

A Comparative Evaluation of the Latest ELTTP in Turkey: The Lecturers' Perspective versus Teacher Trainees' Perspective

Meltem Türken (turkenmeltem@gmail.com)

Abstract: This study evaluated the latest English Language Teacher Training Programme in Turkey from the viewpoint of both students who were enrolled on the programme for a period of four years and lecturers who train the students in an English Language Teacher Training Programme. Participants were 36 last-year-students who enrolled in the English Language Teaching department at Uludağ University and nine lecturers who teach in the ELT department at Uludağ University, Turkey. The data was collected by the help of two questionnaires which contained the inventory of programme courses, each of which was rated both by the students and lecturers regarding three criteria: the contribution of the given course(s) to (1) the 'personal' development of the students, the contribution of the given course(s) to (2) the 'professional' development of the students, and (3) whether the students think that 'the course(s) provided them with theoretical and practical knowledge applicable during their active teaching life'. The participants were also asked to rate whether the course contents or course lecturers/instructors contributed more to students' development. Also, the lecturer participants were asked to rate if the current ELTTP is enough for a students' personal and academic development. The results indicate that, the current English Language Teacher Training Program is considered inefficient and dissatisfactory both from the viewpoint of the instructors of the program and students who are enrolled in it.

Key words: Program evaluation, English language teaching, Teacher trainees.

Introduction

Education Programme Evaluation

Program evaluation - the systematic collection of information about the effectiveness of the various components of an educational program- is an area that periodically flashes into prominence in discussions of language teaching and learning (Gaies, 1992).

Teacher education is a multifactorial process having core elements within its body, available in every particular field of teacher training. These are, as Kiden et al. (2013) mentions, the issues such as student teachers' preferences, pre-service training, practice period and monitoring and evaluation during this period, and in-service training, all functioning as the integral parts of teacher education. Of these components, pre-service teacher training deserves particular attention due to the fact that it is the first step towards professionalization, and evaluation is at the heart of pre-service training for further improvement of its quality (Demir, 2015).

Several studies have indicated that teacher education is a strong predictor of teacher quality and student achievement (see, for example, Goldhaber & Brewer, 2000; Darling-Hammond, 1999; Laczko-Kerr & Berliner, 2002; Darling-Hammond & Youngs, 2002; Rivkin, Hanushek, & Kain 2005). In this context, the quality of initial teacher education (ITE) needs to be considered more thoroughly since it is 'the first entry point to the teacher professional career' where prospective teachers acquire the necessary academic and professional qualifications that they will use and build on in their future career (Musset, 2010, p. 16). ITE quality, on the other hand, largely depends on teacher education programs that require constant reforming and restructuring to keep up with the demands of a fast-changing world and dynamic individual needs (Yavuz, A. & Zehir Topkaya, E. 2013).

The Current English Language Teacher Education Programme (ELTTP)

The program has been in practice since 2006 when the Council of Higher Education reshaped the curricula of the education faculties to be responsive to the changing demands and needs of the social, educational and political domains; and local, national and international requirements (OECD, 2005; Kallos, 2003, cited in Grossman et al., 2007; Coşkun, 2008).

The new program comprises a great number of obligatory and a few elective courses. The components of the program comprise field knowledge (linguistic competence),

teacher education (pedagogic competence), general knowledge (Altunya, 2006) and teaching practice. There seems to be more stress on teaching methodology and practice components in the new program (Seferoğlu, 2006) as compared to the preceding one which was in use from 1998 till 2006. Some new courses were added, and some removed, while some courses' terms were changed, and some courses' class hours were increased or decreased. The following tables summarize these changes (see Figure 1 and Figure 2).

Removed Courses	<ol style="list-style-type: none">1. Turkish Phonetics and Stylistics2. Turkish Sentence Structure and Semantics3. Reading Skills I, II4. Writing Skills I, II5. School Experience I
Added Courses	<ol style="list-style-type: none">1. Listening and Phonetics I, II2. Effective Communication3. Lexicology4. Turkish Educational History5. Teaching Language Skills I, II6. Second Foreign Language7. Drama8. Public Service9. Special Needs Education10. Comparative Education11. Turkish Educational System and School Management
Resequenced Courses	<ol style="list-style-type: none">1. Advanced Reading and Writing (reading and writing skill courses are merged and placed in the 1st and 2nd terms)2. Research Skills (from 6th to 4th term)3. Linguistics I (from 4th to 3rd term)4. Linguistics II (from 5th to 4th term)5. Language Acquisition (from 3rd to 4th term)6. Approaches to Language Teaching I (from 4th to 3rd term)

Figure 1. The removed, added, and resequenced courses.

Class hour changes	1. Research Skills (from 3 class hours from 6 th term to 2 class hours to 4 th term) 2. Teaching English to Young Learners (from 3 class hours from 6 th term to 4 class hours to 5 th and 6 th terms)	
Modified Courses	1998 ELTEP	2006 ELTEP
	1. English Grammar I, II 2. Advanced Reading Skills 3. Advanced Writing Skills 3. Speaking Skills I, II 4. Introduction to Teaching 5. Introduction to English Literature I, II 6. Development and Learning 7. Introduction to Linguistics I, II 8. Approaches in ELT 9. Planning and Evaluation 10. Teaching English to Young Learners 11. Short Story Analysis and Teaching Novel Analysis and Teaching Drama Analysis and Teaching Poetry Analysis and Teaching	1. Contextual Grammar I, II 2. Advanced Reading and Writing I, II 3. Oral Communication Skills I, II Public Speech 4. Introduction to Educational Sciences 5. English Literature I, II 6. Educational Psychology 7. Linguistics I, II 8. Approaches in ELT I, II 9. Testing and Evaluation 10. Teaching English to Young Learners I, II 11. Literature and Language Teaching I, II

Figure 2. The class-hour changes and course modifications.

