers; concern with cost-effectiveness and utility	Broad coverage efficiency (ease of implementation, timing)	Broad coverage close examination of claims; aimed toward closure or resolution; illumination of different sides of issues	Judgement, context pluralistic inductive
8. Limitations	Oversimplification of evaluation and programs; outcomes-only orientation reductionistic linear	Emphasis on organizational efficiency and production model; assumption of orderliness and predictability in decision making	Cost and lack of sponsorship may suppress creativity or innovation not open to debate	Replicability; vulnerability to personal bias; scarcity of supporting documentation to support conclusions; open to conflict of interest	Fallible arbiters or judges; high potential costs and consumption of time; reliance on investigatory and communication skills of presenters	Nondirective high labor intensity and cost

From: Educational Evaluation: Alternative Approaches and Practical Guidelines by Blaine R. Worthern and James R. Sanders. 1987 p. 179

Appendix 2. Four Types of Evaluation (CIPP) Evaluation Model

	Context Evaluation	Input Evaluation	Process Evaluation	Product Evaluation
Objective	To define the institutional context, to identify the target population and assess their needs, to identify opportunities for addressing the needs, to diagnose problems underlying the needs and to judge whether the proposed objectives are sufficiently responsive to the assessed needs.	To identify and assess system capabilities, alternative program strategies, procedural design for implementing the strategies, budgets and schedules.	To identify or predict in process defects in the procedural design or its implementation, to provide information for the preprogrammed decisions and to record and judge procedural events and activities.	To collect descriptions judgments of outcomes and to relate them to objectives and to context, input and process information and to interpret their worth and merit.
Method	By using such methods as system analysis, survey, document review, hearings, interviews, diagnostic tests and the Delphi techniques.	By inventorying and analyzing available human and material resources, solution strategies and procedural designs for relevance, feasibility, and economy.	By monitoring the activity's potential procedural barriers and remaining alert to unanticipated ones, by obtaining specified information for programmed decision.	By defining operationally and measuring outcome criteria, by collecting judgments of outcomes from stakeholders and by performing both qualitative and quantitative analyses.
Relation to decision making in the change process	For deciding upon the <i>setting</i> to be served, the <i>goals</i> associated with meeting needs or using opportunities, and the <i>objectives</i> associated with solving problems, i.e., for <i>planning</i> needed changes. And to provide a basis for judging outcomes.	For selecting <i>sources of support</i> , solution <i>strategies</i> , and procedural <i>designs</i> , i.e., for <i>structuring</i> change activities. And to provide a basis for judging implementation.	For <i>implementing and refining the program design and procedure</i> , i.e., for effecting <i>process control</i> . And to provide a log of the actual process for later use in interpreting outcomes.	For deciding to <i>continue, terminate, modify, or refocus</i> a change activity. And to present a clear record of effects (intended and unintended, positive and negative).

*From: Systematic Evaluation A Self-Instructional Guide to Theory and Practice by Daniel L. Stufflebeam and Anthony J. Shinkfield. 1988 p. 170-171.

Appendix 3. Student Preparatory School Evaluation Questionnaires

VAKIF ÜNİVERSİTESİ İNGİLİZCE HAZIRLIK PROGRAMI ÖĞRENCİ DEĞERLENDİRME ANKETİ

Değerli Öğrenciler,

1. Bu anketle, _____ Vakıf Üniversitesi İngilizce hazırlık programının bağlam, girdi, süreç ve ürün boyutları bakımından değerlendirilmesi amaçlanmaktadır.
2. Ankete vereceğiniz cevaplar, sadece bilimsel amaçlar ile kullanılacak olup üçüncü şahıslar ile paylaşılmayacaktır. Anketten sağlıklı sonuçlar elde edilmesi için size en uygun olanı işaretleyiniz.
3. Anket kişisel bilgiler ve programla ilgili görüşler olmak üzere iki bölümden oluşmaktadır.
4. Anketin birinci bölümündeki sorularda ilgili seçeneklerden durumunuza uygun olanı (X) işareti ile belirtiniz. Anketin ikinci bölümünde, sol tarafta programla ilgili bazı ifadeler, sağ tarafta ise beş adet seçenek bulunmaktadır. İngilizce öğretim programına ilişkin gözlem ve tecrübelerinizi “Tamamen Katılıyorum” dan “Kesinlikle Katılmıyorum” a uzanan beşli değerlendirme ölçeği üzerinde, size en uygun olanı (X) şeklinde işaretleyerek değerlendiriniz.
5. Lütfen çalışmaya katıldığınıza dair kutucuğu işaretleyiniz.

