Student and Instructor Perspectives on the English Preparatory School's ELT Program: A Needs Analysis Study

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Abstract: The purpose of this study was to identify the needs of the students and the teachers regarding the ELT curriculum implemented in the school of foreign languages at a public university and to provide recommendations for curricular improvements. The study utilized a qualitative research method, and the case study model was applied. Semi structured interviews were conducted with 8 SFL instructors and two focus group interviews were conducted with 12 students enrolled in the program. As part of this NA study, all SFL teachers were invited to participate in workshop discussions. Eight groups were formed, each assigned a discussion topic. Topics and prompts were based on preliminary findings from teacher and student interviews. To support the interview and workshop data, researchers analysed key documents on curricular issues. Weekly meeting minutes from level coordinators and results from the SWOT analysis conducted at the SFL were also retrieved. The researchers analysed and interpreted the gathered data using content analysis. Findings revealed several needs areas regarding syllabi, assessment and evaluation, instructional materials, and implementation. This study offers important implications for instructors, administrators, and policymakers to make more effective curricular decisions and improve the quality of education at the SFL and similar language teaching settings.

Keywords: ELT curriculum, curriculum development, needs analysis

Öğrenci ve Öğretim Görevlilerinin İngilizce Hazırlık Öğretim Programına İlişkin Görüşleri: Bir İhtiyaç Analizi Çalışması

Öz: Bu çalışmanın amacı, bir devlet üniversitesinin Yabancı Diller Yüksekokulu' nda (SFL) uygulanan İngilizce Öğretimi (ELT) programıyla ilgili olarak öğrencilerin ve öğretim görevlilerinin ihtiyaçlarını belirlemek ve programın geliştirilmesine yönelik önerilerde bulunmaktır. Çalışmada nitel araştırma yöntemleri kullanılmış ve vaka çalışma modeli uygulanmıştır. Bu amaçla SFL' de görev yapan 8 hocayla yarı yapılandırılmış görüşmeler yürütülmüş ve programa kayıtlı 12 öğrenciyle iki farklı odak grup görüşmesi gerçekleştirilmiştir. Ayrıca, bu çalışmanın bir parçası olarak, kurumda görev yapan tüm öğretim görevlileri çalıştay görüşmelerine davet edilmiş ve sekiz grup oluşturulmuştur. Her bir gruba bir tartışma konusu verilmiştir. Bu konular, daha önce yürütülen öğretmen ve öğrenci görüşmelerinden elde edilen ön bulgular temel alınarak belirlenmiştir. Bunlara ek olarak, araştırmacılar, kurumda daha önce yapılan SWOT analizi çalışması sonuçlarını ve seviye koordinatörlerinin yürütmüş olduğu haftalık toplantı tutanaklarını da

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incelemiştir. Bu kaynaklardan toplanan veriler içerik analizi yöntemi kullanılarak analiz edilmiş ve yorumlanmıştır. Çalışmadan elde edilen bulgular izlenceler, ölçme ve değerlendirme, öğretim materyalleri ve uygulama konularında birçok ihtiyaç alanı olduğunu ortaya koymuştur. Ayrıca bu çalışma, öğretim görevlilerine, yöneticilere ve politika yapıcılara, programa yönelik daha etkili kararlar almaları ve SFL ya da benzer dil öğretim ortamlarında verilen eğitim kalitesini iyileştirmeleri için önemli çıkarımlar sunmaktadır.

Anahtar kelimeler: İngilizce öğretimi programı, program geliştirme, ihtiyaç analizi

Introduction

English has acquired the status of a global language as a result of its widespread recognition as the predominant foreign language to be acquired in many countries (Crystal, 2003). To Nunan (2003), English assumes a distinctive role that is acknowledged in every nation, as demonstrated by its inclusion as a preferred foreign language in school curricula. In the past, the motivation for learning English was primarily driven by imperialistic agendas. However, in recent decades, individuals' motivation to acquire English language skills has changed (Andayani, 2022; Dastgoshadeh & Jalilzadeh, 2011). While some learners are motivated to have effective communication with native English speakers, others learn English to catch up with scientific advancements, access international job opportunities, obtain academic degrees, or comply with compulsory language education requirements in their home countries (Aysu, 2019; Ennser-Kananen et al., 2017).

A well-designed language program addressing the unique needs of learners is a prerequisite to achieve language learning objectives, regardless of learners' motivations to learn English (Dündar & Meriç, 2017). Developing a well-designed language learning program is a complex process. It starts with setting clear learning objectives and analysing instructional variables, such as stakeholder characteristics, class size, and the quality of instructional materials. It also requires a profound understanding of linguistic and pedagogical principles, as well as the socio-political context of education (Dündar & Meriç, 2017; Macalister & Nation, 2019).

The Turkish education system has been actively involved in active endeavours to enhance the quality of English language teaching by introducing new curriculum approaches, adopting various teaching methods, and allocating funds and investments in this field. Nevertheless, the learners who are exposed to foreign language instruction from primary to higher education cannot speak a foreign language and cannot reach the desired level of language proficiency (Acar, 2021; Şahin, 2018). For this reason, challenges Turkish students encounter in the language learning process have also been the focus of educational research and scholarly conversations (Can & Can, 2014; Işık & Işık, 2017; Özmat & Senemoğlu, 2020; Şahin, 2018). Previous studies have revealed a range of obstacles that hinder effective English language teaching, including issues, such as large class sizes, information overload, insufficient availability of materials and equipment, restricted instructional time, and inadequate guidance and professional support for teachers. Additionally, the attitudes and perceptions of teachers towards new teaching methods and curricula contribute to the methodological and motivational challenges (Arslan & Akbarov, 2010; Demir-Ayaz et al., 2019; Şahin, 2018; Topkaya & Küçük, 2010). To this background, the purpose of the present study was to identify the needs of the students and the teachers regarding the ELT curriculum implemented in the school of foreign languages (SFL) at a public university in Türkiye and to

provide recommendations for curricular improvements. A detailed analysis of the perceptions of the students and the teachers regarding the curriculum was carried out to define the parts of the program to be improved and to identify possible solutions to the problems encountered during the implementation process. The study is designed to seek answers to the following questions related to the program:

1) How do teachers perceive the program in terms of its objectives, content, implementation, and assessment and evaluation components?

2) How do students perceive the program in terms of its content, implementation, and assessment and evaluation components?

3) How do teachers perceive the instructional materials implemented at SFL?

4) How do students perceive the instructional materials implemented at SFL?

Curriculum Evaluation and Needs Assessment in ELT

Needs assessment is a fundamental initial phase in curriculum development and improvement. Its primary aim is to identify discrepancies between existing practices and recommended approaches (Atalı, 2022). Witkin and Altschuld (1995) defined needs analysis as a systematic process which involves decision-making about programs and setting priorities based on identified need. It also serves as a foundation for the development of teaching materials, instructional activities, assessment strategies, and curriculum evaluation framework (Brown, 2009).

