

**Evaluation of the English Language Teacher
Education Program at the University of Sulaimani**

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ABSTRACT

This case study aimed at evaluating the undergraduate English language teacher education program at the University of Sulaimani. To this aim, the strong points and weaknesses of the program were identified as perceived by the students, alumni, and instructors. The participants' suggestions were also obtained. Additionally, the study investigated whether the program meets the students' needs or not.

As a research design, Peacock's (2009) model of program evaluation was used and through the student questionnaire, alumni questionnaire, instructor questionnaire, and instructor interviews the data were collected. Hundred and forty-six third and fourth year students, 50 alumni, 15 instructors responded to the questionnaires, and nine instructors participated in the interviews in the present study.

The findings of the study showed that the undergraduate English language teacher education program at the University of Sulaimani had several strong points and weak points. The main strength of the program was that it prepared its students to become teachers by teaching them how to teach English and the skills of classroom management. However, the major weak points of the program were insufficient practical opportunities in the courses, unqualified instructors, and having some useless courses in the program. Moreover, the main suggestions that the participants proposed for the program's improvement were to add more practical courses, to hire qualified teachers, to remove useless courses and to add more language improvement courses, specifically for the first year students before taking the academic courses.

Overall, the results of the study showed that the program meets the students' needs *to some extent*.

The present study has some practical implications such as it may provide useful feedback to the English Department, and help them to make possible changes or revisions in the existing program. Also, some suggestions for further research can be made: to conduct interviews with students, alumni and the other stakeholders (program designers, decision makers, academicians in the field, and Council of Higher Education), and to add observation sessions.

Keywords: Program evaluation, language teacher education, language teacher education programs, Peacock's (2009) model of program evaluation.

ÖZ

Bu durum çalışması Sülemaniye Üniversitesi'nin İngiliz dili öğretmen eğitimi lisans programını değerlendirmeyi amaçlamıştır. Bu amaca dayalı olarak öğrencilerin, mezunların ve öğretmenlerin görüşleri alınarak güçlü ve zayıf noktalar tespit edilmiştir. Buna ek olarak, bu çalışma programın öğrencilerin ihtiyaçlarını karşılayıp karşılanmadığını araştırmıştır.

Araştırma düzeni olarak Peacock'un (2009) program değerlendirme modeli kullanılmış ve öğrenci anketleri, mezun anketleri, öğretmen anketleri ve öğretmen mülakatları yoluyla veri toplanmıştır. Bu çalışmada, yüz kırk altı üçüncü ve dördüncü sınıf öğrencisi, elli mezun, onbeş öğretmen anketleri yanıtlandı ve dokuz öğretmen mülakatlara katıldı.

Bu çalışmanın bulguları gösteriyor ki Sülemaniye Üniversitesi'nin İngiliz dili öğretmen eğitimi lisans programının çeşitli güçlü ve zayıf noktaları bulunmaktadır. Bu programın en güçlü yönü öğrencilere nasıl İngilizce öğreteceklerini ve sınıf yönetimi becerilerini öğretmek onları öğretmen olmaya hazırlamasıdır. Bununla birlikte, çalışmanın zayıf noktaları yetersiz uygulama olanakları, niteliksiz öğretmenler ve verilen bazı gereksiz derslerdir. Buna ek olarak, katılımcılar programın iyileştirilmesi için bazı önerilerde bulunmuştur. Mesela daha fazla uygulama derslerinin eklenmesi, nitelikli öğretmenlerin işe alınması, yararsız derslerin programdan kaldırılması ve bölüm derslerine başlamadan önce özellikle birinci sınıf öğrencilerinin dil gelişimi için dersler eklenmesi önerilmiştir. Genel olarak, bu

alıřmanın sonuları programın ğrencilerin ihtiyalarını bir dereceye kadar karřıladıđını gstermektedir.

Bu alıřmanın uygulamaya ynelik bazı nerileri vardır. rneđin, alıřmanın sonuları İngilizce Blmne yararlı geri bildirim sunmaktadır. Bu geri bildirimler olası deđiřiklikler yapmak iin yardımcı olabilir. Bunun yanında, ileri arařtırmalar iin bazı neriler yapılmıřtır. rneđin, ğrencilerle, mezunlarla ve ilgili taraflarla (program tasarımcıları, karar alıcılar, alandaki akademisyenler, ve yksek eđitim kurulu) mlakatlar yrtlebilir. Ayrıca, ileriki alıřmalara gzlemler eklenebilir.

Anahtar kelimeler: Program deđerlendirmesi, dil ğretmen eđitimi, dil ğretmen eđitimi programları, Peacock'un (2009) program deđerlendirme modeli.

DEDICATION

Dedicated to my beloved family, my lovely husband (Rabar) who supported, and encouraged me to continue and overcome the obstacles that faced me during this academic study, and dedicated to those who helped me to accomplish this study.

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LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
FLT	Foreign Language Teacher
ELT	English Language Teaching
FL	Foreign Language
EL	English Language
ELTTP	English Language Teacher Training Program
HEC	Higher Education Council
TEFL	Teaching English as a Foreign Language
KRG	Kurdistan Regional Government

Chapter 1

INTRODUCTION

This chapter contains seven parts. The first part explains the background of the study and the next part focuses on the problem statement. Then, the third part provides the purpose of the study, and the following part gives the research questions. The fifth part introduces the significance of the study. The sixth part defines the terms that have been used throughout the study. Lastly, the summary of the chapter is provided.

1.1 Background of the Study

English as an international language is used all over the world, Toker (1999) argues that English has become an international language and has been accepted for global interactions. Thus, the process of teaching English is very important, as well. In relation to this, English language teacher education programs should be planned very well so that they can train effective English language teachers.

It is very important to know if the program is working well or not, and for this purpose program evaluation should be conducted because program evaluation provides feedback for both teachers and students and helps to decide whether it is appropriate to continue the program or not. Moreover, Nunan (1992) explains that although there are different and contradictory ideas about the nature of English language and its learning and teaching, curriculum specialists are asked to provide systematic data which come from learners, teachers, and evaluation experts so as to assist the evaluation process properly.

In addition, it is a fact that evaluation is done for different reasons in educational context. For instance, evaluation is conducted to collect and provide information to help decision maker's task to be effective, and "to determine or fix the value of: to examine and judge" (Worthen, Sanders, & Fitzpatrick 1997, p.5). Moreover, Talmage (1982) argued that "three purposes appear most frequently in definitions of evaluation: (1) to render judgments on the worth of a program; (2) to assist decision makers responsible for deciding policy; and (3) to serve a political function" (p.594).

Mackay (1994) further states that the program evaluation in foreign language teaching is used for a wide range of activities, which change from academic, driven-theory researches to informal necessity that can be done in a classroom. Also, Scriven (1994) states "evaluation is concerned with significance, not just merit and worth" (p.380). Moreover, Gredler (1996) mentions that evaluation is the basis to reveal and identify weaknesses and strengths in the curriculum, which can be followed by re-planning, implementation and evaluation.

In the same vein, Torchim (2002) illustrates that the efficient procedure to measure information is through evaluation which gives a logical feedback about that program or object. Likewise, Weir and Roberts (1994) states that evaluation can be done for collecting information for a project or a program in a systematic way.

Many scholars throughout history tried to assess the programs in order to improve them. Some of these efforts have developed and become well-known approaches or models and have been adapted to be used in different contexts. Richards (2001) states that evaluation is one of the major features of curriculum evaluation. Program evaluation is concerned with collecting suitable information in a systematic way

about different angles of the program in order to investigate its effectiveness and the level of attaining its goals (Nichols et al., 2006).

Nevertheless, Kelly (1996) mentions that evaluation is the major constituent in the educational programs and it is the way which specialists or researchers want to know to which extent a particular program is effective or not. Lynch (1996) argues that evaluation can be defined as a systematic procedure to collect information for the purpose of decision making or judging, and various methods can be used for the purpose of gathering data like observation, and both quantitative and qualitative methods can be used for assessing the collected information. Moreover, Murphy (1985) says “evaluation should be an integral part of the working of the curriculum to ensure that what is done is worthwhile, necessary and sufficient.” (p.4), and Robinson (2003) argues that evaluation is the process of gathering data, analyzing it and interpreting it in order to judge the significance of a specific program. Also, evaluation of language teacher education programs according to Peacock (2009) is the starting point to the professionalization of ELT.

In the same vein, Ornstein and Hunkins (1998) expresses that program evaluation is a combination of some processes or just a process that researchers use for the purpose of gathering information which helps them to change, avoid or accept something in the program in general. Also, Worthen (1990) explains that:

Evaluation can be defined most simply as the determination of the worth of a thing. In its simplest form, therefore, program evaluation consists of those activities undertaken to judge the worth or utility of a program (or alternative programs) in improving some specified aspect of an educational system (p.42).

In addition to this brief information about background of the study, it is also important to provide some information about the English Department at the University of Sulaimani.

The Department of English in the School of Basic Education at the University of Sulaimani in Northern Iraq in the academic year 2003-2004 was established in Sulaimani city. The Department of English provides a four-year undergraduate study in English language and the curriculum includes language improvement courses, pedagogic, managerial courses and some educational courses (Appendix C). These courses are designed to get students ready to become teachers in the basic schools to teach children and youngsters. The students can also become teachers of English language in the basic schools after their graduation (English language, 2017).

1.2 Problem Statement

Evaluating a teacher education program through an academic research study and determining its strengths and weakness as well as the areas that need to be improved are very important. However, few studies on evaluating English language teacher education programs have been done in Iraqi context, specifically in Kurdish context. In the English Department at the University of Sulaimani nothing has been done before as regards this issue. Therefore, it is the goal of this study to evaluate the ELT program in this specific Kurdish context critically and systematically.

1.3 Purpose of the Study

This study attempts to evaluate the whole undergraduate ELT curriculum in the University of Sulaimani in Kurdistan Region Northern Iraq. As the research design, Peacock's (2009) model of program evaluation has been adapted and used in this study. Conducting a systematic evaluation research to find out the aspects that need

to be improved is the main goal of this study. This research study not only gives information to insiders, but also provides comprehensive image of the current program to the stakeholders like program designers, decision makers, academicians in the field and Council of Higher Education so as to make relevant changes.

More specifically, this study aims to inform both the insiders and the other stakeholders about the strengths and weaknesses of the ELT program to discover the effectiveness of the ongoing program, and to find out whether or not it fulfils students' needs.

1.4 Research Questions

In order to evaluate the effectiveness of the undergraduate ELT program in the English Department at the University of Sulaimani, the following three research questions have been answered:

1. What are the strong and weak features of the undergraduate ELT program at the University of Sulaimani according to the students, instructors and alumni?
2. What suggestions do the ELT students and alumni propose for the improvement of the program?
3. How does the program meet the needs of the students as perceived by the students, instructors and alumni?

1.5 Significance of the Study

This study covers the evaluation of the four-year undergraduate ELT program at the University of Sulaimani in Iraq as perceived by the students, alumni and the instructors of the program. More specifically, this study was conducted in the Department of English at the University of Sulaimani in Iraq with the third and

fourth year ELT students, the instructors and the alumni in order to evaluate the program and provide some recommendations for its improvement.

This study is the first attempt to evaluate the undergraduate ELT program in the University of Sulaimani; no other program evaluation studies have been conducted before in this context as to the knowledge of the researcher.

In addition, it is believed that the findings of this study may provide useful feedback to the instructors and the administration of the Department of English about the effectiveness of the four-year undergraduate program or curriculum that they are using. Moreover, the findings may help to make possible changes in the program and make it better address the needs of the students, instructors, and the alumni. Also, the outcomes of this study may raise students', instructors' and administrator's awareness regarding the strengths and weaknesses of the program.

1.6 Definition of Terms

The term “language improvement courses” used in this study refers to 19 courses out of 30 courses in the undergraduate program of the English Department. These courses are: grammar, vocabulary comprehension, composition, conversation, academic debate, pronunciation, an introduction to English literature, phonetics and phonology, poetry, cross culture, short story, drama, morphology, essay writing, linguistics, translation, syntax, textbook analysis and novel. The main aim of these courses is to help learners improve their overall capability in English language.

Also the term “pedagogic courses” is used repetitively in this work which includes only 7 courses which are: language testing, pedagogical technology, methods of teaching, methods of research, measurement and evaluation, teaching English

through literature and teaching practice, with only one managerial course which is “classroom management”, and some educational courses such as “educational psychology, Kurdology, educational counseling”. The main purpose of these courses is to help learners become aware of different methods and ways of teaching and how to be a proficient teacher in the process of teaching and learning (English Language, 2017).

1.7 Summary

In this chapter, the background of the study, problem statement with the purpose of the study, research questions, the significance of the study and definition of terms have been explained.

Chapter 2

LITERATURE REVIEW

In this chapter, the related literature has been reviewed under different subtitles. Firstly, the concept of program evaluation is discussed. Secondly, the purposes of program evaluation are explained. Thirdly, different models of program evaluation are reviewed. After that, studies on language program evaluation and language teacher education program evaluation in various contexts are explained. Finally, the summary of the chapter is provided.