Çalışmaya katılmayı kabul ediyorum. ()

Katkılarınız için teşekkür eder, başarılar dilerim.

Araştırmacı: Melek Pamukoğlu

İngilizce Öğretmeni

melekpamukoglu@gmail.com

BÖLÜM I

Kişisel Bilgiler

A- Cinsiyet

1. () Kız
2. () Erkek

B- Yaş

1. () 18-21
2. () 22-25
3. () 26 ve üstü

C- Bölüm

1. Fen-Edebiyat Fakültesi

- () Türk Dili ve Edebiyatı
- () Tarih
- () Psikoloji
- () Bilim Tarihi

2. Güzel Sanatlar Fakültesi

- () Geleneksel Türk Sanatları
- () Grafik Tasarımı

3. () Hukuk Fakültesi

4. İslami İlimler Fakültesi

- () Temel İslami İlimler

5. Mimarlık ve Tasarım Fakültesi

- () Mimarlık
- () İç Mimarlık

6. Mühendislik Fakültesi

- () Bilgisayar Mühendisliği
- () İnşaat Mühendisliği
- () Biyomedikal Mühendisliği
- () Elektrik-Elektronik Mühendisliği

7. Eğitim Fakültesi

- () Okul Öncesi Öğretmenliği Programı
- () Rehberlik ve Psikolojik Danışmanlık Programı
- () Türkçe Öğretmenliği Programı

Madde No	Bağlam Değerlendirme	Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Tamamen Katılıyorum
1	Program dil becerilerimin gelişimi için uygundur.					
2	Programda okuma, yazma, dinleme ve konuşma gibi dil becerileri iyi dengelenmiştir.					
3	Programın hedefleri İngilizce ile ilgili ihtiyaçlarımı karşılamaktadır.					
4	Programın hedefleri İngilizce ön bilgime uygundur.					
5	Programdaki konuların güçlük dereceleri ile süreleri uyumludur.					
6	Programın toplam süresi yeterlidir.					
7	Programda kullanılan ders kitapları seviyeme uygundur.					
8	Ders kitapları ilgimi çekecek niteliktedir.					
9	Ders kitaplarının içeriği programın hedefleri ile tutarlıdır.					
10	Ders kitaplarında yer alan içerik anlaşılırdır.					
Madde No	Girdi Değerlendirme	Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Tamamen Katılıyorum
11	Programda kullanılan görsel ve işitsel materyaller öğrenmemi kolaylaştırmaktadır.					
12	Programda kullanılan görsel ve işitsel materyaller ilgimi çekecek niteliktedir.					
13	Programda kullanılan görsel ve işitsel materyallerin dil becerilerim üzerinde olumlu etkisi vardır.					
14	Programda dağıtılan ek materyaller öğrenmemi kolaylaştırmaktadır.					
15	Programda dağıtılan ek materyaller ilgimi çekecek niteliktedir.					
16	Programda dağıtılan ek materyaller dil becerilerim üzerinde olumlu etkisi vardır.					
Madde No	Süreç Değerlendirme	Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Tamamen Katılıyorum
17	Programda öğrenilen her yeni konu ile ilgili yeterli alıştırma yapılır.					
18	Program süresince gerektiğinde konu tekrarları yapılır.					
19	Programda işlediğimiz konularla ilgili pekiştirici nitelikte ödevler verilir.					
20	Program aktif olarak derse katılmamı sağlar.					
21	Program süresince uygulanan sınav sayısı yeterlidir.					
22	Programdaki ikili ya da grup çalışmaları yapılabileceğimiz etkinlikler mevcuttur.					

