

AN EVALUATION OF THE
M. A. TEFL PROGRAM AT BILKENT UNIVERSITY

A THESIS PRESENTED BY
AHMET Z. KANATLAR

TO

THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS
IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

BILKENT UNIVERSITY

AUGUST 1996

Thesis

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tarafından beğislenmiştir.

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To my wife and son

ABSTRACT

Title: An Evaluation of the M.A. TEFL Program at Bilkent University
Author: Ahmet Z. Kanatlar
Thesis Chairperson: Ms. Bena Gul Peker, Bilkent University, M.A. TEFL Program
Thesis Committee Members: Dr. Susan D. Bosher, Dr. Theodore S. Rodgers, Bilkent University, M.A. TEFL Program

This study aimed to investigate the achievements of the M.A. TEFL program at Bilkent University in terms of its goals and objectives, as well as determine possible changes for the future of the program.

The data were collected through document analysis, interviews and questionnaires. Document analysis and interviews were conducted to collect data about the original goals and objectives about the program, as well as to determine criteria for assessing the success of the program. In questionnaires and telephone-interviews, two groups: the graduates of the program and their administrators, were asked their opinions about the characteristics of the program and the personal and professional effects of the program on program participants.

The results of both the questionnaires and telephone-interviews, based on the graduates` and their administrators` responses, indicate that overall the M.A. TEFL program at Bilkent University has achieved its goals and objectives in terms of improving its participants`

personal and professional lives as language teachers. The results also show that the program has had the intended effect in Turkey, that the participants have improved their teaching methodologies, and critical thinking, and they have also become more aware of their students' needs as a result of participating in the program. Administrators' ratings about the characteristics and the effects of the program were consistently less than the graduates of the program. However, both groups agreed that there was a continued need for such a program in Turkey, though again the administrators were less enthusiastic than the graduates.

However, results also showed that the graduates have not increased in their professional responsibilities or positions, suggesting either that having an M.A. in TEFL is not enough for an increase in responsibilities, or that one to seven years of experience with an M.A. degree is not enough to be promoted to a higher position. Results also suggest that some changes should be made in the design and curriculum of the program, such as increasing teacher development opportunities and selecting more appropriate instructors for the program.

BILKENT UNIVERSITY
INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES

M.A. THESIS EXAMINATION RESULT FORM

August 31, 1996

The examining committee appointed by the Institute of
Economics and Social Sciences for the thesis
examination of the MA TEFL student

Ahmet Z. Kanatlar

has read the thesis of the student.
The committee has decided that the thesis of the
student is satisfactory.

Thesis Title : An Evaluation of the M.A. TEFL
Program at Bilkent University

Thesis Advisor : Dr. Susan D. Bosher
Bilkent University, M.A. TEFL
Program

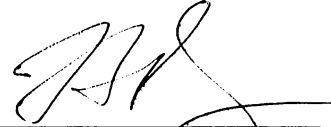
Committee Members : Ms. Bena Gul Peker
Bilkent University, M.A. TEFL
Program

Dr. Theodore S. Rodgers
Bilkent University, M.A. TEFL
Program

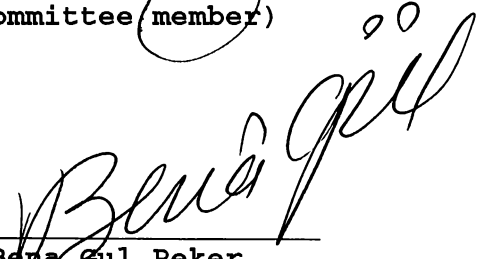
We certify that we have read this thesis' and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts.



Susan D. Boshier
(Advisor)



Theodore S. Rodgers
(committee member)



Bena Gul Peker
(committee member)

Approved for the
Institute of Economics and Social Sciences



Ali Karasmanoglu
Director
Institute of Economics and Social Sciences

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CHAPTER 1 : INTRODUCTION

Over the past twenty years there has been increasing diversity of educational evaluation approaches and evaluation studies; however the concept of evaluation is still being defined (Baretta, 1992). Many evaluation studies have been done to investigate the success and achievements of language teaching programs. The self-study project at Teachers College, Columbia University (Akiyama, El-Dib, Fanselow, & Nouiouat, 1986) is an especially good example of an effective and useful M.A. TEFL program evaluation. This study is described in detail in Chapter 2.

This thesis research, similar to that of the Teachers College project, was conducted to investigate whether the Master of Arts (M.A.) in Teaching English as a Foreign Language (TEFL) program at Bilkent University has achieved its goals and objectives as set by the Commission for Educational Exchange between the United States and Turkey (the Fulbright Commission) and the United States Information Service (USIS). Another purpose of the study was to determine possible changes for the future of the program.

Background of the Study

In 1988 USIS conducted an evaluation of both undergraduate and graduate TEFL programs in Turkey. The results of this survey suggested that existing programs were not able to meet the needs of the country in this field (J. Ward, personal communication, April 28, 1996). The USIS

survey found that undergraduate program requirements were minimal, concentrated heavily on linguistics, and less on classroom methodology and practice teaching. Most of the programs' required courses were as follows: Grammar, Composition, Linguistics, Translation, Methodology and British and American Literature. Results of the survey also indicated that the courses offered in the graduate programs were inadequate, too, as they also offered little in the way of classroom methodology and practice teaching. These programs offered only three sections: Linguistics, English for Specific Purposes and Testing.

In contrast, the professional organization, Teachers of English to Speakers of Other Languages (TESOL) recommends approximately twenty courses, not including research courses, for Master's programs in Teaching English as a Second Language (TESL) and TEFL programs. The set of courses, from which course selections are made, are: Introductory Linguistics; Psycholinguistics; The Grammar of English; Philosophy of Education; Learning Theory; Curriculum Planning, Development and Implementation; Curriculum Evaluation; Program Administration; Teaching Listening; Teaching Reading; Teaching Speaking; Teaching Writing; Psychology of Reading; Phonology of English; Materials Development and Adaptation; English for Specific Purposes; Testing and Evaluation; The Methodology of Teacher Training, and Teaching Practicum (Ward, 1991).

USIS and the Fulbright Commission proposed to help the Government of Turkey establish a "first-class" TEFL program which would offer a master's degree in TEFL addressing the areas of deficiency in the already existing programs in Turkey. The former English Teaching Officer (ETO) of the American Embassy, Dr. James Ward, argued that the proposed M.A. TEFL program would meet the existing educational need.

The criteria for selecting a site for the program were described in Mr. Ward's letter, dated March 28, 1988, to former Political Affairs Officer (PAO) Mr. Scotton, as follows:

1. The center should be located in Ankara so that both post officers and the Fulbright Commission can easily and inexpensively visit the site.

2. The center should not be located within a currently established faculty or program because of (a) existing internal politics, and (b) inherent space limitations.

3. The center needs to be assigned a special status by YOK to avoid being limited by the current inadequate YOK course requirements which are different from TESOL's.

The Fulbright Commission and USIS decided to locate the program at Bilkent University since Bilkent was the only university which could provide all these features for the program. Then USIS and The Fulbright Commission established the program with the collaboration of the Higher Education Council (YOK), and Bilkent University.

The M.A. TEFL program at Bilkent University was established for teachers already involved in the field of English Language Teaching (ELT) at Turkish universities. As there is no language development component in the curriculum, candidates are expected to be fluent in both written and spoken English. Since the designers of the program insisted on having an overall effect on ELT in all of Turkey, candidates are chosen from various geographical regions in the country.

Furthermore, the M.A. TEFL students at Bilkent University receive a one-year paid leave of absence from their universities to participate in the program (Kanatlar, Katirci, & Yayli, 1995). There are three features which distinguish the program from the other M.A. TEFL programs in Turkey. First of all, the program is the only one in Turkey run as an intensive 10-month program. Second, most of the other institutions in Turkey give priority to their own teachers in their M.A. programs, whereas the program at Bilkent draws students from many areas of Turkey. Also, in all the other M.A. TEFL programs, candidates must teach at least twelve hours in their own universities while they are doing their graduate studies, whereas at Bilkent participants are given paid leaves of absence from their home institutions.

From the beginning of the program, the Fulbright Commission has taken the responsibility for providing the instructors (Dengiz, Keskekci, & Uzel, 1995). The number of

lecturers selected by the Commission's own criteria have varied from year to year ranging from two to four, one of which directs and teaches in the program, while the others serve as instructors. The Commission's criteria for selecting the faculty are as follows:

1. For the program director:

- (a) The director is responsible for directing and continuing to implement the M.A. program in TEFL.
- (b) The grantee should be prepared to teach 1 or 2 courses per semester including: language acquisition, introduction to applied linguistics, EFL methodology, sociolinguistics and discourse analysis, issues in bilingualism, measurement, or reading theory and practice.
- (c) Applicant should have a Ph.D. or Ed.D. in TEFL, TESL or applied linguistics.

2. For the instructors:

- (a) The applicant should be capable of teaching from among the following: language acquisition, introduction to applied linguistics, EFL methodology, sociolinguistics and discourse analysis, issues in bilingualism, measurement, or reading theory and practice.
- (b) The applicant should have a Ph.D. or Ed.D. in

TEFL, TESL or applied linguistics, although appropriate experience in the field may be substituted.

The main goal of the M.A. TEFL program, as determined by the Fulbright Commission and USIS, was to supply Turkish universities with professionally well-equipped EFL instructors who would be knowledgeable in linguistics, second language acquisition and methodology (Ward, personal communication with the former PAO, Mr. Scotton, March 30, 1988). Analysis of the program descriptions over the past seven years indicates that the content, and goals and objectives of the program, at least as stated on paper, have changed very little since the beginning of the program in 1988-1989. Three main components of the curriculum mentioned in the 1995-1996 M.A. TEFL description are:

- (a) linguistics, sociolinguistics, and analysis of the English language,
- (b) second language acquisition and theory of language learning and,
- (c) language teaching methodology, practicum and curriculum (M.A. TEFL Program Description, 1995-1996).

The goals and objectives of the program, as stated by Ward (1991), in his report after the survey of undergraduate and graduate TEFL programs in Turkey, are divided into nine different headings: "instructional activities at the university level, instructional materials at the university

level, instructional planning and development at the university level, university curriculum, foreign language acquisition and learning theory, measurement and evaluation instruments and approaches, evaluation of university teacher education programs, research into applied linguistics, and philosophy of education" (Ward, 1991).

Up until the 1994-1995 academic year the program had only Fulbright lecturers, but at the beginning of that academic year a permanent Turkish non-Fulbright lecturer was recruited to the program by Bilkent University (Dengiz, Keskekci, & Uzel, 1995). Since the goal of the Fulbright Commission was to set up a first-class graduate program for teachers of English in Turkey and then withdraw from the program, the recruitment of a Turkish lecturer (who is in fact a graduate of the M.A. TEFL program at Bilkent University) has started the process of transfer of responsibility for the program from the Fulbright Commission to Bilkent University. The 1996-1997 academic year will probably be the last year the Fulbright Commission is involved in this program.

Thus, at this stage in the history of the M.A. TEFL program, an evaluation of the program, which has never been carried out before, seems a useful, even necessary project to be undertaken. This study will be done to determine the program's achievement of its goals and objectives and also to provide a basis to consider possible changes in the program during this time of transition.

Purpose of the Study

The purposes of the evaluation of the M.A. TEFL program at Bilkent University can be listed as:

- (a) to investigate whether the program has achieved its goals and objectives set by the Fulbright Commission and USIS,
- (b) to investigate whether the program has had the intended effect in Turkey, and
- (c) to determine the need for changes in the program for the future.

Research Questions

The following research questions were posed in this study:

1. From the perspective of the graduates and their administrators, to what extent have the goals and objectives of the program been achieved?
2. From the perspective of graduates of the program, and their administrators, to what extent has the program had the intended effect in Turkey?
3. From the perspective of graduates and their administrators, what changes should be made in the curriculum and design of the program to make it more effective and beneficial?

Significance of the Study

The results of this study will be of benefit to all parties who took part in the establishment and maintenance of the program over the past seven years: USIS, the

Fulbright Commission, and Bilkent University. Because this year is one of the last years of Fulbright's involvement in the program, all parties would like to be informed about the success of the program after seven years of implementation.

This evaluation determined the achievements of the program in terms of its goals and objectives, as feedback to USIS, the Fulbright Commission, and Bilkent University. Especially for Bilkent University, this study may also help determine what changes should be made in the program for its future, since Bilkent intends to continue the program after the Fulbright Commission's involvement is over.

Since this program is different than other M.A. programs in Turkey in its design and implementation, YOK may also like to know the results of this evaluation to suggest changes in parallel programs at state universities in Turkey.

CHAPTER 2: LITERATURE REVIEW

In this chapter the literature on program evaluation is reviewed in order to see the importance of evaluation in program development to analyze the achievement of programs. Moreover, in this chapter definitions of different approaches to program evaluation are presented and discussed in terms of their applicability to this particular research study. A sample program evaluation is also reviewed.

The importance of program evaluation has been widely acknowledged in education. Brown (1989) defines the term program evaluation as "the systematic collection and analysis of all relevant information necessary to promote the improvement of curriculum, and assess its effectiveness and efficiency, as well as the participants' attitudes within the context of particular institutions involved" (p. 223). Consistent with this definition of evaluation, this study will examine the effectiveness and achievement of the M.A. TEFL program at Bilkent University.

Hargreaves (1989) claims that evaluation is in fact part of the curriculum planning or design process; design is not complete without evaluation. To emphasize this relationship, he suggests the portmanteau word DES-IMPL-EVALU-IGN" . Any kind of program should be evaluated periodically in order to improve itself or to see to what extent it has achieved its goals and objectives.