2.1 Program Evaluation

Throughout history the development of program evaluation is challenging, but according to the relevant sources curriculum evaluation is a young discipline, as Scriven (1996) mentioned that “evaluation is a very young discipline - although it is a very old practice” (p. 395). According to Conner, Altman, and Jackson (1984) the process of evaluation is in its late youthful years now and nowadays is transferred to its maturity period.

The development periods of program evaluation have been categorized into seven periods by Madaus et al. (2001). First, the period before 1900 which the researchers called the Reform Age; second, the Efficiency Age which was from 1900 to 1930; third, the Age of Tylerian which was between 1930 and 1945; fourth, the Innocence Age which started in 1946 and continued till 1957; fifth, the Developmental Age which was from 1958 to 1972; sixth, the Age of Professionalization which started in

1973 and continued to 1983; seventh, the Age of Integration and Expansion which started from 1983 to 2000. The first official use that was documented of evaluation was in the first period in 1792 when a quantitative study was used to evaluate students' capacity by William Farish (Hoskins, 1968). In the second period, the scientific management that was done by Taylor became inspirational by governs in education (Biddle & Ellena, 1964). More specifically, the scientific management work by Taylor was attributed to analysis, management, efficiency and observation (Russell & Taylor, 1998).

In the third period, Tyler conducted an eight-year study (1932-1940) that evaluated the results of curriculums in 15 traditional high schools and 15 progressive high schools. At the end of the study, Tyler found that those objectives that could be more simplified in behavioral terms could help as an essential need for assessing the usefulness of instruction (Tyler, 1975). In the fourth period, Tyler's opinion of evaluation was adopted rapidly. The fifth period, the appearance of criterion-referenced testing was a crucial step in developing of evaluation process and during the 1970s in the sixth period the evaluation process appeared as a profession. By 1990s, in the 7th period, the evaluation was connected to economy and the evaluation standards were developed along with professional associations. That is why the evaluation field became more expanded and more integrated.

Moreover, language program evaluation developed from teaching method's studies that had been affected by the theories of language learning to the management of undertaking program by focusing on improvements and quality assurance in recent decades (Kiely, 2009). More specifically, Lynch (1996) mentioned that language program evaluation got benefits from some other specific areas in applied linguistics;

for example, “language testing” and “second language acquisition”, “social and political bases for language use” and “classroom-centered research” (p.176). According to Popham (1975), when the educational assessment is systematic it should contain a formal evaluation which should indicate the value of that educational context, and noted that “systematic educational evaluation consists of a formal assessment of the worth of educational phenomena” (p.8). Also, Stufflebeam (1971) stated that “Educational evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives” (p.43).

Norris (1998) explained the starting point of program evaluation and said “curriculum evaluation emerged as an organized and developing body of experience in the context of educational innovation. It was investment in planned change that prompted a concern for curriculum evaluation” (p.208). In addition, Johnson and Johnson (1992) mentioned that a program cannot be assessed regardless of its context, managers, aims, teachers, objectives and its main purpose.

Also, Kinnaman (1992) explained that “program evaluation is not about criticism and failure; it’s about improving the quality of educational programs” (p.5). In addition, Rea-Dickins and Germaine (1992) said:

Evaluation, in practice, uses a range of different criteria, taking into consideration all sorts of factors derived from our varied teaching and learning situations. It thus becomes necessary to identify more precisely those aspects of the curriculum of potential interest to the evaluator, and the ways in which evaluation may be done (p.7).

Moreover, Patton (1997) stated that “Evaluation is the systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform

decisions about future programming” (p. 23). Moreover, Rea-Dickins (1994) focused on the importance of evaluation process in the English language teaching programs and stated that:

If evaluation in English Language Teaching is to be effective, we will see a stronger integration of evaluation within practice, as part of an individual’s professionalism and an increase in collaborative activity where teachers (and other relevant participants) are actively engaged in the monitoring process. (p. 84)

In the same vein, Kelly (1999) defined evaluation of a curriculum as the procedure to indicate the effectiveness of a particular piece of educational task. Also, Brown (1995) described program evaluation as “the systematic collection and analysis of all relevant information necessary to promote the improvement of a program and evaluate its effectiveness within the context of the particular institutions involved” (p.218).

Furthermore, Patton (2008) stated that “Program evaluation is the systematic collection of information about the activities, characteristics, and results of programs to make judgments about the program, improve or further develop program effectiveness, inform decisions about future programming, and/or increase understanding” (p. 39). In addition, according to Kiely (2009) “Programme evaluation is a form of enquiry which describes the achievements of a given programme, provides explanations for these, and sets out ways in which further development might be realized” (p.99).

Also, some other researchers explained the process of language program evaluation. For instance, Yang (2009) indicated that “language program evaluation is

experiencing renewed recognition along with increasing demands in language education programs and in applied linguistics more broadly” (p.77).

From a different point of view, Demirel (2006) (cited in Tunc, 2010) indicated that in the process of evaluating a curriculum a part of the necessary information is given to the insiders about deficiencies of courses and also suggested to the Council of Higher Education and even to the Department in order to make appropriate changes. Therefore, program evaluation is a systematic process which is designed to give information to insiders in order to make decisions about that particular curriculum (Tunc, 2010).

Based on the given definitions and explanations, the researchers focused more on the significance of evaluation process regarding designing the future programs and their definitions are more judgmental. Also, program evaluation can be seen as an academic and systematic procedure to assess the particular program and to make necessary changes based on the outcomes of the program evaluation studies and for the improvement of a program. Because of this reason, it is very important to systematically evaluate the teacher education programs and identify their strengths and weaknesses in order to make them better by suggesting some recommendations for their improvements.

2.2 Purposes of Program Evaluation

Evaluation process in educational programs consists of six important steps according to Fleischman and Williams (1996) which are: “defining the purpose and scope of the evaluation, specifying the evaluation questions, developing the evaluation design

and data collection plan, collecting the data, analyzing the data, and using the evaluation report for program improvement” (p.6).

Evaluating programs of education is to know to what extent they are appropriate and if they met objectives which are intended. Furthermore, the process of evaluation is for the purpose of betterment and improvement of programs. Stufflebeam (1971) explained that the purpose of program evaluation is to pay attention to the objectives which are achieved for upcoming choices while making decisions.

On the other hand, Rea-Dickens and Germaine (1992) classified the reasons of curriculum evaluation into three types: self-improvement and development, curriculum improvement, accountability.

Accountability purpose provides awareness to the insiders and stakeholders about the general results of a specific program. Also, it can be concluded as summative evaluation that deals with the results of a program (Rea-Dickens and Germaine ,1992). Hence, summative evaluation is more formal and data analyses are asked to show if the students have improved rapidly or not compared to those students who are not entering the program or\ and if the objectives of the program have been met or not (Wilde and Sockey, 1995). Also, Scriven (1991) said “[s]summative evaluation...is done for, or by, any observers or decisions makers...who need evaluative conclusions for any other reasons besides development” (p. 20).

Also, teachers have a crucial role in the purpose of improving the programs. It is almost integrated with information that has been collected by various researchers who are engaging in it for a period of time (Rea-Dickens and Germaine,1992). It can

also be included with formative evaluation. The formative evaluation is concerned with program development in an appropriate time and there is no problem or gap that should be immediately mentioned. Also, the data analysis for formative evaluation can be collected through questionnaire, surveys, interviews and observations, etc. (Wilde and Sockey, 1995). Scriven (1991) stated that “[f]ormative evaluation is evaluation designed, done, and intended to support the process of improvement” (p. 20). Finally, the purpose of teacher self-improvement evaluation is raising awareness of the teachers about learning and teaching context.

In the same vein, Worthen (1990) stated that “most program evaluators agree that program evaluation can play either a formative purpose (helping to improve the program) or a summative purpose (deciding whether a program should be continued)” (p.42). Furthermore, Richards (2001) explained three types of evaluation which are; formative, illuminative and summative. Formative evaluation emphasized on continuous improvement or development of the program and the information collected through is used to identify the improvements or problems of the program.

On the other hand, illuminative evaluation aims at finding out how various areas of the program implemented or worked. It tries to better comprehend the education and learning process, this evaluation sheds light on the problems in the classes and courses doesn't need to be modify or re-design again relating to the outcome of the evaluation.

The last one is summative evaluation, which is determined toward finishing the program and deals with the efficiency, effectiveness of the program.

Similarly, Weir and Roberts (1994) divided the evaluation purposes into two parts which are program development and program accountability. The first one conducted while the program is ongoing (formative) and the second one conducted at the end of the program in order to know its effectiveness (summative).

Furthermore, Anderson and Ball (1978) discussed six purposes of program evaluation which are: contributing decisions about program modification, installation, continuation, understanding the social, basic psychology and other process, as well as obtaining decisions for supporting the program and being opposite to the program.

According to Gredler (1996) the purpose of program evaluation is to find out if the program achieved its goal or not. Also, evaluation is the fundamental of figuring out the weaknesses and strengths in the curriculum, followed by implementation, re-designing and evaluating it.

Moreover, Brown (1995) mentioned the importance of the process of program evaluation and its purpose by stating that:

The ongoing program evaluation on the right side of the model is the glue that connects and holds all elements together. In the absence of evaluation, the elements lack cohesion; if left in isolation, any one element may become pointless. In short, the heart of the systematic approach to language curriculum design is evaluation; the part of the model that includes, connects and gives meaning to all the other elements (p.217).

In addition, Posavac and Carey (2003) explained six purposes of program evaluation; to measure results, to provide information to maintain and develop quality, to compare alternative programs, to detect negative side effects, to assess unmet needs, and to document implementation.

Similarly, Richards (2001) explained that the main purpose of evaluation is to answer the following questions:

1. Is the curriculum achieving its goals?
2. What is happening in classrooms and schools where it is being implemented?
3. Are those affected by the curriculum (e.g., teachers, administrators, students, parents, employers) satisfied with the curriculum?
4. Have those involved in developing and teaching a language course done a satisfactory job?
5. Does the curriculum compare favorably with others of its kind? (p. 286)

Moreover, Wiles (2005), explained some reasons for program evaluation as follows;

- To make clear philosophy and rationale for instructional design.
- To use it as a tool for decision making.
- To collect data to know the effectiveness of programs.
- To make rationale and logical changes in programs.
- To control the rate of learners through exams.

Additionally, the major reason of the program evaluation is to provide useful comments and to make appropriate implications of the program, (Stufflebeam, 1980; Stufflebeam and Shinkfeld, 2007).

2.3 Program Evaluation Models or Frameworks

Approaches or models of program evaluation have been discussed differently by various curriculum specialists depending on their ideas, methodologies that they follow and their perspectives. Erden (1995) explained that researchers can choose that approach or model which will be the most appropriate one according to their purpose or they adapt a new model based on the existing one which they depend on as their model for research design. Some models of program evaluation are discussed under different subtitles below.

2.3.1 Tyler's Objectives-Centered Model

This model is considered as one of the earliest models in the evaluation of programs that was proposed by Ralph Tyler (1950), which has had impact on many projects in the evaluation field. This model moved through some systematic and rational steps:

1. Begin with the behavioural objectives that have been previously determined. Those objectives should specify both the content of learning and the student behaviour expected: "Demonstrate familiarity with dependable sources of information on questions relating to nutrition."
2. Identify the situations that will give the students some opportunities to express the behaviour embodied in the objective and that evoke or encourage this behaviour. Thus, if you wish to assess oral language use, identify situations that evoke oral language.
3. Select, modify, or construct suitable evaluation instruments, and check the instruments for objectivity, reliability, and validity.
4. Use the instruments to obtain summarized or appraised results.

5. Compare the results obtained from several instruments before and after given periods in order to estimate the amount of change taking place.
6. Analyze the results in order to determine strengths and weaknesses of the curriculum and to identify possible explanations about the reason for this particular pattern of strengths and weaknesses.
7. Use the results to make the necessary modifications in the curriculum. (Glatthorn, 1987, p. 273).

Furthermore, Tyler (1942) mentioned that

The approach focuses on (a) formulating a statement of educational objectives, (b) classifying these objectives into major types, (c) defining and refining each of these types of objectives in terms of behavior, (d) identifying situations in which students can be expected to display these types of behavior, (e) selecting and trying promising methods for obtaining evidence regarding each type of objective, (f) selecting on the basis of preliminary trials the more promising appraisal methods for further development and improvement, and (g) devising means for interpreting and using the results (pp. 498-500).

Tyler's (1942) behavioural objectives model of program evaluation deals with comparing outcomes the intended one with actual outcomes. In this model the behavioural objectives are specified first, then developing test will take place based on those objectives which are specified. This program evaluation model insists on whether the specified objectives have been achieved, and at the end of the program the objectives should be measured with one or two outcomes which are; if not achieved, failure to get goals should be indicated; if achieved, the success of the attained goals should be shown. The evaluation in this model is summative; it depends on achievements of students.