23	Programda bütün dil becerilerimi kullanabileceğim etkinlikler mevcuttur.					
24	Programda İngilizce ile ilgili problemlerimin çözümüne yeterli zaman harcanır.					
Madde No	Çıktı Değerlendirme	Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Tamamen Katılıyorum
25	Program bireysel ihtiyaçlarıma cevap vermiştir.					
26	Program bireysel ilgilerime cevap vermiştir.					
27	Program bireysel özelliklerime cevap vermiştir.					
28	Program İngilizce ile ilgili mevcut ihtiyaçlarıma cevap vermiştir.					
29	Program İngilizce ile ilgili gelecekteki ihtiyaçlarıma temel oluşturmuştur.					
30	Program bölümümle ilgili çalışmalarda bana katkı sağlamıştır.					
31	Program beni İngilizce öğrenmeye teşvik etmiştir.					
32	Programda verilen proje ödevleri dil becerilerimi olumlu yönde etkilemiştir.					
33	Program İngilizce kelime bilgimi arttırmıştır.					
34	Program bana İngilizce çalışma alışkanlığı kazandırmıştır.					
35	Program bana grupla çalışma alışkanlığı kazandırmıştır.					
36	Program bana öğrendiklerimi kullanma fırsatı vermiştir.					
37	Programın sonunda İngilizce okuma becerisine yönelik gösterdiğim gelişim tatmin edicidir.					
38	Programın sonunda İngilizce yazma becerisine yönelik gösterdiğim gelişim tatmin edicidir.					
39	Programın sonunda İngilizce dinleme becerisine yönelik gösterdiğim gelişim tatmin edicidir.					
40	Programın sonunda İngilizce konuşma becerisine yönelik gösterdiğim gelişim tatmin edicidir.					
41	Programın sonunda İngilizce dilbilgisine yönelik gösterdiğim gelişim tatmin edicidir.					
42	Programın sonunda dil konusunda kazandığım bilgiler tatmin edicidir.					
43	Programın sonunda dil konusunda kazandığım beceriler tatmin edicidir.					
44	Program bölüm derslerimi tamamlayıcı niteliktedir.					
45	Program bölümüm için ihtiyaç duyduğum yeterli İngilizce bilgisini kazandırmıştır.					
46	Program çeşitli iş alanları için gerekli İngilizce bilgisini kazandırmıştır.					

**DEVLET ÜNİVERSİTESİ İNGİLİZCE HAZIRLIK PROGRAMI ÖĞRENCİ
DEĞERLENDİRME ANKETİ**

Değerli Öğrenciler,

1. Bu anketle, _____ Üniversitesi İngilizce hazırlık programının bağlam, girdi, süreç ve ürün boyutları bakımından değerlendirilmesi amaçlanmaktadır.
2. Ankete vereceğiniz cevaplar, sadece bilimsel amaçlar ile kullanılacak olup üçüncü şahıslar ile paylaşılmayacaktır. Anketten sağlıklı sonuçlar elde edilmesi için size en uygun olanı işaretleyiniz.
3. Anket kişisel bilgiler ve programla ilgili görüşler olmak üzere iki bölümden oluşmaktadır.
4. Anketin birinci bölümündeki sorularda ilgili seçeneklerden durumunuza uygun olanı (X) işareti ile belirtiniz. Anketin ikinci bölümünde, sol tarafta programla ilgili bazı ifadeler, sağ tarafta ise beş adet seçenek bulunmaktadır. İngilizce öğretim programına ilişkin gözlem ve tecrübelerinizi “Tamamen Katılıyorum” dan “Kesinlikle Katılmıyorum” a uzanan beşli değerlendirme ölçeği üzerinde, size en uygun olanı (X) şeklinde işaretleyerek değerlendiriniz.
5. Lütfen çalışmaya katıldığınıza dair kutucuğu işaretleyiniz.

Çalışmaya katılmayı kabul ediyorum. ()

Katkılarınız için teşekkür eder, başarılar dilerim.