Another improvement in the present program is the increased cooperation between student-trainees and teachers in schools, which did not take enough precedence before (Grossman et al., 2007). In a study on the new program, it was found that the curriculum was responsive to teacher-students' expectations in terms of teaching profession, social objectives and profits. They also acknowledged that the courses provided opportunities of application as well as pure theory, unlike the previous curriculum (Coşkun-Ogeyik, 2009).

Some studies on Educational/Language Programme Evaluation

Since the ELTTP has changed in 2006, a few researchers evaluated the program and its effectiveness. While there are studies conducted on program evaluation both in Turkey and abroad, only few of them aim to reflect the students' perspectives on the issue.

This study aimed at reflecting both the perspectives of students enrolled in the program, and their trainers' perspectives. The studies conducted so far on the current ELTTP's evaluation, which are chronologically sequenced below.

On one of the earlier studies in the field, Küçükahmet (2007) stated that while it was necessary to evaluate the previous curriculum according to the principles of curriculum development and carry out a curriculum development practice in the light of teacher education literature and the context our country is in, a new program has been initiated. The program, which is followed step by step starting from the 2006-2007 educational year, has retrogressed teacher education at least back to 40 years before. The best thing to do was to request the development of these programs considering the program development principles from the ones who are capable of programming rather than who are willing without waiting for the application of the program. If not, it would be too late for the time wasted, money spent and more important to the prospective teachers whom we entrusted the future generations.

Bıyık (2007) on the other hand, evaluated the DELTTP program whose goal is to train a sufficient number of EFL teachers, in the shortest time possible, without abandoning the high quality of professional training provided heretofore. The study has shown that DELTTP is presently unable to train English teachers of the desired number and in a short period of time due to a variety of factors; however, the program has been successful in maintaining a high standard of quality and has not abandoned the essentials needed for foreign language teacher education.

Ogeyik (2009) conducted a research with 53 3rd year pre-service English language teachers, asking about their opinions regarding the content of the program, course contents, course characteristics, and sufficiency of courses with regard to the teaching profession. The findings revealed that while the practical aspects of the new program were appreciated by the participants and the development of teaching competences and linguistic competences were found adequate, the integration of culture specific courses was found problematic.

In Coşkun & Daloğlu's (2010) study, the opinions of both pre-service English language teachers and lecturers at an ELT department of a state university were obtained and it was found that, while student teachers were not contented with the pedagogic aspects of the new program, the lecturers complained about the linguistic components.

Taking only one component of the program into consideration, a study by Kızıltan (2011) sought to obtain pre-service teachers' perceptions of the 'Language Acquisition' course and the results indicated that the participants held positive opinions about the importance of language acquisition for their career. However, they reported that they needed some preliminary courses on linguistics before taking this course. (Yavuz & Zehir Topkaya, 2013).

Hismanoğlu's (2012) study, however, elicited pre-service teachers' opinions about the general aspects of the program and course lectures' teaching techniques, evaluation and assessment procedures. It was found that the program met the needs and expectations of the pre-service teachers to a large extent but failed to instil in them higher thinking skills such as problem solving, creative thinking, and critical thinking.

Salihoğlu (2012) collected data from 200 fourth graders and 21 teacher trainers through Peacock's (2009) evaluation framework to explore their beliefs on the current ELTEP. The findings made clear that student teachers found the program satisfactory; however, the practice, needs and language proficiency components were reported to be problematic. Moreover, teacher trainers were unable to give in-depth information about the program philosophy and a clear account of the objectives of the program due to the limited information on the centralized program definitions (Demir, 2015).

Karakaş (2012), however, evaluated the previous studies and focused on the weaknesses and strengths of the new program and suggested that the program should be updated with the addition of a well-defined philosophy of teacher education, culture-specific courses should be offered, microteaching activities should be increased, and reflective practice components should be incorporated.

Kildan, Ibret, Pektaş, Aydinozu, Incikabi, and Recepoglu (2013) carried out a descriptive study with 58 newly-appointed teachers, five of whom were English teachers, from different branches. The novice teachers stated that they have lack of content knowledge resulting from the program and that 'Teaching practice' and 'School experience' courses did not adequately contribute to their profession. (Demir, 2015).

In their research, Yavuz and Zehir Topkaya (2013) administered open-ended questionnaires to 18 lecturers working at five different state universities. Their study yielded that while teacher educators found some of the changes appropriate, such as the addition of some courses, they raised far more serious concerns with the new program regarding the sequence, content, structure, procedure and removal of courses. In addition, the top-down and centralized program restructuring movement, disregarding the opinions, experiences and the practices of the end users of the program, such as teacher educators, teachers and teacher trainees, was also criticized heavily by the participants.