Moreover, Tyler's (1942) model deals with comparing the outcomes which are intended with the ones which are achieved with the realization of the fact that although achieving the objectives and goals of the programs were important, the process of evaluation could also be used to simplify the program change and its betterment, a notable paradigm shift in program evaluation research from product to process-oriented approaches began.

However, Guba and Lincoln (1981) pointed out that this model has some shortcomings. It does not discuss the way of evaluating the objectives. It does not explain the way of improving the standards. It focuses on the prior statement of objectives that may restrict creativity in program development, and it appears to place unnecessary attention to the pre-assessment and post-assessment, and it ignores the necessity of formative assessment completely.

2.3.2 Stake's Countenance Model

Another common model of evaluating the programs was proposed by Stake (1967) which has been known as Countenance model. This model comprises two main facets that include the matrices of description and judgment. Description matrix includes observations and intents while judgment matrix includes judgments and standards.

As indicated by Stake (1967), an assessment procedure can be conducted by determining the total depiction and judgment of the program. In this model the beginning stage of an assessment is to decide about the goals of a particular program. The evaluation proceeds by looking at the agreement between the aims and perceptions, which are identified with the depictions of the relevant contexts and results (Wood, 2001). Once the descriptive data gathered, the benchmarks will be

implemented for the purpose of decision making. Also, the connections among both facets are background and the relationship of the results.

This involves the gathered information about the program that will be judged with the assistance of these connections. The connection means those links which have existed before the program assessment; and includes the circumstances of the instructor's and learner's interests, learning atmosphere, and traditions of the institute (Woods, 1988). This demonstrates that connections usually happen between learners and instructors, learners and learners, or learning resources with learners.

Lastly, the results are labeled through the accomplishments of the students in the program with their ongoing attempts in the process (Wood, 2001). On the other hand, there are few disadvantages in this model as Suryadi and Kudwadi (2010) explained that for some researchers Stake's model is vague and its outcomes can be controlled in light of the fact that it includes using numerical design.

2.3.2 Stufflebeam's Context, Input, Process, Product (CIPP) Model

The weaknesses in the Tyler model led many evaluators to discuss their own models. The model that had the greatest influence was developed by Stufflebeam (1971).

This model emphasized the significance of producing evaluative data and that is why it seemed to appeal to educational leaders for the purpose of decision making. CIPP acronym which stands for context, input, process and product of evaluation, these four evaluations serve an important role for users. Context evaluation considers problems, needs and opportunities within a specific environment; which help evaluation users to specify and evaluate goals and assess target needs to evaluate of

instruction courses, evaluation teacher system, etc. In addition, it includes the decision of plans which answers the question of what should we do?

Input evaluation assess work plan, strategies and budget of those approaches which are chosen to be implemented. It helps evaluators to plan to improve achievements, register replaced plans, develop proposals and record the basic criteria to choose an approach rather than the other. Also, it concerns in the decision of structures and answers the question of How should we do it?

Moreover, Process evaluation assesses monitors, documents and evaluates activities. It helps evaluators to continue their action plans. Furthermore, it deals with decisions which are implemented and answers the question of are we doing it as planned? Also, Product evaluation assesses and identifies long-term, short-term, united and intended results. In addition, recycling decisions are focused on and it answers the question of did it work?

One of the important points of CIPP model is that it serves both summative (accountability) and formative (improvement) evaluations. Furthermore, the relevance of these four evaluations in CIPP model for formative (improvement) evaluation can be explained as guidance for choosing goals and strategies then for implementation and for modification or installation. Summative (accountability) evaluation can be illustrated as discovering the goals and assessing needs.

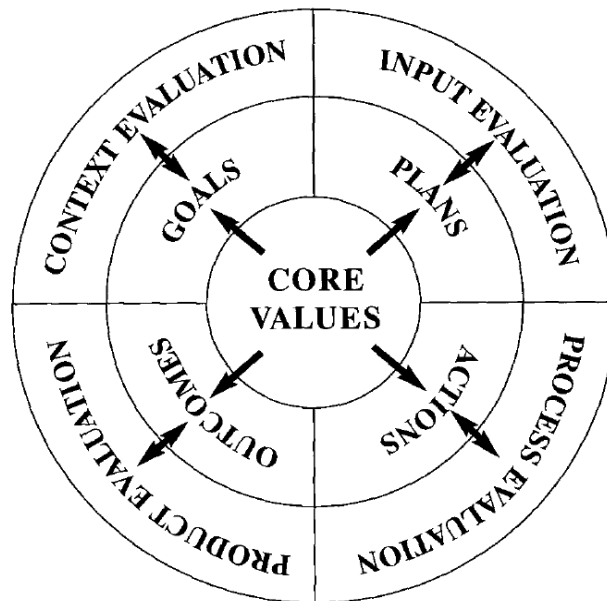


Figure 1: CIPP Evaluation Model (Stufflebeam, 2003)

Also, in this model evaluation is a continuous process which consists of presenting necessary information for collection and getting information and provide necessary information to interested educational parties.

In addition, this model of program evaluation encouraged all evaluators to critically consider their program evaluation approaches and decide which ones are most worthy to be continued for application and further development. It is also important that evaluators should identify approaches that need to be abandoned. In this context, he identifies and assesses twenty-two (22) approaches often employed to evaluate programs. These approaches in various degrees are unique and comprise most evaluation efforts.

CIPP model has some characteristics. First, the most obvious pose of function in this model is the process of making decisions through the process of evaluation. From the very beginning, the plans are made for the purpose of decision making, then

organized, applied, and used. The second step is, in CIPP model the major sources of making decisions are stakeholders. Evaluators should continuously update and provide opportunities to the stakeholders about the process of evaluation in order to participate in the process, because this participation motivates them to act on the evaluation reports and value it (Stufflebeam, 2005). Lastly, Stufflebeam (2005) noted that the CIPP model is objective, and subjective decisions should not be made in order to get reliable results.

Many researchers in the field of education have used and adapted CIPP model in order to evaluate educational projects and programs. For instance, Tokmak, Baturay, and Fadde (2013) used this model in their study in order to assess and reorganize an online master's program. As the data collection tools the CIPP survey, open-ended questionnaires and focus-group interviews were used. The findings of the open-ended questionnaire indicated that most participants agreed with the idea of reorganizing the program. Furthermore, Zhang et al, (2011) discussed the usefulness of the CIPP model to design, apply, and evaluate in-service programs of learning.

On the other hand, some shortcomings have been mentioned. The wants of the students are undervalued in this model. Sometimes by ignoring the students' needs, more concentration is given to the choices. Guerra-Lopez (2008) believed that the CIPP model is not helpful in the application for the purpose of improving the programs. Moreover, Hakan and Seval (2011) expressed that occasionally the evaluators are not skillful enough to reply the essential questions or to some subject matters in the light of the fact that they do not consider the time for evaluation and relevant sources. If in the application of the CIPP model some problems faced such

as requires more time and resources than current relevant ones, it should be replaced by another model (Worthern, Sanders & Fitzpatrick 1997).

2.3.4 Scriven's Goal-Free Model

Michael Scriven (1972) was the first evaluator who discussed the importance of objectives or goals in the process of evaluation. He started to ask the difference between intended and unintended effects. His goal-free model was the outcome of this dissatisfaction.

In conducting a goal-free evaluation, the evaluator worked as neutral observer who started by generating a profile of needs for the group served by a given program. Then, by using different methods that were primarily qualitative, the evaluator evaluates the actual impacts of the program. If a program had an impact that is approachable to one of the needs that were indicated, then the program was considered as useful.

Scriven's major concern was to convey the message to the administrators and evaluators about the significance of the unintended effects. Scriven's model focused on qualitative methods which was on time because there was huge dissatisfaction about the quantitative methods in the research communities. Goal-free evaluation should be used to complement, not replaced, goal-based assessments, as Scriven (1991) stated that

The alleged goals are often very different from the real goals. Why should the evaluator get into the messy job of trying to disentangle that knot? The goals are often stated so vaguely as to cover both desirable and undesirable activities, by almost anyone's standards. Why try to find out what was really intended-if anything? (Similarly, the stated goals often conflict-why try to decide which one should supervene (p.58).

Scriven further (1986) noted that “Bad is bad and good is good and it is the job of evaluators to decide which is which” (p. 19). Also, Scriven (1983) mentioned that the biggest disappointment of the evaluator is providing information to non-academics and said “passing the buck [for final judgment] to the non-professional” (p. 248).

2.3.5 Nunan’s Model

Nunan (1992) adapted a framework for finding out the effectiveness of a program by responding to some statements such as; the evaluation purpose, the participants of the evaluation process, the process or principles that are used in the procedure, the relevant instruments, the evaluator or researcher who conducts the process of evaluation, the time of the process, the resources for implementing the assessing process like budget and time, and the way of reporting the findings of the evaluation study.

In addition, Nunan (1992) by asking 8 questions for program evaluation in his model, argues that evaluation is concerned with figuring out what learners have learned from a program and also with making decisions about the reasons for the effectiveness of a program.

2.3.6 Lynch’s Context-Adaptive Model

Another model proposed by Lynch (1996) was context-adaptive model. This model consists of seven procedures to guide evaluators of programs through some perspectives such as designing elements, necessary information and issues for program evaluation. “The seven steps are: audience and goals, context inventory, preliminary thematic framework, data collection design\ system, data collection, data analysis and finally evaluation report” (p. 4).

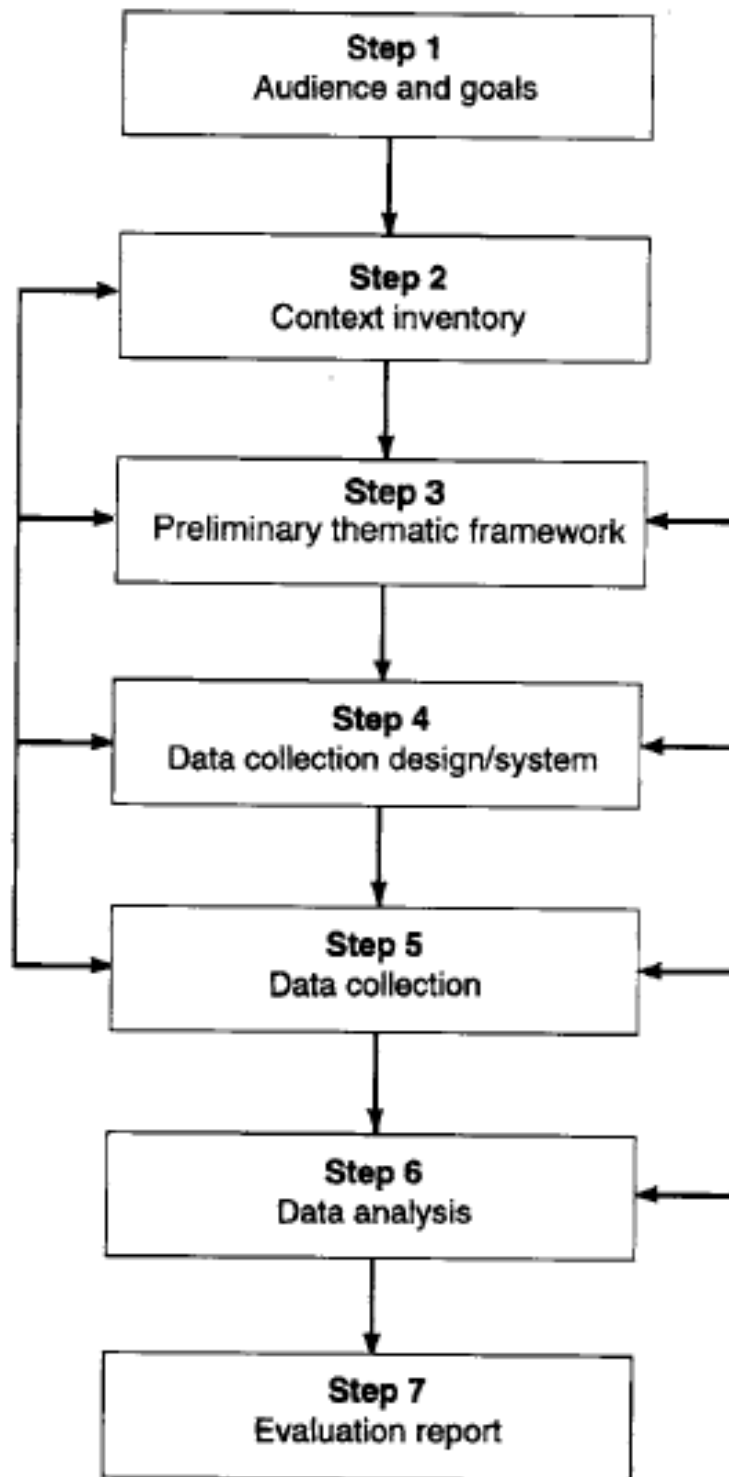


Figure 2: The context-adaptive model (CAM). (From B.K.Lynch 1990a:25. Copyright 1990 by TESOL. Reprinted by permission).