Araştırmacı: Melek Pamukoğlu

İngilizce Öğretmeni

melekpamukoglu@gmail.com

BÖLÜM I

Kişisel Bilgiler

A- Cinsiyet

1. () Kız
2. () Erkek

B- Yaş

1. () 18-21
2. () 22-25
3. () 26 ve üstü

C- Bölüm

1. İktisadi ve İdari Bilimler Fakültesi

- () Çalışma Ekonomisi ve Endüstri İliş.
- () İktisat
- () İşletme
- () Siyaset Bilimi ve Kamu Yönetimi
- () Uluslararası İlişkiler

2. Fen - Edebiyat Fakültesi

- () Kimya
- () Matematik
- () Arkeoloji
- () Biyoloji

3. İletişim Fakültesi

- () Gazetecilik
- () Halkla İlişkiler & Tanıtım
- () Radyo Televizyon Sinema

- () Reklamcılık
- () Görsel İletişim Tasarımı

4. Mühendislik Fakültesi

- () Çevre Mühendisliği
- () Elektronik Haberleşme Mühendisliği
- () İnşaat Mühendisliği
- () Kimya Mühendisliği
- () Makine Mühendisliği
- () Mekatronik Mühendisliği
- () Bilgisayar Mühendisliği
- () Elektrik Mühendisliği
- () Endüstri Mühendisliği
- () Harita Mühendisliği
- () Jeofizik Mühendisliği
- () Jeoloji Mühendisliği
- () Metalürji ve Malzeme Mühendisliği

5. Mimarlık ve Tasarım Fakültesi

- () Mimarlık

6. Denizcilik Fakültesi

- () Denizcilik İşletmeleri Yönetimi

Madde No	Bağlam Değerlendirme	Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Tamamen Katılıyorum
1	Program dil becerilerimin gelişimi için uygundur.					
2	Programda okuma, yazma, dinleme ve konuşma gibi dil becerileri iyi dengelenmiştir.					
3	Programın hedefleri İngilizce ile ilgili ihtiyaçlarımı karşılamaktadır.					
4	Programın hedefleri İngilizce ön bilgime uygundur.					
5	Programdaki konuların güçlük dereceleri ile süreleri uyumludur.					
6	Programın toplam süresi yeterlidir.					
7	Programda kullanılan ders kitapları seviyeme uygundur.					
8	Ders kitapları ilgimi çekecek niteliktedir.					
9	Ders kitaplarının içeriği programın hedefleri ile tutarlıdır.					
10	Ders kitaplarında yer alan içerik anlaşılırdır.					
Madde No	Girdi Değerlendirme	Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Tamamen Katılıyorum
11	Programda kullanılan görsel ve işitsel materyaller öğrenmeyi kolaylaştırmaktadır.					
12	Programda kullanılan görsel ve işitsel materyaller ilgimi çekecek niteliktedir.					
13	Programda kullanılan görsel ve işitsel materyallerin dil becerilerim üzerinde olumlu etkisi vardır.					
14	Programda dağıtılan ek materyaller öğrenmeyi kolaylaştırmaktadır.					
15	Programda dağıtılan ek materyaller ilgimi çekecek niteliktedir.					
16	Programda dağıtılan ek materyaller dil becerilerim üzerinde olumlu etkisi vardır.					
Madde No	Süreç Değerlendirme	Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Tamamen Katılıyorum
17	Programda öğrenilen her yeni konu ile ilgili yeterli alıştırmaya yapılır.					
18	Program süresince gerektiğinde konu tekrarları yapılır.					
19	Programda işlediğimiz konularla ilgili pekiştirici nitelikte ödevler verilir.					
20	Program aktif olarak derse katılmamı sağlar.					
21	Program süresince uygulanan sınav sayısı yeterlidir.					
22	Programdaki ikili ya da grup çalışmaları yapılabileceğimiz etkinlikler mevcuttur.					

