

03. Evaluation of the Turkish language teaching program applied to foreigners using the context, input, process, and product (CIPP) model

Fayyad AL MOUBARAK¹

Bayram ÖZER²

APA: Al Moubarak, F. & Özer, B. (2022). Evaluation of the Turkish language teaching program applied to foreigners using the context, input, process, and product (CIPP) model. *RumeliDE Dil ve Edebiyat Araştırmaları Dergisi*, (30), 36-48. DOI: 10.29000/rumelide.1190280.

Abstract

The aim of this study is to evaluate the Turkish Teaching Program applied to foreigners at Ondokuz Mayıs University Language Teaching Center in terms of students. The evaluation was done by applying the (CIPP) model which developed by Stufflebeam (1971). The quantitative method was used because it fits the objective of this study. The data in the study was collected using questionnaires. The questionnaire consisted of two main parts; The first part is related to the participants' demographic information, while the second part consists of 22 items based on the five-point Likert scale. Data were collected from 108 students enrolled in the B1 level Turkish Preparatory Program. After collecting the data from the participants, it had to be analyzed, so first, it was transferred to SPSS version 26, and then the statistical analyzes were performed. First, compliance and missing data were checked, and it was observed that all participants answered the questionnaires correctly. Therefore, descriptive statistics operations were applied to tabulate frequencies, percentages, arithmetic means, and standard deviations. The results showed that the program was partially successful in achieving its goals. Although some weaknesses were mentioned, the students expressed their overall satisfaction with the target program. The results showed that students also need to develop their listening and speaking skills.

Keywords: Turkish language centers, Program evaluation, Stufflebeam, Foreign students, curriculum.

Yabancılara uygulanan Türkçe dil öğretimi programının bağlam, girdi, süreç ve ürün (CIPP) modeli kullanarak değerlendirilmesi

Öz

Bu çalışmanın amacı, Ondokuz Mayıs Üniversitesi Dil Öğretim Merkezi'nde yabancılara uygulanan Türkçe öğretim programını öğrenciler açısından değerlendirmektir. Değerlendirme, Stufflebeam (1971) tarafından geliştirilen (CIPP) modeli uygulanarak yapılmıştır. Bu çalışmanın amacına uygun olduğu için nicel yöntem kullanılmıştır. Araştırmada veriler anketler kullanılarak toplanmıştır. Anket iki ana bölümden oluşmuş; Birinci bölüm katılımcıların demografik bilgileriyle ilgiliyken, ikinci bölüm beşli Likert ölçeğine dayalı 22 maddeden oluşmaktadır. Veriler B1 düzeyinde Türkçe Hazırlık Programı'na kayıtlı 108 öğrenciden toplanmıştır. Katılımcılardan veriler toplandıktan sonra analiz edilmesi gerekirdi, bu nedenle önce SPSS versiyon 26'ya aktarılmış ve ardından istatistiksel analizler

¹ YL Öğrencisi, Ondokuz Mayıs Üniversitesi, Eğitim Fakültesi, Eğitim Bilimleri Bölüm, Eğitim Programları ve Öğretim ABD (Samsun, Türkiye), fayyadalmoubarak@gmail.com, ORCID ID: 0000-0001-9979-0505. [Araştırma makalesi, Makale kayıt tarihi: 22.07.2022-kabul tarihi: 20.10.2022; DOI: 10.29000/rumelide.1190280]

² Doç. Dr., Ondokuz Mayıs Üniversitesi, Eğitim Fakültesi, Eğitim Bilimleri Bölüm, Eğitim Programları ve Öğretim ABD (Samsun, Türkiye), bayramoz@omu.edu.tr, ORCID ID: 0000-0003-4375-4104.

yapılmıştır. Öncelikle uygunluk ve eksik veriler kontrol edilerek tüm katılımcıların anketleri doğru yanıtladığı gözlemlenmiştir. Bu nedenle, frekansları, yüzdeleri, aritmetik ortalamaları ve standart sapmaları tablolamak için tanımlayıcı istatistik işlemleri uygulanmıştır. Sonuçlar, programın hedeflerine ulaşması bakımından kısmi olarak başarılı olduğunu göstermiştir. Bazı zayıf yönlerden bahsedilse de, katılımcılar genel olarak programdan memnun kalmışlardır. Sonuçlar, öğrencilerin dinleme ve konuşma becerilerinin geliştirilmesine ihtiyaç olduğunu göstermiştir.