2.3.6 Kirkpatrick's Model

The Kirkpatrick's four-level model was developed to evaluate the effectiveness of the educational program. Reaction is the first level of implementing it and Kirkpatrick (2009) explained the importance of this level as:

Reaction is important for two reasons. First, the participants are your customers and you need to know how they feel about the program they have attended or taken online. They had better be "satisfied" or you are in trouble. The second reason is the feeling they might get if you didn't ask for their reaction. It would probably indicate to some that you know how they feel or don't care. Being "satisfied" doesn't necessarily mean that they learned anything (p.47)

Learning is the second level in this model and Kirkpatrick (2009) discussed that "It is important to measure learning because no change in behavior can be expected unless one or more of these learning objectives have been accomplished" (p.47). Also, in terms of objectives, Kirkpatrick (2009) noted that it is crucial in every training and evaluation programs there are these objectives;

- For the participants to acquire *knowledge* related to their jobs.
- For participants to learn new *skills* and/or increase their present skills.
- For participants to change their *attitudes* (p.47).

Also, measuring learning is more time consuming and difficult than measuring reaction. Because of this reason, Kirkpatrick (2009) mentioned some guidelines for evaluating learning which are;

1. Use a control group if practical.
2. Evaluate knowledge, skills, and/or attitudes both before and after the program.
 - a. Use a "paper-and-pencil" or online test to measure changes in knowledge and attitudes.

- b. Use a performance test to measure increase in skills.
3. Get a 100 percent response, if possible.
4. Use the evaluation results to take appropriate action (p.48)

Behavior is the third level in this model, and Kirkpatrick (2009) discussed that it is the most ignored area between level 2 and level 4, and this level is the only way to discover the reasons of level 4 if it was unsuccessful and thus because of insufficient follow-up or ineffective training. Kirkpatrick (2009) put four guidelines to evaluate this level which are;

1. *Surveys and questionnaires*: Likert scale and open-ended questions that can be asked of anyone who observes the behavior of employees on the job.
2. *Observation and checklists*: consist of someone actually observing the employee on the job, and typically refer to a table of the behaviors that are being assessed.
3. *Work review*: reviewing actual work that has been completed by the trainees on the job without actually observing them doing it.
4. *Interviews and focus groups*: consist of structured questions that can be administered to either individuals (interview) or groups (focus groups) to query to what degree new behaviors are being applied on the job. Follow-up questions to action plans are an excellent way to administer this (pp. 83-84).

The last level is results, in this level Kirkpatrick (2009) believed that this level is the most important level for the stakeholders, but it is not the most difficult as so many people think so. Also, he mentioned that it is a challenge to connect level 4 with the

training process. There are some questions that have been faced in this level by the trainers which are:

-How much did quality improve because of the training program on new generation leadership that we have presented to all supervisors and managers?

- How much did productivity increase because we conducted a program on personal effectiveness in the workforce for all employees?

-What has been the result of all our programs on new customer service methods on customer retention?

-How much have costs been reduced because we implemented a new e-learning program on setting priorities and budgeting?

-What tangible benefits have we received for all the money we have spent on programs on career development?

-How much have sales increased as the result of teaching our salespeople techniques of relationship selling?

-What have been the results of our new course on critical thinking in the battlefield?
(p.108)

2.3.7 Peacock's Model of Program Evaluation

In addition to all the program evaluation approaches or models which have been reviewed above, Peacock (2009) has developed a model for evaluating teacher language programs. One of the most recent models of curriculum evaluation is Peacock's (2009) model. This model has been designed to assess English as a Foreign Language (EFL) teacher education programs.

This model provides information about the strengths and weaknesses of the programs and the link between the goals of the program with the needs of the students. For the purpose of supervising the evaluators and researchers in evaluating the foreign language teacher education programs more effectively Peacock (2009) created this model after conducting a longitudinal study. This model has been designed to investigate into the training of FL teachers specifically in the contexts other than Hong Kong. To reach at this aim, he conducted a longitudinal study, and for data collection he used six different methods: student interviews, student questionnaires, teacher interview, student essays, alumni questionnaire, and course materials' evaluation. Furthermore, 166 third-year students, 8 teachers of the program, the graduates of the program, and the managers of the whole program participated in his study. The findings of his study revealed that the program had some strengths and some shortcomings, specifically in terms of meeting the needs of the students. Peacock (2009) improved this model based on a list of 15 comprehensive questions. According to Coskun and Daloglu (2010), these questions can be used to collect information from managers, decision makers in language teacher education programs in different contexts.

He developed a list of questions which should be taken into consideration in evaluating teacher education programs. He followed set of procedures in establishing the model and asked the researchers to follow the same ones:

- Review the literature and produce a set of questions.
- Establish appropriate sources of data in your setting.
- Choose and design data collection methods and instruments.
- Collect and analyze each set of data against your questions.

-Construct an account by relying on each interpretation to the others. (p.262)

Furthermore, Peacock (2009) proposed various instruments for various purposes and contexts for evaluating teacher educational programs, which are:

-Teacher interviews: to collect information from teachers.

-Student interviews, questionnaire and essays: to collect information from students.

-Alumni questionnaire: to gathering information from graduates.

-Materials evaluation: to assess the materials.

This model has been applied in different contexts successfully evaluate undergraduate ELT programs. Also, the model emphasize on how the undergraduate programs can be improved based on suggestions proposed by participants.

2.4 Program Evaluation Studies in Different Contexts

Various evaluation studies have been done in the field in different contexts. Some of the studies evaluated some courses in a particular program, while some others evaluated the whole curriculum or program. The studies can be categorized based on whether they evaluated the language programs or language teacher education programs in different contexts.

2.4.1 Language Program Evaluation Studies

Some studies evaluated the language programs in different contexts. To start with, Rhodes and Torgunrud (1989) conducted an evaluation study in Canada. They focused on the needs of the teachers and students related to the revised and new curricula implementation. It was concerned with the effectiveness of the current publication and its procedures and specifies its needs for better improvement. The researchers used interviewing as a research tool with administrators, teachers and

consultants who are in charge of implementing the curriculum and its analysis. The findings of their study show that implementation of a curriculum supports provisions and publications which were commonly used and needs.

Another study of evaluation process was conducted by Erdem (1999) in Ankara, Turkey. She attempted to find out the effectiveness of the English language curriculum at METU foundation high school. The researcher used questionnaires, observations and interviews for collecting data from students, teachers and school staff. The findings of the study showed that the currently used curriculum should be replaced by a student-centered one and the in-service training program should be improved.

Also, Gerede (2005) conducted a study on evaluating a renewal project in Anadolu University, Intensive- programs of English. Old and new curricula were compared based on students' perspectives. The researcher used interviews and questionnaires as research tools in the data collection. The main criteria of the research focused on students' needs of English language within the content of English courses at five English constraints departments at Anadolu University. The findings of the study showed that there were few important distinctions between both curricula based on students' needs. Also, some recommendations were suggested for the improvement of the renewal curriculum processes.

In addition, Erdoğan (2005) conducted an evaluation study about the English curriculum which has been applied for 4th and 5th state school primary grades. He collected data from students and teachers' perspectives. The result showed that the teachers perspective for content of the programs were objective but they did not think

it was effective and from their point of view the English programs were not applicable, as well. However, students were happy with the program that they study it.

Also, Nam (2005) conducted a study about the improvement of communication-based English language instruction in Pusan National University (PNU) in Korea by evaluating the English College program. Surveys and interviews were used to obtain data from the Korean students at (PNU) and their instructors in the EFL program. The findings showed that the students had negative attitude toward the program while the instructors had positive opinion about the effectiveness of the program, and it revealed that the possibility of communication-based English language might not be closely linked to the students' desire because of the weaknesses of the program.

Another study was conducted by Özkanal (2009) in the Foreign Languages Department at the English Preparatory Program of Eskişehir Osmangazi University. The study aimed at finding out the effectivity of the program and suggesting a new model based on the findings. The participants were 354 current students and graduates of the program and 35 instructors of the department. The data was gathered through a questionnaire and interviews. The findings revealed that there were some specific issues in the program and suggested a model based on the necessities of the English preparatory program and also showed that the quality of the program should be increased.

In a different study, Tunç (2010) evaluated the preparatory school program regarding its effectiveness at Ankara University. The researcher used Stufflebeam's CIPP model. The participants of the study were 406 students and 12 instructors in the academic year 2008-2009. The data was obtained through self-report student

questionnaire, interview for the instructors. The result of the study indicated that the program Ankara University Preparatory School achieved its goals, it also showed that some improvements is required in some courses in order to make it more effective.

Furthermore, Al-Nwaiem (2012) conducted a study on evaluating basic components of language skill courses in the pre- service curriculum for the college of education in Kuwait. The researcher used a mixed method approach by using on adapted version of Bellon and Handler's (1982) model. Questionnaires, semi-structured interviews, diaries, and valid written documents were used as research tools. The results showed that there were some limitations on the BLSC, and students' disagreement with some sections of the materials and contents of BLSC; also, they were so critical with the traditional exams which focused on final exams. Finally, the researcher made some suggestions for the betterment of the program.

Another study was conducted by Mede and Uygun (2014) in a Turkish context. The study aimed at to evaluate the program of language preparatory school which was designed for English literature, language and translation departments met the student's learning and language needs. 64 students in the language preparatory school participated in this study. The mixed method was used to collect the data, through the needs analysis questionnaire the quantitative data was obtained and through semi-structured interview the qualitative data was obtained. The findings showed that there were crucial implications regarding the evaluation of the language preparatory program based on the needs of the students, also it showed that the program helped students to improve their four language skills.

Finally, Akpur, Alcı, and Karataş (2016) conducted a study by using Stufflebeam's model (CIPP) of program evaluation in Yıldız Teknik University (YTU) in the Department of Modern Language in the School of Foreign Languages. They evaluated instruction program of preparatory classes. The participants were 54 instructors and 753 university students in the academic year 2014-2015. As data collection tools questionnaires were used for both students and instructors. For data analysis, the researchers calculated means and standard deviation separately and in order to reveal the differences between students and instructors' responses the t-test was used. The findings showed that, although students and instructors had some differences in their answers and pointed out some limitations of the program, they both had positive attitudes toward it.

2.4.2 Language Teacher Education Program Evaluation Studies

Some evaluation studies have been conducted regarding language teacher education programs in different contexts. For instance, Erozan (2005) assessed the language improvement courses in the English language teacher education program at Eastern Mediterranean University. The researcher used an adapted version of Bellon and Handler's (1982) model. Questionnaires and interviews for students and teachers, classroom observations and document analysis were used as data collection tools. The results showed that although the program was generally perceived as effective, some recommendations for improvement were proposed by the participants.

On the other hand, Peacock (2009) conducted a study in Hong Kong and evaluated the TEFL programme for EFL teacher-training programs. It aimed at finding out the strengths, weaknesses of the program and the extent to which it meets the needs of the students. Students, teachers and alumni were the participants of his study. He

collected data through questionnaires, interviews, essays and materials analysis. The results revealed that although the program had many strengths it also had some shortcomings. Peacock's (2009) model has attracted many researchers' attention and it has been in various FL teacher program evaluation studies.

For instance, Coskun and Daloglus (2010) used Peacock's (2009) model to evaluate a language teacher education program at a university in Turkey. As data collection instruments they used interviews and questionnaires. 55 students and 3 instructors were the participants of their study. The results showed that, the program was insufficient according to the instructors and their linguistic knowledge needed to be improved. Also, the results revealed that the students and instructors had similar opinions about some linguistic components but with keeping balance among different courses.

Moreover, Salihoglu (2012) conducted a study and used Peacock's (2009) model of program evaluation to find out the effectiveness of an English language teacher education program at another university in Turkey. 200 fourth-year ELT students and 21 instructors were the participants of his study. He used questionnaires, semi structured interviews, and focus group discussions to collect data. The findings indicated that although the participants of the study had positive opinions about the program, language improvement courses and more practical opportunities were suggested as an immediate need of the program.

In the same vein, Zorba (2015) conducted a study for evaluating the ELT undergraduate program at the Eastern Mediterranean University (EMU) by using Peacock's (2009) model. The participants of her study were twenty-six third and

fourth year students, thirty-three alumni and eight instructors. The data were collected through student interviews, student essays, student questionnaire, alumni questionnaire, teacher interviews and document analysis. The findings revealed that the program had different strong and weak points, also in a great extent it met students' needs, and the participants recommended some suggestions for its improvement.

Yavuz and Topkaya (2013) conducted a study about the perceptions of English language teachers about the changes of English language teacher education program that was introduced in 2006 by the Turkish Higher Education Council (HEC). It was a qualitative study, which consisted of administering open-ended questionnaires to 18 lecturers; they all worked in state universities. The findings showed that although the program consisted of some appropriate changes, they heavily criticized it in terms of teacher educators, teacher trainees, sequence and content of this change.