23	Programda bütün dil becerilerimi kullanabileceğim etkinlikler mevcuttur.					
24	Programda İngilizce ile ilgili problemlerimin çözümüne yeterli zaman harcanır.					
Madde No	Çıktı Değerlendirme	Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılmıyorum	Katılıyorum	Tamamen Katılıyorum
25	Program bireysel ihtiyaçlarıma cevap vermiştir.					
26	Program bireysel ilgilerime cevap vermiştir.					
27	Program bireysel özelliklerime cevap vermiştir.					
28	Program İngilizce ile ilgili mevcut ihtiyaçlarıma cevap vermiştir.					
29	Program İngilizce ile ilgili gelecekteki ihtiyaçlarıma temel oluşturmuştur.					
30	Program bölümümle ilgili çalışmalarda bana katkı sağlamıştır.					
31	Program beni İngilizce öğrenmeye teşvik etmiştir.					
32	Programda verilen proje ödevleri dil becerilerimi olumlu yönde etkilemiştir.					
33	Program İngilizce kelime bilgimi arttırmıştır.					
34	Program bana İngilizce çalışma alışkanlığı kazandırmıştır.					
35	Program bana grupla çalışma alışkanlığı kazandırmıştır.					
36	Program bana öğrendiklerimi kullanma fırsatı vermiştir.					
37	Programın sonunda İngilizce okuma becerisine yönelik gösterdiğim gelişim tatmin edicidir.					
38	Programın sonunda İngilizce yazma becerisine yönelik gösterdiğim gelişim tatmin edicidir.					
39	Programın sonunda İngilizce dinleme becerisine yönelik gösterdiğim gelişim tatmin edicidir.					
40	Programın sonunda İngilizce konuşma becerisine yönelik gösterdiğim gelişim tatmin edicidir.					
41	Programın sonunda İngilizce dilbilgisine yönelik gösterdiğim gelişim tatmin edicidir.					
42	Programın sonunda dil konusunda kazandığım bilgiler tatmin edicidir.					
43	Programın sonunda dil konusunda kazandığım beceriler tatmin edicidir.					
44	Program bölüm derslerimi tamamlayıcı niteliktedir.					
45	Program bölümüm için ihtiyaç duyduğum yeterli İngilizce bilgisini kazandırmıştır.					
46	Program çeşitli iş alanları için gerekli İngilizce bilgisini kazandırmıştır.					

Appendix 4. Teacher Preparatory School Evaluation Questionnaire

**DEVLET - VAKIF ÜNİVERSİTESİ İNGİLİZCE HAZIRLIK PROGRAMI ÖĞRETİM
GÖREVLİLERİ DEĞERLENDİRME ANKETİ**

Değerli Öğretim Görevlileri,

1. Bu anketle, _____ Üniversitesi İngilizce hazırlık programının bağlam, girdi, süreç ve ürün boyutları bakımından değerlendirilmesi amaçlanmaktadır.
2. Ankete vereceğiniz cevaplar, sadece bilimsel amaçlar ile kullanılacak olup üçüncü şahıslar ile paylaşılmayacaktır. Anketten sağlıklı sonuçlar elde edilmesi için size en uygun olanı işaretleyiniz.
3. Anket kişisel bilgiler ve programla ilgili görüşler olmak üzere iki bölümden oluşmaktadır.
4. Anketin birinci bölümündeki sorularda ilgili seçeneklerden durumunuza uygun olanı (X) işareti ile belirtiniz. Anketin ikinci bölümünde, sol tarafta programla ilgili bazı ifadeler, sağ tarafta ise beş adet seçenek bulunmaktadır. İngilizce öğretim programına ilişkin gözlem ve tecrübelerinizi “Tamamen Katılıyorum” dan “Kesinlikle Katılmıyorum” a uzanan beşli değerlendirme ölçeği üzerinde, size en uygun olanı (X) şeklinde işaretleyerek değerlendiriniz.
5. Lütfen çalışmaya katıldığınıza dair kutucuğu işaretleyiniz.

Çalışmaya katılmayı kabul ediyorum. ()

Katkılarınız için teşekkür eder, başarılar dilerim.

Araştırmacı: Melek Pamukoğlu
İngilizce Öğretmeni
melekpamukoglu@gmail.com

BÖLÜM I

Kişisel Bilgiler

A- Cinsiyetiniz:

1. Kadın
2. Erkek

B- Yaş Grubunuz

1. 20-25 yaş
2. 26-30 yaş
3. 31-35 yaş
4. 36-40 yaş
5. 40 yaş üstü

E- Eğitim Düzeyiniz

1. Lisans
2. Yüksek Lisans
3. Doktora

C- Mesleki Deneyim

1. 0-5 yıl
2. 6-10 yıl
3. 11-15 yıl
4. 15 yıl üstü

D- Mezun Olduğunuz Program Adı

1. İngilizce Öğretmenliği
2. İngiliz Dili ve Edebiyatı
3. Mütercim ve Tercümanlık
4. Çeviribilim
5. Diğer