Anahtar kelimeler: Türkçe dil merkezleri, Program değerlendirme, Stufflebeam, Yabancı öğrenciler, öğretim programı

Introduction

Recently, Turkey has become the center of attention of foreign students from different countries of the world. The reason for this is due to several factors, including the quality of higher education, the advantages offered by the Turkish government to foreign students that facilitate their lives in Turkey, in addition to the presence of many scholarships provided by the Turkish government for undergraduate and postgraduate levels (Gürbüz & Güleç, 2016).

Since students who plan to study in Turkey need to learn the Turkish language first, the interest in teaching the Turkish language has increased significantly recently in Turkish universities. Turkish universities saw the need and necessity to establish special centers for teaching the Turkish language to ensure the competence of foreign students in the Turkish language before starting their university studies.

In general, students receive Turkish language lessons for one or two semesters. After passing the Turkish language proficiency test, they are allowed to continue their education in the relevant departments. As a result of the increased demand for Turkish language education, interest in preparatory programs for Turkish as a foreign language in Turkish language teaching centers has increased. Undoubtedly, these preparatory programs play an essential role in the process of teaching Turkish to foreign students. For this reason, it must be prepared and designed by the needs, inclinations, and goals of the students in learning the Turkish language. In addition, it is necessary to look at the way this program operates and to work on evaluating it on an ongoing basis in line with the developments and changing needs of students. Evaluating programs continuously helps to know the weaknesses in the program and work to treat them, and to know the strengths and work to enhance them (Rea-Dickins & Germaine, 1998). Brown (1995) considered the curriculum evaluation process to be an important component in the improvement and development of the target program.

The goal of program evaluation is to ensure that the curriculum components work well and are complementary to each other. If the goal is to obtain good results, it is necessary to first make sure that there is an effective program (Rossi, Lipsey, and Freeman, 2018). As a result, the evaluation of Turkish language preparatory programs continuously helps not only to improve the program and increase its effectiveness but also keeps stakeholders informed about how the preparatory program works and its suitability for the changing needs of students. Undoubtedly, stakeholders such as program designers, administrators, teachers, and students also need to know about the results of the program and how effective it is in helping students in their journey of learning Turkish for academic purposes smoothly and effectively (Aziz, Mahmoud, and Rahman, 2018). Therefore, the

program evaluation process contributes to providing all concerned persons with the necessary feedback to reconsider the target program, and accordingly, the necessary improvements and adjustments can be made. Conducting research aimed at evaluating language programs is gaining increasing importance because this helps answer many questions related to the target program and provides all the information that helps raise the effectiveness and value of the program.

In this regard, and because students are the most important part of any educational process, it was necessary to know their perceptions about the effectiveness of the Turkish language preparatory program for foreigners. Students are at the center of the teaching-learning process, so if a comprehensive perspective is to be obtained on the effectiveness of the Turkish language program for foreigners, the views of the students must be taken first. When examining the relevant literature, it turns out that there are not enough studies evaluating Turkish language education programs for foreigners. As a result, the researcher saw the need for a study to evaluate Turkish programs for foreigners. Therefore, this study aims to evaluate the Turkish Language Preparatory Program for Foreigners at the Turkish Language Teaching Centre of Ondokuz Mayıs University from the students' point of view. It is also intended to provide information to stakeholders to help improve the target program using the Context, Input, Process, and Product (CIPP) model developed by Stufflebeam (1971).

Methodology

In this study, Students' opinions about the program implemented within the scope of Teaching Turkish to Foreigners were taken. The CIPP model was used in the study. This model is one of the most widely used models in program evaluation and in the study; was chosen to identify the qualifications, advantages, and disadvantages of the program.

This section includes information about the methodology used in this study, the study sample, the tools used in the data collection process, the data collection process, in addition to the method of data analysis.

Research Design

This study aims to evaluate the preparatory program for the Turkish language at the Turkish Teaching Center of Ondokuz Mayıs University from the students' point of view. To evaluate the target program, the CIPP model designed by Stufflebeam (1971) was used. The quantitative method was used because it fits the objective of this study.

Considering this study, information was collected from all middle-level students in the Preparatory Turkish Language Program at the Turkish Language Teaching Center of Ondokuz Mayıs University. In this study, data were collected from students by a 22-item five-point Likert scale questionnaire. The researcher supervised the data collection process and then analyzed it through the SPSS statistical program for Windows version 26.