Furthermore, Bilican (2014) conducted a study to evaluate the ELT PhD program at a Turkish state university. The participants of the study were 24 students and through a questionnaire and interviews (with 7 of them) the data were obtained. The results indicated that although the program was considered to be successful, the students recommended some suggestions for the improvement of the program like providing intensive feedback and more comprehensive courses.

Moreover, Dollar, Tolu and Doryan (2014) evaluated MA-TEFL Program at a foundation University. It aimed to discover the strengths, weakness and the students' needs in the program. The participants of the study were Professors, graduates and administrators of the program, and the data was obtained through interviews, course

syllabi, document analysis, survey and materials. The results showed that the students had positive attitudes toward the program although some of them believed that it was more demanding than they had expected before entering the program. Also, the results showed that the participants generally emphasized the strengths of the program, but they also mentioned some shortcomings.

Another study was conducted by Küçükoğlu (2015). The study aimed at evaluating the PhD ELT programs in Turkey. The participants of the study were the PhD students of the ELT programs and graduates of the programs. The students of some universities participated in the study: Hacettepe University, Istanbul University, Boğaziçi University, Ankara University, Gazi University, Çanakkale University, Yeditepe University, Çukurova University, Anadolu University, Atatürk University, and Dokuz Eylül University. A questionnaire was used to obtain the data. The findings showed that the PhD candidates were respected by faculty members, also there were friendly atmosphere among the PhD ELT Departments. Also, the results indicated that most of the participants were not encouraged to study in other departments, and almost all of them agreed about the usefulness of the Candidacy exams for PhD candidates in ELT programs.

Finally, Uzun (2016) conducted a study on evaluating the recent English Language Teacher Training Programme in Turkey. The participants of the study were 90 graduates of Uludag University, Turkey. A questionnaire was used to obtain the data. The results of the study indicated that English Language Teacher Training Programme (ELTTP) didn't fulfil the teacher trainee needs, and the findings also proposed some recommendations for its improvements.

2.5 Summary

In this chapter, relevant literature on program evaluation in general and language teacher education program evaluation specifically has been discussed. More specifically, purposes of program evaluation, and some models or frameworks of program evaluation have been reviewed. Then, some evaluation studies conducted in different contexts, except for the Kurdish context, have been explained. Reviewing the literature has revealed that no studies have been done on this topic in the Kurdish context yet.

Chapter 3

METHOD

In this chapter the research method of the study is explained. The first part includes general description of the research design of the study. The second section involves the description of the context of the study. The third part presents research questions. The fourth section describes the participants of the study. The fifth section introduces the data collection instruments and the sixth part explains data collection procedures. The following part the data analysis procedures used in the study are explained. Finally, the summary of this chapter is provided.

3.1 Research Design

This study has been designed as a mixed method case study to evaluate the whole ELT undergraduate program in the English Department at the University of Sulaimani.

In the current study a mixed method approach is applied. The mixed method is a process of analyzing, collecting and integrating both qualitative and quantitative data in order to understand the problem of the research well from different perspectives (Borkan, 2004; Creswell & Creswell, 2005).

The reason behind mixing two different methods in one study is that neither the qualitative nor the quantitative method alone is enough to explore and give the researcher better understanding about the problem of the study, and it provides the

complete picture of the study (Green & Caracelli, 1997; Tashakkori & Teddlie, 2003).

Case study has been defined differently by different scholars. Yin (1984) defined the case study “as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used” (p. 23).

Becker (1970) in dealing with case study explained that “one can properly acquire knowledge of the phenomenon from intensive exploration of a single case” (p. 75).

Becker (1970) further explained a case study:

It prepares the investigator to deal with unexpected findings, indeed, requires him to reorient his study in the light of such developments. It forces him to consider, however crudely, the multiple interrelations of the particular phenomenon he observes. And it saves him from making assumptions that may turn out to be incorrect about matters that are relevant, though tangential, to his main concerns. This is because a case study will nearly always provide some facts to guide those assumptions, while studies with more limited data-gathering procedures are forced to assume what the observer making a case study can check on. (p. 76)

Fidel (1984) further explained that a case study research can be used to explore in some specific contexts “when (1) a large variety of factors and relationships are included, (2) no basic laws exist to determine which factors and relationships are important, and (3) when the factors and relationships can be clearly observed” (p. 273).

Moreover, Pring (2000) argues that a case study puts “emphasis upon the uniqueness of events or actions, arising from their being shaped by the meanings of those who are the participants in the situation” (p. 40). Bassey (2003) further clarified that a

case study is “an empirical enquiry which is conducted within a localized boundary of space and time” (p. 109).

Furthermore, this study is multimethod, which means it is triangulated by collecting data from undergraduate ELT students, alumni and ELT instructors by using both questionnaires and interviews. According to Patton (1990) using triangulation approach increases the reliability and validity of the data that are evaluated.

Overall, in the current study an adapted version of Peacock’s (2009) evaluation model is used to investigate the whole ELT undergraduate program in the English Department at the University of Sulaimani. The quantitative phase includes closed items in the questionnaires for students, instructors and alumni, and the qualitative phase includes the open-ended questions in the questionnaires and semi-structured interviews with the instructors.

3.2 The Context of the Study

This study was conducted in the English Department at the University of Sulaimani. This department was established in the academic year 2003-2004 in Sulaimani, Northern Iraq. The department offers four-year full-time study at undergraduate level in order to prepare students to become basic school teachers to teach English language for the young learners and adolescents in the schools.

The academic year starts in the first of September and it continues till the first of July in the following year. Also, it is a yearly program, not by semesters. It almost consists of 30 weeks. The mission of the English Department at the school of Basic Education at the University of Sulaimani is to assist students to gain knowledge in literature, education courses and methods, content of English language pedagogy,

using technology in teaching English language with the four major skills of English and the language for instruction in the department is English.

The vision of the program is to help students to gain awareness about the importance of English as the global language and its importance in the basic schools among students and to help them to see themselves as professionals in the field in order to become English language teachers in the schools.

The students are competing to get admitted to this department through the central admission office of Kurdistan Regional Government (KRG) based on their national exam score in the 12th grade and their interest to study there are not taken into consideration, and they know after graduation they will become English language teachers in the basic schools. Yet, in the academic year 2016-2017 from the Ministry of Higher Education and Scientific Research a decision was made for the high school graduate students who want to enter this college, to not only consider their grade from the national exams but also consider their desire to become teachers by applying for this Department and taking a qualification exam.

Those students who pass in the qualification exam are interviewed. Then, their grade in the national exam are combined with the results of the qualification exam and the interview. Finally, the last decision for accepting them has been made by the Ministry of Higher Education and Scientific Research.

The post graduate studies which include both MA and PhD studies are also opened but there is no clear date when it started for the first time as it is not mentioned in the department's web page. The MA program consists of two years, in the first year the

courses will be studied but in the Department's webpage nothing has been mentioned about the courses that MA students take, and in the second year the candidates start writing their thesis Moreover, the PhD program is accomplished between two to four years including extensions. In the first year, the candidates take their courses but nothing has been mentioned in the Department's webpage about the courses that PhD students take, and in the following two to three years they do their dissertation. (English language, 2017).

3.3 Research Questions

This study was carried out to evaluate the effectiveness of the undergraduate ELT program in the English Department at the University of Sulaimani. In order to evaluate the undergraduate ELT program in this Kurdish context, the following three research questions were addressed:

1. What are the strong and weak features of the undergraduate ELT program at the University of Sulaimani according to the students, instructors and alumni?
2. What suggestions do the ELT students and alumni propose for the improvement of the program?
3. How does the program meet the needs of the students as perceived by the students, instructors and alumni?

3.4 Participants

The participants of the current study can be classified into three groups as the undergraduate 3rd and 4th year students, instructors, and graduates of the English Department at the University of Sulaimani.

3.4.1 Undergraduate ELT Students

The undergraduate ELT students who participated in this study are the 3rd and 4th year students in the academic year 2016- 2017. Based on the information obtained

from the head of the English Department, there are 100 third year students and 89 fourth year students in the department for the academic year 2016-2017, and all students take all courses as all of them are compulsory and there are not any elective courses.

In total, out of 189 students only 146 students participated in this study 84 of them were 3rd year students and 62 of them were 4th year students. The age of the students who participated in this study were between 19 and 30; and the majority of them were 21 years old. In addition to this, 27 of the students were males, and 119 were females. Regarding their nationality, all of them were Kurd, and their mother tongue was Kurdish.

3.4.2 Instructors

The instructors who took part in the study are the ELT instructors of the English Department who were teaching in the academic year 2016-2017.

Out of 27 instructors of the English Department 15 of them responded to the questionnaire (8 males and 7 females). All of them were Kurd and their mother tongue was Kurdish. Their age range was between 27 and 48. Furthermore, 13 instructors were holding MA degree while just 2 of them were PhD holders. Their teaching experience was between 2 and 19 years.

On the other hand, 9 instructors participated in the semi-structured interview and answered 15 questions based on the Peacock's (2009) questions. Out of 9 instructors, 4 of them were male and the others were female. Their age range was between 27 and 48, and they had teaching experience between 5 and 27 years. Also, 8 of the

instructors were MA holders and only 1 of them was PhD holder, and all of them were Kurds and Kurdish was their mother tongue.

3.4.3 Alumni

In total, 50 alumni participated in the study by responding to the questionnaire. 21 of the 50 alumni were male while 29 of them were female. Their age range was between 24 and 43. All of them were Kurds and Kurdish was their mother tongue. While 39 of them were currently teaching and their teaching experience was between 1 and 16 years, 11 of them did not work or they chose to do a different occupation instead of being a teacher. Those who did not work as a teacher they specified their current job; some of them were working as police, some others were not working while some others were working in private institutes or in political parties.

3.5 Data Collection Instruments

In this study, a mixed method approach was adopted by using both qualitative and quantitative data. The qualitative data were obtained from five open-ended questions in the alumni questionnaire, three open-ended questions in the student questionnaire, and from the interviews with the instructors. The quantitative data, on the other hand, were obtained from 22 closed items in the questionnaires of students, instructors and alumni.

The instruments used in this study were adapted from Peacock's (2009) instruments, which have also been used in some other program evaluation studies (e.g. Coşkun & Daloğlu, 2010; Salihoglu, 2012; Zorba, 2015) in different contexts. The questionnaire was obtained to be reliable with a Cronbach's alpha coefficient value of 0,87 and 0,90 in Peacock (2009, p. 267) and Coşkun & Daloğlu (2010, p. 30), respectively.

3.5.1 Student Questionnaire

The student questionnaire consists of three parts. The first section is background information, in which students are required to specify their gender, age, class, nationality and mother tongue. The second part consists of 22 closed-items which requires students to express their ideas about the current ELT program in the English Department at the University of Sulaimani on a 5-point Likert scale. The third consists of three open-ended questions, which ask students to provide their ideas about the strengths and weaknesses of the program and also to provide their suggestions for its betterment (Appendix E). The student questionnaire in this study has the reliability of Cronbach alpha 0.862.

3.5.2 Instructor Questionnaire

The instructor questionnaire is made up of two parts. The first part is background information, in which the instructors are asked to specify their gender, age, the latest qualification they received, years of teaching experience, nationality and mother tongue. The second part includes 22 closed-items. The instructors are required to express their ideas regarding the ELT undergraduate program in the English Department at the University of Sulaimani on a 5-point Likert scale from strongly agree to strongly disagree (Appendix I). The instructor questionnaire in this context has the reliability of Cronbach alpha 0.950.

3.5.3 Alumni Questionnaire

The alumni questionnaire consists of three parts. The first part is the background information, in which ELT alumni are required to specify their gender, age, their teaching experience if they work as a teacher if they don't; specify their current job, and to provide their mother tongue. The second part consists of 22 closed-items in which the alumni express their ideas in a five-point Likert scale about the

undergraduate ELT program in the English Department at the University of Sulaimni.

The third part includes 5 open-ended questions which ask the alumni to specify the strengths and weaknesses of the program, as well as their suggestions for its betterment. Also, they are asked to state the problems that they face during their teaching process, also to provide their suggestions for the program to reduce these problems, (Appendix G). The alumni questionnaire in this study has the reliability of Cronbach alpha 0.961.

3.5.4 Instructor Interviews

The instructor semi-structured interviews consist of two parts. The first part is background information and the instructors are required to specify their gender, age, years of teaching experience, the latest qualification they received, nationality and their mother tongue. The second part consists of 15 questions that were adapted from Peacock's (2009) model of program evaluation. The instructors are required to express their opinions regarding the undergraduate ELT program in the English Department at the University of Sulaimani, for evaluation purposes. The semi-structured interviews lasted for 15 to 22 minutes for each participant, (Appendix K).

3.6 Data Collection Procedures

In order to collect data, some procedures were followed. First of all, a permission letter was received from the head of the Department of English in the University of Sulaimani (Appendix A). After getting this permission, the application to the ethics committee for permission were made. After two months, the necessary permission was obtained and data collection started. (Appendix B).