Madde No	Bağlam Değerlendirme	Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Tamamen Katılıyorum
1	Program öğrencilerin dil becerilerinin gelişimi için uygundur.					
2	Programda okuma, yazma, dinleme ve konuşma gibi dil becerileri iyi dengelenmiştir.					
3	Programın hedefleri öğrencilerin İngilizce ile ilgili ihtiyaçlarını karşılamaktadır.					
4	Programın hedefleri öğrencilerin İngilizce ön bilgisine uygundur.					
5	Programdaki konuların güçlük dereceleri ile süreleri uyumludur.					
6	Programın toplam süresi yeterlidir.					
7	Programda kullanılan ders kitapları öğrencilerin seviyesine uygundur.					
8	Ders kitabı öğrencilerin ilgisini çekecek niteliktedir.					
9	Ders kitaplarının içeriği programın hedefleri ile tutarlıdır.					
10	Ders kitaplarında yer alan içerik anlaşılmalıdır.					
Madde No	Girdi Değerlendirme	Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Tamamen Katılıyorum
11	Programda kullanılan görsel ve işitsel materyaller öğrencilerin öğrenmesini kolaylaştırmaktadır.					
12	Programda kullanılan görsel ve işitsel materyaller öğrencilerin ilgisini çekecek niteliktedir.					
13	Programda kullanılan görsel ve işitsel materyallerin öğrencilerin dil becerileri üzerinde olumlu etkisi vardır.					
14	Programda dağıtılan ek materyaller öğrencilerin öğrenmesini kolaylaştırmaktadır.					
15	Programda dağıtılan ek materyaller öğrencilerin ilgisini çekecek niteliktedir.					
16	Programda dağıtılan ek materyaller öğrencilerin dil becerileri üzerinde olumlu etkisi vardır.					
Madde No	Süreç Değerlendirme	Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Tamamen Katılıyorum
17	Programda öğrenilen her yeni konu ile ilgili yeterli alıştırmalar yapılır.					
18	Program süresince gerektiğinde konu tekrarları yapılır.					
19	Programda işlenen konularla ilgili pekiştirici nitelikte ödevler					

	verilir.					
20	Program öğrencilerin aktif olarak derse katılmasını sağlar.					
21	Program süresince uygulanan sınav sayısı yeterlidir.					
22	Programdaki ikili ya da grup çalışmaları yapılabilecek etkinlikler mevcuttur.					
23	Programda öğrencilerin bütün dil becerilerini kullanabileceği etkinlikler mevcuttur.					
24	Programda öğrencilerin İngilizce ile ilgili problemlerinin çözümüne yeterli zaman harcanır.					
Madde No	Çıktı Değerlendirme	Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Tamamen Katılıyorum
25	Program öğrencilerin bireysel ihtiyaçlarına cevap vermiştir.					
26	Program öğrencilerin bireysel ilgilerine cevap vermiştir.					
27	Program öğrencilerin bireysel özelliklerine cevap vermiştir.					
28	Program öğrencilerin İngilizce ile ilgili mevcut ihtiyaçlarına cevap vermiştir.					
29	Program öğrencilerin İngilizce ile ilgili gelecekteki ihtiyaçlarına temel oluşturmuştur.					
30	Program bölümleriyle ilgili çalışmalarda öğrencilere katkı sağlamıştır.					
31	Program öğrencileri İngilizce öğrenmeye teşvik etmiştir.					
32	Programda verilen proje ödevleri öğrencilerin dil becerilerini olumlu yönde etkilemiştir.					
33	Program öğrencilerin İngilizce kelime bilgisini arttırmıştır.					
34	Program öğrencilere İngilizce çalışma alışkanlığı kazandırmıştır.					
35	Program öğrencilere grupla çalışma alışkanlığı kazandırmıştır.					
36	Program öğrencilere öğrendiklerini kullanma fırsatı vermiştir.					
37	Programın sonunda İngilizce okuma becerisine yönelik öğrencilerin gösterdiği gelişim tatmin edicidir.					
38	Programın sonunda İngilizce yazma becerisine yönelik öğrencilerin gösterdiği gelişim tatmin edicidir.					
39	Programın sonunda İngilizce dinleme becerisine yönelik öğrencilerin gösterdiği gelişim tatmin edicidir.					
40	Programın sonunda İngilizce konuşma becerisine yönelik öğrencilerin gösterdiği gelişim tatmin edicidir.					
41	Programın sonunda İngilizce dilbilgisine yönelik öğrencilerin gösterdiği gelişim tatmin edicidir.					
42	Programın sonunda dil konusunda öğrencilerin kazandığı bilgiler tatmin edicidir.					
43	Programın sonunda dil konusunda öğrencilerin kazandığı beceriler tatmin edicidir.					
44	Program öğrencilerin bölüm derslerini tamamlayıcı niteliktedir.					
45	Program öğrencilerin kendi bölümleri için ihtiyaç duydukları yeterli İngilizce bilgisini kazandırmıştır.					
46	Program çeşitli iş alanları için gerekli İngilizce bilgisini öğrencilere kazandırmıştır.					