Participants

The study sample consisted of all B1 intermediate-level students who were learning Turkish at the Turkish Language Teaching Center at Ondokuz Mayıs University in the spring semester of 2021-2022. 108 students participated in this study and were distributed over 6 classes. The students participating

in the study expressed their opinions about the preparatory program for the Turkish language with full transparency.

Data Collection Tools

The data in the study was collected using questionnaires. The questionnaire consisted of two main parts; The first part is related to the participants' demographic information, while the second part consists of 22 items based on the five-point Likert scale. The details of the data collection tool (Student Questionnaires) are explained in the following section.

Student Questionnaire

Likert scales are always valid for data collection as well as being essential tools in psychology and social research (Dittrich, Francis, Hatzinger, and Katzenbeisser, 2007). Also, Jack and Clarke (1998) emphasize that Questionnaires can be cost-effective tools to be used in data collection. After reviewing the relevant literature, a study questionnaire was designed to obtain the perceptions of foreign students learning Turkish at the Turkish Language Teaching Center at Ondokuz Mayıs University about the preparatory program.

Students' perceptions were obtained by applying a five-item Likert questionnaire consisting of 22 items. After a comprehensive literature review including articles, theses, books, and previous studies (Kuzu, 2020; Özdoruk, 2016, etc.) 28 items were collected to measure participants' views of the program. Then, these elements were grouped as context, input, process, and product into Stufflebeam's (1971) CIPP model dimensions. Then, a 28-item questionnaire was sent to two faculty members to get their opinions on it. Based on expert observations, necessary adjustments were made. After that, to ensure the suitability and clarity of the questionnaire, the researcher conducted a pilot study on a sample of the study population. After collecting the data from the participants, some statistical operations were performed, such as factor analysis and reliability tests to ensure the suitability of the questionnaire to the study sample. According to the results, the necessary modifications were made, such as deleting some elements and modifying some of them as well. Thus, in addition to presenting the participants' demographic information, the questionnaire is in its final version of 22 items based on the five-point Likert scale.

Data Collection Procedure

After the approval of the Ethics Committee of Ondokuz Mayıs University, the permit application form and sample questionnaires were sent to the Director of the Center for Teaching Turkish Language for Foreigners for permission to apply for the study. After the researcher clarified the purpose and details of the questionnaire to the management of the center, the necessary permission was obtained to conduct the study.

After obtaining the necessary permission in February 2022, the Turkish Language Teaching Center for Foreigners was visited. After the researcher clarified that the data to be obtained will remain confidential and for academic purposes only, he encouraged them to participate in the study, and the questionnaires were applied to the students. The questionnaire was answered by 108 students at intermediate level B1 divided into 6 classes. While applying the questionnaire, the students were given the necessary explanations by answering their questions when necessary. With the help of the center's directors and teachers working there, students filled out questionnaires and they were immediately collected to

prevent data loss. In the end, the researcher thanked all the participants in the study in appreciation of their time and cooperation during the data collection process.

Data Analysis

After collecting the data from the participants, it had to be analyzed, so first, it was transferred to SPSS version 26, and then the statistical analyzes were performed. First, compliance and missing data were checked, and it was observed that all participants answered the questionnaires correctly. Therefore, descriptive statistics operations were applied to tabulate frequencies, percentages, arithmetic means, and standard deviations.

Findings

The findings of this study are presented in this section. First, students' demographic characteristics are presented and then the results of the evaluation of the Turkish Language Preparatory Program for Foreigners at Ondokuz Mayıs University are presented. This evaluation study was conducted based on the CIPP model, so the results were presented based on the axes of the CIPP model (context, input, process, product).

Demographic Characteristics of Participants

The study sample consisted of 108 students who are learning Turkish at the Center for Teaching Turkish Language for Foreigners at Ondokuz Mayıs University.

Table 1 shows the distribution of students by gender. Descriptive statistics showed that 69 (63.9%) of the students were male and 39 (36.1%) were female.

Table 1. Distribution of students by gender.

Gender	%	f
Female	63.9	69
Male	36.1	39
Total	100.0	108

Table 2 shows the distribution of study participants according to their age. The ages of the students ranged from 17 to 41 years (n = 108). 46.3% (n = 50) of students aged between 17-20, while 28.7% (n = 31) of them 21-24, and 15.7% (n = 17) were 25-28 years old, and 9.3% (n = 10) of the students indicate that their age 29 years or older.