The international professional organization of Teachers of English to Speakers of Other Languages (TESOL), encourages programs to undergo a process of self-study in order to:

- (a) improve programs and make them more effective by identifying their goals and problems, and any necessary changes,
- (b) provide confidence in the institution to produce newly clarified goals and ways to achieve them to extend the life of the program,
- (c) understand the achievements of the program,
- (d) provide recognition of the program within the community, and
- (e) improve the organizational or programmatic health of the program because only healthy organizations endure (TESOL, 1989).

Various Approaches to Program Evaluation

As stated above, this chapter provides definitions of various approaches to program evaluation and discusses their applicability to this particular research study.

There are various approaches for accomplishing program evaluation. The first one, the product-oriented approach, mostly deals with the achievements of programs in terms of their goals and objectives (Brown, 1989). One of the chief proponents of this approach, Tyler (1942, cited in Brown, 1989), evaluates programs only according to their success in

terms of having achieved their goals and objectives. Consequently, he believes that programs must have clearly defined goals and measurable behavioral objectives. Another proponent of the product-oriented approach, Hammond (1973, cited in Brown, 1989), also measures behavior as one of the steps in his evaluation model. "Evaluation assesses the behavior described in the objectives" (p.168). This evaluation study can be defined as primarily product-oriented, especially in its design, as its purpose is to determine to what extent the goals and objectives of the M.A. TEFL program have been achieved at the end of the eight-year period of support of the Fulbright Commission.

The second approach, the process-oriented approach, deals with curriculum change and development (Brown, 1989). This approach is used for ongoing programs to determine what kind of changes should be made in order to improve the program. The worth of the programs' goals is also measured. Formative evaluation that takes place during the development of a program and its curriculum, and gathers data to improve the program is generally process-oriented (Brown, 1989), whereas, summative evaluation that takes place at the end of a program or at the end of a certain stage of a program to determine whether the program has achieved its goals and objectives is generally product-oriented (Brown, 1989). This distinction between summative and formative evaluations,

first made by Scriven (1967, cited in Brown, 1989), a notable proponent of the process approach, parallels the distinction between product and process-oriented approaches to program evaluation.

The process-oriented approach is somewhat relevant to the evaluation of the M.A. TEFL program although the design of the evaluation is product-oriented, because the findings of this evaluation may help determine what kind of changes should be made to improve the curriculum of the program, a characteristic of process-oriented evaluation.

Another approach to evaluation, the static characteristic approach evaluates programs according to the characteristics of staff and facilities, such as the number of library books, number of instructors who have M.A.s or Ph.D.s, or parking facilities. Also, questions regarding static characteristics of the program were included in the questionnaire, such as resource books and computers. On the other hand, this approach requires only outside experts to determine the effectiveness of a program (Brown, 1989). For this evaluation of the M.A. TEFL program, an insider, a current participant in the program conducted the evaluation, with the assistance of a current faculty member and the Director of the program.

The last approach, decision facilitation, is based on decision-making (Alkin, 1979; Provus, 1971; Stufflebeam et

al., 1971; all cited in Brown, 1989). In the decision facilitation approach evaluations are usually done for the decision makers who are usually administrators (Brown, 1989). As one of the purposes of this evaluation is to support current and future decision-making for the program, this approach is also relevant to the evaluation of the M.A. TEFL program.

Frameworks for Program Evaluation

After deciding on the appropriate evaluation approach, it is important to find a suitable evaluation framework as the second step of a program evaluation. Although there are many frameworks for program evaluations, not all of them suit the M.A. TEFL program since, as mentioned in the first chapter, the program is unique to Turkey in terms of its goals and objectives. Three program evaluation frameworks that have been used to evaluate M.A. TEFL programs are discussed in this section, as background to discussing the framework chosen for the M.A. TEFL program evaluation.

The University of Hawaii format for program evaluation represents a static characteristic approach and consists of eleven items (Self-Study Outline for Organization Research Unit at Hawaii University, 1995). Those items are:

- (a) Description of graduate program
- (b) Number and quality of graduate students
- (c) Application/admission statistics

- (d) Attrition rate
- (f) Average time for completion
- (g) Pattern of graduate student financial support
- (h) Research assistantship opportunities and patterns
- (i) Number of Master`s and Ph.D.s awarded per year
- (j) Professional activities of graduate students
- (k) Student placement over the last ten years

Even though this is an acceptable format for program evaluation, it mostly deals with the static characteristics of a program rather than the achievements of the program with regards to its goals and objectives or the development of the program curriculum. This framework, therefore, is not an appropriate framework for the evaluation of the M.A. TEFL program at Bilkent.

The international organization of Teachers of English to Speakers of Other Languages, (TESOL) (1989) offers professional direction in program evaluations. It has developed a four-step self-study process for M.A. TESOL programs, the purpose of which is to help programs improve themselves by clarifying their goals, identifying problems and deciding on changes for the future of the program (TESOL, 1986b). The first step, designing the project, requires: selecting the evaluator; defining issues, needs and problems; stating goals; and securing other participants. This first step also includes obtaining

TESOL's (1986a) standards for intensive TESOL programs which include: purpose and goals of the program; program structure in terms of administration, instructional staff, and support services; program curriculum; program implementation; and program assessment. The second step, which is called organizing the process, deals with determining the weaknesses and strengths of the program in light of TESOL's standards; coordinating with another study; selecting insiders, outsiders and consultants; determining tasks; finding resources; and deciding upon a schedule. Conducting the self-study, the third step of TESOL's process, requires the involvement of the participants; collecting, reviewing and analyzing the data. Finally, the fourth step deals with purpose and goals, organization, and operation of the postsecondary intensive programs.

The first set of questions in the TESOL self-study process explores the purpose and goals of the program, the availability of these goals and objectives to students, faculty, and administration. The second set of questions regards program structure and consist of three aspects:

- (a) interaction with faculty and target population, nature of program, and changing policies of the program;
- (b) qualifications of the instructional staff, coordination among the faculty, and their professional development;

(c) curriculum of the program, materials available for the students, and learning experiences supplied for the students. The third set of questions deals with program implementation and asks questions about the recruitment of students, criteria for the admission to the program, cost for the students, and the physical plant in which program operates. Finally, the last set of questions is about program assessment and deals with those aspects of the program, which are quantifiable, such as the number of participants in the program, and written results of the study to improve the program.

These two components of the TESOL self-study process, the four steps and the questions used in the self-study process, are described here as they are relevant to the M.A. TEFL program evaluation. They raise some of the same areas of concern of this particular evaluation, such as analyzing the background and the characteristics of the program, instructional staff, resources and materials as well as the curriculum of the program.

The third framework for program evaluation discussed in this section (Alderson, 1992) is based on information questions regarding the evaluation process such as why, for whom, who, what how, when, and how long to cover all aspects of an evaluation, both product and process-

oriented features. First, the question "why?" deals with the purposes of the evaluation. Alderson (1992) argues that the most important question to be addressed at this stage is: "Why is this evaluation required?". Evaluations are done for a variety of reasons, such as, deciding whether a program has had the intended effect or identifying the achievements of a program or teachers.

The second question "for whom?" identifies the audience of the evaluation. Alderson (1992) suggests that the parties who are involved in the evaluation or who support the evaluation process often determine the nature of the evaluation. Because parties who support the evaluation may have different ideas and values the evaluator should take those ideas and values into consideration to meet the supporters' expectations.

The third question, "who?" identifies the evaluators who carry out the evaluation. With this question Alderson (1992) deals with who is to evaluate and how many evaluators there will be. He states that only one person may evaluate a program; however, in most cases more than one person evaluates a program. He also suggests that evaluation can be done by an insider or an outsider since he believes that objectivity can not be guaranteed in any case.

The fourth question "what?" deals with the content of the evaluation (Alderson, 1992). The content of the

evaluation must relate to its purpose; the evaluator decides on the central and observable purposes of the evaluation while deciding on the content of the evaluation.

The fifth question "how?" depends on what is to be evaluated (Alderson, 1992); for example, "If learning outcomes are to be measured, then it is likely that language tests will be needed. If attitudes and opinions are important ..., then... questionnaires, interview... or group discussion would seem to be called for" (Alderson, 1992).

Finally, the sixth and seventh questions deal with the timing, ("when?" and "how long?"). The time of evaluation may change according to the different purposes of the evaluation (Alderson, 1992), that is, a formative evaluation must be done during the program in order to improve it, whereas a summative one must be done at the end of a program to investigate its achievements.

The questions in Alderson's (1992) framework were used to guide the evaluation of the M.A. TEFL program. As the program will probably continue under the control of Bilkent University, the evaluation must be both product- and process-oriented in order to understand both to what extent the program has achieved its goals and objectives, as well as what changes should be made to improve the program.

In the next section of the literature review, a sample evaluation of an M.A. TESOL program is described in order to

analyze a very similar study to that of the evaluation of the M.A. TEFL program at Bilkent.

A Sample Evaluation of an M.A. TEFL Program

In the 1985-1986 academic year the M.A. TESOL program at Teachers College, Columbia University, participated in a Middle States Accreditation self-study project (Akiyama, El-Dib, Fanselow, & Nouiouat, 1987). The study was conducted by four insiders, a professor, and three M.A. graduate students. Their aim was to discover ways to make the program a better one by contacting the graduates of the program and collecting data about their new lives after the program. They decided on an eight-step format for the evaluation process.

The first step of their evaluation was to form the team. They believed that the composition of the team offered them an advantage because they knew each other and were familiar with the program as insiders. In the second step, they specified the goals of the program first. Then they incorporated the goals into two scales, one, to measure the achievements of the program with regards to its goals, and two, to measure the relevance of those goals with regards to the graduates' professional lives. A questionnaire was designed to gather data about the following three criteria: (a) the graduates' rating of the M.A. TESOL courses with

their suggestions for improving the program, (b) graduates' ratings of continuing education offerings and, (c) questions about the graduates' current professional lives and how they have benefited from the program with regards to their current professional lives.

In steps three and four the evaluators determined the samples and how to insure a high response rate for their questionnaire. They decided to use two types of populations in their study: M.A. graduates and current participants of the courses offered through the program. First, they sent an overall questionnaire to all graduates; then, two weeks later they sent a second (TESOL) questionnaire to those who responded to the first one and who the faculty members thought would respond, in order to get a high response rate, but they also realized that the first questionnaire which had similar questions to that of the second one biased the results since respondents realized the purpose of the study.

The fifth and sixth steps consisted of designing the instruments (questionnaires), and allowing time for analyzing data. They designed their questionnaires according to the programs' goals and the purposes of their study. Then so that analysis of the data would not be too time-consuming they decided on rating-scales which they thought would also produce a higher return rate instead of more open-ended questions.

For the seventh step the evaluators applied the results of the study to the program. Changes in the program were made according to the needs of current students and graduates. For example, the program started to offer free professional meetings for the graduates and students to discuss professional concerns with faculty members. Guided Teaching, the major practicum for all M.A. students, was expanded to two semesters to help students improve their teaching skills.

Planning for the continuation of the study was their eighth and last step. After the evaluators completed their study, because they realized their study provided valuable insights into their courses, program, and the current needs of graduates and professionals, and possible future courses and activities, they realized that they or somebody else might want to redo the same study sometime in the future. So they planned for the continuation of the study as their last step.

Conclusion

The evaluation of the M.A. TEFL program is primarily product-oriented and summative. It gathered quantitative data collected from various sources. Considering the probable continuation of the M.A. TEFL program at Bilkent University, this evaluation also had some features of process-oriented formative evaluation, in that results of

the data analysis might be used to propose changes in the program for the future. Also questions regarding static characteristics of the program were included in the questionnaire, such as resource books and computers. Finally, the results of this study may inform decision-makers regarding the future of the program.

CHAPTER 3: METHODOLOGY

The M.A. TEFL program at Bilkent University is in its 8th year of operation. Since its beginning it has produced 132 graduates. All program participants, as intended, were teaching in various institutions of higher education in Turkey at the time of their participation in the program and presumably have remained active professionally since then. This study aimed to investigate the achievements of the program in terms of its goals and objectives, as well as determining possible changes for the future of the program.

This study was conducted using document analysis, interviews and questionnaires. The questionnaires were sent out to all graduates of the program and their administrators. These two groups were chosen as the subjects of the study since it was felt they knew the characteristics and effects of the program both personally and professionally, as well as the needs of the ELT field in Turkey. They, therefore, could state their ideas about the achievements and effects of the program, and could suggest changes for the future of the program in order to make it more effective.

Questionnaires and interviews were chosen as the most appropriate research instruments since it was impossible to design either a before and after study of the graduates and

their teaching and professional behaviour or an experimental study to determine the effects of the M.A. TEFL program at Bilkent University on its graduates.

Subjects

There were exactly 179 candidate subjects in the study. Of these, 132 were graduates of the M.A. TEFL program at Bilkent University who were involved in the ELT field in Turkey and presumably are still involved in English language teaching at different institutions of higher education throughout the country. The other 47 subjects were the administrators of these graduates. (See Table 1 for the participant universities.)