Appendix 5. Open-Ended Interview Questions of English Preparatory School through CIPP Model

İngilizce Hazırlık Programının CIPP Modeli ile Değerlendirilmesi Üzerine Açık-Uçlu Anket (Görüşme) Soruları

Değerli Katılımcı,

1. Bu açık uçlu sorular ile İngilizce Hazırlık programının bağlam, girdi, süreç ve ürün boyutları bakımından değerlendirilmesi amaçlanmaktadır..
2. Anket iki bölümden oluşmaktadır, ilk bölümde kişisel bilgileriniz ve ikinci bölümde sorulara kısaca cevap vermeniz beklenmektedir.
3. Bu çalışma gönüllülük esasına dayalı yapıldığından, sorulara vereceğiniz cevaplar bilimsel amaçlar ile kullanılacak olup üçüncü şahıslar ile paylaşılmayacaktır.
4. Sorulara cevap vermek için zaman ayırdığınız ve çalışmama katkıda bulunduğunuz için çok teşekkür ederim.

Kind regards,

Araştırmayı yapan:

Melek Pamukoğlu (melekpamukoglu@gmail.com)

English Teacher

Yukarıdaki bilgileri okudum ve bu araştırmaya gönüllü katılmayı kabul ediyorum.

() Kabul ediyorum.

Üniversite türü

() Vakıf

() Devlet

Ad-Soyad (optional) :

Ünvan

() Öğretim Görevlisi- Okutman

() Öğrenci

1. Okulunuzdaki İngilizce Hazırlık programının hedefleri ve içeriği dil öğretme ve öğrenme beklentilerinizi ne ölçüde karşılamaktadır? Neden?

*

2. Okulunuzdaki İngilizce hazırlık programının imkânlarını dil öğretme ve öğrenme açısından nasıl değerlendirirsiniz? Neden?

*

3. Okulunuzdaki İngilizce hazırlık programının sürecini dil becerilerinin gelişimi için yeterli buluyor musunuz?

() Evet

() Hayır

4. Okulunuzdaki İngilizce hazırlık programının sonunda dört beceriden (Okuma, Yazma, Dinle ve Konuşma) hangilerinin dil öğretme ya da öğrenme açısından daha yeterli/ başarılı olduğunu düşünüyorsunuz? Neden?

*

5. Üniversitenizde uygulanan İngilizce Hazırlık programının geliştirilmesi için önerileriniz nelerdir?

*

6. İngilizce dersleri ve programı ile ilgili (varsa) diğer düşüncelerinizi yazar mısınız?

*

Appendix 6. Consents obtained through e-mails

[Alıntılanan metin gizlendi]

melek _ <melekpamukoglu@gmail.com>
Alıcı: hkaratas@aselsan.com.tr
Cc: ayliner@aselsan.com.tr

17 Ekim 2018 14:57

Merhaba Hakan Hocam,

Asistanınız Aylin Hanım ile görüşmemize istinaden, CIPP anketinizi kullanabileceğime olumlu yanıt verdiğinizi tarafıma ilettiler, öncelikle çok teşekkür ederim, konu ile ilgili yazılı olarak (mailime cevaben) onayladığınızı teyit ederseniz çok sevinirim, umarım literatüre faydalı bir tez kazandırmış olurum,

İyi çalışmalar dileğiyle,

Kind regards,
[Alıntılanan metin gizlendi]

Hakan KARATAŞ <hkaratas@aselsan.com.tr>
Alıcı: melek _ <melekpamukoglu@gmail.com>

17 Ekim 2018 21:50

Melek Hanım merhaba,

CIPP anketini ilgili makalemi referans göstererek kullanabilirsiniz.