Table 2. Age distribution of students

Age	%	f
17-20	46.3	50
21-24	28.7	31
25-28	15.7	17
29 and above	9.3	10
Total	100.0	108

In Table 3, 50% of the students are from the Asian continent (Iran, Russia, Syria, Kazakhstan, Lebanon, Azerbaijan, Afghanistan, Palestine, Pakistan, Iraq, Georgia, Indonesia, Jordan; n= 54), 11.1% from the European continent (Bosnia and Herzegovina, Albania, Ukraine; n=12), 38% from the African continent (Algeria, Sudan, Libya, Ivory Coast, Somalia, Egypt, Senegal, Tunisia, Gambia, Kenya, Nigeria; n= 41) and It is seen that 0.9% come from the South American continent (Venezuela; n=1).

Table 3. Continental Distribution of student

Continent	%	f
Asia	50.0	54
Europe	11.1	12
Africa	38.0	41
South America	0.9	1
Total	100.0	108

Table 4 shows the distribution of students according to their departments. 25.0% of students are from social science colleges (n = 27), 13.9% are from health sciences colleges (n = 15), 42.6% of participants were students in science colleges (n = 46), and 18.5% were not students, they were learning Turkish for settling down in Turkey (n = 20).

Table 4. Distribution of students by department

Department	%	f
Social Sciences	25.0	27
Science	42.6	46
Health Sciences	13.9	15
Non-Student	18.5	20
Total	100.0	108

Quantitative Data Findings

Foreign students' opinions about the Turkish Language Preparatory Program according to the CIPP Stufflebeam Model.

Quantitative data were collected using questionnaires. The questionnaire in its final version consisted of 22 items and was tested to ensure its readiness to collect data from the participants. In the framework of evaluating the Turkish Language Preparatory Program for Foreigners according to Stufflebeam's CIPP model, some descriptive statistics were carried out on the data obtained by applying the questionnaires to the students.

Table 5. The results of the descriptive statistics of the components of the CIPP model for the Turkish program for foreigners according to the students' opinions

Components	n	\bar{x}	Ss	Min.	Max.
Context	108	3.93	0.67	1.00	5.00
Input	108	3.87	0.85	1.00	5.00
Process	108	3.46	1.00	1.00	5.00
Product	108	4.04	0.73	1.33	5.00

The results of the study are presented in Table 5. Before starting to comment on the results, it is necessary to present the rating categories used in this study. These categories are graded as follows; 5 (very high), 4 (high), 3 (medium), 2 (low), 1 (very low).

Table 5 shows the levels of students' evaluation of the dimensions of the Turkish Preparatory Program for Foreigners according to the CIPP model. Looking at the results of the analysis of the evaluations of the Turkish Teaching for Foreigners Program in the context of the CIPP model according to the students' perceptions, it was concluded that the evaluation in the component of the product was the highest and the evaluation in the component of the process is the lowest.

Looking at the arithmetic mean values of the answers provided by the students regarding the context component, it was found that it is between 3.83 and 4.06, and the arithmetic mean of all items was calculated as 3.93. This means that the overall program rating is "high" for the content of the program.

When the frequency (f) and percentage (%) distributions for each item were approached within the axis framework, it was observed that most of the answers were grouped in a strongly agree and agree on the range. As a result, it is noted that participants expressed satisfaction with the context dimension of the program.

The item "The content of the evaluated program is compatible with the objectives of the program" got the lowest arithmetic mean value in this study, so it is noted that negative opinions gain weight. In this context, it can be said that although the opinions of the participants about the context dimension of the program are positive, some of the students think that the content of the Turkish Language Program for Foreigners does not correspond to its objectives.

The arithmetic mean of items in the input sub-dimension was between 3.76 and 4.00, and the overall mean was calculated as 3.87. This means that the program is rated 'high' for the course materials and activities. It is clear that the general responses that students gave to the input dimension centered around 'Agree'. When this dimension is examined, it can be said that students, in general, do not have problems with the materials and activities.

It is mentioned that the arithmetic averages of items related to the process sub-dimension are in the range of 3.25-4.03, and the average arithmetic, in general, is 3.46. The dimension with the lowest mean among all dimensions was determined to be the process dimension. However, for students, the program was "high" in terms of teaching methods. However, when looking at the low-scoring items in this dimension, students see that the preparatory program does not meet their expectations in terms of developing listening and speaking skills.