Table 1

List of Universities who have Participated in the Program

| Regions | Universities | f | | | | | | | Total |
|-----------------|------------------|---------|---------|---------|---------|---------|---------|---------|-------|
| | | 1988-89 | 1989-90 | 1990-91 | 1991-92 | 1992-93 | 1993-94 | 1994-95 | |
| Ic Anadolu | Bilkent | 2 | 2 | 2 | 4 | 3 | 3 | 2 | 18 |
| | METU | -- | 2 | 2 | 3 | -- | 3 | -- | 10 |
| | Gazi | 1 | 2 | 2 | -- | -- | 1 | 1 | 7 |
| | Hacettepe | 1 | -- | -- | 2 | -- | -- | -- | 3 |
| | Ankara | 1 | 2 | -- | 1 | -- | 1 | -- | 5 |
| | Anadolu | 2 | 1 | 2 | 2 | 2 | 1 | 1 | 11 |
| | Erciyes | 1 | 2 | 2 | 2 | -- | 2 | 1 | 10 |
| | Seleuk | -- | -- | 1 | -- | -- | -- | -- | 1 |
| | Cumhuriyet | -- | -- | -- | -- | -- | -- | 1 | 1 |
| | Army College | -- | -- | -- | -- | -- | 1 | -- | 1 |
| | Police Academy | -- | 1 | -- | -- | -- | -- | -- | 1 |
| | Military Academy | -- | -- | -- | 1 | -- | -- | -- | 1 |
| | Marmara | Yildiz | 1 | -- | -- | -- | -- | -- | -- |
| Trakya | | -- | -- | -- | 1 | -- | -- | -- | 1 |
| Bogazici | | -- | -- | -- | -- | 1 | -- | -- | 1 |
| Uludag | | -- | -- | -- | -- | 1 | -- | -- | 1 |
| ITU | | -- | -- | -- | -- | -- | 1 | 2 | 3 |
| Balikesir | | -- | -- | -- | -- | -- | 1 | -- | 1 |
| Baysal | | -- | -- | -- | -- | -- | -- | 1 | 1 |
| Karadeniz | KTU | 1 | 1 | 1 | -- | -- | 1 | -- | 4 |
| | 19 Mayıs | -- | -- | 1 | -- | -- | -- | -- | 1 |
| Dogu Anadolu | 100. Yil | 1 | -- | -- | -- | 1 | -- | -- | 2 |
| | Kafkas | -- | -- | -- | -- | -- | 1 | -- | 1 |
| | Firat | 1 | 1 | -- | 1 | -- | -- | -- | 3 |
| | Ataturk | -- | 1 | 1 | -- | -- | -- | -- | 2 |
| G.D Anadolu | -- | -- | -- | -- | -- | -- | -- | -- | |
| Akdeniz | Cukurova | 2 | 1 | 1 | 1 | -- | 1 | 3 | 9 |
| | Akdeniz | -- | 1 | -- | -- | -- | -- | -- | 1 |
| | S. Demirel | -- | -- | -- | -- | -- | -- | 1 | 1 |
| | M. Kemal | -- | -- | -- | -- | -- | -- | 2 | 2 |
| Ige | 9 Eylul | 1 | 2 | 1 | 1 | 2 | 1 | 2 | 10 |
| | Ige | 1 | -- | -- | -- | -- | -- | -- | 1 |
| Kibris | Dogu Akdeniz | -- | -- | -- | 1 | 1 | -- | 1 | 3 |
| | Gazi Magosa | -- | -- | -- | -- | -- | -- | 1 | 1 |
| | Letke | -- | -- | -- | -- | -- | 1 | -- | 1 |
| Turki Cum. a | -- | -- | -- | -- | 6 | -- | -- | 6 | |
| USA | -- | -- | -- | -- | 1 | -- | -- | 1 | |
| Self-Supporting | -- | -- | -- | -- | 1 | 1 | -- | 2 | |
| Total | | 16 | 19 | 16 | 20 | 19 | 20 | 19 | 129 |

Note. Document analysis of the list of graduates of the program indicates a total of 129 graduates. However, the mailing list of graduates, provided from USIS, indicates 132 graduates.

a Turki Cum.= Turkish-speaking Republics (e.g., Azerbaijan).

Age of the graduates varied from 24 to 39. Thinking of the intensity and the goals and objectives of the program regarding having a long-term effect in the field of ELT in Turkey, the age of the graduates at the time of their participation in the program was considered an important variable. Therefore, graduates were asked how old they were when they participated in the M.A. TEFL program. Sex of the subjects was also asked, even though sex was not considered a critical variable for this evaluation study.

Instruments

To collect data for this study, both face-to-face and telephone interviews, and questionnaires were used. Two people were interviewed who participated in the establishment of the M.A. TEFL program: Dr. James Ward, the former English Teaching Officer of the American Embassy in Ankara, Turkey, and Prof. Ersin Onulduran, Director of the Commission for Educational Exchange between Turkey and the USA, better known as the Fulbright Commission. The questions for these interviews were chosen to collect data about the original goals and objectives of the program and to learn these parties' criteria for determining to what extent the program has achieved its goals and objectives (see Appendices B and C for interview questions). These two people were chosen to be interviewed because they knew the original goals and objectives of the program best, and could inform the

researcher of what criteria should be taken into consideration for the evaluation of the M.A. TEFL program.

Two questionnaires were developed: one for the graduates of the M.A. TEFL program, and the other for the graduates' administrators. The first questionnaire (see Appendix D), consisting of 40 items, was sent to the graduates of the M.A. TEFL program in order to sample their opinions about the success of the program. The first 10 items of this questionnaire were related to the background of the participants, such as their positions before and after the program at their institutions. The 16 items in the second part of the questionnaire dealt with the characteristics of the program, such as courses offered, instructors, and resources and materials supplied for the program. In the third part there were 14 items which dealt with personal effects of the program. These items investigated personal changes occurring in the graduates' professional lives as a result of participating in the program, such as changes in their teaching style and attitudes towards their students.

The second questionnaire (see Appendix E), which consisted of 19 items, was sent to the administrators of the graduates of the program in order to assess the effects of the program on the graduates and more generally on the field of ELT in Turkey. The first part, consisting of 5 items,

asked for data about the backgrounds of the administrators. The second part contained 14 items which explored the personal and professional effects of the program on the graduates from the point of view of their administrators.

The two questionnaires contained primarily close-ended items with a few open-ended questions to allow subjects to elaborate on any of the items provided in each section. Various question formats were used including: sentence completion, rank order, and rating scale items.

Questions in the telephone interviews were considerably reduced from the questions used in the questionnaires (see Appendices H and I). It was decided that the telephone interviews should be short and to the point, for reasons of practicality and cost. The questions were selected to gather the most important data about the background information of the graduates and their administrators, personal and professional effects of the program, and the future of the program.

Calendar of Events

| | |
|----------------|--|
| April 28, 1996 | Interview through e-mail with Dr. James Ward |
| May 6, 1996 | Interview with Prof. Ersin Onulduran |
| May 17, 1996 | Mailing of questionnaires |
| June 10, 1996 | Mailing of the follow-up letters |
| July 3-5, 1996 | Telephone-interviews |

Procedure

The data collection process began with collecting and analysing documents about the background of the M.A. TEFL program (see Appendix A for list of documents reviewed). The second step of data collection consisted of conducting two interviews, one with the former English Teaching Officer (ETO) of the American Embassy in Ankara, Dr. Ward and one with Prof. Onulduran, Director of the Commission for Educational Exchange between the United States and Turkey (the Fulbright Commission). The data collected in these interviews provided the researcher with additional information about the background of the program, the original goals and objectives of the program, and Dr. Ward's and Prof. Onulduran's criteria for determining the success of the program. After designing the questionnaires based on both the document analysis and the interviews, they were pilot-tested with five M.A. TEFL graduates and two graduates' administrators at Bilkent University. Several changes were made as a result of the pilot testing. The questionnaires were then mailed to all M.A. TEFL graduates and to their administrators with a cover letter from the researcher. The subjects of the study were informed that their names would not be used in the thesis in order to make them feel comfortable and respond honestly while answering the questions. They were asked to complete the

questionnaires and send them back to the researcher in 20 days.

By the due date, however, only 35 graduates and 5 administrators had responded to the questionnaires. A follow-up letter was sent to both groups in order to increase the response rate (see Appendices F and G). After the second due date had passed with only an additional six questionnaires received from graduates, it was decided to conduct telephone interviews as a final step in the data collection process. Fink and Kosecoff (1985) state that the response rate should be high as possible. If the researcher gets a very low rate of responses, Fink and Kosecoff (1985) insist that he or she must find out why the subjects did not respond to the questionnaires. To improve the response rate they advise researchers to use a technique that has a high response rate, such as face-to-face interviews which produce better response rates than mailed questionnaires. An additional eight graduates and ten administrators were contacted in this manner.

Data Analysis

As the first step in the data analysis procedure, the two interviews, one tape-recorded and the other conducted through e-mail, were analyzed by descriptive categories based on the interview questions and reported using these categories as sub-headings. The responses to the close-ended

items in the questionnaires and telephone-interviews were analyzed by frequencies, percentages, and mean scores, while open-ended questions were analyzed using descriptive categories, as in the analysis of the interviews.

CHAPTER 4: RESULTS OF THE STUDY

Summary of the Study

This evaluation study was conducted to investigate whether the M.A. TEFL program at Bilkent University has achieved its goals and objectives as set by the Fulbright Commission and USIS, and whether it has had the intended effect in Turkey, as well as what changes should be made in order to improve the program.

As a first step, a document analysis was conducted. Following this, two people who were involved in the establishment and staffing of the M.A. TEFL program were interviewed (see Appendix A and B for the interview questions) in order to get information about the background of the M.A. TEFL program. Then, a 40-item questionnaire (see Appendix C for the graduates' questionnaire) was developed which had three sections: background information, characteristics of the M.A. TEFL program, and, personal and professional effects of the M.A. TEFL program. This questionnaire was sent to all 132 graduates of the program. At the same time another questionnaire, which had 19 items in two sections: background information and professional effects of the MA TEFL program, was sent to all 47 administrators of these graduates (see Appendix D for the administrator questionnaire). These questionnaires were

intended to get feedback about the M.A. TEFL program from both graduates and their administrators. However, only 41 graduates out of 132 and 5 administrators out of 47 responded to the questionnaires. This poor response rate (32% of the graduates, and 11% of the administrators) led the researcher to conduct telephone-interviews with non-respondents to increase the reliability of the study.

The analysis of data which was gathered from the above procedures was done in different ways. Responses to the interview questions with Dr. James Ward and Prof. Ersin Onulduran, and open-ended questions which occurred at the end of each section of both the graduate and administrator questionnaires were analyzed using descriptive categories. The rest of the data, which was gathered from Likert-scale items, rankings, multiple choice items, and telephone interviews, was analyzed by calculating frequencies, percentages, and mean scores. In the discussion of the results of the ratings, items are discussed from highest to lowest ratings. In some cases respondents did not answer all items on the questionnaires, so that the total number of responses is sometimes less than the N of respondents.

Analysis of the Interviews

The data collection procedure in this study began with document analysis about the history of the M.A. TEFL program. However, since the documents on hand were not

enough to give sufficient information about the establishment of the program, the researcher decided to interview several people who knew the history of the program and were key decision-makers involved in its establishment. The former English Teaching Officer of the American Embassy in Ankara, Dr. James Ward, Prof. Ersin Onulduran, Director of the Fulbright Commission of Turkey, and the rector of Bilkent University, Prof. Ali Dogramaci were selected for interviews, as the most informed people about the history of the M.A. TEFL program. Unfortunately, the researcher was not able to interview Professor Dogramaci, because of his tight schedule.

The following presentation of the results of the interviews with Dr. Ward and Prof. Onulduran are organized with six sections based on the interview questions (see Appendices B and C for set of interview questions).

Background of the USIS Survey

Both James Ward and Ersin Onulduran were asked about the background of the USIS survey. Dr. Ward stated that the original idea for conducting such a survey and establishing an M.A. TEFL program had in fact come from Washington, from Bob Gosende, an important USIS person who had been informed about the need for such a program in Turkey by some Turkish graduate students in TEFL who had had to leave Turkey to do graduate work abroad because of the lack of suitable

graduate programs in their own country. James Ward also stated that he wanted to make a mark in an area not covered by the former English Teaching Officers in Turkey. He also stated that all Turkish universities had been included in the survey, of which he had the original report, if the researcher could make use of it.

In contrast to James Ward, Prof. Onulduran of Fulbright, said that he had not been involved in the USIS survey.

Weaknesses of the Existing M.A. TEFL Programs in Turkey in
1988

James Ward and Ersin Onulduran were also asked in what sense the existing M.A. TEFL programs in Turkey in 1988 were not able to meet the needs of the country and what kind of a program was needed in Turkey. Dr. Ward stated that at that time there were no full-time M.A. TEFL programs in Turkey and most faculty had gotten their degrees from the same institutions where they were teaching. He also stated that M.A. TEFL programs should be like those in the U.S. since he believed that the U.S. had the best higher education system in the world and had much to offer that could be adapted to other programs in the world.

Sharing the same idea with Dr. Ward that the existing programs in Turkey in 1988 were not able to meet the needs of the country, Prof. Onulduran stated that the programs

were heavily weighted on literature and offered little in the way of methodology and classroom practice.

USIS and the Fulbright Commission's Goals and Objectives in
Establishing the M.A. TEFL Program

When asked about the USIS/USA goals and objectives in establishing an M.A. TEFL program in Turkey, Dr. Ward briefly replied "public affairs diplomacy".

As for the Fulbright Commission's goals and objectives Prof. Onulduran stated that Fulbright's main aim is to have cultural exchanges between two countries, but since it is impossible to exchange almost twenty graduate students every year, they decided to bring professional American instructors to upgrade the level of teaching of English in Turkey.

The Role of the Fulbright Commission in the Establishment
of the M.A. TEFL Program

Ersin Onulduran stated that the Fulbright Commission was naturally involved in the establishment of the M.A. TEFL program since they deal with all higher education issues and projects between USA and Turkey.

USIS and the Fulbright Commission's Criteria for Determining
the Success of the M.A. TEFL Program

As criteria for determining the success of the M.A. TEFL program at Bilkent University Dr. Ward suggested the following questions: How many people have graduated from the

M.A. TEFL program? How many universities have released faculty to attend? How has the M.A. TEFL program changed the way graduates teach? How have the M.A. TEFL graduates revised the TEFL curriculum where they teach based on the M.A. TEFL program? and How many M.A. TEFL graduates have moved up to administrative positions?

Prof. Onulduran stated Fulbright's criteria for determining the success of the M.A. TEFL program as follows: What happens to M.A. TEFL graduates when they go back to their institutions? What kind of a person has the M.A. TEFL program been able to train in an 11-month¹ period? Do M.A. TEFL graduates become leaders in their departments? Are they able to come to the aid of their colleagues when there is a tight spot? and How well do M.A. TEFL graduates put into practice all the tools and education they have obtained in the M.A. TEFL program?