The emergence of need-analysis studies in ELT curriculum planning dates back to the 1970s. While need analysis had been carried out in various fields for a long time, its implementation in language teaching gained momentum with the endorsement and integration of the Council of Europe's modern language project (Nunan, 1988). Brown (1995, p. 36) formally defined needs analysis in the context of ELT curriculum as a systematic process of collecting both subjective and objective data to develop "defensible curriculum objectives" that effectively address the needs of language learners. According to Richards (1984), needs analysis serves three primary purposes. First, it provides valuable input for the content, design, and implementation of a language program. Second, it guides curriculum designers to make decisions regarding the program's goals, objectives, and content. Finally, it provides curriculum designers and educators with the data to revise and evaluate the existing program. A tendency to conduct a needs analysis often signals problems within the current program. Addressing the emerged needs, updating the content, and resolving implementation challenges make needs analysis an essential and indispensable step of curriculum studies (Rostami & Zafarghandi, 2014).

The findings of studies conducted to determine the needs of language learners provide insights to the ELT instructors and curriculum developers. For instance, Lertchalermtipakoon et al., (2021) aimed to find out different English skills needed for students studying in the fields of Tourism and Hospitality Industry. They identified specific skills which were perceived as the most difficult to acquire when learning English. The participating students perceived English grammar as an area in which they required additional support. The students also reported that improving listening and speaking skills posed significant challenges. Hattani (2019) conducted an ESP needs analysis at a Moroccan university. In this study, students reported difficulties in improving their productive skills in English. The results indicated that a curriculum reform and the application of

innovative approaches were necessary to better meet the needs of language learners. Hereh (2020) carried out a needs analysis in a different study with the goal of identifying the language learning requirements of Syrian students in Gaziantep who were getting ready to enrol in college. The study revealed that most participants felt their course placed excessive emphasis on grammar and offered insufficient course hours.

Prior evaluation and needs analysis studies have examined the goals, objectives, content, implementation, and assessment components of the English language curricula implemented in preparatory schools and SFLs in Türkiye. Despite differences in their focus and aims, these studies revealed similar factors affecting English language teaching in Turkish universities. To start with, Türkkan (2022) conducted a detailed curriculum evaluation at a preparatory school in Türkiye. Findings of this study indicated that both students and instructors were satisfied with the ELT curriculum in general, Namely, the objectives of the curriculum were found clear and appropriate for the students' levels; however, the time allocated for certain components in the syllabus was considered problematic. Both students and the instructor expressed concerns about the class activities and supplementary materials used. Additionally, students viewed homework assignments negatively. It was concluded that the time allocation for activities in the syllabus, the class materials, and the methods for improving language skills should be revised and updated. In another study, Akyel and Özek (2010) conducted a needs analysis to revise the existing ELT curriculum. More specifically, they assessed the curricular needs of learners at a preparatory school of an English-medium university in Istanbul. They found that students needed encouragement to employ effective learning strategies in their language learning process. It suggested that the English learning program should promote developing effective language learning strategies and skills. The findings also revealed a need for more process-oriented materials and methods, more opportunities to practice in academic reading and writing, and greater emphasis on speaking skill.

Similar studies examining the needs of students at English Preparatory Schools at state universities in Türkiye have revealed that students need to improve communicative skills and acquire academic vocabulary relevant to their field of study (Kar, 2014; Kurtuluş & Asal, 2019). Therefore, Kurtuluş and Asal (2019) recommended that more attention should be given to enhance speaking and listening skills in addition to academic vocabulary development. Furthermore, Kar (2014) suggested that to foster better cooperation between departments and the preparatory school, a course covering the summer holiday period should be implemented to help students retain what they have learned. Previous studies also examined more specific areas of need within preparatory school ELT programs. For instance, Doğan and Mede (2017) conducted research to investigate the speaking skill needs of students in a preparatory program at a university in Istanbul. They found out that the speaking syllabus of the program should be revised. Lastly, Balıkçıoğlu (2018) carried out a needs analysis study in a preparatory school in Ankara. The study examined the effectiveness of the instructional materials in meeting the language learning needs of students. It was found out that materials were partially effective. Authors recommended that skills-based syllabus should be implemented, with a greater emphasis on developing speaking and academic skills.

Method

Research Design

Miles and Huberman (1994) defined case study as an investigation of a phenomenon within a specific context. According to Creswell (2007), case studies are qualitative research designs that examine real-life situations with clearly defined boundaries. These investigations can be deepened by employing multiple data sources. The literature reveals various categorizations of case studies by different researchers (Bogdan & Biklen, 1997; Merriam & Tisdell, 2015; Stake, 1995; Yin, 2009). In the present study, an embedded single case study design was utilized to facilitate a more comprehensive interpretation of the findings (Yin, 2009). This design allows for the integration of multiple perspectives or units of analysis within a single case (Yin, 2009). The single case in this study was the curriculum of a school of foreign languages at a public university. The subunits were designed as student and teacher interviews, coursebook evaluations, workshop discussions, minutes of level meetings, and a SWOT analysis conducted at the SFL.

When conducting the need-analysis, there are four major philosophies to be considered, democratic, analytic, diagnostic, and discrepancy philosophies (Stufflebeam et al., 2012). This need analysis study is based on the democratic philosophy yielding necessary information for certain groups (McKillip, 1987), as when gathering data, students, instructors, and level coordinators' perceptions were taken.

Trustworthiness of the Study

Yıldırım and Şimşek (2021) conceptualized credibility/authenticity as the constant critical examination of the research to ensure that the findings and results accurately reflect reality. To establish credibility, techniques, such as intensive long-term involvement and triangulation should be employed (Maxwell, 2022). A triangular approach is advised as the sole source for data collection might be incomplete (Richards, 2003). In the present study, the researchers utilized multiple data sources and invested significant time in collecting data through interviews and analysing the documents. External validity ensures that the study results have broader implications beyond the specific context through a detailed description of research (Miles & Huberman, 1994; Maxwell, 2022). Accordingly, in this study, great care was taken in providing detailed descriptions of the participants, conceptual framework, context, data collection, and analysis processes. For internal reliability, Akar (2019) emphasizes the use of concrete and understandable explanations, safeguarding the raw data, and seeking support from another researcher for the study. In this research, adherence to internal validity was evident, as the raw data were shared solely with the researchers involved, and collaboration between researchers was ensured during both the interview and content analysis processes.

Research Context

This needs analysis study was conducted at a state university in Türkiye, specifically at the School of Foreign Languages (SFL). The SFL operates on a four-period academic year, with each period lasting 7 weeks. Upon admission, students are placed at different levels within the preparatory school based on their performance in the Placement and/or Proficiency Exam.

At the basic level (A/A+), students attend 22 class hours per week, while at the independent (B/B+) and upper (C/C+) levels, they have 20 hours of classes weekly. Progression to a higher

level requires students to have a minimum attendance of 80% and obtain a total score of 64.5 based on the assessment criteria set by the school.

Assessment in the SFL consists of three quizzes per level (15% weightage) and a final exam (60% weightage). In addition, students are required to complete various tasks as part of their portfolio assessment, including 2 writing tasks, 1 speaking project, and 5 Moodle tasks related to listening and reading (17% weightage). Online homework from the coursebook also contributes to the assessment (8% weightage).

The syllabi for each level are developed by a curriculum committee, and the quizzes and final exams are prepared by a testing unit. Instructors are expected to implement standard syllabi, which include daily topics and homework assignments. Level coordinators hold weekly meetings to monitor the implementation of the syllabi, address any issues encountered by the instructors, and provide guidance. During these meetings, instructors share their insights, discuss challenges they face while implementing the syllabi, and offer recommendations for improvement. This collaborative approach helps maintain a standardized teaching environment and facilitates continuous improvement in the teaching and learning process at the SFL.