Uzun (2015) conducted a study with 90 teacher trainees who were attending their last year in the Faculty of Education at Uludağ University. The results of the study revealed that students benefited more from the English educational courses compared to the Turkish educational courses, and that the source of their competencies was their own personal qualities rather than the quality of the educational program. The study speculated that the courses determined for the new foreign language teacher training programs needed more careful revision and restructuring if the intention is to graduate internationally eligible language teachers whose linguistic and pedagogical capabilities will meet the requirements of the rapidly changing world.

Another research of Uzun (2016), which is also the most recent research in educational program evaluation, reflected the viewpoint of students who were enrolled in the programme for a period of four years. Results suggested that the latest English Language Teacher Training Programme (ELTTP) is not the exact source of knowledge

and skills that will meet the needs and interests of the teacher trainees. The findings propose that programmes should be structured in a way that they not only meet the needs of the students and society but also provide practical and beneficial contents to the individuals. In addition to that, results clearly indicated that the courses which provide students with the opportunity to 'practise' or to create and develop some kind of workable products or materials that could be utilised in real classroom conditions – like School Experience and Teaching Practice- were seen as the most contributory, which was contrasted with the Kildan et al (2013).

The aim of this mixed-methods-case-study is to evaluate the current ELTTP, based on the reflections of the end-users of the program. The data was collected from 8 teacher trainers and 57 EFL student teachers at an English language teaching program at a state university in Turkey. One major finding of the present study is that the practice component of the program does not provide student teachers with appropriate conditions for making observations of effective teachers at different schools, which often results in experiencing unfruitful teaching applications at practice schools (Demir, 2015).

Research Questions

1. Which courses in the ELTTP do the students regard as more or less beneficial?
2. To what degree did the programme (courses in the ELTTP) help students develop personally and professionally?
3. Are the course contents or course lecturers/instructors regarded as more effective in contributing to student development?
4. Which courses in the ELTTP are regarded as more or less beneficial by the lecturers/instructors?
5. To what degree does the programme (courses in the ELTTP) help students develop personally and professionally from the point of view of the lecturers?

Method

The present study adopted the positivistic philosophical approach in data collection and analyses.

Participants

The first group of participants was 36 fourth (last)-year students in the English Language Teaching (ELT) Department at Uludağ University, who were randomly selected and represented 21% of the total population of the graduate students in the department. The L1 of all participants was Turkish and they have all learnt English as a foreign language (L2).

The other group of participants were nine the lecturers of Uludağ University, who gives the lectures of the English Language Teaching (ELT) Department. Except one native speaker, all of the lecturers were Turkish.

Instruments

The data were conducted by means of two questionnaires (see Appendix 1 and 2) prepared by Uzun, (2016), but applied having the necessary changes done by the researcher.

The questionnaire contained the courses of the latest ELTTP, which comprised 12 first-grade, 12 second-grade, nine third-grade and ten fourth-grade courses. The courses that were given in two or three semesters (e.g. Bilgisayar I-II / Computing I and II, İleri Okuma Yazma I-II / Advanced Reading and Writing I and II, etc.) were presented on the same line. The participants received the course names as in their course registration forms. In other words, all instructions and course names were given in Turkish to avoid any contradiction related to the course names. Also, their opinions related to the contribution of the content of the courses and the lecturers/ instructors of the courses were elicited by the help of the questions at the beginning of the questionnaire.

Students were asked to rate the courses regarding three criteria:

1. The contribution of the given course(s) to the 'personal' development of the student.
2. The contribution of the given course(s) to the 'professional' development of the student.
3. Whether the student thinks of 'applying or using the things he has learnt in the course(s) during his/her active teaching life'.

The participants were asked to give a point between 1 (less) and 5 (more) to each line of course(s) considering the total contribution of the course to each of the mentioned three aspects.

On the first part of the second questionnaire, the lecturers were asked if they find the current ELTTP efficient or not. In addition to that, lecturers were asked whether they find the course content or the lecturers more effective on students' academic developments. Lecturers were also asked to rate the courses regarding three criteria.

1. The contribution of the given course(s) to the 'personal' development of the students.
2. The contribution of the given course(s) to the 'professional' development of the students.
3. Whether the lecturers think the students apply or use the things they have learnt in the courses in their active teaching life.

The participants were asked to give a point between 1 (less) and 5 (more) to each line of course(s) considering the total contribution of the course to each of the mentioned three aspects.

Procedure

The study was implemented in two stages. First, the first questionnaire (see Appendix 1) was applied to 36 volunteer students who were from four different fourth grade

classes. Second, the second questionnaire (see Appendix 2) was applied to the nine volunteer lecturers.

Data Collection

The study was conducted during the two weeks at the end of the spring semester. The researcher was also a part of the student participants in this study. As the researcher was not in a position to rate the participants in any case, the students were comfortable with expressing their true opinion about the contribution of the courses and comparing the effect of course contents and lecturers. The first questionnaire was handed to the volunteer students ($n = 36$) in four classes. They were informed that their responses would be used in a research that aims at evaluating the effect of the ELTTP, and relatedly, the education that was offered to them by the authorities. Each student was allowed as much time as needed for careful completion of the questionnaire. The participants were not allowed to talk to one another during the application of the questionnaire, in order to eliminate the possibility of affecting one another's opinions. The procedure took approximately 7-15 minutes for each student. The second questionnaire was handed to 14 volunteer lecturers. They were informed that their responses would be used in a research that aims at evaluating the effect of the ELTTP. Each lecturer was allowed as much time as needed for careful completion of the questionnaire. The procedure took almost the same amount of time for the lecturers.