The Future of the M.A. TEFL Program

Finally, for the future of the program Mr. Onulduran said that, he thinks the future will be bright: Bilkent University has accepted the program as one of its own major programs and, the Fulbright Commission will also support the program in terms of staffing it with whatever teaching staff

¹ Although the original length of the program was set at 11-months, the actual duration of the program has been 10-months.

they have in hand. So, he stated the program will not come to an end in the near future.

These interviews helped the researcher to gather information about the background of the M.A. TEFL program, such as why and how the various parties involved decided to establish such a program in Turkey, and what the original goals and objectives of the program were. Through these interviews, USIS and the Fulbright Commission's criteria for determining the success of the program were also identified. An analysis of these criteria indicate that most were included as items in the questionnaires that were sent to the M.A. TEFL graduates and their administrators, such as changes in the M.A. TEFL graduates' current academic standings, teaching methodologies, and increasing responsibilities at their institutions.

Results of the Graduates' Questionnaire

The first part of the questionnaire for graduates included questions designed to gather background information about the M.A. TEFL graduates and their current academic positions. Table 2 shows the background information about the 41 MA TEFL graduates who returned the questionnaires.

Table 2

Background Information about the M.A. TEFL Graduates (N=41)

| | | f | % | |
|----------------------------------|----------|----|------|-------|
| <hr/> | | | | |
| Sex | | | | |
| | Male | 11 | 27 | |
| | Female | 30 | 73 | |
| | | 41 | 100 | Total |
| <hr/> | | | | |
| Year of Participation | | | | |
| | 1988-89 | 4 | 9.8 | |
| | 1989-90 | 8 | 20 | |
| | 1990-91 | 4 | 9.8 | |
| | 1991-92 | 5 | 12.1 | |
| | 1992-93 | 3 | 7.3 | |
| | 1993-94 | 4 | 9.8 | |
| | 1994-95 | 13 | 32 | |
| | | 41 | 100 | Total |
| <hr/> | | | | |
| Age at the Time of Participation | | | | |
| | 24-29 | 26 | 63 | |
| | 30-34 | 10 | 25 | |
| | 35-39 | 5 | 12 | |
| | 40-44 | - | - | |
| | Above 44 | - | - | |
| | | 41 | 100 | Total |
| <hr/> | | | | |

As seen in Table 2 based on the responses, the M.A. TEFL program has had many more female participants (73%) than male participants (27%), which suggests that female EFL instructors are more interested in professional development than their male colleagues or that EFL instructors in Turkey are disproportionately female. It can also be seen that most of the participants were between the ages 24 and 29 while participating in the program, which means that the effects

of the program in the ELT field in Turkey will spread more widely and last longer than if participants had been older.

Graduates were also asked about their current academic standing (see Table 3), to determine how many participants had gone on for a higher degree.

Table 3

Current Academic Standing of M.A. TEFL Graduates (N=41)

| | | f | % | |
|---|---------------------------|-------|-------|-------|
| <hr/> | | | | |
| Current Academic Standing | | | | |
| | M.A. | 25 | 61 | |
| | Started a Ph.D. | 10 | 24 | |
| | Completed a Ph.D. | 2 | 5 | |
| | About to Complete a Ph.D. | 4 | 10 | |
| | | <hr/> | <hr/> | Total |
| | | 41 | 100 | |
| Desire for a Ph.D. | | | | |
| | Yes | 22 | 58 | |
| | No | 6 | 16 | |
| | Not Applicable | 10 | 26 | |
| | | <hr/> | <hr/> | Total |
| | | 38a | 100 | |
| Positive Effects of the MA TEFL Program on Participants' Desire for a Ph.D. | | | | |
| | Yes | 26 | 70 | |
| | No | 3 | 8 | |
| | Not Applicable | 8 | 22 | |
| | | <hr/> | <hr/> | Total |
| | | 37b | 100 | |

a Three graduates did not respond to this item (9a).

b Four graduates did not respond to this item (9b).

Table 3 shows that of the respondents to the questionnaire a fair number (39%) are in the process of

increasing their academic credentials, in the form of pursuing a Ph.D. The rest of the population (58%) is also desiring further steps in their academic qualifications. Also, 70% of the population stated that the M.A. TEFL program has had a positive effect on their desire to pursue a Ph.D. In sum, the program has had somewhat of a positive effect on increasing the academic standing of its graduates.

In order to learn how much M.A. TEFL graduates care about developments in the field of ELT, they were asked to list the professional journals/publications that they read or consult regularly. Thirty-nine graduates responded to this item. The list of journals and publications they report reading regularly are listed in Table 4.

Table 4

List of Journals/Publications that M.A. TEFL Graduates Read or Consult Regularly (N=39)

| Journals/Publications | f |
|-----------------------------|----|
| Forum | 31 |
| TESOL Quarterly | 20 |
| ELT Journal | 7 |
| Language Learning | 4 |
| Educational Leadership | 3 |
| Modern Language Teacher | 3 |
| Applied Linguistics | 2 |
| ESP | 2 |
| System | 1 |
| Educational Action Research | 1 |
| Teacher Education | 1 |
| TESOL Newsletter | 1 |
| TESOL Journal | 1 |
| Journal of Writing | 1 |
| Dil Dergisi | 1 |
| Ceviri Dergisi | 1 |
| Journal of Reading | 1 |
| Teacher Trainer | 1 |
| JALT Journal | 1 |
| Second Language Writing | 1 |
| Total | 84 |

Note. Two graduates did not respond to this item.

Table 4 shows that 39 out of the 41 graduates who responded to the questionnaire, or 95%, read at least one ELT publication regularly, suggesting that M.A. TEFL graduates keep up with developments in the field of ELT, at least as reflected by the list of journals they report reading or consulting regularly.

The second part of the graduate questionnaire included questions asking graduates for their feedback about the courses offered in the M.A. TEFL program. Respondents were asked to rate the items on a 5-point Likert-scale of agreement. The frequencies, percentages, and means for each item are listed in Table 5.

Table 5

M.A. TEFL Graduates' Feedback about the Courses (N=41)

| Item | f | | | | | M |
|--|---------|----------|----------|-----------|----------|------|
| | 1 | 2 | 3 | 4 | 5 | |
| Designed and taught according to students' needs. | 1 (2.4) | 4 (9.8) | 1 (17.1) | 15 (36.6) | 14(34.1) | 3.90 |
| Met the expectations and needs of my institution. | 1 (2.4) | 3 (7.4) | 6 (14.6) | 17 (41.5) | 14(34.1) | 3.97 |
| Met my expectations and needs as a language teacher. | 1 (2.4) | 1 (2.4) | 6 (14.6) | 14 (34.1) | 19(46.3) | 4.19 |
| Sufficient to support the research/thesis process. | 2 (4.9) | 6 (14.6) | 4 (9.8) | 16 (39) | 13(31.7) | 3.78 |

Note. 1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; 5= Strongly Agree.

Table 5 shows that a large majority (71%) of the M.A. TEFL graduates who responded to the questionnaires agreed that the courses offered in the program met the expectations and needs of its participants as language teachers (M=4.19).

A large majority (76%) also agreed that the courses met the needs and expectations of their institutions (M=3.97). A large majority of the graduates (71%) felt that the courses were designed and taught according to students' needs (M=3.90), and finally a large majority (71%) agreed that the courses were sufficient to support the research process (M=3.78). To sum up, M.A. TEFL graduates stated that they were satisfied with the courses that they took during their participation in the program.

Graduates were asked about the faculty members of the M.A. TEFL program (see Table 6).

Table 6

M.A. TEFL Graduates' Feedback about the Faculty (N=41)

| Item | f % | | | | | M |
|--|---------|----------|-----------|-----------|----------|------|
| | 1 | 2 | 3 | 4 | 5 | |
| The selection of instructors was appropriate for this program. | 3 (7.3) | 5 (12.2) | 11 (26.8) | 12 (29.3) | 10(24.4) | 3.51 |
| There was good coordination among the faculty members. | 3 (7.3) | 5 (12.2) | 6 (14.6) | 14 (34.1) | 13(31.7) | 3.70 |
| Their attitudes towards program participants were appropriate. | 2 (4.9) | 2 (4.9) | 6 (14.6) | 12 (29.3) | 19(46.3) | 4.07 |
| The advisors were available for their advisees. | 2 (4.9) | 4 (9.8) | 2 (4.9) | 11 (26.8) | 22(53.7) | 4.14 |

Note. 1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; 5= Strongly Agree.

The results in Table 6 indicate that a vast majority of the graduates (81%) who responded to the questionnaires feel that the faculty, as their advisors, were available for their advisees (M=4.14), and 76% that their attitudes towards program participants were appropriate (M=4.07). However, the results do not show an exact agreement on the selection of the instructors and the coordination among them. Sixty-six percent of the graduates feel that there was good coordination among the faculty members (M=3.70), but

only 54% of them think that the selection of instructors was appropriate for this program (M=3.51).

To sum up, Table 6 shows that the M.A. TEFL graduates were overall satisfied with the instructors; however, the lowest mean score (M=3.51) indicates that there were some concerns about the selection of the instructors for the program.

M.A. TEFL graduates were also asked for their feedback about whether the program's resources and teacher development opportunities, which were made available to them during their participation in the program, were sufficient or not. See Table 7 for the results.

Table 7

**M.A. TEFL Graduates' Feedback about Program Resources and
Teacher Development Opportunities (N=41)**

| Item | f % | | | | | M |
|---|---------|----------|-----------|-----------|-----------|------|
| | 1 | 2 | 3 | 4 | 5 | |
| Resource Books | 1 (2.4) | 1 (2.4) | 1 (2.4) | 18 (43.9) | 20 (48.8) | 4.34 |
| Videotaped Presentations-a | 4 (10) | 2 (5) | 9 (22.5) | 13 (32.5) | 12 (30) | 3.67 |
| Computers | 2 (4.9) | 8 (19.5) | 5 (12.2) | 9 (21.9) | 17 (41.5) | 3.75 |
| Teacher Development Opportunities | 3 (7.3) | 4 (9.8) | 10 (24.3) | 11 (26.8) | 13 (31.7) | 3.65 |

Note. 1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; 5= Strongly Agree.
a One subject did not respond to this item.

The results in Table 7 show that of the respondents who returned the questionnaire, almost all (93%) felt the resource books supplied for the participants were sufficient (M=4.34). Also a majority (63%) think that both computers (M=3.75) and videotaped presentations (M=3.67) were sufficient, but only 59% feel that teacher development opportunities (M=3.65) were sufficient. As a whole, the mean scores for the resources, except books and teacher development opportunities, indicate that M.A. TEFL graduates feel that the resources supplied by the program were sufficient.

M.A. TEFL graduates were also asked to give feedback about the length of the program and whether the program would benefit from a more international student body. Results of these items are listed in Table 8.

Table 8

M.A. TEFL Graduates' Feedback about the Length of the Program and International Orientation (N=41)

| Item | f | | | | | M |
|---|----------|----------|-----------|-----------|-----------|------|
| | 1 | 2 | 3 | 4 | 5 | |
| The length of the program was sufficient. a | 7 (17.5) | 7 (17.5) | 1 (2.5) | 16 (40) | 9 (22.5) | 3.32 |
| The program would benefit from participants from other countries. | 3 (7.3) | 4 (9.8) | 10 (24.3) | 11 (26.8) | 13 (31.7) | 3.65 |

Note. 1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; 5= Strongly Agree.
a One subject did not respond to this item.

Table 8 shows us that a majority (63%) of the graduates who responded to the questionnaire found the length of the program (10 months) sufficient although the mean score is within the neutral range (M=3.32). Also a majority of participants (59%) think the program would benefit from participants from other countries (M=3.65). Overall, the mean scores suggest that M.A. TEFL graduates had some

concerns about the length and the international orientation of the program.

As part of their feedback about program characteristics, M.A. TEFL graduates were asked to rank order the eight core courses of the M.A. TEFL program from 1 to 8 according to their usefulness (1=most useful, 8=least useful). Although the questionnaire had asked graduates to rank order all 12 courses they had taken in the program, it was not possible to rank order those courses that had not been offered consistently over the past seven years. Therefore, only the results of the rankings of the core courses, that have been consistently offered over the years, are reported here. The rank order of those courses are listed in Table 9, according to their mean scores.

Table 9

M.A. TEFL Graduates' Ranking of Core Courses in Program
(n=22a)

| Courses | <u>M</u> |
|-----------------------------|----------|
| EFL Methodology I | 2.86 |
| Second Language Acquisition | 3.40 |
| Research Seminar I | 3.72 |
| Practicum | 5.40 |
| Linguistics | 5.72 |
| EFL Methodology II | 5.86 |
| Sociolinguistics | 5.90 |
| Research Seminar II | 6.81 |

Note. The following elective courses were not included in the ranking: Instructional Supervision, Materials Development, Language Testing, Curriculum Development and Evaluation, Methodology in Esp, Research Seminar III, Issues in English for Specific Purposes, Issues in Bilingual Education, Reading Theory and Methods, Discourse Analysis and Pragmatics, Writing (Seminar in TEFL), Written Academic Discourse (summer course).

a Nineteen subjects did not respond to this item.

Analysis of the ranking of courses shows that with the lowest mean score (M=2.86), EFL Methodology I course was assessed as the most useful core course in the M.A. TEFL program over the past seven years, followed by Second Language Acquisition (M=3.40), and Research Seminar I (M=3.72). However, with the highest mean score (M=6.81) Research Seminar II was reported as the least useful of the core courses, and with one of the lowest mean scores, Methodology II was also not as well received as the Methodology I course. Considering the objectives of the M.A. TEFL program regarding improving the teaching methodology of

Turkish instructors, it is considered a sign of success for the program that Methodology I has been the most successful course; however, the lower rankings for Practicum (M=5.40) and Methodology II (M=5.72) indicate some ambivalence in this regard.