Participants

The sample of this study consisted of English Language teachers who teach at the SFL, and students enrolled in the program. Purposive sampling technique was utilized, and the participants were recruited based on the specific aims and objectives of the study. More specifically, a maximum variation sampling strategy was used to select participants for the study. To this end, teachers working at SFL for at least 3 years and teachers who worked at the units were listed. We thought that experiences of the teachers at different units at SFL would lead to better insights and diverse perspectives about the curricular issues in question. Similarly, in order to capture the perspectives of the teachers teaching different groups of students, two teachers from each level were selected. 10 teachers were invited to participate in the study and 8 of them were interviewed on a voluntary basis. Each teacher interview lasted 40-50 minutes (N=8). As for the student interviews, we formed two focus groups as we thought group discussions would help students to express their ideas better. We invited class representatives from different levels to participate in the group discussions. There were 9 regular students in the first focus group and 3 repeat students in the second focus group. The first focus group interview lasted 120 minutes (N=9) and the second focus group interview lasted 80 minutes (N=3). Teacher and student interviews were recorded upon getting the consent of the participants.

Data Collection Tools

Interview Protocols

The researchers developed the student and teacher interview protocols based on ELT curriculum evaluation literature and their observations and insights as instructors teaching at the SFL. The teacher interview form consisted of 22 questions addressing various components of the curriculum, such as "objectives", "content", "implementation", "instructional materials", and "assessment and evaluation". The student interview form included 13 questions about the curriculum and learning experiences of students at the SFL. The interview questions were read by two experts in educational sciences and ELT, and necessary revisions were done based on their feedback.

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Workshop Discussion Guide

As a part of this NA study, all the teachers working at the SFL were invited to participate in workshop discussions. To this end, 8 groups were formed, and each group was assigned a topic of discussion. Discussion topics and related prompts were written in the light of the preliminary findings obtained through the analysis of teacher and student interviews. Instructors were expected to prepare reports presenting related need areas and proposed solutions at the end of comprehensive discussion sessions, which lasted 3 days. Each group presented their reports at the end of the workshops, followed by whole-group discussions with the participation of all the instructors.

Other Data Sources

In order to complement the data gathered through the interviews and workshop reports, researchers analysed the main documents, which provide information about curricular issues. To this end, meeting minutes prepared by the level coordinators and the results of the SWOT analysis conducted in the previous academic year were retrieved.

Data Analysis

The researchers analysed and interpreted the gathered data using content analysis. In the present study, both deductive and inductive content analysis techniques were utilized. The categories were identified in line with the interview questions, which were formulated based on relevant literature, participant responses, or the researchers' interpretations, as recommended by Merriam and Tisdell (2015). Prior to coding the entire dataset, two interviews were independently coded by different researchers. Intercoder consistency was assessed, ensuring reliability with a consistency rate exceeding 90%. According to Creswell (2007), the first step in qualitative analysis involves breaking down the research data into meaningful components and assigning names to them. In the next step, the generated codes are organized into broader categories or themes. In the initial phase of data analysis for this study, data from SWOT analysis, meeting minutes, workshop discussions, and interviews were systematically coded. Researchers conducted open coding, resulting in the generation of categories and themes in accordance with emerging codes. Subsequently, researchers compared codes and categories to identify commonalities and differences across the dataset, refining themes accordingly. Final categories were generated as "syllabi, assessment and evaluation, instructional materials, implementation."

Findings

The findings were presented under four main categories: "syllabi", "assessment and evaluation", "instructional materials", and "implementation" with related themes and sub-themes.

Syllabi

Findings regarding the syllabi were presented under two subcategories: "objectives" and "content".

Objectives

Analysis of the data yielded that the difficulty of the objectives were not well-balanced according to language proficiency levels of students which lowered the learners' motivation. To illustrate, T7 explained that as the objectives were not realistic and attainable, learners were discouraged:

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Motivation is fundamental to reach curricular goals. When a student who should repeat a level advances to the next level, their motivation decreases significantly. When a student at the C level cannot understand what they read or hear, their mood is negatively affected.

Additionally, participating teachers explained that students could not attain the writing and speaking objectives in particular. T6 explained that speaking objectives were not attainable as they were not assessed in the exams or face to face sessions in the class. She commented on the writing objectives and expressed that writing objectives aiming students to acquire sentence-structure level competence were not attainable:

If we consider the goals, speaking always falls short. Since it is not included in the exam, students tend to rely on memorization. They write and memorize scripts for recording videos. When it comes to writing goals, we have issues at the sentence level.

The concerns about developing sentence level competence were also underlined in the report prepared by Group-7: "Ss do not have problems with paragraph and essay organization, yet they cannot write accurate sentences."

Content

Data analysis indicated that content organisation in terms of scope, sequence, and balance need to be improved. For example, in the P2 A+ level meeting, one of the instructors said that "The content for the whole start week's teaching is not distributed equally on different days of the week. Some days are too loaded". T5 also criticised skipping some of the units as it ruined the unity of the content and caused problems later on. Moreover, as the program is pretty loaded, teachers (T1, T2, T4, T5, T7) complained about the loaded content, the speed of the pacing and time allocation. They wished to have more than 7 weeks per period as the topics included in the syllabi required more time for a more productive and effective implementation. For example, T2 asserted that "Loading so many topics into a 7-week program reduces efficiency." T5 clarified this issue by stating that "It was like a horse race. I felt as if we should have had one more week at the end of each period." Additionally, instructors complained about grammar related issues. To illustrate, T1 stated that grammar content was not compatible with the grammar objectives of the school curriculum. Similarly, many teachers participating in the SWOT analysis emphasized that the grammar content in some levels was too loaded and questioned the sequencing and balance of grammar topics covered in different levels (SWT 20/21/32/36/38/45). Students also questioned the scope and sequence of grammar topics across different levels and for instance, S5 explained that "There was a sudden grammar load in B+ level. In the previous levels, we were so comfortable. Workload was light in A and A+ levels. This problem originates from the program and the book." Lastly, many teachers participating in the interviews also highlighted that content was repetitive and insufficient in addressing individual differences and the divergent needs of students. For example, T1 stated that "It does not prioritise individual differences." T3 further explained that "We do not meet the needs of the students, we do not prepare them for their departments and Assessment in General English (AGE)."

Assessment and Evaluation

Our analysis revealed that there were several areas of need regarding assessment and evaluation. Findings with respect to assessment and evaluation were interpreted in four subcategories: "exams", "projects and portfolio tasks", "moodle tasks", and "online homework."

Exams

Analysis of the data showed that teachers and students raised several issues related to the exams. To begin with, while the participating teachers appreciated the hard work and commitment of testing unit members, they suggested that instructors with experience and expertise in assessment and evaluation should be assigned to the testing unit. They further criticized the appointment of instructors as test item writers in the testing unit in turn. For example, T6 stated that "Not everyone should prepare questions, there should be a permanent and competent testing unit." Many teachers (T1, T5, T6, T7, T8) expressed their concerns regarding the grading system and content of the exams. For example, T7 claimed that "The content of the exams is weak, and the variety of question types is insufficient. Quizzes do not reflect what we cover in class. Some questions can be answered even without reading."