The arithmetic mean of the product sub-dimension is in the range of 3.54-4.43. When compared to other dimensions, it is understood that the product dimension with the highest arithmetic mean has a score with a mean of 4.04. This reflects good (very high) achievements in terms of program outcomes.

Conclusion, Discussion, and Implications.

In this section, the results of the study are presented and the extent to which they relate to the results of previous studies, whether in terms of agreement or disagreement. In addition, some solutions have been suggested that could contribute to the development of the Turkish Language Program for Foreigners at Ondokuz Mayıs University.

Conclusion and Discussion

This study aims to evaluate the Turkish Preparatory Program applied to foreigners at the Turkish Teaching Center of Ondokuz Mayıs University based on students' perceptions by applying Stufflebeam's CIPP Evaluation Model (1971). The results were presented and discussed under each axis of the CIPP model. In addition, the points that the students agreed on and the points that they did not agree on about the Turkish Language Program for Foreigners were discussed, and the extent to which these results relate to the results of previous studies were discussed.

Context Evaluation

Regarding the context, the results of the study showed that the objectives of the Turkish language program for foreigners are clear and understandable. It was found that the students had positive opinions about the clarity and efficiency of the objectives of the program. The quality of the program is proportional to the extent to which the objectives of the program are compatible with the interests and needs of the students. In this regard, Ediger (2006) considers that goals must be set in advance for students to be aware of what they are expected to learn. This result is consistent with the finding of Yurtseven, Altun & Aydın (2015) who stress the need to design program objectives in a way that meets the needs of students. Also, Arap (2016) explained that if the objectives are clearly defined and the students are informed of them, it can contribute to raising the quality of the teaching process in general. When students are aware of what they are going to learn, they will undoubtedly do better and more effective homework. On the other hand, if there is a conflict between the needs of the students and the goals of the program, the program will fail to reach the desired goals (Kırıköz 2009; Tunç 2010).

Griffin (1985) pointed out the need to define the program clearly and understandably without ambiguity. In this regard, the results of Mohammad & Itoo's study (2016) supported the findings of the current study, as the participants in their study indicated that the objectives of the target program are clearly defined. On the other hand, the students indicated that the content of the program is appropriate and compatible with the objectives and that the textbook is compatible with the objectives of the program and with their needs. The results show that the textbook is an essential part of the preparatory program. Looking at this result, it was also found that it is consistent with the result of the study conducted by Litz (2005), Mohammadi & Abdi (2014), Which concluded that the participants in their studies found the study material interesting and stimulating to the educational process and that the content was appropriate for the student's needs.

Additionally, the students participating in the study indicated that the program helped them meet their language needs. Despite this, the students indicated that they need additional activities to develop

productive skills such as speaking. According to Khamkhien (2010), speaking skill is one of the most important language skills because, through speaking skills, it is possible to identify the mistakes made by learners while learning the language.

Overall, on the context axis, students expressed positive opinions about the objectives and content of the program; however, there is a need to make some improvements to the program, particularly to the speaking skill activities.

Input Evaluation

The participants expressed their opinions about the input dimension, which includes the inputs of the Turkish Language Program for Foreigners such as teaching materials and textbooks. According to the results, students' perceptions of the appropriateness of the educational materials are mostly positive. Students reported that the teaching materials were sufficient, except for speaking skill activities. Similarly, this study is consistent with the study of Tunç (2010), which reveals that students have positive opinions about educational materials.

The students in the current study indicated that the speaking and listening activities in the target program were not sufficient and that they have difficulty speaking the language and their listening skills are not at the desired level. Therefore, they indicated that they should be offered more activities that focus on developing these skills. Özdoruk's (2016) study agreed with this finding as his study showed that listening and speaking activities were not sufficient for most participants. In addition, Akin (2004) reported that students participating in his study demanded more activities focused on developing both speaking and listening skills than grammar. In this regard, Morris (1956) indicated that excessive focus on grammar increases target language knowledge but may not contribute to the development of students' speaking and listening skill.

On the other hand, the reason behind the focus of the program on reading and writing skills might be that academic studies require these skills to be advanced because students are expected to have a strong ability to write and read in the target language to be able to perform the tests and assignments required of them such as writing articles and summarizing books. Regarding the suitability of the teaching methods to the linguistic level of the students, it has been decided that the teaching methods used by teachers are mostly based on textbooks. Students mentioned that their teachers rely on textbooks in the teaching process.