Graduates were also asked about any additional courses they would like to see incorporated into the program. Table 10 lists the ten courses suggested by 13 graduates of the program who chose to respond to this question.

Table 10

M.A. TEFL Graduates' Suggestions Regarding Additional Course Offerings (n=13)

| Courses | f | % |
|---|---|------|
| Academic Writing | 7 | 33.3 |
| Educational Psychology | 4 | 19.1 |
| Materials Development | 3 | 14 |
| Applied Linguistics | 1 | 4.8 |
| Vocabulary Teaching Techniques | 1 | 4.8 |
| Written Academic Discourse | 1 | 4.8 |
| Linguistics and Language Teaching | 1 | 4.8 |
| Drama Teaching | 1 | 4.8 |
| Teaching Culture/Literature | 1 | 4.8 |
| Application of Statistics to Language Education | 1 | 4.8 |

Table 10 shows that the most frequently recommended course by the graduates was Academic Writing (33.3%), followed by Educational Psychology (19.1%), and Materials Development (14%). Moreover, as feedback to this question

fifteen graduates noted that the course in Academic Writing should be given during the first semester of the program in order to help participants write their theses. The other course offerings were suggested by just one graduate each, and are not discussed below. Analysis of the M.A. TEFL program description over the years which includes course offerings, indicates that some of these suggested courses have been incorporated into the set of course offerings. For example, Academic Writing and Materials Development have been included as occasional electives in the curriculum. However, the elective course offerings are also determined by the current faculty, their strengths and interests. Because the faculty has traditionally changed every 1 to 2 years, there have always been differences in the electives offered from year to year.

Graduates were also asked to rank order some components of the program in terms of how much they helped them learn, with 1=most beneficial and 7=least beneficial (see Table 11). The rank order of these components are listed according to their mean scores.

Table 11

M.A. TEFL Graduates' Ranking of Program Components (n=41)

| Component | M |
|------------------------------|------|
| Individual projects/homework | 2.64 |
| M.A. TEFL course instructors | 2.80 |
| Group projects/homework | 2.87 |
| Course textbooks | 3.38 |
| Additional readings/articles | 4.06 |
| Other M.A. TEFL participants | 5.74 |
| Exams | 5.83 |

The results of Table 11 show that according to graduates who responded to the questionnaire, individual projects and homework have been the most beneficial component of the M.A. TEFL program, in terms of helping participants to learn (M=2.64), followed by M.A. TEFL course instructors (M=2.80), and group projects and homework (M=2.87).

In addition to rating and ranking close-ended items, graduates were also asked to answer an open-ended question at the end of each section regarding additional feedback on the previous close-ended questions. These open-ended items were analyzed by descriptive categories. M.A. TEFL graduates' comments and ideas about the first part of the questionnaire on program characteristics, and suggestions for improving the program are divided and discussed in three

categories: program characteristics, courses, and instructors.

Regarding the characteristics of the program, seven graduates out of 21 who responded to this question stated that the M.A. TEFL program met the needs of its participants and does not need further improvement. However, eight graduates said that the length of the program is too short to complete a thesis, five said there should be more telepress conferences, seminars, and that more computer facilities and resource books are needed. Three graduates commented there must be a link between the program and graduates of the program, and two graduates said that a Ph.D. program should be added at Bilkent University as a further step of the M.A. TEFL program.

To improve the program, five graduates suggested more group projects on language teaching and learning, and less theoretical information on these topics. Three graduates also suggested that teaching of the skills should be emphasized more in the program.

Finally, eight M.A. TEFL graduates suggested that instructors and advisors should be selected according to their fields and there should be collaboration among them. Two graduates also stated that the attitudes of instructors towards program participants should be more constructive.

The third part of the graduate questionnaire was intended to gather data about the personal effects of the M.A. TEFL program. The results of such items are shown in Table 12.

Table 12

Personal Effects of the M.A. TEFL Program (N=41)

| Item | f % | | | | | M |
|--|----------|---------|----------|-----------|-----------|------|
| | 1 | 2 | 3 | 4 | 5 | |
| My responsibilities at my institution have increased. a | 7 (17.5) | 3 (7.5) | 9 (22.5) | 11 (27.5) | 10 (25) | 3.35 |
| I have become a more critical thinker. | -- | -- | 2 (4.9) | 20 (48.8) | 19 (46.3) | 4.41 |
| I am more aware of the needs of my students. | 1 (2.4) | 1 (2.4) | 4 (9.8) | 8 (19.5) | 27 (65.8) | 4.43 |
| My attitudes towards students have become more positive. a | 2 (5) | 2 (5) | 7 (17.5) | 13 (32.5) | 16 (40) | 3.97 |

Note. 1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; 5= Strongly Agree.
a One graduate did not respond to this item.

The results show that almost all graduates who responded to the questionnaires (95%) think that they have become more critical thinkers (M=4.41); also a vast majority of the graduates (85%) stated that they have become more aware of the needs of their students (M=4.43) and a large majority of them (73%) said their attitudes towards students have become more positive (M=3.97). However, regarding

responsibilities at their institutions, the results show that only a slight majority of the graduates (53%) agreed that their responsibilities at their institutions have increased ($M=3.35$); however, slightly less than the majority (48%) do not show agreement with the statement, they either disagree (25%) or are neutral (23%). These results generally show that the program has had a positive effect on its graduates; however, one of the program's expectations, increasing the participants' responsibilities at their institutions, has not been met over the past seven years.

M.A. TEFL graduates were also asked about the effects of the program on their teaching. The results of items regarding teaching are reported in Table 13.

Table 13

Effects of the M.A. TEFL Program on Graduates' Teaching
(Graduates). (N=41)

| Item | f % | | | | | M |
|--|---------|----------|-----------|-----------|-----------|------|
| | 1 | 2 | 3 | 4 | 5 | |
| My teaching methodology has become more effective. | 1 (2.4) | -- | 5 (12.2) | 16 (39) | 19 (46.3) | 4.26 |
| My teaching skills have become more effective. a | -- | -- | 3 (7.5) | 18 (45) | 19 (47.5) | 4.40 |
| I feel myself competent in methodology. | -- | 1 (2.4) | 5 (12.2) | 17 (41.5) | 18 (43.9) | 4.26 |
| I feel myself competent in pedagogy. | 2 (4.9) | 2 (4.9) | 5 (12.2) | 15 (36.6) | 17 (41.5) | 4.04 |
| I feel myself competent in evaluating students' progress. | 2 (4.9) | 1 (2.4) | 3 (7.3) | 19 (46.3) | 16 (39) | 4.12 |
| I feel myself competent in structure of language. | 2 (4.9) | 2 (4.9) | 11 (26.8) | 13 (31.7) | 13 (31.7) | 3.80 |
| I feel myself effective in classroom management. | -- | 1 (2.4) | 7 (17.1) | 18 (43.9) | 15 (36.6) | 4.14 |
| I feel myself effective in materials/curriculum development. | 1 (2.4) | 6 (14.6) | 6 (14.6) | 13 (31.7) | 15 (36.6) | 3.85 |

Note. 1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; 5= Strongly Agree.
 a One graduate did not respond to this item.

Table 13 shows that almost all M.A. TEFL graduates who responded to the questionnaire (93%) feel that their teaching skills have become more effective (M=4.40). Eighty-

six percent reported they feel themselves more competent and effective in issues of methodology (M=4.26), and evaluating students' progress, 85% in methodology (M=4.26), 81% in classroom management (M=4.14), 78% in pedagogy (M=4.04), 68% in materials and curriculum development (M=3.85), and 63% in structure of language (M=3.80). To sum up, results in Table 13 show that M.A. TEFL graduates agreed that their competence and effectiveness as teachers have increased as a result of participating in the program. Graduates rated the items regarding teaching itself higher than items regarding the structure of language and materials/curriculum development, which is not surprising, since the program focuses more on classroom issues than linguistic issues, and curriculum development is only offered occasionally as an elective.

Graduates were also asked about the professional effects of the M.A. TEFL program. See Table 14 for the results.

Table 14

Professional Effects of the M.A. TEFL Program (Graduates)
(N=41)

| Item | f | | | | | M |
|--|---------|---------|----------|-----------|-----------|------|
| | 1 | 2 | 3 | 4 | 5 | |
| More interested in reading in ELT. a | 1 (2.6) | 3 (7.7) | 4 (10.3) | 14 (35.9) | 17 (43.6) | 4.10 |
| More interested in doing additional research in ELT. | 2 (4.9) | 2 (4.9) | 7 (17.1) | 13 (31.7) | 17 (41.5) | 4 |
| More professionally involved in ELT. b | 1 (2.5) | 4 (10) | 10 (25) | 11 (27.5) | 14 (35) | 3.82 |
| Prepared for Doctoral Studies. | -- | 1 (2.4) | 6 (14.6) | 11 (26.8) | 23 (56.1) | 4.36 |

Note. 1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; 5= Strongly Agree.

a Two graduates did not respond to this item.

b One graduate did not respond to this item.

Table 14 shows that a vast majority of the graduates (80%) who responded to the questionnaire, are more interested in reading in ELT (M=4.10), and feel prepared for doctoral studies in TEFL (M=4.36). Also, 73% of them stated that they are more interested in doing additional research in ELT (M=4.0), and 63% of them more professional involved in ELT. The results in general indicate that the M.A. TEFL program at Bilkent has had notable professional effects on its graduates.

The final item graduates of the program were asked to rate concurred the continuation of the M.A. TEFL program. All graduates who responded to the questionnaire (100%) agreed that there is a continued need for such a program in Turkey. This item also received the highest mean score of all items in the graduates' questionnaire (M=4.87) (see Table 15).

Table 15

Future of the M.A. TEFL Program (Graduates). (N=41)

| Item | f % | | | | | M |
|---|-----|----|----|----------|-----------|------|
| | 1 | 2 | 3 | 4 | 5 | |
| There is a continued need for such a program in Turkey. | -- | -- | -- | 5 (12.2) | 36 (87.8) | 4.87 |

Note. 1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; 5= Strongly Agree.

In response to the open-ended items at the end of the third part of the graduates' questionnaire, which asked for graduates' comments on the program's effects on their personal and professional lives, as well as suggestions for making the program more effective, 17 graduates stated that the program is effective enough; however, three of them suggested that there is still a need for more seminars and conferences, more practical courses, and more individual research in the program. Finally, seven graduates stated

that a Ph.D. program is needed as a continuation of the M.A. TEFL program at Bilkent University.

The last item of this questionnaire asked graduates whether they would recommend their colleagues to apply to this program and why. Without any exceptions all graduates who responded to the questionnaire (100%) stated that they would recommend their colleagues apply to this program. As reasons for their recommendation, they stated that the M.A. TEFL program at Bilkent University is unique as a dynamic and one-year intensive program. Most of the graduates also stated that the M.A. TEFL program at Bilkent is better than all other M.A. programs in Turkey, in terms of its instructors and facilities. The graduates of the program also claimed that this program raises the self-awareness and critical thinking of its participants. Communicating with experts in the U.S., getting in touch with other instructors around the country and being a good researcher were also mentioned as reasons to recommend their colleagues participate in the program.

Results of the Administrators' Questionnaire

A second set of questionnaires which included 19 items, was sent to 47 administrators of the graduates of the M.A. TEFL program, in order to assess whether the goals and objectives of the program have been accomplished from their

perspectives. The administrators' questionnaire consisted of two parts: background information about the administrators and the professional effects of the M.A. TEFL program.

Because so few administrators (5 out of 47, or 11%) returned the questionnaires, the discussion of the results in the following tables is based primarily on mean scores of responses rather than on the percentage of respondents.

The first five items of this questionnaire asked for background information about the administrators. See Table 16 for the results.

Table 16

Background Information about the Administrators (N=5)

| Item | f |
|--|----|
| Number of M.A. TEFL graduates that they were supervised | 27 |
| Number of M.A. TEFL graduates that have completed a Ph.D. in TEFL | 1 |
| Number of M.A. TEFL graduates that are currently in Ph.D.s in TEFL | 2 |
| Number of M.A. TEFL graduates whose positions or responsibilities have increased | 12 |

Table 16 shows us of the 27 M.A. TEFL graduates these five administrators have supervised, 12 graduates' (44%) responsibilities have increased at their institutions,

whereas only a few of them (f=3) have increased their academic credentials since completing the M.A. TEFL program.

The second set of questions asked administrators about the personal effects of the program on the M.A. TEFL graduates they have supervised. Although at least one administrator would have preferred to answer separately this part of the questionnaire for each individual graduate s/he had supervised, for reasons of practicality and time, administrators were asked either to generalize about all graduates on one questionnaire, or to photocopy the questionnaire themselves if they preferred to answer the questions for each individual graduate. All supervisors returned one copy of the questionnaire; thus, they chose to generalize about all M.A. TEFL graduates they have supervised. The results are reported in Table 17.

Table 17

Personal Effects of the M.A. TEFL Program (Administrators)
(N=5)

| Item | f | | | | | M |
|---|--------|--------|--------|--------|--------|------|
| | 1 | 2 | 3 | 4 | 5 | |
| M.A. TEFL graduates' responsibilities have increased. | 1 (20) | -- | 1 (20) | 2 (40) | 1 (20) | 3.40 |
| M.A. TEFL graduates have become more critical thinkers. | -- | -- | -- | 4 (80) | 1 (20) | 4.20 |
| M.A. TEFL graduates have become more aware of their students' needs. | -- | -- | 1 (20) | 2 (40) | 2 (40) | 4.20 |
| M.A. TEFL graduates attitudes towards their students have become more positive. | -- | 1 (20) | 1 (20) | 1 (20) | 2 (40) | 3.80 |

Note. 1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; 5= Strongly Agree.