The student questionnaire was administered after taking permission from the instructors of the lessons. In the first step the consent form (Appendix D) was given to the students and they were explained that they are free whether to participate in the study or not. Those who wanted to participate signed the consent form which was then collected from them. After that the questionnaires were given to them. The questionnaire was administered to the third and fourth year students in the English Department at the University of Sulaimani.

Similarly, the instructor's questionnaire was administered to the instructors by following the same procedure. They were first given the consent forms (Appendix H) and explained the purpose of using this form and they are totally free to participate or not. After reading the consent form, those who wanted to participate signed the form then it was collected from them. After that, the questionnaires were given to them in order to answer.

On the other hand, the interviews with the instructors were done online. A message through social media (i.e. face book) was sent to almost all the instructors. With those who wanted to participate, Facebook call was used and they were explained that it was an audio-recorded interview. The audio-recorded interview was done by using Camtasia studio 9 program for recording. In the first step, the consent form (Appendix J) was read to them, and after agreeing to participate in the interview, the questions were asked one by one to the instructors.

Moreover, the Alumni questionnaire was administered through the google form. In the first step the candidates were asked to sign in with their google account. In the next step, they were asked to write their email address. The purpose of using their

google account and email address was to avoid any duplication through this procedure; so, no one could fill in the form twice. After writing their email they read the consent form (Appendix F) and they tick the agree part then they could fill in the questionnaire.

3.7 Data Analysis Procedures

In this case study both qualitative and quantitative data were collected. Quantitative data were collected through closed-items in the questionnaires. The obtained data from the questionnaire were analyzed by using SPSS Program (version 24). Frequencies, means and standard deviations were calculated through descriptive statistics.

On the other hand, the qualitative data were collected from the open-ended questions in the questionnaires for students and alumni, and the interviews with ELT instructors. The responses to the open-ended questions were listed individually under each question and then the most similar answers or common ideas were grouped together (categorizing and coding).

For analyzing the interviews, cross-case analysis was used. First, the interviews were transcribed and then the data from the interviews were analyzed. The similar answers that were given by different people, the most common responses, were grouped (Patton, 1990).

3.8 Summary

To sum up, the research design of the study has been explained in this chapter. After that the context of the study and the research questions have been presented. Then, the information about the participants of the study has been given. Finally, the data

collection instruments, data collection procedures and data analysis procedures have been explained. In the next chapter, the results of the study are presented.

Chapter 4

RESULTS

This chapter aims at presenting the results of data analysis. For this purpose, the results obtained from the student questionnaire, alumni questionnaire, instructor questionnaire and instructor interviews are explained, respectively. Finally, the summary of this chapter is provided.

4.1 Student Questionnaire

The aim of using this tool as one of the instruments of the study was to find out the strong and weak points of the currently used undergraduate curriculum as perceived by the ELT students at the University of Sulaimani. Also, its purpose was to identify their suggestions for the betterment of the curriculum. The results obtained from the two parts of the questionnaire are presented separately below.

4.1.1 Quantitative Data (Closed Items)

In the second part of the student questionnaire, 22 statements were given to the students, and it was asked from them to provide their ideas, from strongly agree to strongly disagree, on a 5-point Likert scale. In Appendix L the detailed results of the closed items are shown. In Table 1 below, the results are summarized.

Table 1: Student Questionnaire Results

The four year undergraduate program in English Language Department/ School of Basic Education at the University of Sulaimani ...	SA and A	NS	D and SD	M	sd
1 ... has good linkage between different courses.	65.7%	23.3%	11%	2.42	0.75
2 ... avoids overlapping information between different courses.	52%	19.9%	28.1%	2.71	1.12
3 ... gave me adequate training in English.	47.2%	29.5%	23.3%	2.75	1.04
4 ... gave me adequate training in teaching skills.	54.1%	24.0%	21.9%	2.62	1.04
5 ... gave me adequate training for the needs of the local context (i.e. Kurdistan Region of Iraq)	31.5%	39.7%	28.7%	3.00	1.01
6 ... is up-to-date.	39.7%	32.2%	28.1%	2.91	1.10
7 ... encouraged me to reflect on my past experiences as a language learner.	59.6%	21.2%	19.2%	2.47	1.07
8 ... encouraged me to be a reflective teacher (when I start teaching).	63%	21.2%	15.8%	2.38	1.00
9 ... promotes flexibility in using different teaching practices for different situations.	49.4%	27.4%	23.2%	2.69	1.07
10 ... balances teacher-centred and student-centred learning on its courses.	51.4%	20.5%	28.1%	2.74	1.12
11 ... taught me how to teach English.	63.7%	20.5%	15.8%	2.40	1.11
12 ... taught me how to evaluate myself as a teacher.	52.1%	21.9%	26%	2.57	1.13

Continuous of Student Questionnaire Results

The four year undergraduate program in English Language Department/ School of Basic Education at the University of Sulaimani ...	SA and A	NS	D and SD	M	sd
13 ... taught me classroom management skills.	58.9%	22.6%	18.5%	2.49	1.04
14 ... taught me how to use foreign language teaching materials.	47.2%	22.6%	30.2%	2.85	1.11
15 ... taught me how to adapt foreign language teaching materials.	47.9%	27.4%	26.7%	2.78	1.07
16 ... increased my powers of self-evaluation.	52.7%	27.4%	19.8%	2.65	0.91
17 ... taught me foreign language testing and evaluation skills.	54.2%	26.7%	19.1%	2.58	0.10
18 ... is relevant to my needs.	41.8%	33.6%	24.6%	2.84	1.08
19 ... has a good balance between the teaching of: English, teaching skills, and classroom management skills.	54.8%	23.3%	21.9%	2.62	1.06
20 ... prepared me to teach English in the classroom.	63.7%	15.8%	20.5%	2.42	1.04
21 ... met my needs.	38.3%	35.6%	26.1%	2.90	0.93
22- By the end of this program, I will be ready to teach English.	52.7%	32.2%	15.1%	2.57	1.03

SA= Strongly Agree A=agree NS=Not Sure D= Disagree SD=Strongly Disagree M=Mean sd= standard deviation

In the explanation of the results, topic-wise related items are categorized and the results for them are presented together. The first category of items focuses on the connections between courses or connection or balance between different components

within courses. The highest degree of agreement is for item 1: 65.7% of the students believed that the ELT curriculum in the University of Sulaimani *has good linkage between different courses*, while 23.3% of them were not sure and 11% of them expressed disagreement about it; also, its mean is 2.42 and its standard deviation is 0.75. On the other hand, in item 19; 54.8% of students strongly agreed or agreed that the program *has a good balance between the teaching of: English, teaching skills, and classroom management skills*, 23.3% of them were not sure, and 21.9% disagreed or strongly disagreed about it (its mean is 2.62 and its standard deviation is 1.06).

Moreover, in item 2, more than half of the students (52%) indicated that the ELT curriculum *avoids overlapping information between different courses*, whereas 19.9% of them said they were not sure and 28.1% of them expressed disagreement about this item (its mean is 2.71 and its standard deviation is 1.12). Finally, the lowest agreement in this category of items was stated for item 10: 51.4% of the undergraduate students believed that the program *balances teacher-centred and student-centred learning on its courses*, while 20.5% of them were not sure and 28.1% of them were in the opinion of strongly disagreement or disagreement about it (its mean is 2.74 and its standard deviation is 1.12).

Regarding the training of students for teaching English, which is the second category, the highest agreement was obtained for items 11 and 20. More specifically, 63.7% of the students believed that the ELT program in the University of Sulaimani *taught them how to teach English* (item 11), while 20.5% of them were not sure about it and 15.8% disagreed with this statement (its mean is 2.40 and its standard deviation is 1.11). Similarly, 63.7% of the students thought that the program

prepared them to teach English in the classroom (item 20), whereas 15.8% of the students were not sure and 20.5% strongly disagreed or disagreed (its mean is 2.42 and its standard deviation is 1.04).

Additionally, in item 4 more than half of the students (54.1%) indicated agreement with the statement saying that the ELT program *gave them adequate training in teaching skills* although 24% of the students were not sure, and 21.9% were in disagreement with this idea (its mean 2.62 and its standard deviation is 1.04). With respect to item 3, 47.2% of the students strongly agreed or agreed that the ELT curriculum *gave them adequate training in English*, 29.5% of them were not sure about this and 23.3% believed in the opposite way (disagreed and strongly disagreed). Lastly, in this category (training) the lowest agreement was expressed for item 5; such that while only 31.5% of the students agreed or strongly agreed that the ELT program in the University of Sulaimani *gave them adequate training for the needs of the local context (i.e. Kurdistan Region of Iraq)*, 39.7% of them were not sure about this, and 28.7% of them disagreed or strongly disagreed with it (its mean is 3.00 and its standard deviation is 1.01).

Moreover, the third category was concerned with self-evaluation and being a reflective teacher. The highest agreement in this category was for item 8 in which 63% of the students thought (strongly agreed or agreed) that the ELT program in the University of Sulaimani *encouraged them to be a reflective teacher (when they start teaching)*, but 21.2% of the students were not sure about this and 15.8% of them disagreed or strongly disagreed with this idea. This item was followed by item 7 in which 59.6% of the students were for the idea that the ELT curriculum *encouraged*

them to reflect on their past experiences as a language learner, whereas 21.2% of the students were not sure about it and 19.2% were against this idea.

In the same category, the degree of agreement for item 16 was 52.7%. In other words, 52.7% of the students believed that the program *increased their power of self-evaluation*, but 27.4% of the students were not sure about it and 19.8% were in the opposite idea. The lowest agreement in this category was expressed for item 12 in which 52.1% of the students thought that the program *taught them how to evaluate themselves as a teacher*, whereas 21.9% of them were not sure about it and 26% did not think in that way.

Regarding the preparation of the ELT students for teaching profession, the fourth category of items, the highest level of agreement was obtained for item 13: 58.9% of the students indicated that the ELT curriculum *taught them classroom management skills*, whereas 22.6% of them were not sure about this and 18.5% were in disagreement with this thought. In the same category, the degree of agreement for item 17 was 54.2%. In other words, 54.2% of the students believed that the program *taught them foreign language testing and evaluation skills*, while 26.7% of the students were not sure about it and 19.1% of the students disagreed about this item (its mean is 2.58 and its standard deviation is 0.10). This was followed by item 22 in which 52.7% of the students agreed or strongly agreed that *by the end of this program, they will be ready to teach English*. However, 32.2% of the students were not sure about this and 15.1% of them disagreed or strongly disagreed with it. In another item (item 9) almost half of the students (49.4%) believed that the program *promotes flexibility in using different teaching practices for different situations*,

whereas 27.4% of the students were not sure about it and 23.2% did not believe in that idea.

Likewise, in the same category, almost half of the students (47.9%) thought (strongly agreed or agreed) that the ELT program *taught them how to adapt foreign language teaching materials*, while 27.4% of them were not sure about this and 26.7% did not think in that way. Finally, the lowest agreement in this category was for item 14. However, again nearly half of the students (47.2%) believed that the program *taught them how to use foreign language teaching materials*, whereas 22.6% of them were not sure and 30.2% were in the opposite idea.

The fifth category of items focuses on whether the courses meet the needs of the students, or not. The highest level of agreement in this category was for item 18: 41.8% of the undergraduate students mentioned that the ELT curriculum *was relevant to their needs*, while 33.6% of the undergraduate students were not sure about it and 24.6% of them disagreed with this statement. This was followed by item 21, in which 38.3% of the students expressed agreement with the idea that the program *met their needs*, whereas 35.6% of them were not sure and 26.1% of them were in disagreement with it.

The last category is related to up-to datedness of the program. As regards this issue, 39.7% of the students thought that the program *was up-to-date*, while 32.2% of them were not sure if it was up-to-date or not, and 28.1% of them found it not up-to-date.

To sum up, the highest agreement was for item 1: 65.7% of the students thought that the program *has good linkage between different courses*. The lowest agreement on

the other hand, was for item 21: 38.3% of the students thought that the program *met their needs*. Also, the highest degree of uncertainty (not sure) was for item 5: 39.7% of the students were not sure if the ELT curriculum *gave students adequate training for the needs of the local context (i.e. Kurdistan Region of Iraq)*, or not. On the other hand, the lowest level of uncertainty was for item 20. Only, 15.8% of the students were not sure if the program *prepared them to teach English in the classroom*. Lastly, the highest degree of disagreement was with item 14: 30.2% of the students disagreed or strongly disagreed with the idea that the program taught *them how to use foreign language teaching materials*.

Overall, the majority of the students thought that the ELT program prepared them to be an English teacher by teaching them how to teach, encouraging them to be reflective teacher and equipping them with necessary skills and knowledge, with the skills of classroom management. However, they expressed some uncertainty as regards the program's meeting their needs.

4.1.2 Qualitative Data (Open-ended items)

Through three open-ended questions the qualitative data were obtained from the student questionnaire. Regarding the strong points of the curriculum in the first question, the results demonstrated that there are various strengths of the ELT undergraduate curriculum at the University of Sulaimani.