In general, the results indicated that the program's input was appropriate for the students, as the students expressed their satisfaction with the teaching materials used in the Center for Teaching the Turkish Language for Foreigners at OndokuzMayıs University. Several aspects of the program have proven to work well. However, some suggestions can help improve and develop the program and make it accessible to increase its effectiveness. This can be done by focusing on activities that develop listening and speaking skills.

Process Evaluation

In this axis, students' opinions were obtained about language skills, course materials, teaching methods, activities, and evaluation methods followed in the Turkish Language Preparatory Program for Foreigners. The participants expressed their opinions about the language skills in the target program, where they indicated that speaking skill is the most important skill that should be focused on.

Students see that the materials used in speaking skills classes are insufficient and the program focuses primarily on grammar, and they also believe that listening skills need more practice. Looking at the relevant literature, we find that this finding is consistent with many studies that examined program evaluation. Some studies indicate that listening skill and speaking skill need more practice and additional auxiliary activities (Akyel ve Özek 2010; Seçkin 2011; Yanık 2007; Gömleksiz 2014; Özkanal 2009).

As a result, students need to switch to interactive and communicative Turkish lessons. In terms of writing, reading, and grammar, students stated that it was sufficient and appropriate for them. On the other hand, the results indicated that the program focused well on grammar lessons, as the teachers covered grammar lessons well through daily lessons. Also, the students indicated that the number of tests and their level of difficulty was appropriate for them in addition to that the tests were compatible with each other. In this regard, It was found that the study of Ozonay (2004) agrees with this result, as his study confirmed that the tests were appropriate for the program. However, these tests can be reinforced with listening and speaking as well as reading and writing skills.

Product Evaluation

Student opinions about the product dimension are discussed in this section. Students generally expressed their opinions about the preparatory program. According to the results, they were generally satisfied with the program, but they indicated that some points need improvement, such as providing enough activity to practice speaking skills.

A study by Özkanal and Hakan (2010) agrees with this finding, in which participants in their study expressed their satisfaction with the assessed program and demanded that their opinions about the program be considered. On the other hand, it can be said that students' attitudes toward how well the program meets their needs were positive.

When students see that they have been adequately educated in terms of vocabulary and grammar, they consider that their language proficiency in both writing and reading skills is better compared to speaking and listening skills. The result of this study is consistent with that of the study by Mede and Uygun (2014), which revealed that the target program helps meet the needs of students. In this regard also Yıldız's (2004) study shows evidence that students have more difficulties in listening and speaking. The results of Ödemiş's study (2018) show that nearly half of the students experience problems while trying to speak the target language.

The results of this study are consistent with the results of Tunç's study (2010) that students are satisfied with the ease of communication with teachers, as most students stated that they can communicate with teachers without hesitation and ask questions easily. In a study conducted by Gillies (2004) it was stated that teachers play an active role in the process of building student-teacher trust and encouraging students to participate in lessons smoothly and effectively. In other words, if teachers provide means of communication between them and students, undoubtedly, this will reflect positively on the teaching-learning process.

It is concluded from the above that the participants expressed positive opinions regarding the product dimension in evaluating the preparatory program for the Turkish language. However, it was found that

the assessed program lacks the necessary activities to develop listening skill as well as speaking skill. As is well known, these skills are one of the most important elements to focus on while teaching languages.

Implications

Looking at the results of this study, it was concluded that the preparatory program for the Turkish language needs some improvements to be more effective and help students learn the Turkish language smoothly and effectively. Therefore, it is expected that presenting some suggestions will help in increasing the effectiveness and efficiency of the targeted program.

Implications for Practice

This study aimed to evaluate the Turkish language program for foreigners at Ondokuz Mayıs University and to provide stakeholders with the results of the study to make the most of the program and contribute to its development as well. After reviewing the results of the current study, some suggestions can be made to improve the Turkish language education program for foreigners. These recommendations are also expected to benefit stakeholders such as administrators, curriculum designers, teachers, students, and researchers as well.