The data collection tools were validated by applying them to one professional and five students (in the ELT department at Uludağ University). After partial correction and modification, the final versions of the tools were prepared and used. Concerns related to the reliability of the tools can be tested and they can be assured by utilising them in other studies.

Data Analyses

The responses of each student regarding the three statements [(a) the following course(s) contributed to my personal development; (b) the following course(s)

contributed to my professional development and (c) I think/believe that I will use the knowledge I received from the following course during my active teaching life] indicated for each course or pair of courses were entered into a data processing programme and total points as well as the mean scores were calculated. The total numbers revealed to what degree each course or set of courses that were included in the new ELTTP contributed to the mentioned three aspects.

The criteria of evaluation of the results were determined on a scale of 1 to 5 similarly to the Likert scale as in the questionnaire as follows: (1) Inefficient, (2) Poor, (3) Moderate, (4) Efficient, (5) Very efficient. Therefore, prior to analysing the results, it was determined that any record below 4 would be evaluated as an indicator of insufficient efficiency, while 4 and over would count as adequate and efficient (same as in Uzun, 2015, and Uzun, 2016).

The responses of each lecturer regarding the three statements [(a) the following course(s) contributed to students' personal development; (b) the following course(s) contributed to students' professional development and (c) I think/believe that students will use the knowledge they received from the following course during their active teaching life] indicated for each course or pair of courses were entered into a data processing programme and total points as well as the mean scores were calculated. The total numbers revealed to what degree each course or set of courses that were included in the new ELTTP contributed to the mentioned three aspects. The criteria of evaluation of the results were determined to be calculated similar to the first questionnaire in order to provide analogous data.

Results and Discussions

The results obtained from the questionnaire, which was given to the lecturers, of the present study are presented in Table 1. The results obtained from the students are presented in Table 2. The mean scores of the courses regarding the three conditions (contribution to students' personal development – CtoPerD, contribution to students' professional development – CtoProD, and belief that the course knowledge will be

used in the active teaching life by students – KtoUse) are provided with the total mean (Total M) scores of each course.

It was remarkable that, sixteen courses, namely Contextualized Grammar, Listening and Pronunciation, Oral Communication Skills, Effective Communication Skills, Vocabulary Acquisition, Special Teaching Methods, Educational Technologies and Material Design, Teaching English to Young Learners, Teaching Language Skills, Classroom Management, Drama, Classroom Interaction Skills, School Practice, Testing and Evaluation, Advance Speaking and Teaching Practice were given the highest marks by the lecturers, the means of all of which were over 4 out of a possible 5.

However, only eight courses, namely Listening and Pronunciation, Approaches in ELT, Oral Expression and Public Speaking, Teaching English to Young Learners, Teaching Language Skills, School Practice, Advance Speaking Skills and Teaching Practice were given the highest marks by students.

It was also remarkable that the Advance Speaking Skills and Educational Technologies and Material Design courses were on the top of all courses regarding all three conditions that were measured. When these results are compared to the findings of the study that was conducted by Uzun, this data was unexpected as the results from his study, which was conducted with the students of ELT, indicated that the School Experience and Teaching Practice courses were on the top of all courses regarding all three conditions that were measured. Also, the mean scores of the data collected from the students of the present study indicate that, Teaching English to Young Learners and Teaching Practice courses are on the top of all courses.

On the other hand, only 3 courses, The History of Turkish Education, Atatürk's Principles and the History of Turkish Revolution I-II Atatürk's Principles and the History of Turkish Revolution III and Turkish Educational System and School Management were below 3 out of 5, and they were the lowest scored ones by the

lecturers of ELT. On the contrary, 13 courses, namely The History of Turkish Education, Atatürk's Principles and the History of Turkish Revolution I-II, and Turkish 1: Writing, Turkish 2: Speaking, Atatürk's Principles and the History of Turkish Revolution III, Computing I-II, Advance Reading and Writing, Vocabulary Acquisition, Turkish to English Translation, Teaching Literature and Language, Language Teaching and Materials Adaptation and Development, Foreign Language Testing, Discourse Analysis, and Turkish Educational System and School Management, were below 3 out of 5 when the results from the students are reviewed.

Another remarkable point is that none of the courses were above the threshold of 4.00, when the data about the contribution of the courses on their personal development collected from the students are examined. Among all, the course with the highest contribution and benefit rating was Advance Speaking Skills, and the least useful one was reported to, Atatürk's Principles and the History of Turkish Revolution I-II (4.33, and 2.67 out of 5 respectively) from the viewpoint of the lecturers, yet; the course with the highest contribution and benefit rating was Teaching Practice, and the least useful one was reported to, The History of Turkish Education (4.66, and 1.89 out of 5 respectively) from the viewpoint of the students.

Another observation was that the 22% of the lecturers who participated in the questionnaire claimed that the current ELTTP is sufficient for students' professional development, while 77% of them disagreed with them (see Table 3).

According to 77% of the lecturers, the instructors of the courses are more effective than the course contents (see Table 4). Meanwhile, a greater number of students (91.6%) also think that the instructors are the more efficient than the program itself (see Table 5).

When the total mean of all scores are taken into consideration, it can be inferred that the programme is not very effective altogether as the mean score of the three conditions ($m = 3.75$ lecturers, $m=3.34$ students, total mean= 3.54) is below the threshold of 4.00. An ideal and sufficient as well as influential programme should provide results that

would be in the range of 4.00 and 5.00 out of 5.00. However, when the present study's results are compared to the findings of Uzun (2016), which was only conducted with students, it can be inferred that the total level of the students' satisfaction with the current program has been observed to be higher.