Most of the students (S1, S2, S4, S7, S8, S9, S10, S11) also questioned the alignment between syllabi and the exam contents. For instance, S11 declared that "Exams are not related to the topics we covered in the class." Besides this, the teachers participating in the SWOT analysis (SWT1/11/19/27/31/34/36/38/39/41) also pointed to the problems with the exam content and question types. They further complained about the mismatch of the difficulty levels of the quizzes, midterms, and AGE. The majority of the teachers (T1, T2, T3, T5, T6, T7) claimed that final exams were not challenging. To illustrate, T7 claimed that "Issues with the exams diminish students' motivation to learn. They believe they can pass without hard work. Our students are exam oriented. If we challenge them with high-quality exams, they will study harder."

Another teacher (T6) mentioned similar points and added that exams were not comprehensive enough which creates issues with respect to the content validity:

> The exams have low levels of content validity. That is, they do not cover much of what's in the curriculum, and they tend to repeat the same questions. Also, the final exams are too short, and there are issues with the writing section. The questions in the exam often mirror tasks from the portfolio. Even students who are not doing well manage to pass with high scores.

Projects and portfolio tasks

The findings disclosed that there was an urgent need to improve project and portfolio tasks for a more reliable and accurate assessment of students' language learning progress. Both students and teachers emphasized that the speaking and writing tasks lacked variety in topics. Students (S6, S7, S8, S10) expressed concerns about the repetition of topics in both speaking and writing tasks. S8 added that "Writing topics both in the tasks and the exams can be very strange. Sometimes it's hard to come up with ideas even in Turkish." Elaborating on the implementation of the tasks, S9 and S4 emphasized the importance of completing writing tasks in the classroom. S4 suggested the necessity of having a designated writing hour in the curriculum. S9 added, "I learn better when writing in class. The instructor guides me effectively, resulting in a more productive session."

Teachers stressed the importance of updating and improving writing topics each term for all levels, particularly for students repeating the course. The SWOT analysis indicated that in order to achieve the objectives and desired outcomes of the program, speaking projects and writing tasks need better planning and implementation in the classroom (SWT27/32). This viewpoint was shared by the teachers who participated in the interviews (T2, T3, T4, T5, T7). They pointed out that the

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execution of tasks and projects was not effective. The teachers particularly criticized the idea of video recording the projects arguing that it does not accurately reflect the students' actual speaking performance. For instance, T5 stated that "Projects should involve more engaging and challenging topics. The scope should be widened, and students should present them in class."

Moodle tasks

Most of the teachers and the students reflected on the inefficiency of the Moodle tasks. Participating teachers remarked that low levels of weightage of the tasks influence students' motivation to complete them. T4 expressed that "Although they are graded, students do not make an effort to complete the tasks on Moodle. They have low levels of motivation". T5 further explained that "Sixty percent of the class does not engage in Moodle activities. There's a sense that it is not worth the energy I put into it."

Analysis of the minutes from level meetings also highlighted instructors' concerns regarding the Moodle tasks. For example, in the P3-B level meeting minutes, it was noted that:

> We had another discussion on Moodle homework, and some participants expressed that they are not suitable for the corresponding levels, stating they are overly challenging and lengthy. If they are to be continued, it would be beneficial to revise them and reduce the number of activities.

On the other hand, some students (S11, S12) found Moodle tasks effective for their exam preparations. To illustrate, S11 stated that "The activities closely mirrored the exam content and helped me prepare well." However, some other students (S4, S7, S9) expressed dissatisfaction, citing unappealing tasks and low-quality Moodle materials as factors that lowered their motivation to complete them. S9 argued that "The materials are excessively lengthy and become tedious over time."

Online Homework

Findings disclosed that there were varying concerns regarding online assignments among the instructors and the students. To begin with, the SWOT analysis revealed that some instructors believed online assignments were ineffective, and therefore, it was unnecessary for students to purchase original books to complete online homework (SWT7/19/45). Analysis of the level meeting reports revealed that instructors across all levels voiced concerns about students gaining a significant number of points from online assignments without completing them themselves. There were even claims of students completing homework and sharing answers with others. Additionally, there was an emphasis on the importance of addressing reliability and validity requirements during these meetings. One example can be found in the following excerpt taken from P2-A+ level meeting minutes: "Many students get points from online assignments without completing the work themselves, with some sharing answers with their peers."

Moreover, student and teacher interviews pointed out that the online homework was far from being challenging and interesting. The high weightage of online assignments was identified as a potential factor leading to inflated grades, thus compromising the reliability of assessing students' performance (T1, T5, T6, T7, T8). For instance, T5 noted that "Progression through levels poses a challenge. A student lacking basic sentence construction skills can attain a B+ grade due to excessive credit from completed tasks throughout the period, making it difficult to assess their true capabilities."
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Similar issues were stated by some of the participating students (S1, S4, S8, S11). S4 referred to the weightage of online assignments and said that "The weight of quizzes and online assignments is significantly high, so students tend to prioritize these over the final exam score." S8 also believed that they get a lot of points from online homework. S11 questioned the relevance of online assignments and further clarified that "We are doing them only to get points, it's not educational at all."

Instructional Materials

Findings revealed that the perspectives of both instructors and students regarding the instructional materials utilized at the SFL were mostly in alignment. Under this theme, findings regarding "coursebooks" and "supplementary materials" were presented.

Coursebooks

To begin with, it is important to clarify that the SFL utilized two distinct book series: the Language Hub series for A and A+ levels, and the Skillful series for B, B+, C, C+, and C++ levels. Initially, the students across all the levels found the coursebooks at the SFL to be both costly and lacking in adequate grammar instruction. For example, S3 expressed that "The books should focus more on grammar and be more advanced." The students (S4, S6, S9) also expressed that the grammar parts in the coursebooks were very simplistic, with the exercises being too mechanical. This discontent with grammar components was acknowledged by the teachers. T7, for instance, stated that "Grammar does not fit well with the curriculum, and the allocated time is insufficient; I often cover it superficially." Due to the lack of adequate support materials for the books, instructors tend to prepare their own grammar materials, but teachers found this rather tiring, as expressed in the P4-B level meeting.

The Language Hub was favoured for implementation at lower levels due to its integrated approach. Analysis of teacher interviews, meeting minutes, and workshop discussion reports revealed a consensus among instructors regarding the preference for integrated coursebooks at A and A+ levels. Teachers attending P1-A level meetings highlighted the strengths of the Language Hub series, referring to the abundance of supplementary activities such as Video Hub, Test Generator, and Teacher's Book worksheets. Students participating in interviews also expressed positive feedback about the Language Hub. For example, S6 remarked that "There were several extra materials in the Language Hub at the A level, which was great." Furthermore, some other students (S10, S11, S12) praised the Language Hub for its concise and effective coverage of topics, along with informative and memorable pre-, while-, and post-activities. Additionally, students (S6, S10, S11) expressed satisfaction with the grammar presentation, practice exercises, and supplementary activities provided by the coursebook. However, some other students (S1, S4, S6) noted that the coursebook activities lacked sufficient challenge, leading to a decrease in their motivation to learn English.