The current study concluded that the Turkish language preparatory program needs more activities to develop listening and speaking skills. Students indicated that the vocabulary and grammar lessons are sufficient and comprehensive and that the focus is on writing and reading skills rather than speaking and listening skills. To overcome this problem, students need to be more involved in listening and speaking tasks. Practices that improve students' listening and speaking skills can be increased such as group work, presentations, activities that improve oral practices, and discussions. Students can be trained to listen and speak in smaller, manageable groups. Students can be encouraged to participate in speaking activities to help them overcome their anxiety about practicing speaking Turkish. Some realistic exercises can be arranged for speaking and listening practice. In this sense, activities that focus on practicing the language in natural conditions such as group games and field visits can be prepared.

Also, the participants expressed their satisfaction with the program in terms of purpose, content, application, evaluation, and activities. However, many changes can be made to improve the quality and effectiveness of the program. Hours of listening and speaking skills lessons can be increased. Some activities such as role-playing and wordplay can be added. In addition to integrating smart panels into the teaching process, technological equipment such as sound systems can be developed to provide good sound insulation. Students' awareness can be increased by explaining the goals and objectives of the program, this will help them become more aware of the goals and outcomes of the program.

Implications for Future Research

This study was conducted to evaluate the Turkish Language Preparatory Program for Foreigners at Ondokuz Mayıs University from the students' point of view. So, this study can be done at another university or a study that covers several universities at the same time. It is also possible to develop this study by involving more participants and using additional research methods such as observation, interviewing, or document analysis to obtain a comprehensive evaluation of the teaching process and the classroom environment.

On the other hand, it is possible to conduct studies with the involvement of more participants such as teachers, new students, or even directors of centers or students who have graduated from the program to get a more comprehensive picture of the program. Although program evaluation is essential for the development of educational programs, evaluation studies are rare in Turkish teaching programs for foreigners. For this reason, it is recommended to increase evaluation studies in Turkish language programs for foreigners in different Turkish universities.

Finally, the results of this study are expected to contribute positively to the literature on curriculum evaluation studies. The results of this study are expected to contribute to encouraging researchers to conduct new studies on the evaluation of Turkish language programs for foreigners.

References

- Akın, G. (2004). İstanbul Halk Eğitim Merkezlerinde verilen Yabancı Dil(İngilizce) Eğitiminin Etkinliğinin Değerlendirilmesi, Öğretici ve Kursiyer Görüşleri(Unpublished master dissertation). Marmara Üniversitesi, Eğitim Bilimleri Enstitüsü: İstanbul.
- Akyel, A. S., & Özek, Y. (2010). A language needs analysis research at an English medium university in Turkey. *Procedia Social and Behavioral Sciences*, 2(2), 969-975. <https://doi.org/10.1016/j.sbspro.2010.03.136>
- Arap, B. (2016). An investigation into the implementation of English preparatory programs at the tertiary level in Turkey. (Doctoral thesis). Çukurova University, Adana, Turkey.
- Aziz, S., Mahmood, M., and Rehman, Z. (2018). Application of the CIPP Model for quality assessment at school level: A case study. *Journal of Education and Educational Development*, 5(1), 189-206.
- Brown, J. D. (1995). *The elements of language curriculum*. Boston: Heinle and Heinle.
- Dittrich, R., Francis, B., Hatzinger R. & Katzenbeisser, W. (2007). Pairwise comparison approach for analysis of Likert scale response sets. *Statistical Modeling* 7(1), 3-28. doi:10.1177/1471082X0600700102.
- Ediger, M. (2006). *Organizing the curriculum*. New Delhi: Discovery Publishing House.
- Gillies, R. M. (2004). The effects of communication training on teachers' and students' verbal behaviors during cooperative learning. *International Journal of Educational Research*, 41(3), 257-279.
- Gömleksiz, N. M. (2014). An assessment of high school students' opinions on the use of methods and techniques in English classes. *Procedia-Social and Behavioral Sciences*, 122, 92-97.
- Griffin, G. A. (1985). Teacher Induction: Research Issues. *Journal of Teacher Education* 36,(1), 42-46
- Gürbüz, R. & Güleç, İ. (2016). Türkiye'de Eğitim Gören Yabancı Öğrencilerin Türkçeye İlişkin Görüşleri: Sakarya Üniversitesi Örneği. *Sakarya University Journal of Education* , 6 (2) , 141-153 . DOI: 10.19126/suje.18712.
- Jack, B., and Clarke, A.M. (1998). Purpose and use of questionnaires in research. *Professional Nurse (London, UK)*, 14(3), 176-179.
- Khamkhien, A., (2010), Teaching English Speaking and English Speaking Tests in the Thai Context: A Reflection from Thai Perspective, *English Language Teaching*, Vol.3, No. 1. p. 184 190.
- Kırkgöz, Y. (2009). Globalization and English language policy in Turkey. *Educational policy*, 23(5), 663-684.
- Litz, D. R. (2005). Textbook evaluation and ELT management: A South Korean case study. *Asian EFL Journal*, 48(1), 1-53.
- Mede, E., & Uygun, S. (2014). Evaluation of a language preparatory program: A case study. *International Association of Research in Foreign Language Education and Applied Linguistics. ELT Research Journal* 3(4), 201-221.