The results in Table 17 indicate that all administrators who responded to the questionnaires agree that M.A. TEFL graduates have become more critical thinkers (M=4.20), and are more aware of their students' needs (M=4.20). To a lesser extent they reported that M.A. TEFL graduates' attitudes towards their students have become more positive (M=3.80). With regards to whether their responsibilities have increased at their institutions, the

mean score indicates neither agreement nor disagreement (M=3.40). To sum up, the results in Table 17 indicate that the M.A. TEFL program has had a positive effect on its participants' personal improvements except increasing responsibilities at their institutions.

Administrators were also asked about the effects of the M.A. TEFL program on the graduates as teachers. See Table 18 for the results of the items related to teaching effectiveness.

Table 18

**Effects of M.A. TEFL Program on Graduates' Teaching
(Administrators) (N=5)**

| Item | <u>f</u> % | | | | | <u>M</u> |
|---|------------|--------|--------|--------|--------|----------|
| | 1 | 2 | 3 | 4 | 5 | |
| Graduates' teaching methodologies have become more effective. | -- | -- | 2 (40) | 1 (20) | 1 (20) | 4 |
| Graduates' teaching skills have become more effective. | 1 (20) | -- | 1 (20) | 2 (40) | 1 (20) | 3.40 |
| Graduates have become more effective in methodology. | -- | -- | 1 (20) | 2 (40) | 2 (40) | 4.20 |
| Graduates have become more effective in pedagogy. | -- | -- | 2 (40) | 2 (40) | 1 (20) | 3.80 |
| Graduates have become more effective in evaluating students' progress. | -- | -- | 2 (40) | 2 (40) | 1 (20) | 3.80 |
| Graduates have become more effective in structure of language. | 1 (20) | -- | 1 (20) | 2 (40) | 1 (20) | 3.40 |
| Graduates have become more effective in classroom management. | 1 (20) | 1 (20) | 1 (20) | 1 (20) | 1 (20) | 3 |
| Graduates have become more effective in materials/curriculum development. | 1 (20) | -- | 1 (20) | 2 (40) | 1 (20) | 3.40 |

Note. 1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; 5= Strongly Agree.

Table 18 shows that the administrators of M.A. TEFL graduates who returned the questionnaires think that there has been an improvement in graduates' methodology (M=4.20), teaching methodology (M=4.0), pedagogy (M=3.8), and evaluating students progress (M=3.8). However, the mean scores of the rest of the items regarding M.A. TEFL graduates' effectiveness in teaching skills (M=3.4), structure of language (M=3.4), materials and curriculum development (M=3.4), and classroom management (M=3.0) show neither agreement nor disagreement. In sum, administrators feel that graduates show the greatest change in the area of methodology, but no obvious change in some other areas that might perhaps contribute to an increase in their responsibilities (e.g., materials and curriculum development).

Administrators were also asked about the professional effects of the M.A. TEFL program. See Table 19 for results of the related items.

Table 19

Professional Effects of the M.A. TEFL Program
(Administrators). (N=5)

| Item | <u>f</u> % | | | | | <u>M</u> |
|---|------------|----|--------|--------|--------|----------|
| | 1 | 2 | 3 | 4 | 5 | |
| M.A. TEFL graduates continue to read in ELT. | -- | -- | 1 (20) | 3 (60) | 1 (20) | 4 |
| M.A. TEFL graduates: professionally involved in TEFL. | 1 (20) | -- | -- | 3 (60) | 1 (20) | 3.60 |
| M.A. TEFL graduates are interested in additional research in ELT. | -- | -- | 1 (20) | 4 (80) | -- | 3.80 |

Note. 1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; 5= Strongly Agree.

The mean scores in Table 19 show that, from the point of view of the administrators who returned the questionnaires, M.A. TEFL graduates continue to read in ELT (M=4.0), are interested in additional research in ELT (M=3.80), and to a lesser extent are professionally involved in TEFL (M=3.60).

The last two items administrators were asked to rate concerned the future of the program (see Table 20).

Table 20

Future of the M.A. TEFL Program (Administrators) (N=5)

| Item | f | | | | | M |
|---|--------|----|--------|--------|--------|------|
| | 1 | 2 | 3 | 4 | 5 | |
| The program would benefit from participants from other countries. | -- | -- | 1 (20) | 2 (40) | 2 (40) | 4.20 |
| There is a continued need for such a program in Turkey. | 1 (20) | -- | 1 (20) | 1 (20) | 2 (40) | 3.60 |

Note. 1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; 5= Strongly Agree.

The results in Table 20 show that administrators think the program would benefit from participants from other countries (M=4.20), and to a lesser extent, that there is a continued need for such a program in Turkey (M=3.60).

In response to the open-ended items at the end of the administrators' questionnaire, which asked for administrators' comments on the personal and professional effects of the M.A. TEFL program, and suggestions for making the program more effective, two administrators stated that the program has already proved its success and now only a Ph.D. program is needed as a continuation of the M.A. TEFL program at Bilkent University.

Comparison of the Results of the Graduates` and
Administrators` Questionnaires

Responses of M.A. TEFL program graduates and administrators of graduates were compared in order to determine similarities and differences in responses across groups. The comparison of these responses is based on the items that were asked to both groups: professional effects of the program and some of its characteristics.

In Table 21, the comparison of the graduates` and administrators` responses to items regarding the personal effects of the program is shown. Comparisons were made using the mean scores of each item (see Table 21), based on a 5-point scale of agreement. The difference between the administrators` and graduates` mean scores is also listed, with the graduates` scores taken as the base scores from which the administrators` score were subtracted.

Table 21

Comparison of Graduates' and Administrators' Responses about the Personal Effects of the M.A. TEFL Program

| Item | M | | Difference in M |
|---|---------------------|-------------------------|-----------------|
| | Graduates (N=41) | Administrators (N=5) | |
| MA TEFL graduates responsibilities have increased at their institutions. | 3.35 | 3.4 | + .05 |
| MA TEFL graduates have become more critical thinkers. | 4.41 | 4.2 | - .21 |
| MA TEFL graduates have become more aware of their students' needs. | 4.43 | 4.2 | - .23 |
| MA TEFL graduates attitudes towards their students have become more positive. | 3.97 | 3.8 | - .17 |

Note. 1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; 5= Strongly Agree.

The mean scores in Table 21 show that M.A. TEFL graduates' and their administrators' feedback about the professional effects of the program are quite similar, although administrators' responses were slightly lower than graduates' on three out of the four items, that M.A. TEFL

graduates have become more critical thinkers (graduates' M=4.41, administrators' M=4.2), more aware of their students' needs (4.43, 4.2), and their attitudes towards their students have become more positive (3.97, 3.8). The lowest mean scores in Table 21 regarded whether the M.A. TEFL graduates' responsibilities at their institutions have increased (3.35, 3.4). Both graduates and administrators neither agreed nor disagreed with this statement, suggesting that an M.A. in TEFL is not sufficient for an increase in responsibilities in TEFL departments in Turkey. The results also indicate that in most institutions one to seven years of experience is not enough years of service after an M.A. before being promoted to a higher position, presumably an administrative position. This seems to be a characteristic of institutional organizations of Turkish universities that the M.A. TEFL program is not likely to change.

The second set of comparisons concerned the improved teaching of M.A. TEFL graduates. See Table 22 for the results.

Table 22

Comparison of Graduates' and Administrators' Responses about the Effects of the M.A. TEFL Program on Graduates' Teaching

| Item | M | | Difference in M |
|---|---------------------|-------------------------|-----------------|
| | Graduates (N=41) | Administrators (N=5) | |
| Graduates' teaching methodologies have become more effective. | 4.26 | 4.0 | -.26 |
| Graduates' teaching skills have become more effective. | 4.40 | 3.40 | -1 |
| Graduates have become more effective in methodology. | 4.26 | 4.20 | -.6 |
| Graduates have become more effective in pedagogy. | 4.04 | 3.80 | -.24 |
| Graduates have become more effective in evaluating students' progress. | 4.12 | 3.80 | -.32 |
| Graduates have become more effective in structure of language. | 3.80 | 3.40 | -.40 |
| Graduates have become more effective in classroom management. | 4.14 | 3.0 | -1.14 |
| Graduates have become more effective in materials/curriculum development. | 3.85 | 3.40 | -.45 |

Note. 1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; 5= Strongly Agree.

The mean scores shown in Table 22 indicate similarity in response on most items regarding the effects of the M.A.

TEFL program on graduates' teaching, although administrators were consistently lower in their assessment of how much more effective M.A. TEFL graduates' teaching methodology and pedagogy have become. Indeed, administrators neither agreed nor disagreed that graduates' teaching skills have improved. Regarding whether M.A. TEFL graduates have become more effective in teaching methodology, graduates averaged 4.26, and administrators 4.0, for methodology 4.26 and 4.20, pedagogy 4.04 and 3.80, evaluating students' progress 4.12 and 3.80, structure of language 3.80 and 3.40, and materials and curriculum development 3.85 and 3.40. The mean scores of administrators' responses were consistently lower than the mean scores of graduates' responses, but only slightly so. For items regarding effectiveness in teaching skills and classroom management, the difference between graduates and administrators was considerable, 4.40 and 3.40 for teaching skills and 4.14 and 3.0 for classroom management.

Results of a comparison between graduates' and administrators' mean scores of items regarding the professional effects of the M.A. TEFL program are reported in Table 23.

Table 23

Comparison of Graduates' and Administrators' Responses about
the Professional Effects of the M.A. TEFL Program

| Item | <u>M</u> | | Difference in <u>M</u> |
|--|------------------------------|----------------------------------|------------------------|
| | Graduates (<u>N=41</u>) | Administrators (<u>N=5</u>) | |
| M.A. TEFL graduates continue to read in ELT. | 4.10 | 4 | -.10 |
| M.A. TEFL graduates professionally involved in TEFL. | 3.82 | 3.60 | -.22 |
| M.A. TEFL graduates are interested in additional research in ELT. | 4 | 3.80 | -.20 |

Note. 1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; 5= Strongly Agree.

Results of Table 23 show an agreement between the graduates and their administrators that, M.A. TEFL graduates continue to read in ELT (graduates M=4.10, administrators M=4.0), that they are more professionally involved in TEFL (3.82, 3.60), and are interested in doing additional research in ELT (4.0, 3.80). These results generally show that both graduates and administrators agreed that the M.A. TEFL program has had a positive professional effect on its participants.

Finally the last comparison between graduates' and administrators' responses was on selected characteristics of

the M.A. TEFL program. The results of the comparison are listed in Table 24.

Table 24

Comparison of the Graduates' and Administrators' Responses to Program Characteristics

| Item | <u>M</u> | | Difference in <u>M</u> |
|---|---------------------|-------------------------|------------------------|
| | Graduates (N=41) | Administrators (N=5) | |
| The program would benefit from participants from other countries. | 3.65 | 4.20 | +0.55 |
| There is a continued need for such a program in Turkey. | 4.87 | 3.60 | -1.27 |

Table 24 shows that both groups agreed that the program would benefit from participants from other countries (graduates M=3.65, administrators M=4.20), and that there is a continued need for such a program in Turkey (4.87, 3.60). However, administrators' higher score than the graduates (+0.55) on the first item, one of only two items where administrators scored higher than graduates, indicates that administrators are more positive about an international orientation to the program than graduates. The next item, which reflects the greatest difference between the two

groups, shows that graduates believe in the continued need for the program much more than the administrators.

Analysis of the Telephone Interviews

As a result of the poor response rate to the questionnaire mailings, it was decided to conduct a set of telephone interviews with the remaining graduates of the program and their administrators. However, because most of the graduates and administrators had already left for the holidays, the researcher succeeded in contacting only eight graduates and ten administrators. The data gathered from telephone interviews were analyzed in terms of frequencies and percentages.

Telephone Interviews with Graduates

The list of six questions used for the telephone interviews was considerably reduced from the original set in the questionnaires for reasons of practicality and cost. The first two questions asked M.A. TEFL graduates about their background. The average age of the eight respondents was 27 while participating in the program. Fifty percent of the graduates had increased their academic credentials, or were in the process of doing so (one was in a Ph.D. program, three had completed Ph.D. programs) and the rest were considering applying for a Ph.D. in TEFL and stated that their decision to pursue a Ph.D. was influenced by their participation in the M.A. TEFL program.

The last four items in the telephone interview were about the personal effects, and the future of the M.A. TEFL program. See Table 25 for the results of these items.

Table 25

Personal and Professional Effects and Future of the MA TEFL Program According to the Graduates (Telephone Interviews)

(N=8)

| Item | Yes | | No | |
|---|-----|--------|----|-------|
| | f | (%) | f | (%) |
| The courses were sufficient to meet my expectations. | 8 | (100) | - | - |
| I have become a more effective teacher. | 7 | (87.5) | - | - |
| My responsibilities at my institution have increased. | 8 | (100) | 1 | (2.5) |
| My position at my institution have changed. | 4 | (50) | 4 | (50) |
| There is a continued need for such a program in Turkey. | 8 | (100) | - | - |
| I recommend my colleagues apply to this program. | 8 | (100) | - | - |

The results of Table 25 show that all M.A. TEFL graduates who participated in the telephone interviews think that the courses were sufficient to meet their needs and to help them improve as EFL teachers. Seven of them think they have become more effective teachers, and all stated that their responsibilities at their institutions have increased as a result of their participation in the program, while

only four of them said they are in higher positions in their institutions. Also the results indicate that all M.A. TEFL graduates interviewed agreed on a continued need for such a program in Turkey, and said they would recommend their colleagues to apply to this program.

Telephone Interviews with Administrators

The first question in this 6-item interview was how many M.A. TEFL graduates these administrators have supervised. The total number was 53. The rest of the interview questions were about the personal and professional effects of the program, and the future of the program (see Table 26).