As for the Skillful series, instructors expressed their concerns regarding the insufficiency of the variety in question types, the poor quality of the questions, and the limited number of activities for different skills (T2, T3, T6, T7, T8). Similarly, the instructors highlighted the unnecessary repetitions in the coursebook during level meetings. For example, in the P2-A+ level meeting one of the instructors complained that "The same discussion questions are asked in the two different skill books and sometimes even in different units." Another issue cited by the instructor was a mismatch between the reading/listening texts and the follow-up questions (SWT

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32/34/36). In the SWOT analysis, one of the participants (SWT36) expressed that "Reading and listening texts feature advanced grammatical structures and vocabulary, yet the related exercises are too easy." The teachers participating in the SWOT analysis explained that they were encountering numerous misprints, inaccuracies, and errors in answer keys while using the Skillful series (SWT3/11/32/34). The following excerpt from the P2-A+ meeting minutes highlights the same issues with the coursebook: "The book contains numerous examples of misprints and inaccurate statements and requires serious revision by those in charge." Due to the aforementioned shortcomings of the coursebooks, instructors had to make adjustments or modifications to them (T1, T3, T5, T8). For example, T8 argued that "The questions in the video parts were irrelevant. I created my own questions for these parts." The quality of the writing parts was another point that teachers commented on. To illustrate, T6 asserted that "The writing sections do not align with the program. The skill given in the book is not compatible with the weekly writing tasks."

Finally, the data revealed that the effectiveness of the vocabulary sections in the Skillful series is subject to debate. While some students (S4, S10) expressed satisfaction with the vocabulary sections, noting the presentation of numerous words, some others (S11, S12) took a contrasting stance, arguing that learning many uncommon words not frequently used in daily life is not practical. In the SWOT analysis, instructors also argued that the book disproportionately emphasized vocabulary over other language aspects (SWT23/34/36). As a solution to this problem, T5 suggested that the inclusion of the "academic words" section in the syllabi should be reconsidered, as it covered an excessive number of words in a single lesson.

Supplementary Materials

In the SFL, instructors prepare support materials for the upcoming academic year during summer work camps, which typically last a few days. Our analysis revealed several shortcomings in the materials prepared to complement the coursebooks. The majority of teachers expressed dissatisfaction with these supplementary materials. For instance, T6 remarked:

> There are numerous mistakes in the supplementary materials. They are not appropriate for the level. There is no consistency; each one is prepared differently. If I do not check the material for mistakes before the session, I may have difficulties in class.

Furthermore, T2 and T7 argued that additional grammar materials were not aligned with the current curriculum; they were overly detailed. Data from the SWOT analysis echoed these findings. Participating instructors (SWT1/3/10/23/32/38) observed that the materials were inadequately prepared and contained numerous mistakes. Addressing these issues, interviewed instructors (T2, T3, T6, T8) emphasized that the summer work camps, lasting only a few days, were not conducive to creating high-quality instructional materials due to the instructors' low levels of motivation and insufficient time to work effectively.

Implementation

Findings of the study also pointed to significant issues related to implementation at school. This theme included the following subthemes: "classroom implementations", "technical challenges", and "motivational challenges".

Classroom implementations

Our findings showed that the need for standardization in in-class implementations emerged as the primary concern. Teachers participating in the interviews and the SWOT analysis (T1, T8,

SWT23/34) expressed their concerns regarding being standard in classroom implementations. T1 expressed this issue "In practice, there is no standard. Each teacher is doing different things." The excerpt from the P4-B level meeting minutes further elucidated the lack of uniformity and consistency in classroom practices. It highlighted that "Some instructors are using their own materials for reading and listening skills with repeat students instead of covering all sections of the book prescribed by the SFL."

Student interviews also revealed a lack of consistency in classroom practices and teaching methods employed by instructors. Many students (S1, S3, S5, S9, S11) expressed satisfaction with how their teachers implemented the coursebooks and conducted engaging and productive classroom activities. They noted that when teachers utilized supplementary materials that aligned with the curriculum and catered to their needs, their motivation increased, and they learned more effectively. Other students noted (S6, S7, S8) that the use of irrelevant materials and the absence of teacher guidance and monitoring negatively impacted their language development. They expressed that using materials that are not suitable for students' level and not aligned with the curriculum negatively affected the students. S6, for instance stated that "When the teacher prepares materials that are suitable for use, it becomes productive. Our teacher did not follow the coursebook. The materials used in class were too difficult for us, which had a negative impact, and we failed."

S8 exemplified how the differences in classroom implementations impacted their language learning process:

> Our previous teacher did not supervise us during speaking tasks, so we did not speak at all. Our new teacher walks around and asks us questions while we do group work, so we make an effort to speak. It is more beneficial.

Technical Challenges

The findings revealed that technical challenges significantly affected classroom implementation, highlighting the need to enhance school infrastructure and technological devices for an improved teaching and learning process at the SFL. Many instructors participating in the SWOT analysis (SWT1/5/7/25/27/32/38/41) highlighted the technical issues such as old and slow computers, inefficient audio-video systems, and poor internet connections at school. Technical challenges and difficulties were also cited in meeting minutes, as these issues significantly impacted the effectiveness of the lessons. During the P1-A level meeting, instructors expressed their concern about the lack of technical support from the school and the inability to access necessary devices and tools for effectively integrating the educational technology into the lessons. The meeting minutes further highlighted that "Some instructors expressed problems related to low Wi-Fi signals in some classes and raised concerns about the lack of maintenance of projection and sound systems by the IT unit."

Students (S1, S4, S7, S12) also explained how technical deficiencies impacted their learning process by making classroom implementations more challenging. To clarify, S12 noted that "The sound quality, speaker issues, and the projection affecting the material quality cause problems both in exams and in class."

Motivational Challenges

Our analysis revealed that both the students and the teachers faced motivational challenges which impacted curricular implementations in diverse ways. To start with, SWOT analysis showed that students at prep school did not have intrinsic motivation (SWT 26/34/49). Similarly, instructors participating in the teacher interviews (T1, T4, T5, T6, T7) underlined that motivating the students to study independently was not easy. T5, in this regard, stated that "Even our most successful students are not independent learners, but this feature cannot be gained at our level." T3 also emphasized that "We cannot make students study on their own. Given tasks are incomplete because they have low intrinsic motivation." Teachers also defended that students need guidance to become autonomous learners. Additionally, lack of belonging (T5, T7) and lack of social and extracurricular activities (SWT 5/25) were cited as significant factors affecting the motivation of the learners.

Findings from the SWOT analysis also revealed several significant issues concerning the motivation of teachers at the school. These included a lack of a sense of belonging among staff members (SWT 17/36/37/48) and insufficient communication and social activities among coworkers (SWT 12/28/36/41). Additionally, teachers expressed concerns about the lack of financial support for academic activities (SWT 9/29/51) and the absence of a professional school culture (SWT 6/23/26/30/36/37/41/42). Furthermore, the absence of perks such as school services and day care opportunities and the lack of a professional support system, as highlighted in the report prepared by Group 8, contributed to the overall decrease in teacher motivation. The report indicated the importance of fostering a more supportive and cooperative working environment among teachers at the SFL to address motivational issues among instructors.