The first strong point of the program is encouraging or helping students to learn English language or develop their own English. To begin with, 32.19% of the students (47 students) thought that the program in the English Department at University of Sulaimani encourages students to learn English language. For example, Student 3 said: "it encourages us for learning and writing English as a foreign language",

and Student 6 said: “this program helps me to catch the crucial of English as an international language. Learning English as a foreign language is useful for me as a student to hire in government or private sector after graduation”. In addition, Student 22 mentioned that “I learnt English and some courses like translation and language testing are helpful to improve students’ skills in learning English”.

Another student (Student 106) stated that “it helps students to be fluent in speaking the language and using it”. Furthermore, Student 115 said “it helps us to learn English and some courses are really good like literature, short story and linguistics specifically in terms of learning vocabularies”. Also, Student 120 stated that “some of the instructors are using English language most of the time which helps us to learn the language, as well”.

Also, student 138 mentioned that “we are being able to feel self-confidence, to use English language and read all papers that are written in English”, whereas student 142 said that “I learnt English and some courses like conversation is good to help us learn the language”, and student 146 stated that “this program is very helpful to learn English language especially by studying good courses like; vocabulary, linguistics and conversation”.

The second strong point of the program is preparing them to become teachers: 17.81% of the students (26 students) believed that the ELT program in the University of Sulaimani prepares them to become teachers in the future. For instance, Student 1 stated that “the students have studied many things that are relevant to English teachers”, Student 2 said: “it helps me to be a good teacher in the future”; and, Student 29 said “this program helped us to learn new methods of teaching and using

appropriate method to teach students”. Another student (S38) emphasized that “going to schools and practice how to teach students and evaluate them are helping us to become good teachers”. Student 112 had almost the same idea about the strength of the curriculum and stated that “practicing at schools facilitates our ability of teaching and help us to be familiar with school environment”. Also Student 131 said that “this program prepares students to become teachers and teach in classrooms as a good teacher and students learn to speak English more frequently”.

Moreover, Student 132 mentioned that “the curriculum taught them how to become a good teacher in the future, how to deal with classroom problems, and how to solve these problems”. Finally, Student 144 stated that the curriculum helps them to become good teachers by offering a course on teaching practice because in this course they have a chance to observe real classroom and see how real teachers teach and manage classes and how they deal with young students.

The third strong point mentioned by 15.75% of the students (23 students) was that the ELT program helps students to learn English language and how to teach it at the same time. To exemplify, Student 9 said: “this curriculum helps us to learn the language by studying grammar in the first and second years and also to become good teachers by having courses like methods of teaching and testing in the third year, also doing presentations”. Student 16, on the other hand, stated “it helps the students to learn English and encourage the students to teach English in schools”. Concerning the same strength, Student 20 argued that the program not only assists students to learn English language and how to teach it in schools, but it also gives them information about the history of English, British culture, social network, and so on. Additionally, Student 23 stated that the program helps them to learn English

language, teach it in schools, while student 39 added that it helps them to learn English by studying literature courses and to become teachers by practicing teaching for one month in schools.

Lastly, 24.66% of the students did not respond to the first question while 4.79% of the students (7 students) mentioned that the program does not have any strong points to be mentioned. For example, Student 64 said that “there is no good point because I didn’t learn well”, Students 63 and 60 also stated that the program has no good points. Additionally, 4.11% of the students (6 students) did not provide any relevant answer for this question.

In the second open-ended question, students were asked to discuss the weaknesses of the program. With respect to the first weak point of the program, 19.86% of the students (29 students) claimed that the program does not help them to learn English language well or to improve their English. For example, Student 4 stated: “generally, we didn’t learn a lot during the time of study here. We didn’t have enough time for learning because in 2017 our teachers started teaching in the second semester and we don’t have strong basics for learning English language”. Also, Student 7 mentioned that “In this department there is no good program to learn or teach English. I still can’t speak English well as a third year student at English Department while we have all these courses I should have been able to know better language ability”. In the same vein, Student 51 complained that there are not good materials to help them improve their English, while Student 91 claimed that they have not learnt English properly, as students in private universities.

Another weak point of the program indicated by 19.86% of the students was that the program makes students study some useless courses. For example, Student 5 said actually they don't need literature courses like poetry, novel and others because they will become teachers and they need pedagogical courses more. Student 9 had the same idea and stated that "studying literature and poetry in the first and second years is useless".

Student 11 considered having some courses in their mother tongue (i.e. Kurdish) are weakness. Likewise, Student 14 said: "we study some subjects that we do not need. That is why lots of students hate this department. Conversation is the best subject but in this department it is ignored and the program must teach us how to learn not how to memorize". Another student, Student 23, believed that some courses like linguistics are not helpful because they don't need it in primary schools. On the other hand, Student 38 considered the research course in the program boring and time consuming.

With respect to the second weakness, i.e. useless courses, another student (student 68) argued that the literature courses in which old English is used are useless. Students 115,126,142 and 146 considered pedagogical technology and Kurdology courses as useless courses while Students 116 and 117 put research writing course into that category.

Seventeen students (11.64%) mentioned teachers as the third weak point of the program. They believed that the teachers in the department are the problem. For example, Student 33 said that "the teachers do not teach perfectly", Student 60 stated that "many teachers are not good", and Student 66 added that "some teachers do not

follow the program and the rules of the department”. In addition, the students mentioned some other problems as regards the teachers such as the teachers do not help students; they cannot give useful information to the students; they do not help students to improve; and they require students just to memorize to pass the exams.

Moreover, according to some students, most of the teachers use old materials and references and they just focus on memorization. Also, some teachers’ using Kurdish in the classroom was considered as a weakness by the students. In addition, some students claimed that some teachers don’t have any idea about class management. Student 124 thought that some teachers cannot manage the class or control the student, while Student 146 believed that some teachers cannot teach them in a good way.

Moreover, as the fourth weak point, 10.96% of the students (16 students) mentioned that the undergraduate program in the English Department is not efficient in terms of time. Some students mentioned that the duration of the courses which consisted of almost 2 hours is not sufficient and most of the time they do not get the information fully and will be interrupted for the following week. Student 55 further mentioned that “the times of the lectures are short; there is not enough time for presentation, etc.”

Furthermore, Student 112 stated that they don’t have enough time to practice the subjects; Student 118 said that they do not have enough time to read about the courses and in a limited time they have to concentrate on many things also conducting research and teaching practice takes too much of their time; Student 139

said because of the current situation in the country they lose too much time and they have not started writing their research yet.

As the fifth main weakness, 10.27% of the students (15 students) emphasized the lack of balance between theory and practice in the program. In other words, students mentioned lack of enough practice as a weakness. For instance, Student 24 said this program cannot help students well because they only learn grammatical rules and they do not use authentic language in order to help them to improve their English; Student 29 stated that the program ignores the pronunciation and balance between the level of the students in practicing English; and Student 40 said “few lectures is about conversation and practicing the language”.

Moreover, Student 44 stated: “this curriculum does not prepare us well for teaching at schools when we become teachers because still some students do not have full information and some of them are afraid to speak because we didn’t have opportunity to practice”. Student 50 also mentioned that they have not had enough opportunity to practice the language while Student 62 complained about not doing enough presentations and teachers’ speaking more than the students.

Finally, two students mentioned that the program has no balance between courses and also it is not up-to-date. Also, two other students said that there is no weak point in this program. In addition, two more students complained about having no large laboratory in the department. One student considered the level of the difficulty of the program as a weakness. Furthermore, one student mentioned that there is no motivation by the teachers for the students, and only one of the students considered having a lot of students in one class as another weakness of the program. Moreover,

26 students did not respond to this question, and 6 students did not provide any relevant answer regarding the weakness of the program.

The third open-ended question in the student questionnaire required students to provide their suggestion for improving the program, 25 students (17.12% of the students) mentioned that the teachers have great impact on the program therefore having good or effective instructors in the department are really necessary. For example, Student 5 said “by having good teachers and programs specifically in courses like vocabulary, writing and grammar, the program can be improved”. Student 33, on the other hand, said “by changing some of the teachers we can improve it well”. Also, Student 52 claimed that “by bringing more intelligent teachers to our department and changing some syllabuses in our ELT program the improvement can be done”. Student 54 further stated that “teachers should have more responsibility in teaching, and then the program can be improved”.

Furthermore, Students 58, 60 and 61 suggested “having good teachers and good courses”; and Student 93 argued that the teachers in the program must have enough experience with course books and must be effective; and Student 117 advised that “teachers should plan well instead of confusing students”.

In addition, Student 123 explained that “in order to improve the program it is important to know the teachers well before letting them teach, and testing the students before accepting them to the department”. Finally, Student 132 further recommended that “the head of the department should choose good teachers and better courses for students”.

Moreover, some other students (15 students: 10.27%) recommended to offer a language learning course for the first year students before studying the academic courses. For example, Student 7 stated:

There should be a pre course for first year students so they will be able to learn English before starting all this hard subjects like literature, grammar, etc. A subject like literature should be studied only by students who can speak English well not students who just memorize

Student 12 also said that “in the first year just to help students to learn English language and vocabulary no more, we do not need grammar or any other lectures”. Like these students, some other students also recommended to focus on learning English first in the first year. For example, Student 59 said “in the first stage students should learn the language very well then to enter the academic courses”; Student 122 stated that “the first year should be specified for learning the language”; and Student 125 suggested that “there should be a course before first year to teach English to students before entering to the courses”.

On the other hand, 13.7% of the students (20 students) suggested focusing on some courses and revising some courses or deleting some of them to improve the program. For example, Students 14 and 23 recommended focusing on conversation or speaking courses more because everyone in the department has problems in speaking.

In addition, Student 35 focused on reorganizing the courses in the curriculum by saying “there are some courses that we study in the third year but we have to study them in the first year”. Student 76 also mentioned that “to study conversation in all stages is crucial for improving the program and proficiency level of students”.

Student 115, however, suggested “replacing the pedagogical technology and

removing Kurdology course”. Student 116 further recommended “removing some courses like research and pedagogical technology and dividing its time among other courses, then giving more time to the skills that we need”. Student 118 said “give students more time to prepare research papers and focus on some effective courses like syntax, evaluation and novel, etc. to know more about the language”, and Student 121 suggested “removing such useless courses like Kurdology replacing them with by other courses to improve students’ language”.

Moreover, Student 127 said “it would be good if it provides us adequate training for the needs of the local context”, and Student 133 further stated that there should be more emphasis on learning the language and the connection between different courses and to divide the pedagogical courses among all the four years not to put them all in the last year.

In addition, 8.9% of the students (13 students) mentioned that there should be more practice in the courses in order to improve the program. Firstly, the students believed that they should be given more opportunities to practice the language. They stated that the more they practice the language the better their English will be. For instance, Student 63 said “students should speak more than teachers” and student 88 suggested “more practice and more speaking”.

Some other students recommended to extent the academic year and reduce the holidays at the University in order to save time. For example, Student 139 explained that “practice more and starting the academic year earlier in order to have enough time for writing our research and graduation in order to improve the program”. Another suggestion for the improvement of the program was practicing the everyday

language more in order to use it especially vocabulary items development in the courses.

Some of the students (6.8%) recommended changing the program to standardize it to make it a better one. For example, Student 41 emphasized that “needs of students are important and the department should follow a program that meets the students’ needs and from which they get benefit”.

Furthermore, 4.79% of the students (7 students) emphasized the importance of encouraging students to learn English. They also believed that the program should better address the needs of the students to encourage or motivate them. Moreover, 5 students recommended giving students more time for conducting research and increasing the amount of time allocated for each course.

In addition, one student (0.68%) recommended that by having a qualification exam, the improvement can be achieved and students may avoid memorizing. More specifically, this student suggested that students take a general exam which includes all subjects in previous years in order to help them to learn not to memorize, whereas another student was completely disappointed and stated that “no one can improve the program in this country”.

Finally, two students (1.36%) claimed that by avoiding the weaknesses, the improvement can be achieved while five students (3.42%) did not give any relevant answers to the third open-ended question, and 32 students (21.92% of the students) did not provide any response.

4.2 Alumni Questionnaire

The alumni questionnaire consists of three parts; the first part is background information, the second part consists of 22 closed items, and the third part includes five open-ended questions. The closed items are five-point Likert scale items from Strongly Agree (1) to Strongly Disagree (5). The open-ended questions aim to identify the alumni's opinions as regards the strengths of the program, its weakness as well as their suggestions for its improvement. Moreover, they are asked to state the problems in their teaching, and to explain their suggestions for the ELT program in order to better help graduates to deal with these problems in their teaching. As in the student questionnaire, the results obtained from the alumni questionnaire are explained under two headings below.

4.2.1 Quantitative Data (Closed items)

The quantitative data collected from the second part of the alumni questionnaire are summarized and presented in Table 2 below. In Appendix M the detailed results of the closed items are shown.