Table 1. The mean scores of the courses regarding three conditions, considering the answers from the lecturers.

Course Names	CtoPerD	CtoProD	KtoUse	Total M
Atatürk İlk. Dev. Tarihi I-II	3.22	2.67	2.44	2.78
Bilgisayar I-II	3.44	3.56	3.44	3.48
Eğitim Bilimine Giriş	3.56	4.11	3.44	3.70
Bağlamsal Dilbilgisi	3.44	4.33	4.22	4.00
İleri Okuma ve Yazma	3.67	4.22	3.89	3.93
Dinleme ve Sesletim	3.89	4.56	4.22	4.22
Sözlü İletişim Becerileri	3.78	4.44	4.44	4.22
Etkili İletişim Becerileri	3.89	4.44	4.22	4.18
Türkçe 1 - Yazılı Anlatım	3.22	3.44	2.89	3.18
Türkçe 2 - Sözlü Anlatım	3.33	3.44	3.22	3.33
Eğitim Psikolojisi	3.67	3.89	3.89	3.82
Sözcük Bilgisi	4	4.56	4	4.19
İngiliz Edebiyatı	3.56	3.67	3.22	3.48
Dilbilim	3.22	4.22	3.33	3.59
İngilizce Öğretiminde Yaklaşımlar I-II	3.22	4.11	3.56	3.63
İngilizce Türkçe Çeviri	3.44	4	3.67	3.70
Anlatım Becerileri	3.67	4.22	3.78	3.89
Türk Eğitim Tarihi	3	2.78	2.33	2.70
Öğretim İlke ve Yöntemleri	3.44	3.89	3.67	3.67
Nutuk	3	2.67	2.67	2.78
Dil Edinimi	3.67	4	3.67	3.78
Bilimsel Araştırma	3.78	4.22	3.44	3.81
Özel Öğretim Yöntemleri I-II	3.78	4.67	4.11	4.19

Öğretim Teknolojileri ve Materyal Tasarımı	3.89	4.67	4.33	4.30
Çocuklara Yabancı Dil Öğretimi I-II	3.56	4.56	4.44	4.19
Dil Becerilerinin Öğretimi	3.67	4.67	4.22	4.19
Edebiyat ve Dil Öğretimi	3.33	4	3.33	3.55
Şiir İnceleme	3.44	3.89	3.11	3.48
Sınıf Yönetimi	3.67	4.44	4.11	4.07
Türkçe İngilizce Çeviri	3.44	4	3.78	3.74
Drama	3.89	4.33	3.89	4.04
Topluma Hizmet Uygulamaları	4	3	3	3.33
Ölçme ve Değerlendirme	3.11	4	3.89	3.67
Sınıf içi Etkileşim Becerileri	3.89	4.33	4.22	4.15
Yabancı Dilde Materyal Seçme ve Tasarlama	3.56	4.22	4	3.93
Okul Deneyimi	3.78	4.67	4.11	4.19
Rehberlik	3.67	4	3.56	3.74
Özel Eğitim	3.67	3.67	3.11	3.48
Yabancı Dilde Ölçme ve Değerlendirme	3.44	4.44	4.33	4.07
Söylem Çözümlemesi	3.33	3.56	3	3.30
İleri Konuşma ve Becerileri	4	4.67	4.33	4.33
Türk Eğitim Sistemi ve Okul Yönetimi	2.78	2.78	2.44	2.67
Öğretmenlik Uygulaması	3.67	4.67	4	4.11
Total mean of scores	3.55	4.02	3.65	3.74

Table 2. The mean scores of the courses regarding the three conditions, considering the answers from the students.

Course Names	CtoPerD	CtoProD	KtoUse	Total
Atatürk İlk, Dev, Tarihi I-II	2,15	2,01	2,29	2.15
Bilgisayar I-II	2.72	2.89	2.97	2.86
Eğitim Bilimine Giriş	3.17	3.55	3.43	3.38
Bağlamsal Dilbilgisi	3.19	4.03	3.91	3.71
İleri Okuma ve Yazma	2.53	2.71	2.60	2.61