Table 26

Personal and Professional Effects and Future of the M.A. TEFL Program According to the Administrators (Telephone Interviews). (N=10)

| Item | Yes | | No | |
|---|-----|-------|----|------|
| | f | (%) | f | (%) |
| M.A. TEFL graduates have become more effective teachers. | 7 | (70) | 3 | (30) |
| M.A. TEFL graduates are more involved in TEFL. | 6 | (60) | 4 | (40) |
| M.A. TEFL graduates responsibilities have increased. | 7 | (70) | 3 | (30) |
| M.A. TEFL graduates are more aware of their students' needs. | 7 | (70) | 3 | (30) |
| There is a continued need for such a program in Turkey. | 10 | (100) | - | - |
| Continue to support teachers who are interested in the M.A. TEFL program. | 10 | (100) | - | - |

Table 26 shows that a large majority of administrators interviewed by telephone (70%) think that M.A. TEFL graduates have become more effective teachers, more involved in TEFL professionally (60%), and more aware of their students' needs (70%). In addition, a large majority of administrators (70%) say that graduates' responsibilities at their institutions have increased. All of the administrators who were interviewed by telephone indicated there was a

continued need for such a program in Turkey (100%), and that they would continue to support their teachers who are interested in participating in the M.A. TEFL program at Bilkent.

Comparison of the Graduates' and Administrators' Interviews

M.A. TEFL graduates and administrators were asked three parallel items in the telephone interviews. Those comparable items were analyzed by frequencies and percentages and are reported in Table 27.

Table 27

Comparison of Selected Items for Graduate and Administrator Telephone Interviews

| Item | Graduates (N=8) | | | | Administrators (N=10) | | | |
|--|--------------------|--------|----|--------|--------------------------|-------|----|------|
| | Yes | | No | | Yes | | No | |
| | f | % | f | % | f | % | f | % |
| M.A. TEFL graduates have become more effective teachers. | 7 | (87.5) | 1 | (12.5) | 7 | (70) | 3 | (30) |
| M.A. TEFL graduates' responsibilities have increased. | 8 | (100) | - | - | 7 | (70) | 3 | (30) |
| There is a continued need for such a program in Turkey. | 8 | (100) | - | - | 10 | (100) | - | - |

Results in Table 27 show that administrators' responses to items regarding M.A. TEFL graduates increased effectiveness as teachers and increased responsibilities at their institutions were lower than graduates' by 17.5% and 30% respectively. However, close analysis of individual responses to the telephone interviews revealed that administrators who responded "no" to these two items indicated that the M.A. TEFL graduates' responsibilities have increased and they have become more effective teachers as a result of having an M.A., but not specifically from the M.A. TEFL program at Bilkent University. Results in Table 27 also show that both groups agreed on a continued need for such a program in Turkey (100%).

CHAPTER 5: CONCLUSION

Summary of the Study

This evaluation study investigated whether the M.A. TEFL program at Bilkent University has achieved its goals and objectives, and has had the intended effect in Turkey. It also sought to determine the need for future changes in the program.

As a first step in this evaluation study, document analysis was done to get information about the background and characteristics of the M.A. TEFL program at Bilkent University. Second, two people, who were involved in the establishment of the program, Dr. James Ward, the former English Teaching Officer (ETO) of the American Embassy in Ankara and Prof. Ersin Onulduran of the Fulbright Commission, were interviewed in order to get information about the establishment of the program and also to learn their criteria for determining the success of the program.

For the third step two sets of questionnaires were developed including sections on: (a) background information about the respondents, (b) characteristics of the program (only in graduate questionnaire), and (c) personal and professional effects of the program. The questionnaires were then sent out to 132 graduates and 47 administrators of these graduates. Twenty days later a follow-up letter was sent out to those who had not returned the questionnaires (91 graduates and 42 administrators) to remind them to do

so. Likert-scale items in each questionnaire were analyzed by calculating frequencies, percentages and mean scores of the given responses. Open-ended questions were analyzed by identifying descriptive categories. Finally, as a fourth step, since there was a low response rate (26%) to the questionnaires, telephone-interviews were conducted with graduates and administrators who were available at the time, to increase the overall response rate, as well as find out why the questionnaires had not been returned. The telephone interviews were designed as yes/no questions, which were analyzed by frequencies and percentages of given responses.

Summary of the Results and Conclusion

The results of both the questionnaires and the telephone-interviews indicate that overall the M.A. TEFL program at Bilkent University has achieved its goals and objectives in terms of improving its participants' personal and professional lives as language teachers. The results also show that the program has had the intended effect in Turkey. Both graduates and their administrators agreed that graduates' teaching methodologies have become more effective, which was an intended effect of the M.A. TEFL program. The results also indicate that graduates have become more aware of their students' needs and are more critical thinkers as a result of participating in the M.A. TEFL program, other indications of the success of the

program. Also, in the open-ended items both groups stated that the program is effective enough; two out of the five administrators who responded to the questionnaires stated that the program has proved its success by the efforts of its graduates at their institutions.

However, the results show that graduates' responsibilities or positions have not increased as a result of participating in the M.A. TEFL program, which indicates a failure in programs' achievement to its goals and objectives. Also, the results suggest that some changes should be made in the design and curriculum of the program, in terms of increasing the teacher development opportunities and more carefully selections of instructors.

Limitations of the Study

During the second step of the data collection procedure, the researcher planned to interview Prof. Ali Dogramaci, Rector of Bilkent University. However, the researcher was not able to do so, as Mr. Dogramaci was not available.

Also in the third stage, the researcher met another problem, a very-low response rate to the questionnaires. Reasons given for the low response-rate by graduates who participated in the telephone interviews, were that they had received the questionnaires after their due date because of unexpected delays in postal delivery and so did not return

them to the researcher. Also, some stated that they had been too busy, that they had been in the last two weeks of the academic year and had not had time to complete and return the questionnaires. Some said they had not gotten the questionnaires since their address had changed over time.

A third limitation occurred in the final step of the data collection procedure. The researcher called more than 40 graduates and 20 administrators, but unfortunately could interview only 8 graduates and 10 administrators since most everyone else had already left for the holidays.

Implications for Further Research

It is obvious that a follow-up study is needed to complete the M.A. TEFL program evaluation. Definite conclusions about the success of the program in terms of having achieved its goals and objectives cannot be drawn from a response rate of (36%). For a follow-up study it is recommended that a cover letter be sent, either from the current director of the program or from the researcher, to graduates from the current director of the program in order to inform them that such an evaluation is being conducted and that their help is needed, or the graduates could be contacted by telephone for the same reason. In both cases this initial step should be conducted far enough in advance before sending out the actual questionnaires. Questionnaires should then be sent out with a self-addressed stamped

envelope in mid-year so that the respondents have time to complete and send back the questionnaires. Also the mailing list of the graduates should be updated.

As a final suggestion administrators of the graduates should be interviewed rather than sending them questionnaires in order to give them the chance to express their ideas more clearly. Getting answers like "Yes, but..." or "No, but..." would help the researcher get more meaningful data rather than answers like "agree or disagree".

Educational Implications

Although most of the subjects of this study stated that the program has achieved its goals and objectives, there were suggestions on how to improve courses, increase teacher development opportunities, and select course instructors and advisers based on their areas of expertise.

Most of the graduates agreed on a continued need for such a program in Turkey. Graduates stated that their teaching methodologies have become more effective, they have become more aware of their students' needs, and they have become more critical thinkers as a result of participating in the M.A. TEFL program. These results suggest that the M.A. TEFL program at Bilkent University has proved its success and should continue to improve the field of ELT in Turkey.

However, the results of both questionnaires and telephone-interviews suggest some changes for the future of the program. These changes can be examined in three headings: courses, instructors, and personal effects of the program. Although the graduates stated that they were satisfied with the courses they took, most of them suggest that there should be an academic writing course in the first semester of the program in order to help graduates write their thesis more easily. The results also indicate that graduates have some concerns about the instructors too. The results suggest that the selection of instructors should be appropriate for the program. The researcher suggests that selecting the instructors based on the requirements of the program, instead of changing the curriculum according to the areas of expertise of the instructors could help to solve this problem. Finally, the results showed that the program has not yet helped its graduates to get greater responsibilities and higher positions at their institutions. However, as stated in the previous chapter, this seems to be a characteristic of institutional organizations of Turkish universities that the M.A. TEFL program is not likely to change, at least not in the near future.

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Appendices

Appendix A

Documents Reviewed about the Background of the M.A. TEFL Program

- 1- Telex message from United States Embassy, Ankara, to USIS, Washington D.C. about English Teaching Initiative in Turkey. June, 1988.
- 2- Message from former ETO, Dr. Ward, to former Political Affairs Officer (PAO), Mr. Scotton, about proposed English language teaching initiative in Turkey. March 28, 1988.
- 3- Message from former ETO Dr. Ward, to former PAO, Mr. Scotton, about comparison of proposed TEFL training center courses with existing programs in Ankara: Description, comments and recommendations.
- 4- 1988-1989 academic year, M.A. TEFL program description.
- 5- 1989-1990 academic year, M.A. TEFL program description.
- 6- 1990-1991 academic year, M.A. TEFL program description.
- 7- 1991-1992 academic year, M.A. TEFL program description.
- 8- 1992-1993 academic year, M.A. TEFL program description.
- 9- 1993-1994 academic year, M.A. TEFL program description.
- 10- 1994-1995 academic year, M.A. TEFL program description.
- 11- 1995-1996 academic year, M.A. TEFL program description.

Appendix B

Interview Questions with Dr. James Ward

- 1- What motivated you to conduct a survey of graduate and undergraduate TEFL programs in Turkey?
- 2- How many programs were included in the USIS survey?
- 3- Does the original report of this survey exist? Where and how can I find the report?
- 4- In what sense did you think that the existing TEFL programs in Turkey were not able to meet the needs of the country?
- 5- What sort of program was needed? What characteristics would such a program have?
- 6- In your letter to Mr. Scotton in 1988 you said that "... TESOL recommends a core of approximately twenty courses, not including research courses". Where was the TESOL recommendations made? Did these twenty courses form the basis of the existing MA TEFL curriculum?
- 7- In the same letter you call this program as a "first class M.A. TEFL program". What did you have in mind by a "first class M.A. TEFL program"?
- 8- What were the USIS/USA goals and objectives in establishing an M.A. TEFL program in Turkey?
- 9- Now that the program is in its eight year, what would be your criteria for determining whether or not the program has been successful?

Appendix C

Interview Questions with Prof. Ersin Onulduran

- 1- Were you involved in the USIS` survey of the graduate and undergraduate TEFL programs in Turkey in 1988?
- 2- Did you agree that the existing TEFL programs in 1988 in Turkey were not able to meet the needs of the country (per James Ward)? If so, in what ways?
- 3- Why and how did the Fulbright Commission become involved in the establishment of the M.A. TEFL program at Bilkent University?
- 4- What were the Fulbright Commissions` goals and objectives in participating in the establishment and staffing the M.A. TEFL program in Turkey?
- 5- Now that the program is in its eight year, what would be your criteria for determining whether or not the program has been successful?
- 6- What do you see as the possible future for the M.A. TEFL program?

Appendix D

CODE :

MA TEFL PROGRAM EVALUATION QUESTIONNAIRE FOR MA TEFL GRADUATES

Dear Colleague,

This questionnaire is designed to evaluate the MA TEFL program at Bilkent University, which is in its eighth year. There is a need to evaluate the program in order to see to what extent the MA TEFL program has achieved its goals and objectives, as well as to determine what changes should be made to improve the program. So I would like to ask you, as a graduate of the program, for your feedback about the MA TEFL program.

Your participation in this research will be most appreciated. All responses will be kept confidential. Therefore, your honest responses will be appreciated.

I would be very grateful if you could send this questionnaire back by the end of 19th of May.

Thank you for participating and answering the questions thoroughly!

PART I- BACKGROUND INFORMATION

Directions: Please circle the most appropriate response or fill in the blank provided.

1- Indicate your sex:

- a) male b) female

2- Indicate your year of participation in the MA TEFL program:

- | | |
|------------|------------|
| a) 1988-89 | e) 1992-93 |
| b) 1989-90 | f) 1993-94 |
| c) 1990-91 | g) 1994-95 |
| d) 1991-92 | |

3- Indicate your age at the time of your participation in the MA TEFL program:

- a) 24-29 b) 30-34 c) 35-39 d) 40-44 e) above 44

4- University & department at the time of your participation in the MA TEFL program.

5- Current university & department.

6- Position at the time of your participation in the MA TEFL program:

7- Current position:

8- Indicate your highest level of education obtained:

- a) MA TEFL
- b) started a Ph.D.
- c) completed a Ph.D.
- d) other; please specify

9a- Are you considering applying for a Ph.D. in TEFL?

- a) yes
- b) no
- c) not applicable

9b- If so, was the decision influenced by your participation in the MA TEFL program?

- a) yes
- b) no
- c) not applicable

10-Please list the professional TEFL journals/publications that you regularly read or consult:

.....

PART II- CHARACTERISTICS OF THE MA TEFL PROGRAM

Directions: For statements #11-22, please circle the number of the response that best represents your level of agreement or disagreement with each of the following statements regarding the MA TEFL program.