- Mohammad, T., & Itoo, B. A. (2016). Evaluation of listening and speaking syllabus in EFL situation at the preparatory year program. *Arab World English Journal (AWEJ)*, 7(1), 490-504.
- Mohammadi, M., & Abdi, H. (2014). Textbook evaluation: A case study. *Procedia- Social and Behavioral Sciences*, 98, 1148-1155.
- Morris, I. (1956). *The art of teaching English as a living language*. New York
- Ozonay, İ. Z. (2004). Öğretmenlerin Adaylık Eğitimi Programının Değerlendirilmesi.13. Eğitim Bilimleri Kurultayına Sunulan Bildiri: Malatya, U. Eğitim Fakültesi.
- Ödemiş, İ. S. (2018). Bir kolejın İngilizce programının bağlam girdi süreci ürünü (CIPP) modeli kullanılarak değerlendirilmesi. (Yayımlanmamış doktora tezi). Anadolu Üniversitesi, Türkiye.
- Özdoruk, P. (2016). Evaluation of the English language preparatory school curriculum at Yıldırım Beyazıt University (Master's thesis).
- Özkanal, Ü. & Hakan, AG. (2010). Effectiveness of university English preparatory programs: Eskisehir Osmangazi University Foreign Languages Department English Preparatory Program. *Journal of Language Teaching and Research*, 1:295-305. doi:10.4304/jltr.1.3.295-305.
- Özkanal, Ü. (2009). The Evaluation of the English preparatory program of Eskişehir Osmangazi University Foreign Languages Department and a model proposal (Unpublished doctoral dissertation). Anadolu University, Eskisehir.
- Rea-Dickins, P., & Germaine, K. P. (Eds.). (1998). Her şeyin fiyatı ve hiçbir şeyin değeri: Dil programı değerlendirmesindeki eğilimler. P. Rea-Dickins'de, K. P. Germaine (Ed.). Dil öğretiminde değerlendirme ve yeniliği yönetme. 3-19. Harlow: Uzun adam.
- Rossi, P. H., Lipsey, M. W., & Henry, G. T. (2018). *Evaluation: A systematic approach*. Sage publications
- Seçkin, H. (2011). İlköğretim 4. sınıf İngilizce dersi öğretim programına ilişkin öğretmen görüşleri, *Uluslararası İnsan Bilimleri Dergisi*, 8(2), 550-577.
- Stufflebeam, D. L. (1971). The relevance of the CIPP evaluation model for educational accountability. Stufflebeam, D. L., and Shinkfield, A.J. (2007). *Evaluation Theory, Models, and Applications*. San Francisco: Jossey-Bass.
- Tunç, F. (2010). Evaluation of an English language teaching program at a public university using the CIPP model. (Master's thesis), Middle East Technical University, Ankara. Retrieved from <https://etd.lib.metu.edu.tr/upload/12611570/index.pdf>
- Turan, Y. (2016). Evaluation of aviation English program applied for 11th graders by using Stufflebeam's CIPP (context-input-process-product) model (Unpublished master's thesis). Eskişehir Osmangazi University, Eskişehir.
- Yankı, A. (2007). A study of English language curriculum implementation in 6th, 7th, and 8th grades of public primary schools through teachers' and students' perceptions. (Master's thesis), Middle East Technical University, Ankara.
- Yıldız, Ü. (2004). Belarus'taki Minsk Devlet Dilbilim Üniversitesi'nde Yabancılar için Türkçe Öğretim Programının Değerlendirilmesi: Bir durum çalışması. (Yayımlanmamış doktora tezi). Orta Doğu Teknik Üniversitesi, Ankara.
- Yurtseven, N., Altun, S., & Aydın, H. (2015). An analysis of motivational beliefs of preparatory class students about learning English. *The International Journal of Educational Researchers*, 6(1), 13-30.