Çalışmanızda başarılar ve kolaylıklar dilerim.

Doç. Dr. Hakan KARATAŞ

ASELSAN A.Ş.

Kurumsal Yönetim Genel Müdür Yardımcısı

Tel: 0 (312) 592 34 71 - 72

Faks: 0 (312) 385 66 00

Appendix 7. The approval of the ethics committee of Sakarya University

Evrak Tarih ve Sayısı: 08/04/2019-E.4470



T.C.
SAKARYA ÜNİVERSİTESİ REKTÖRLÜĞÜ
Etik Kurulu

Sayı :61923333/050.99/
Konu :11/11 Melek PAMUKOĞLU

Sayın Melek PAMUKOĞLU

İlgi : Melek PAMUKOĞLU 25/03/2019 tarihli ve 0 sayılı yazı

Üniversitemiz Sosyal ve Beşeri Bilimler Etik Kurulu Başkanlığının 03.04.2019 tarihli ve 11 sayılı toplantısında alınan "11" nolu karar örneği ekte sunulmuştur. Bilgilerinizi rica ederim.

Prof.Dr. Arif BİLGİN
Etik Kurulu Başkanı

11. Melek PAMUKOĞLU'nun "Investigating Student Perceptions of Skill Courses in English Language Teaching through CIPP Model: Comparing Private and Public University Sample (İngilizce Öğretiminde Öğrencilerin Beceri Derslerine Yönelik Tutumlarının// Farklılıklarının CIPP (içerik, girdi, süreç, çıktı) Değerlendirme Modeli ile Araştırılması: Vakıf ve Devlet Üniversitesi Karşılaştırmalı Örneği)" başlıklı çalışması görüşmeye açıldı.

Yapılan görüşmeler sonunda; Melek PAMUKOĞLU'nun "Investigating Student Perceptions of Skill Courses in English Language Teaching through CIPP Model: Comparing Private and Public University Sample (İngilizce Öğretiminde Öğrencilerin Beceri Derslerine Yönelik Tutumlarının// Farklılıklarının CIPP (içerik, girdi, süreç, çıktı) Değerlendirme Modeli ile Araştırılması: Vakıf ve Devlet Üniversitesi Karşılaştırmalı Örneği)" başlıklı çalışmasının Etik açıdan uygun olduğuna oy birliği ile karar verildi.

Evrak Doğrulama İçin : <http://193.140.253.252/environ.Sorgula/BelgeDogrulama.aspx?V=8E6E4V1L5>

Etik Kurulu :Esenyapı Kampüsü 54187 Serdivan SAKARYA / KEP Adres:
sakaryausniversitesi@ts01.kep.tr
Tel:0264 295 50 00 Faks:0264 295 50 31
E-Posta :ozelkalem@sakarya.edu.tr Elektronik Ağı :www.sakarya.edu.tr



Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.

CURRICULUM VITAE AND PUBLICATIONS

Name and Surname: Melek PAMUKOĞLU

E-mail: melekpamukoglu@gmail.com

Contact: +905548354361

EDUCATION

Phd: -

M.A.: English Language Teaching / Sakarya University

B.A.: English Language and Literature Department / Karadeniz Technical University

WORK EXPERIENCE:

Title/Position	School	Year(s)
Assistant of ISD Senior Manager	TOYOTA MOTOR EUROPE TURKEY BRANCH Industry- Information Systems Department	2013 – 2014
English Language Instructor	USKUDAR UNIVERSITY School of Foreign Languages	2014 - 2015
English Teacher	Söğütlü Multi-Programme Anatolian High School, Sakarya, Turkey	2016- Present

PUBLICATIONS:

A. Journal Articles

Zibande, S. & Pamukoğlu, M. (2013). “Let’s Examine Your Abdominal Region”: A

Conversation Analytical Study Of Doctor-Patient Communication. *Journal of Narrative and Language Studies*, 1(1). 1-12. Retrieved from

<https://www.nalans.com/index.php/nalans/article/view/1>

Kocaman, O. & Pamukoğlu, M. (2018) Exploring the Perceptions of EFL Learners on

Ambiguity Tolerance: Sakarya University Sample. *Sakarya University Journal of*

Education. 8 (2), 224-233. doi: 10.19126/suje.430219