Discussion, Conclusions, and Suggestions

Needs analysis is a foundational step in the design and implementation of an ELT curriculum (Darıcı, 2016; Seedhouse, 1995). The present study overall revealed several areas of need with respect to "syllabi", "assessment and evaluation", "instructional materials", and "implementation" components of the ELT curriculum implemented at SFL. Building on the insights derived from a comprehensive needs analysis, this case study offers valuable insights for curriculum designers, practitioners, and researchers.

Our findings verified the previous research showing that students struggled to attain the writing and speaking objectives of the ELT program (Akyel & Özek, 2010; Balıkçıoğlu, 2018; Çakır & Kurt, 2020; Hattani, 2019; Kar, 2014). Other studies showed that the prep school curriculum did not improve students' speaking skills enough (Akpur et al., 2016; Akyel & Özek, 2010; Demirtaş & Sert, 2010; Kurtuluş & Asal, 2019) and the speaking syllabus should be updated (Doğan, 2017; Ulum, 2016). In the present study, instructors highlighted that the syllabus objectives were not easily attainable. They pointed out that students struggled with sentence-level writing and often relied on memorized scripts rather than speaking naturally. Accordingly, instructors recommended that speaking and writing portfolio tasks be implemented face-to-face under their guidance. While discussing the portfolio tasks, students expressed that they needed more opportunities to practice and improve their speaking skills, as well as to develop academic writing proficiency. Participants also emphasized the need for more creative and engaging portfolio topics. These findings align with previous research (Akbulut, 2016;, Kırkgöz, 2009; Küçükakın & Dönmez, 2024; Ulum, 2016), which point to the importance of incorporating appealing, creative, and authentic content into instructional materials. In line with these findings, it might be recommended that more engaging and differentiated options be incorporated into writing and

speaking tasks to address students' diverse needs and interests. Aljaafil and Beyhan (2022) emphasize that language acquisition is a long-term process requiring close monitoring to meet diverse needs of students. They further highlight the importance of establishing explicit and frequently evaluated goals for each macro skill. Similar to the current study, Erdoğan and Gürol's (2021) findings highlight the importance of creating curricula that take students' individual features into account and language competence levels while also connecting teachings to real-world, practical situations. These findings suggest that in order to support effective teaching and improve learning outcomes, curriculum planners should make sure the curriculum objectives are measurable, practical, and in line with students' needs.

Dewey (1933) argued that teachers are creative problem solvers rather than mere transmitters of knowledge. However, with the heavy and unmanageable content of the curriculum, it becomes exceedingly challenging for teachers to fulfil their roles as active problem solvers and innovative designers within their classrooms. Our findings highlighted that there were certain problems in terms of scope, sequence, and continuity. There was no equal distribution of the content, and the fast pace of the syllabi was the result of overloaded content. Findings revealed that pacing of the syllabus should be carefully organized to accommodate class hours and alleviate time constraints. The instructors further underlined the need for more flexible and balanced syllabi. This finding is consistent with studies conducted by Hereh (2020), Türkkan (2022), and Uçar (2020), which highlighted the necessity of additional teaching hours because of the overwhelming amount of content. Additionally, the present study confirmed that the sequence in which grammatical structures are taught significantly impacts students' ability to acquire these topics (Mansouri & Duffy, 2005). Therefore, addressing sequencing issues related to grammar topics in the syllabi is essential for enhancing students' learning outcomes. Our findings showed that to ensure a smooth transition and alignment between language skills and grammar topics, the horizontal design of the syllabi should also be carefully examined. In the present study, the content was found to be repetitive and insufficient in addressing the academic and linguistic needs of different groups of students. Based on these findings, curriculum planners should prioritize selecting curriculum content that caters to individual differences in order to enhance the learning environment for all. Similarly, foreign language acquisition requires sufficient language input, and one of the most essential sources of language input for EFL students is the coursebook (Hutchinson & Torres, 1994; Tang, 2019). When selecting a coursebook and designing the syllabus, it is crucial to consider the compatibility of the coursebook content with the institutional goals and objectives. Therefore, both the coursebook and syllabus should be thoroughly reviewed and aligned to ensure an effective language learning process for students.

Balıkçıoğlu (2018) identified the need for revisions in the testing and evaluation components of the English preparatory program. Consistent with previous research, the present study revealed that both teachers and students expressed several concerns regarding the program's assessment and evaluation components, highlighting the necessity for further improvements in these areas. The findings of this study regarding the assessment and evaluation align with those of West et al. (2015) reporting issues with the scope and quality of evaluation tools. Their study highlighted that the tests covered only a narrow subset of language proficiency and lacked standardized measures. Participants in the present study also identified issues such as inconsistent difficulty levels across exams and low-quality audio recordings. These challenges point to the need for setting objective standards to ensure quality in assessment practices. Parallel to our findings, Erdoğan and Gürol (2021) also highlighted the importance of designing assessment tools that are

appropriately aligned with students' language proficiency levels. Moreover, participants' concerns about exam content and question types suggest the need for detailed investigations to evaluate the validity and reliability of the exams. In particular, the content validity of language tests administered at SFL can be assessed by examining whether it represents a comprehensive sample of the course material and aligns with the predetermined course objectives (Brown, 1995; Hughes, 2020). Our findings highlighted that the testing unit and the curriculum team must collaborate more closely and effectively to ensure alignment between exams and the curriculum. With respect to alternative assessment methods, including portfolio tasks, online homework, and Moodle activities, participants raised several concerns about the variety and quality of the topics, as well as the effectiveness and weighting of these tasks. In this regard, Akyel and Özek (2010) suggested that the portfolio system should be designed specifically to encourage students to engage actively and creatively in the learning process. Overall, the findings related to assessment and evaluation emphasized the need for continuous research and ongoing development of ELT assessment tools and techniques used in SFLs. Such efforts will undoubtedly contribute to the creation of high-quality test materials and more effective assessment strategies tailored to diverse needs of language learners.

In this study, the instructional materials, including coursebooks and supplementary resources, were thoroughly evaluated. The findings revealed that, in order to better complement the coursebook and meet students' unique needs, teachers emphasized the necessity of developing their own materials at the institutional level. Additionally, the majority of participants voiced concerns regarding the quality of both the supplementary materials and the coursebooks used at the SFL. Our findings regarding the coursebooks align with those of Uçar's (2020) study, which indicated that the English textbooks were inadequate and that the allocated teaching hours were insufficient to cover all the units. Similarly, Özmat and Senemoğlu (2020) found that coursebooks were ineffective in fostering effective communication and lacked supplementary materials. Balıkçıoğlu (2018) and Karakılıç (2014) also stressed the significance of carrying out comprehensive needs analysis investigations prior to choosing a coursebook that satisfies program criteria. This is particularly crucial in EFL settings, where coursebooks serve as one of the primary resources for implementing curriculum goals in the classroom (Dülger, 2016). As recommended by Nunan (1991), rigorous material selection and review procedures should be used to make sure that textbooks reflect program requirements, student interests, and institutional values.