Dinleme ve Sesletim	3.64	4.41	4.09	4.05
Sözlü İletişim Becerileri	3.72	3.94	4.03	3.90
Etkili İletişim Becerileri	3.53	3.74	3.54	3.60
Türkçe 1 - Yazılı Anlatım	2.25	2.38	2.17	2.27
Türkçe 2 - Sözlü Anlatım	2.44	2.62	2.43	2.50
Eğitim Psikolojisi	3.50	3.94	4.09	3.84
Sözcük Bilgisi	2.89	3.06	2.89	2.95
İngiliz Edebiyatı	3.56	3.65	3.37	3.53
Dilbilim	2.86	3.35	3.03	3.08
İngilizce Öğretiminde Yaklaşımlar I-II	3.47	4.44	4.49	4.13
İngilizce Türkçe Çeviri	2.89	3.18	3.06	3.04
Anlatım Becerileri	3.75	4.38	4.31	4.15
Türk Eğitim Tarihi	1.89	1.97	1.86	1.91
Öğretim İlke ve Yöntemleri	3.17	3.69	3.91	3.59
Nutuk	2.36	2.00	2.23	2.20
Dil Edinimi	2.86	3.21	3.14	3.07
Bilimsel Araştırma	2.97	3.21	2.94	3.04
Özel Öğretim Yöntemleri	3.25	3.65	3.49	3.46
Öğretim Teknolojileri ve	3.00	3.41	3.49	3.30
Çocuklara Yabancı Dil Öğretimi I-II	3.86	4.76	4.71	4.44
Dil Becerilerinin Öğretimi	3.83	4.56	4.60	4.33
Edebiyat ve Dil Öğretimi	2.75	2.79	2.97	2.8
Şiir İnceleme	3.56	3.85	3.80	3.74
Sınıf Yönetimi	3.17	3.76	3.63	3.52
Türkçe İngilizce Çeviri	2.94	3.00	2.94	2.96
Drama	3.26	3.53	3.47	3.42
Topluma Hizmet Uygulamaları	3.42	3.53	3.31	3.42
Ölçme ve Değerlendirme	3.14	3.76	3.69	3.53
Sınıf içi Etkileşim Becerileri	3.57	4.18	4.17	3.97
Yabancı Dilde Materyal Seçme ve Tasarlama	2.61	3.12	3.17	2.97
Okul Deneyimi	3.81	4.55	4.63	4.33
Rehberlik	3.09	3.36	3.71	3.39
Özel Eğitim	3.56	3.76	3.83	3.72
Yabancı Dilde Ölçme ve Değerlendirme	2.42	2.97	3.03	2.81
Söylem Çözümlemesi	2.42	2.53	2.40	2.45

İleri Konuşma ve Becerileri	3.86	4.68	4.54	4.36
Türk Eğitim Sistemi ve Okul Yönetimi	2.58	2.71	2.69	2.66
Öğretmenlik Uygulaması	3.89	4.76	4.74	4.46
Total Mean of Scores	3.11	3.48	3.43	3.34

Table 3. The percentages of claims of the lecturers about the sufficiency of the current program.

Answer Options	Percentages
The program is sufficient	%22.22
The program is insufficient	%77.78

Table 4. The percentages of the claims of lecturers about the effectiveness of the instructors or the course contents for students.

Answer Options	Percentages
Instructors are more effective	%22.22
Course contents are more effective	%77.78

Table 5. The percentages of the claims of students about the effectiveness of the instructors or the course contents.

Answer Options	Percentages
Course contents are more effective	8.33%
Instructors are more effective	91.67%

Conclusion

To summarise, the present study indicates that, the current ELTP falls behind satisfying the personal of students' needs and contributing into their academic/

professional expectations. Although the instructors of the program are slightly more optimistic than the graduate students who are enrolled in the program, they also agree that the current program is inefficient in many ways.

The fact that none of the courses managed hold a place above the threshold level of satisfaction when the contributions of the courses on 'personal development' is taken into consideration indicate that, the program developers ignore that the products of the program, which are teachers, are unmistakably going to be incomplete and inefficient.

The results suggested that all history-based courses need an urgent revision as those are the courses, which made the minor contribution on students' academic, personal and professional development. Moreover, even the courses that are newly added in the program were regarded as useless or ineffective, which creates a strong need for a new, revised and recovered program for the benefit of both the individuals who are a part of the English Language Teaching departments and the whole education system of Turkey.

References

- Bıyık, Ç. Ö. (2007) A Preliminary Evaluation of the Distance English Language Teacher Training Program (DELTP) In Anadolu University, Turkey *Turkish Online Journal of Distance Education – TODJE*, 8, 143-162.
- Cangil, B. E. (2000) Yabancı Dil Öğretmeninin Yetiştirilmesinde Uygulama Boyutu. Bildiriler, II Ulusal Öğretmen Yetiştirme Sempozyumu, 10-12 Mayıs 2000, Çanakkale Onsekiz Mart Üniversitesi Eğitim Fakültesi, Çanakkale 2000, 368-373.
- Coşkun, A., & Daloğlu, A. (2010). Evaluating an English Language Teacher Education Program Through Peacock's Model. *Australian Journal of Teacher Education*, 35(6),23-42.
- Coşgun Ögeyik, M. (2009). Evaluation of English language teaching education curriculum by student teachers. *Bilim, Eğitim ve Düşünce Dergisi*, 9(1).