- 1 - strongly disagree
- 2 - disagree
- 3 - neutral
- 4 - agree
- 5 - strongly agree

11-The courses were designed and taught according to students' needs. 1 2 3 4 5

12-The courses met the expectations and needs of my institution. 1 2 3 4 5

13-The courses met my expectations and needs as a language teacher. 1 2 3 4 5

| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 14-The selection of instructors was appropriate for this program. | 1 | 2 | 3 | 4 | 5 |
| 15-There was good coordination among the faculty members. | 1 | 2 | 3 | 4 | 5 |
| 16-The attitudes of faculty members towards program participants were appropriate. | 1 | 2 | 3 | 4 | 5 |
| 17-The courses were sufficient to support the research/thesis process. | 1 | 2 | 3 | 4 | 5 |
| 18-The advisers were available for their advisees. | 1 | 2 | 3 | 4 | 5 |
| 19-The following resources supplied for or available to program participants were sufficient: | | | | | |
| a) resource books (MA TEFL or Bilkent Library, etc.) | 1 | 2 | 3 | 4 | 5 |
| b) videotaped presentations | 1 | 2 | 3 | 4 | 5 |
| c) computers | 1 | 2 | 3 | 4 | 5 |
| d) other (specify)..... | 1 | 2 | 3 | 4 | 5 |
| e) other (specify)..... | 1 | 2 | 3 | 4 | 5 |
| 20-The length of the program (10 months) was sufficient. | 1 | 2 | 3 | 4 | 5 |
| 21-Teacher development opportunities, such as, telepress conferences, seminars, workshops and ELT conferences were sufficient. | 1 | 2 | 3 | 4 | 5 |
| 22-I believe that, in addition to Turkish participants, the program would benefit from having participants from other countries. | 1 | 2 | 3 | 4 | 5 |

23-Please rank the courses you took in the program in terms of how useful they have been to you in your profession. 1= most useful, 12= least useful. The complete set of courses offered in the MA TEFL program is provided below.

- a) Read through the list.
- b) CROSS OUT those courses you did NOT take.
- c) ADD any courses you took that are not included.
- d) Rank order the 12 courses you took in the space below.

YOUR RANK

- 1-
- 2-
- 3-
- 4-
- 5-
- 6-
- 7-
- 8-
- 9-
- 10-
- 11-
- 12-

List of MA TEFL courses : Linguistics, Instructional Supervision, EFL Methodology I, Materials Development, Research Seminar I, Language Testing, Curriculum Development and Evaluation, EFL Methodology II, Research Seminar II, Methodology in ESP, Research Seminar III, Second Language Acquisition, Practicum I, Issues in English for Specific Purposes, Sociolinguistics, Practicum II, Issues in Bilingual Education, Reading Theory and Methods, Discourse Analysis and Pragmatics, Writing (Seminar in TEFL), Written Academic Discourse (summer course).

Other:.....

24-Are there any additional courses you would like to see incorporated into the program? (For example, an Academic Writing course first semester.) Please specify and explain.

25-Please rank the following components of the program in terms of how much they helped you learn. 1= most beneficial; 2= least beneficial.

- a) Read through the list.
- b) CROSS OUT any items that do not apply to your experiences.
- c) ADD any missing items.

YOUR RANK

- | | |
|---------------------------------|----|
| a) group projects/homework | 1- |
| b) individual projects/homework | 2- |
| c) exams | 3- |
| d) course textbooks | 4- |
| e) additional readings/articles | 5- |
| f) MA TEFL course instructors | 6- |
| g) other MA TEFL participants | 7- |
| h) other (specify)..... | 8- |

COMMENT: Please comment on any of the previous items (#11-25), regarding the characteristics of the MA TEFL program, that you feel need further explanation.

26-Regarding items # 11-25, in what ways could the MA TEFL program be improved?

PART III- PERSONAL AND PROFESSIONAL EFFECTS OF THE MA TEFL PROGRAM

Directions: For statements #27-38, please circle the number of the response that best represents your level of agreement or disagreement with each of the following statements regarding personal effects of the MA TEFL program.

- 1- strongly disagree
- 2- disagree
- 3- neutral
- 4- agree
- 5- strongly agree

Statements #27-38 begin with:

AS A RESULT OF PARTICIPATING IN THE MA TEFL PROGRAM,

| | | | | | |
|--|---|---|---|---|---|
| 27-My responsibilities at my institution have increased. | 1 | 2 | 3 | 4 | 5 |
| 28-I have become a more critical thinker. | 1 | 2 | 3 | 4 | 5 |
| 29-My teaching methodology has become more effective. | 1 | 2 | 3 | 4 | 5 |
| 30-My teaching skills have become more effective. | 1 | 2 | 3 | 4 | 5 |
| 31-I am more aware of the needs of my students. | 1 | 2 | 3 | 4 | 5 |
| 32-My attitudes towards students have become more positive. | 1 | 2 | 3 | 4 | 5 |
| 33-I feel myself as a more competent/effective teacher in issues of: | | | | | |
| a) methodology | 1 | 2 | 3 | 4 | 5 |
| b) pedagogy | 1 | 2 | 3 | 4 | 5 |
| c) evaluating students' progress | 1 | 2 | 3 | 4 | 5 |
| d) structure of language | 1 | 2 | 3 | 4 | 5 |
| e) classroom management | 1 | 2 | 3 | 4 | 5 |
| f) materials/curriculum development | 1 | 2 | 3 | 4 | 5 |
| g) other (specify)..... | 1 | 2 | 3 | 4 | 5 |
| 34-I am more interested in reading in the field of ELT. | 1 | 2 | 3 | 4 | 5 |

- 1- strongly disagree
 2- disagree
 3- neutral
 4- agree
 5- strongly agree

AS A RESULT OF PARTICIPATING IN THE MA TEFL PROGRAM

- | | | | | | |
|---|---|---|---|---|---|
| 35-I am more interested in doing additional research in the field of ELT. | 1 | 2 | 3 | 4 | 5 |
| 36-I am more professionally involved in TEFL. (memberships in professional organizations, conferences, presentations, etc.) | 1 | 2 | 3 | 4 | 5 |
| 37-I feel prepared for doctoral studies in TEFL (should I ever chose to pursue a Ph.D.) | 1 | 2 | 3 | 4 | 5 |
| 38-I believe that there is a continued need for such a program in Turkey. | 1 | 2 | 3 | 4 | 5 |

COMMENT : Please comment on any of the previous items (#27-38), regarding personal effects of the MA TEFL program, that you feel need further explanation. Also, add any personal effects of the program not represented in the items above.

39-Regarding items # 27-38, in what ways could the MA TEFL program have been more effective for you?

40- **LASTLY**, what would you say to a friendly colleague who was thinking of applying to the MA TEFL program at Bilkent? Would you recommend they apply to this program? Why or why not?

Please return completed
questionnaires to:
Ahmet Kanatlar
Bilkent University
Faculty of Humanities and
Letters
MA TEFL Program
Bilkent / ANKARA

**YOUR FEEDBACK ABOUT THE PROGRAM IS MOST APPRECIATED!
THANK YOU VERY MUCH FOR YOUR TIME.**

Appendix E

CODE :

MA TEFL PROGRAM EVALUATION QUESTIONNAIRE FOR THE ADMINISTRATORS
OF MA TEFL GRADUATES

Dear Sir/Madam,

This questionnaire is designed for a research project evaluating the MA TEFL program at Bilkent University. The Program is in its eighth year. There is a need to evaluate the program in order to see to what extent the MA TEFL program has achieved its goals and objectives, as well as to determine what changes should be made to improve the program. So I would like to ask you, as an administrator of MA TEFL graduates, about the MA TEFL graduates at your institution in order to understand the effects of the program on the field of ELT in Turkey.

Your participation in this research will be most appreciated. All responses will be kept confidential; nobody, except for the researcher, will see your responses, and your name will not be used.

I would be very grateful if you could send this questionnaire back by the end of 19th of May.

Thank you for participating!

NOTE: We recognize that it might be difficult for you to generalize your responses based on all MA TEFL graduates you have supervised. Therefore IF YOU PREFER to individualize your responses, please feel free to photocopy this questionnaire and fill it out for EACH MA TEFL graduates you have supervised. In either case, do not provide us with the names of those graduates you have supervised, as we are not evaluating individual graduates, rather the effects of the program on graduates in general.

PART I- BACKGROUND INFORMATION

Directions: Please fill in the blanks provided.

- 1- What is your current position
at your institution?
- 2- Number of MA TEFL graduates you
have supervised.
- 3- Number of MA TEFL graduates at
your institution that have
completed a Ph.D. in TEFL.
- 4- Number of MA TEFL graduates at
your institution that are
currently in Ph.D. programs in
TEFL.

5- Number of MA TEFL graduates at your institution whose positions or responsibilities have increased.

PART II- PROFESSIONAL EFFECTS OF THE MA TEFL PROGRAM

Directions: For statements #6-17, please circle the number of the response that best represents your level of agreement or disagreement with each of the following statements regarding the professional effects of the MA TEFL program on graduates and your institution.

- 1- strongly disagree
- 2- disagree
- 3- neutral
- 4 agree
- 5- strongly agree

Statements #6-15 begin with:

AS A RESULT OF PARTICIPATING IN THE MA TEFL PROGRAM,

- | | | | | | |
|--|---|---|---|---|---|
| 6- MA TEFL graduates have been given greater responsibilities at my institution. | 1 | 2 | 3 | 4 | 5 |
| 7- The MA TEFL graduates have become more critical thinkers. | 1 | 2 | 3 | 4 | 5 |
| 8- The MA TEFL graduates' teaching methodologies have become more effective. | 1 | 2 | 3 | 4 | 5 |
| 9- The MA TEFL graduates' teaching skills have become more effective. | 1 | 2 | 3 | 4 | 5 |
| 10- The MA TEFL graduates have become more aware of the needs of their students. | 1 | 2 | 3 | 4 | 5 |
| 11- The MA TEFL graduates' attitudes towards their students have become more positive. | 1 | 2 | 3 | 4 | 5 |

- 1- strongly disagree
 2- disagree
 3- neutral
 4- agree
 5- strongly agree

AS A RESULT OF PARTICIPATING IN THE MA TEFL PROGRAM

12-The MA TEFL graduates have become more competent/effective teachers in issues of:

| | | | | | |
|-------------------------------------|---|---|---|---|---|
| a) methodology | 1 | 2 | 3 | 4 | 5 |
| b) pedagogy | 1 | 2 | 3 | 4 | 5 |
| c) evaluating students' progress | 1 | 2 | 3 | 4 | 5 |
| d) structure of language | 1 | 2 | 3 | 4 | 5 |
| e) classroom management | 1 | 2 | 3 | 4 | 5 |
| f) materials/curriculum development | 1 | 2 | 3 | 4 | 5 |
| g) other | 1 | 2 | 3 | 4 | 5 |
| h) other | 1 | 2 | 3 | 4 | 5 |

13-The MA TEFL graduates continue to read in the field of ELT. 1 2 3 4 5

14-The MA TEFL graduates have become more professionally involved in TEFL. (memberships in professional organizations, conferences, presentations, etc.) 1 2 3 4 5

15-The MA TEFL graduates are interested in doing additional research in the field of ELT. 1 2 3 4 5

16-I believe that, in addition to Turkish participants, the program would benefit from having participants from other countries. 1 2 3 4 5

17--There is a continued need for such a program in Turkey. 1 2 3 4 5

COMMENT : Please comment on any of the items above (#6-17) that you feel need further explanation.

18-Regarding items # 6-17, in what ways could the MA TEFL program have been more effective for your MA TEFL graduates and/or for your institution?

19-Are there any additional comments you would like to make about the MA TEFL program or about this evaluation?

Please return completed
questionnaires to:
Ahmet Kanatlar
Bilkent University
Faculty of Humanities and
Letters
MA TEFL Program
Bilkent / ANKARA

YOUR FEEDBACK ABOUT THE PROGRAM IS MOST APPRECIATED!
THANK YOU FOR YOUR TIME.

Appendix F
Follow-up Letter to Graduates

Dear colleague,

This letter is to remind you that I need your completed questionnaire regarding the M.A. TEFL program at Bilkent University sent back to me as soon as possible!

So, if you have not completed and sent the questionnaire as yet please do so, otherwise, I will not be able to complete my thesis research in required time, and this may mean a failure on my part to finish the M.A. TEFL program!

Thanking you in advance for your time and effort in this regard.

Ahmet Ziya Kanatlar
Bilkent University
Faculty of Humanities and Letters
M.A. TEFL Program
Bilkent/ANKARA

Appendix G
Follow-up Letter to Administrators

Dear Sir/Madam,

On May 17, 1996 I sent you a questionnaire designed to evaluate the M.A. TEFL program at Bilkent University, as part of my M.A. thesis to determine to what extent the M.A. TEFL program has achieved its goals and objectives, as well as what changes should be made to improve the program. However, as yet, the questionnaire I sent you to be completed has not reached me. It is vital that I have the completed questionnaires as soon as possible in order to complete my research.

I would be very grateful if the above issue could be attended to as soon as possible.

Thanking you in advance for your time and efforts.

Ahmetb Ziya Kanatlar
Bilkent University
Faculty of Humanities and Letters
M.A. TEFL program
Bilkent/ANKARA

Appendix H

Telephone-Interview Questions to Graduates

- 1- What was your age at the time of your participation in the M.A. TEFL program?
- 2a- What is your current level of education?
IF MORE THAN AN M.A.
- 2b- Are you considering applying for a Ph.D. in TEFL?
IF YES
- 2c- Was the decision influenced by your participation in the program?
- 3- Were the courses in the M.A. TEFL program sufficient to meet your expectations and help you improve as an EFL teacher?
- 4- Do you think that you have become a more effective teacher as a result of participating in the M.A. TEFL program?
- 5a- Have your responsibilities at your institution increased as a result of participating in the M.A. TEFL program?
- 5b- Has your position at your institution changed as a result of participating in the M.A. TEFL program?
- 6a- Do you think that there is a continued need for such a program in Turkey?
- 6b- Would you recommend a colleague apply to this program?

Appendix I

Telephone-Interview Questions to Administrators

- 1- How many M.A. TEFL graduates have you supervised?
- 2- In general have the M.A. TEFL graduates in your department become more effective teachers as a result of participating in the M.A. TEFL program at Bilkent University?
- 3- In general are the M.A. TEFL graduates in your department more involved in TEFL professionally than other teachers in your department?
- 4- In general are the M.A. TEFL graduates' responsibilities increased at your institution?
- 5- In general are the M.A. TEFL graduates in your department become more aware of the needs of their students than other teachers in your department?
- 6a- Do you think that there is a continued need for such a program in Turkey?
- 6b- Would you support teachers in your department who are interested in participating in the M.A. TEFL program at Bilkent?