As for classroom implementations, the primary concern was related with the need for standardization. Additionally, technical and motivational challenges were found to interfere with effective classroom practices. Overall, the participants favoured standardization. In the light of this finding, it is important to consider the concept of teacher autonomy, which refers to educators' ability to make decisions regarding their curriculum, classroom implementations, and instructional strategies (Teng, 2019). While standardization may contribute to a more disciplined and professional atmosphere, it could negatively affect instructors' job satisfaction, as teachers may feel frustrated by limited control over what and how they teach (Javadi, 2014). Therefore, prioritizing standardization at the expense of teacher autonomy in classroom and school implementations may not be ideal. However, given the unique conditions of preparatory schools, standardization in classroom implementations may still be necessary. Since all students take a standardized exam at the end, it would be beneficial for instructors to follow the syllabus and assessment processes while retaining a degree of autonomy in their teaching. Another issue raised by the participants was the lack of adequate technical support and technological equipment. Both

teachers and students expressed concerns about issues such as low-quality equipment, poor Wi-Fi connectivity, and the insufficient availability of technical tools in the classrooms. This result is consistent with the research of Özmat and Senemoğlu (2020). In their study participants also highlighted the absence of proper technical assistance in English language learning classrooms, which adversely affected language learning. These findings suggest that SFLs need to focus on improving the quality of technological devices and equipment, while also providing teacher training programs on the effective integration of educational technologies into ELT.

Findings regarding the motivational challenges indicated that most students struggled with becoming independent learners and lacked motivation for learning a foreign language. This result is parallel with the research conducted by Syakur et al. (2020) and Özmat and Senemoğlu (2020). They also reported that the intended outcomes in terms of language skills and proficiency were not achieved due to low motivation for language learning. In addition, previous research suggests that students' perception of the preparatory year as a "holiday" following the pressures of university entrance examinations in their final year of high school may be a contributing factor to their lack of motivation (West et al., 2015). In the present study, one factor contributing to students' demotivation was identified as a lack of sense of belonging to the school, coupled with the absence of social and extracurricular activities. Previous research highlights the importance of establishing good communication with students and creating a positive learning environment to enhance learners' motivation and facilitate effective teaching and learning (Küçükakın & Demir, 2021). Extracurricular and social activities could help students and teachers who feel disconnected from the school become more motivated and foster a more effective professional learning community. Additionally, to enhance the motivation and sense of institutional belonging among instructors, it is crucial for the administration and instructors to collaborate more effectively. Further research could explore effective strategies to create a more supportive and motivating learning environment for both students and instructors.

Limitations

Our findings are limited to the perspectives and self-reported experiences of the instructors and students at the SFL. Data gathered through surveys, classroom observations, and achievement tests could complement the findings of the present study. Additionally, the dual role of the researchers as instructors at the SFL might have influenced the responses of the participants. Specifically, students may have felt intimidated when interviewed by their instructors, potentially compromising their responses. Similarly, instructors participating in the interviews might have found it hard to express their genuine opinions regarding the challenges encountered during the implementation. In this regard, the involvement of an external researcher could have strengthened the objectivity and credibility of the findings. Investigating the needs of students from different academic departments was not the primary objective of this study. Therefore, future research could focus on identifying department-specific needs of language learners. Future studies could also examine the needs of students at different proficiency levels to determine whether varying levels of language proficiency correspond to distinct needs. The final limitation is related to the external validity of the study. While the present study provides insights for SFLs in Türkiye, its findings are context-specific and, therefore, cannot be generalized to other educational settings.

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Geniş Özet

Giriş

İngilizce öğrenmenin arkasındaki motivasyon kaynağı ne olursa olsun, dil öğrenme hedeflerine ulaşmak, her öğrencinin özel ihtiyaçlarını dikkate alınarak tasarlanmış bir öğretim programı gerektirir (Dündar & Merç, 2017; Macalister & Nation, 2019). İyi tasarlanmış bir öğretim programı geliştirme ve iyileştirme süreçlerinin bir parçası olarak ihtiyaç analizi çalışması yürütmenin önemi büyüktür. İhtiyaç analizi çalışmaları, programın eksikliklerini gidermek,

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içeriğini güncellemek ve uygulamada karşılaşılan sorunları çözmek amacıyla yürütülen karar alma süreçlerine yön verir (Rostami & Zafarghandi, 2014).

Önceki çalışmalar, etkili İngilizce öğretimini engelleyen çeşitli etmenleri ortaya koymuştur. Bu engeller arasında sınıf mevcutlarının fazla olması, programların akademik içeriğinin yoğun olması, materyal ve ekipmanların yetersizliği, sınırlı öğretim süresi ve öğretmenlere sunulan rehberlik ve mesleki desteğin yetersiz olması gibi sorunlar yer almaktadır. Ayrıca, öğretmenlerin yeni öğretim yöntemleri ve müfredatına karşı olan tutumları ve algıları, metodolojik ve motivasyonel zorlukları arttırmaktadır (Arslan & Akbarov, 2010; Demir-Ayaz vd., 2019; Şahin, 2018; Topkaya & Küçük, 2010). Bu bağlamda, bu araştırmanın amacı, bir devlet üniversitesinin Yabancı Diller Yüksekokulu'nda (SFL) uygulanan İngilizce Öğretimi (ELT) programıyla ilgili olarak öğrencilerin ve öğretim görevlilerinin ihtiyaçlarını belirlemek ve programın iyileştirilmesine yönelik önerilerde bulunmaktır. Bu çalışma, programla ilgili aşağıdaki sorulara cevap bulmayı amaçlamaktadır:

1. Öğretmenlerin program hedefleri, içerik, öğretim ve öğrenme süreçleri ve ölçme değerlendirme bileşenleri hakkında algıları nasıldır?

2. Öğrencilerin programın içeriği, öğretim ve öğrenme süreçleri ve ölçme değerlendirme bileşenleri hakkında algıları nasıldır?

3. Öğretmenlerin hazırlık okulunda uygulanan öğretim materyalleri hakkındaki algıları nasıldır?

4. Öğrencilerin hazırlık okulunda uygulanan öğretim materyalleri hakkındaki algıları nasıldır?

Yöntem

Bu çalışma, nitel bir durum çalışması olarak tasarlanmıştır. Bulguların daha kapsamlı bir şekilde yorumlanmasını kolaylaştırmak amacıyla iç içe geçmiş tek durum çalışması deseni kullanılmıştır; böylece tek bir durum içinde birden fazla bakış açısının veya analiz biriminin bütünleştirilmesi hedeflenmiştir (Yin, 2009). Bu çalışmadaki tek durum, bir devlet üniversitesindeki yabancı diller yüksek okulunun İngilizce öğretim programıdır. Analiz birimleri ise öğrenci ve öğretim elemanı görüşmeleri, ders kitabı değerlendirmeleri, çalıştay raporları, haftalık toplantı tutanakları ve SWOT analizi olarak belirlenmiştir.