- Gaies, Stephen J.(1992) An Approach to The Evaluation of ELT Preparation Programs 21p.; In: Sadtono, Eugenius, Ed. *Language Teacher Education in a Fast-Changing World. Anthology Series 29*; see FL 022 023.
- Hismanoğlu, S. (2012). İngilizce Öğretmeni Adaylarının İngilizce Öğretmeni Yetiştirme Programı İle İlgili Görüşleri. *Eğitim ve Öğretim Araştırmaları Dergisi*, 1(2), 330-341.
- Karakaş, A. (2012). Evaluation of The English Language Teacher Education Program In Turkey. *ELT Weekly*, 4(15).
- Kızıltan, N. (2011). Pre-service EFL Teachers' Attitudes towards Language Acquisition Courses. *The Journal of Language and Linguistic Studies*, 7(1), 72-86.
- Kildan, A.O., Ibret, B.U., Pektaş, M., Aydınozu, D., Incikabi, L., Recepoglu, E. (2013). Evaluating Views of Teacher Trainees on Teacher Training Process in Turkey. *Australian Journal of Teacher Education*, 38(2): 51- 68.
- Küçükahmet, L. (2007). Evaluation of The Undergraduate Programs of Teacher Education Introduced In 2006-2007 Educational Year (2006-2007 Öğretim Yılında Uygulanmaya Başlanan Öğretmen Yetiştirme Lisans Programlarının Değerlendirilmesi). *Journal of Turkish Educational Sciences*, 5(2).
- Lange, D. (1991). Implications of recent reports on teacher education reform for departments of foreign languages and literatures. *ADFL Bulletin*, 23, 28-34.
- Peacock M 2009. The Evaluation Of Foreign-Language Teacher Education Programmes. *Language Teaching Research*, 13(3): 259-278.
- Regmi, K. D. (2008). Evaluation of ELT Program of Kathmandu University. Online Submission.
- Salihoglu, U. (2012) Pre-service teachers' and their instructors' beliefs on the effectiveness of an English language teacher education program. *Procedia- Social and Behavioral Sciences*, 46: 3440-3444.
- Uzun, L. (2015). The Pedagogical Courses in the ELT Program in Turkish Higher Education: How Efficient are They? *International J. Soc. Sci. & Education*, 5(4), 777-789.
- Uzun, L. (2016). Evaluation of the latest English language teacher training programme in Turkey: Teacher trainees' perspective. *Cogent Education*, 3(1), 1147115.

Yavuz, A. & Zehir Topkaya, E. (2013) Teacher Educators' Evaluation of the English Language Teaching Program: A Turkish Case. *Novitas-ROYAL (Research on Youth and Language)*, 2013, 7(1), 64-83.

Appendix 1

Değerli öğrenci,

Bu anket, Uludağ İngiliz Dili Eğitimi bölümünün bir araştırması için hazırlanmıştır. Araştırmamızın hedefleri:

- 1- *İngiliz Dili Eğitimi bölümünde okuyan öğrencilerin;*
 - *Programda yer alan derslerin kendi kişisel ve mesleki gelişimlerinde ne kadar fark yarattığı,*
 - *Programda yer alan derslerin içeriklerinin aktif öğretmenlik hayatlarında ne derece kullanacaklarını/uygulayacakları hakkındaki düşüncelerini ortaya koymak,*
- 2- *İngiliz Dili Eğitimi bölümünde görev yapan akademisyenlerin;*
 - *Programda yer alan derslerin, öğrencilerin kişisel ve mesleki gelişimlerinde ne kadar fark yarattığı*
 - *Programda yer alan derslerin içeriklerinin, öğrenciler tarafından aktif öğretmenlik hayatlarında ne derece kullanacaklarını/uygulayacakları hakkındaki düşünceleri ortaya koymak*
- 3- *Bu iki gruptan gelen verileri karşılaştırmaktır.*

Vereceğiniz yanıtlar, İngiliz Dili Eğitimi bölümünün programlarının geliştirilmesine katkı sağlayabileceğinden, lütfen verdiğiniz yanıtların samimi olmasına özen gösteriniz. Katılımınız için teşekkürler.

Bölüm 1

Lütfen aşağıdaki sorulara yanıt verirken, sizin için en uygun olan seçeneğin yanındaki kutucuğu (x) ile işaretleyiniz.

1- Genel aritmetik not ortalamanız kaç?

- ☐ 1,99'un altında
- ☐ 1,99-2,45
- ☐ 2,50-3,00
- ☐ 3,00-3,50
- ☐ 3,50'nin üzeri

2- Cinsiyetiniz nedir?

- ☐ Kadın
- ☐ Erkek

3- Sizce, ders içerikleri mi yoksa öğretim elemanları mı daha etkili?

- ☐ Ders içerikleri
- ☐ Öğretim elemanları

Bölüm 2

Lütfen aşağıdaki sorulara yanıt verirken, sizin için en uygun olan seçenek olan kutucuğu (x) ile işaretleyiniz.

Cevap verirken kullanacağınız rakamların ifade ettiği değerler şunlardır:

1= en az

2= az

3= nötr

4= çok

5= en çok

	Aşağıdaki dersin kişisel gelişimimde fark yarattığını düşünüyorum					Aşağıdaki dersin mesleki gelişimimde fark yarattığını düşünüyorum					Aşağıdaki derste öğrendiklerimi aktif öğretmenlik hayatımda kullanacağımı/ uygulayacağımı düşünüyorum				
(1= en az, 5= en çok)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Atatürk İlk. Dev. Tarihi I-II															
Bilgisayar I-II															
Eğitim Bilimine Giriş															
Bağlamsal Dilbilgisi I-II															
İleri Okuma ve Yazma															
Dinleme ve Sesletim I-II															
Sözlü İletişim Becerileri															
Etkili İletişim Becerileri															
Türkçe I: Yazılı Anlatım															
Türkçe II: Sözlü Anlatım															
Eğitim Psikolojisi															
Sözcük Bilgisi															
İngiliz Edebiyatı I-II															
Dilbilim I-II															
İng. Öğr. Yaklaşımlar I-II															
İngilizce - Türkçe Çeviri															
Anlatım Becerileri															
Türk Eğitim Tarihi															
Öğretim İlke ve Yöntemleri															
Nutuk															
Dil Edinimi															