Maksimum çeşitlilik örnekleme yöntemine göre seçilen, en az üç yıldır bu kurumda çalışan ve farklı birimlerde görev yapan her seviyeden toplam sekiz öğretim elemanıyla bireysel görüşmeler ve on iki öğrenci ile iki farklı odak grup görüşmesi gerçekleştirilmiştir. Öğretim elemanı görüşme formu, 'program hedefleri', 'içerik', 'uygulama', 'öğretim materyalleri' ve 'ölçme ve değerlendirme' bileşenlerine karşılık gelen toplam yirmi iki sorudan oluşmaktadır. Öğrenci görüşme formunda ise öğretim programı ve öğrencilerin öğrenme deneyimleri hakkında on üç soru yer almıştır. Ayrıca, bu çalışmanın bir parçası olarak, kurumda görev yapan tüm öğretim görevlileri çalıştay görüşmelerine davet edilmiş ve sekiz grup oluşturulmuştur. Her bir gruba bir tartışma konusu verilmiştir. Bu konular, daha önce yürütülen öğretmen ve öğrenci görüşmelerinden elde edilen ön bulgular temel alınarak belirlenmiştir. Bunlara ek olarak, araştırmacılar, kurumda daha önce yapılan SWOT analizi çalışması sonuçlarını ve seviye koordinatörlerinin yürütmüş olduğu haftalık toplantı tutanaklarını da incelemiştir. Bu kaynaklardan toplanan veriler içerik analizi yöntemi kullanılarak analiz edilmiş ve yorumlanmıştır. Öncelikle veriler kodlanmış ve daha sonra kategoriler ve temalara ulaşılmıştır.

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Bulgular

Çalışmanın bulguları, "izlenceler", "ölçme ve değerlendirme", "öğretim materyalleri" ve "uygulama" olmak üzere dört ana kategori altında sunulmuştur.

'İzlenceler' ana kategorisi, 'hedefler' ve 'içerik' alt kategorileri altında sunulmuştur. Bulgular, program hedeflerinin öğrenci yeterlilik seviyeleri ile uyumlu olmadığını ve bu durumun öğrenci motivasyonunu olumsuz etkilediğini göstermiştir. Özellikle, yazma ve konuşma becerilerindeki hedeflerin ulaşılması zor olduğu belirtilmiştir. Araştırmaya katılan öğretim elemanları, programların içeriğinin kapsam, sıralama ve denge açısından iyileştirilmesi gerektiğini belirtmiştir. Benzer şekilde, programın içeriğinin tekrarlayıcı olduğunu ve öğrencilerin bireysel farklılıklarını ve ihtiyaçlarını karşılamada yetersiz kaldığı vurgulanmıştır.

'Ölçme ve değerlendirme' ana kategorisi, 'sınavlar', 'projeler ve portfolyo görevleri', 'Moodle görevleri' ve 'çevrimiçi ödevler' olmak üzere dört alt kategori altında yorumlanmıştır. Öğretim elemanları sınavların değerlendirme sistemi, içeriği, soru çeşitliliği ve zorluk seviyesi ile ilgili endişeler taşıdıklarını bildirmişlerdir. Bulgular, proje ve portfolyo görevlerinin öğrenci dil gelişimini daha iyi ölçmek için yeniden yapılandırılması gerektiğini ve konuşma ve yazma görevlerinin konu çeşitliliğinin yetersiz olduğunu ortaya koymuştur.

Öğretim elemanları ile yapılan görüşmeler ve incelenen haftalık toplantı tutanakları Moodle görevlerinin etkili olmadığını ve puan ağırlıklarının çok az olması nedeniyle öğrencilerin bu görevleri yerine getirme konusunda motive olamadıklarını ortaya çıkartmıştır. Benzer biçimde, çalışmaya katılan öğrencilerin büyük çoğunluğu da Moodle görevlerinin düşük puanlar getirmesi ve içeriğinin yetersiz olması nedeniyle düşük motivasyona sebep olduğunu bildirmiştir. Ayrıca, haftalık toplantı tutanaklarında, çevrimiçi ödevlerin çok yüksek puan getirmesi ve bu ödevleri öğrencilerin başkalarına yaptırması sebebiyle güvenilir bulunmadığı dile getirilmiştir.

'Öğretim materyallerine' ilişkin bulgular, 'ders kitapları' ve 'tamamlayıcı materyaller' alt kategorileri altında sunulmuştur. Öğretim elemanı görüşmeleri, toplantı tutanakları ve çalıştay raporlarının analizleri, düşük dil yeterliliğine sahip sınıflarda beceri odaklı ders kitaplarının kullanımının uygun olmadığını göstermiştir. Ayrıca kullanılan beceri bazlı kitapların soru çeşitliliği açısından yetersiz olduğu ve var olan soruların da kalitesiz bulunduğu bilgisine ulaşılmıştır. Araştırmaya katılan öğretim elemanlarının çoğunluğu, tamamlayıcı materyallerin programla uyum içinde olmadığını, hata içermesi ve bu materyallerin ön hazırlık süresinin yetersiz olması sebebiyle etkisiz olduklarını belirtmişlerdir.

Son olarak, 'uygulama' kategorisine ilişkin bulgular, 'sınıf uygulamaları', 'teknik zorluklar' ve 'motivasyonel zorluklar' olarak üç alt kategori altında sunulmuştur. Bulgular, programın sınıfta uygulanmasında standart bir yaklaşımın olmaması, teknik sorunlar ve hem öğrenci hem de öğretim elemanlarının motivasyon eksikliği gibi sorunlara dikkat çekmektedir.

Sonuç ve Tartışma

Mevcut ihtiyaç analizi çalışmasının sonuçları, Yabancı Diller Yüksekokulu'nda (SFL) uygulanan İngilizce Öğretimi (ELT) programının ders izlenceleri, ölçme ve değerlendirme, öğretim materyalleri ve uygulama süreci açısından olumlu, olumsuz ve geliştirilmesi gereken yönlerini ortaya koymuştur. Bu çalışma, hazırlık okullarında İngilizce öğrenme sürecine ilişkin yapılacak iyileştirmeler için bir temel sunmakta ve gelecekteki araştırmalar için yol gösterici niteliktedir. Elde edilen bulgular, öğretim elemanları ve öğrencilerin ELT programına yönelik

ihtiyaçları açısından önceki çalışmalarla paralellik göstermektedir (Akpur, vd., 2016; Akyel & Özek, 2010; Balıkçıoğlu, 2018; Demirtaş & Sert, 2010; Doğan, 2017; Erdoğan and Gürol, 2021; Hereh, 2020; Kurtuluş & Asal, 2019; Teng, 2019; Türkkan, 2022; Uçar, 2020; Ulum, 2015). Bu bulgulara dayanarak, diğer üniversitelerdeki hazırlık okullarında yürütülecek ihtiyaç analizi çalışmalarının, farklı arka planlardan gelen öğrenci ve öğretim elemanlarının özel gereksinimlerini ortaya koyabileceği öngörülmektedir. Ayrıca, farklı bölümlerde öğrenim gören öğrencilerle yönelik ihtiyaç analizi çalışmaları, dil öğrenenlerin bölüme özgü ihtiyaçları hakkında bilgi sağlayabilir. Bunun yanı sıra, araştırmacılar farklı dil yeterlilik seviyelerindeki öğrencilerin ihtiyaçlarını tespit etmeye yönelik çalışmalar gerçekleştirerek, bu grupların farklı ihtiyaçlarının olup olmadığını tespit edebilirler. Bu önerilere ek olarak, İngilizce dili ölçme-değerlendirme araçlarının ve kaliteli test materyallerinin etkinliğini sağlamak ve kalitesini arttırmak için yabancı dil sürecinde ölçme-değerlendirmeye ilişkin daha fazla araştırma yapılması önerilmektedir.