Bilimsel Araştırma Yöntemleri															
Özel Öğretim Yöntemleri I-II															
Öğr. Teknolojileri ve Mat. Tas															
Çocuklara Y. Dil Öğretimi I-II															
Dil Becerilerinin Öğretimi I-II															
Edebiyat ve Dil Öğretimi I-II															
Şiir İnceleme															
Sınıf Yönetimi															
Türkçe - İngilizce Çeviri															
Drama															
Topluma Hizmet Uyg.															
Ölçme ve Değerlendirme															
Sınıf İçi Etkileşim Becerileri															
Yab. Dil. Öğr. Materyal İnc.															
Okul Deneyimi															
Rehberlik															
Özel Eğitim															
Yab. Dil. Öğr. Ölçme ve Değ.															
Söylem Çözümlemesi															
İleri Konuşma I-II															
Türk Eğitim Sist. Okul Y.															
Öğretmenlik Uygulaması															

Appendix 2

Değerli bilim insanı,

Bu anket, Uludağ İngiliz Dili Eğitimi bölümünün bir araştırması için hazırlanmıştır. Araştırmanın hedefleri:

4- *İngiliz Dili Eğitimi bölümünde okuyan öğrencilerin;*

➤ *Programda yer alan derslerin kendi kişisel ve mesleki gelişimlerinde ne kadar fark yarattığı,*

➤ *Programda yer alan derslerin içeriklerinin aktif öğretmenlik hayatlarında ne derece kullanacaklarını/uygulayacakları hakkındaki düşüncelerini ortaya koymak,*

5- *İngiliz Dili Eğitimi bölümünde görev yapan akademisyenlerin;*

➤ *Programda yer alan derslerin, öğrencilerin kişisel ve mesleki gelişimlerinde ne kadar fark yarattığı*

➤ *Programda yer alan derslerin içeriklerinin, öğrenciler tarafından aktif öğretmenlik hayatlarında ne derece kullanacaklarını/uygulayacakları hakkındaki düşünceleri ortaya koymak*

6- *Bu iki gruptan gelen verileri karşılaştırmaktır.*

Vereceğiniz yanıtlar, İngiliz Dili Eğitimi bölümünün programlarının geliştirilmesine katkı sağlayabileceğinden, lütfen verdiğiniz yanıtların samimi olmasına özen gösteriniz. Katılımınız için teşekkürler.

Bölüm 1

Lütfen aşağıdaki sorulara yanıt verirken, sizin için en uygun olan seçeneğin yanındaki kutucuğu (x) ile işaretleyiniz.

4- Sizce öğrenciler için, ders içerikleri mi yoksa öğretim elemanları mı daha etkili?

☐ Ders içerikleri

☐ Öğretim elemanları

5- Sizce mevcut İngilizce öğretmeni eğitim programı, öğrencilerin mesleki gelişimleri için yeterli midir?

☐ Yeterlidir

☐ Yeterli değildir

Bölüm 2

Lütfen aşağıdaki sorulara yanıt verirken, sizin için en uygun olan seçenek olan kutucuğu (x) ile işaretleyiniz.

Cevap verirken kullanacağınız rakamların ifade ettiği değerler şunlardır:

1= en az

2= az

3= nötr

4= çok

5= en çok

	Aşağıdaki dersin, öğrencilerin kişisel gelişiminde fark yarattığını düşünüyorum					Aşağıdaki dersin, öğrencilerin mesleki gelişiminde fark yarattığını düşünüyorum					Öğrencilerin söz konusu derste öğrendiklerini aktif öğretmenlik hayatlarında kullanacaklarını/ uygulayacaklarını düşünüyorum				
(1= en az, 5= en çok)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Atatürk İlk. Dev. Tarihi I-II															
Bilgisayar I-II															
Eğitim Bilimine Giriş															
Bağlamsal Dilbilgisi I-II															
İleri Okuma ve Yazma															
Dinleme ve Sesletim I-II															
Sözlü İletişim Becerileri															
Etkili İletişim Becerileri															
Türkçe I: Yazılı Anlatım															
Türkçe II: Sözlü Anlatım															
Eğitim Psikolojisi															
Sözcük Bilgisi															

İngiliz Edebiyatı I-II																	
Dilbilim I-II																	
İng. Öğr. Yaklaşımlar I-II																	
İngilizce - Türkçe Çeviri																	
Anlatım Becerileri																	
Türk Eğitim Tarihi																	
Öğretim İlke ve Yöntemleri																	
Nutuk																	
Dil Edinimi																	
Bilimsel Araştırma Yöntemleri																	
Özel Öğretim Yöntemleri I-II																	
Öğr. Teknolojileri ve Mat. Tas																	
Çocuklara Y. Dil Öğretimi I-II																	
Dil Becerilerinin Öğretimi I-II																	
Edebiyat ve Dil Öğretimi																	
Şiir İnceleme																	
Sınıf Yönetimi																	
Türkçe - İngilizce Çeviri																	
Drama																	
Topluma Hizmet Uyg.																	
Ölçme ve Değerlendirme																	
Sınıf İçi Etkileşim Becerileri																	
Yab. Dil. Öğr. Materyal İnc.																	
Okul Deneyimi																	
Rehberlik																	
Özel Eğitim																	
Yab. Dil. Öğr. Ölçme ve Değ.																	
Söylem Çözümlemesi																	
İleri Konuşma I-II																	
Türk Eğitim Eğitim Sist. Okul																	
Öğretmenlik Uygulaması																	