Table 2: Alumni Questionnaire Results

The four year undergraduate program in English Language Department/ School of Basic Education at the University of Sulaimani ...	SA and A	NS	D and SD	M	sd
1 ... had good linkage between different courses.	52%	24%	24%	2.68	0.89
2 ... avoided overlapping information between different courses.	42%	24%	24%	2.82	0.94
3 ... gave me adequate training in English.	54%	16%	30%	2.66	1.18
4 ... gave me adequate training in teaching skills.	58%	16%	26%	2.52	1.16
5 ... gave me adequate training for the needs of the local context (i.e. Kurdistan Region of Iraq)	30%	36%	34%	2.94	1.03
6 ... was up-to-date.	32%	32%	36%	3.4	1.14
7 ... encouraged me to reflect on my past experiences as a language learner.	58%	10%	32%	2.54	1.24
8 ... encouraged me to be a reflective teacher (when I start teaching).	54%	18%	28%	2.66	1.39
9 ... promotes flexibility in using different teaching practices for different situations.	52%	12%	36%	2.64	1.27
10 ... balances teacher-centred and student-centred learning on its courses.	48%	24%	28%	2.70	1.16
11 ... taught me how to teach English.	66%	8%	26%	2.36	1.17
12 ... taught me how to evaluate myself as a teacher.	58%	16%	26%	2.50	1.32
13 ... taught me classroom management skills.	58%	18%	24%	2.48	1.26
14 ... taught me how to use foreign language teaching materials.	58%	16%	26%	2.60	1.24
15 ... taught me how to adapt foreign language teaching materials.	58%	8%	34%	2.68	1.20

Continuous of Alumni Questionnaire Results

The four year undergraduate program in English Language Department/ School of Basic Education at the University of Sulaimani ...	SA and A	NS	D and SD	M	sd
16 ... increased my powers of self-evaluation.	52%	20%	28%	2.64	1.26
17 ... taught me foreign language testing and evaluation skills.	52%	20%	22%	2.74	1.21
18 ... was relevant to my needs.	40%	26%	34%	3.2	1.16
19 ... has a good balance between the teaching of: English, teaching skills, and classroom management skills.	50%	26%	24%	2.60	1.12
20 ... prepared me to teach English in the classroom.	60%	10%	30%	2.52	1.31
21 ... met my needs.	40%	32%	28%	2.86	1.11
22 By the end of this program, I was ready to teach English.	60%	14%	26%	2.48	1.28

SA=Strongly Agree A=agree NS=Not Sure D= Disagree SD=Strongly Disagree M=Mean sd= standard deviation

In the explanation of the results, topic-wise related items are categorized and the results for them are presented together. The first category of items focuses on the connections between different courses. The highest degree of agreement among the first group was for item 1 in which 52% of the alumni believed that the ELT curriculum in the University of Sulaimani *has good linkage between different courses*, whereas 24% of the graduates were not sure about this and 24% of them disagreed with it. This was followed by item 19: half of the alumni thought that the program *had a good balance between the teaching of: English, teaching skills, and*

classroom management skills, but 26% of them were not sure and 24% of them were in disagreement with this idea.

Moreover, in item 10, 48% of the alumni agreed or strongly agreed with the idea that the program *balances teacher-centred and student-centred learning on its courses*, while 24% of them were not sure about this and 28% of them disagreed or strongly disagreed with it (its mean is 2.70, its standard deviation is 1.16). However, the lowest agreement was expressed for item 2, such that 42% of the alumni believed that the program *avoids overlapping information between different courses*, while 24% of the graduates were not sure and 24% of them believed in the opposite way.

Regarding training the students to become teachers, the second category of items, the highest degree of agreement was for item 11, in which 66% of the graduates thought that the ELT curriculum in the University of Sulaimani *taught them how to teach English*, while 8% of them were not sure and 26% of them thought it did not. This was followed by item 20. Sixty percent of the alumni agreed or strongly agreed that the program *prepared them to teach English in the classroom*, while 10% of them were not sure and 30% of them disagreed or strongly disagreed.

Moreover, 58% of the graduates thought that the program *gave them adequate training in teaching skills*, but 16% of them were not sure and 26% of them did not think in that way. Also, in item 3, 54% of the alumni expressed agreement with the idea that the program *gave them adequate training in English*, whereas 16% of them were not sure and 30% of them expressed disagreement. In this category of items, the lowest agreement was expressed for item 5. Thirty percent of the alumni believed that the ELT program in the University of Sulaimani *gave them adequate training for*

the needs of the local context (i.e. Kurdistan Region of Iraq), whereas 36% of them were not sure about this and 34% of them believed that it did not.

The third category of items was concerned with being a reflective teacher and being able to do self-evaluation. In this category, the highest agreement was expressed for items 7 and 12. More specifically, 58% of the alumni thought that the ELT curriculum in the University of Sulaimani *encouraged them to reflect on their past experiences as a language learner* (item7), whereas 10% of them were not sure about this and 32% of them disagreed with this. Moreover, the alumni believed that the program *taught them how to evaluate themselves as a teacher* (item 12), while 16% of them were not sure and 26% of them were did not believe (disagreed or strongly disagreed) this.

With respect to reflection, in item 8, 54% of the alumni thought that the program *encouraged them to be a reflective teacher (when they start teaching)*, while 18% of them were not sure and 28% of them were in disagreement with this statement. The lowest agreement in this category of items, was expressed for item 16: 52% of the graduates agreed or strongly agreed that the program *increased their power of self-evaluation*, whereas 20% of them were not sure and 28% of them disagreed or strongly disagreed.

Regarding preparing students to become a teacher, the fourth category of items, the highest agreement was obtained for item 22 in which 60% of the alumni agreed or strongly agreed that *by the end of this program, they will be ready to teach English*, whereas 14% of them were not sure and 26% of them showed their disagreement. In these items (13, 14 and 15) in this category 58% of the alumni thought that the

program taught them *classroom management skills* (item 13), *how to use foreign language teaching materials* (item 14), and *how to adapt foreign language teaching materials* (item 15). In the same category, the degree of agreement for item 17 was 52%. In other words, 52% of the graduates believed that the program taught them foreign language testing and evaluation skills, while 20% of them were not sure, and 22% of them expressed disagreement about this statement.

In this category, the lowest agreement was expressed for item 9 in which 52% of the alumni thought that the program *promotes flexibility in using different teaching practices for different situations*, while 12% of them were not sure and 36% of them disagreed.

The fifth category of items focuses on the extent to which the ELT program fulfils the needs of its students. Both items 18 and 21 received the same level of agreement (40%) from the alumni. In other words, the ELT program in the University of Sulaimani *was relevant to their needs* (item 18), and *it met their needs* (item 21). However, 26% of the graduates were not sure if the program was relevant to their needs, and 32% of them were not sure if it met their needs while 34% did not find the program relevant to their needs, and 28% of them thought it did not meet their needs.

When alumni were asked about the up-to-datedness of the program, 32% of them agreed that it *was up-to-date* (item 6), while 32% were not sure and 36% disagreed.

To sum up, the highest agreement was for item 11 (66% of the graduates believed that the program *taught them how to teach English*), and the lowest level of agreement was for item 5 (30% of them thought that the program *gave them*

adequate training for the needs of the local context i.e. Kurdistan Region of Iraq).

Also, it had the highest level for not sure which was 36%. Both items 11 and 15 had the lowest for not sure which was 8%.

Moreover, the highest level of disagreement was with items 6 and 9 in which 36% of the alumni thought that the program *was up-to-date* (item 6); and it *promotes flexibility in using different teaching practices for different situations* (item 9). Also, the lowest level of disagreement was for item 17 in which 22% of the graduates believed that the program *taught them foreign language testing and evaluation skills*.

Overall, the majority of the graduates believed that the program taught them how to teach English by preparing them for teaching English in the classroom, and taught them the classroom management skills and how to use foreign language teaching materials. However, they expressed some uncertainty regarding adequate training for the needs of their local context and they showed some disagreement regarding up-to-datedness of the program and giving them adequate training for the needs of their local context (i.e. Kurdistan Region of Iraq).

4.2.2 Qualitative Data (Open-ended questions)

The third part of the alumni questionnaire consists of 5 open-ended questions, which asked the participants to explain the strong points and weak points of the program and to propose their recommendations for its betterment. Also, they are required to state the problems that they face in their teaching process and discuss their recommendations for the ELT program in order to avoid these problems.

In the first question the graduates of the program were asked to list the strengths of the program. In response to this question, 24% of the participants (12 alumni) stated

that the program includes both linguistics courses and pedagogical courses, and this is one of the strong points of the ELT curriculum in the University of Sulaimani. For example, Alumni 1 explained that “the strong point was teaching both pedagogical courses and linguistic courses together, which helped us to understand how to teach and what we need in our teaching process”.

Some other participants (36%) believed that the program was good to prepare them to become teachers. For example, Alumni 8 said “the courses considerably, taught me how I can teach”; Alumni 13 stated “After the 4 years I was able to speak English fluently and also I was able to teach English in a good way”; and Alumni 15 said “it taught me how to manage the class”; and Alumni 18 indicated “it gave me the opportunity to practice micro-teaching”. Overall, 36% of the graduates considered the program strong in terms of preparing them for their teaching profession in terms of language\subject matter knowledge and teaching and class management skills.

Some other graduates (6%) believed that the program helped them to learn the language. For example, Alumni 16 stated that the materials they studied were helpful to learn the language and improve their English; Alumni 40 further mentioned that the English courses were useful in terms of helping students to learn English and to use the language.

Another strength of the program, according to 2% of the participants, was its up-to-datedness. For instance, Alumni 20 believed that the courses they studied were up-to-date.

Finally, 10% (5 alumni) mentioned that there weren't any strong points. For instance, Alumni 4 said that "I don't think there is any. When I was studying I thought I knew nothing. It was all theoretical". Also, 10% of them (5 alumni) did not provide any response regarding the strengths of the program; 12% of them did not provide relevant answer.

Regarding the weaknesses of the ELT program in the University of Sulaimani, 24% of the alumni (12 graduates) explained that the practice component in the program was not sufficient. For example, Alumni 25 said that "there were no practical courses", and Alumni 27 mentioned that "It was just theoretical and the programme was totally different with the programme that now I teach my students".

Furthermore, some other participants (10%) believed that some courses were useless. For example, Alumni 23 considered "Studying some courses that students do not need in the future" as a weakness while Alumni 30 wrote "Some courses like research writing, phonetics and phonology, the courses that we studied in Kurdish were useless as well". However, 10% of them thought that using Kurdish language (L1) in some courses in the teaching process was among the weak points and some unexperienced teachers were considered to be another weakness of the ELT curriculum. For example, Alumni 1 said that:

The main weak point was teaching the pedagogical courses in Kurdish language except one or two of them, if they were in English we could get more benefits from them. Moreover, most of the teachers were not experienced enough to teach at the university level, that's why they couldn't control the classroom and sometimes they just wasted time

Furthermore, Alumni 7 added that "in the first year there were lots of non-English courses", and Alumni 35 mentioned that "most of our courses was in Kurdish". Also,

some other participants (10%) argued that the level of some courses were not suitable for the students' abilities. For example, Alumni 4 said that "the program was really simple. It was not enough to prepare a teacher to teach", and Alumni 5 explained that "the weak point is that the subjects taught in this program may not be enough for the learner to accommodate all the ways in which he has to learn upon graduation and when applied may face problems, may not fit into the curriculum in schools".

Moreover, some other participants (8%) believed that the program was out of date and old. For instance, Alumni 13 indicated that "the courses were out of date and they need to be updated", and Alumni 20 argued that "they were all relevant to old methods and ways of teaching". Also, Alumni 29 said "most of the materials were actually very old and outdated".

Some other participants (4%) thought that the program did not help them in learning English. For example, Alumni 37 wrote: "the ELT curriculum didn't help me to learn or improve English". However, some other participants (4%) indicated the problem of having unexperienced teachers. For instance, Alumni 19 said: "lack of experience of some teachers". Only one graduate mentioned that the program "by itself was weak"

Lastly, some participants (12%) did not provide any response, while some others (10%) mentioned that there were not any weak points of the program they studied, and some other participants (6%) did not give any relevant answers.

Regarding providing suggestions for further improvement of the program (open-ended question 3), some alumni (24%) thought that it can be improved by using English in the classes and removing useless courses. For example, Alumni 1 said:

I think if they teach all courses in English it will help students to learn English better and the focus will be on the language along with the course. Moreover, removing other unnecessary courses for students such Arabic language, Kurdology and etc.”

In addition, Alumni 7 said “using more English in the classes”. Alumni 13, on the other hand, suggested that:

There must be strong connection between schools and colleges in order to know what to add or remove in the program. Also, cancelling useless and outdated materials and inserting updated ones and courses must be for learning not memorizing, because memorizing rules almost all the subjects in the program.

Moreover, some other participants (20%) argued that the program should have prepared students to teach better and helped them to use English well. For example, Alumni 6 recommended: “Prepare the students to become teachers for real life school situation in Kurdistan. Also, dismiss irrelevant courses (Arabic, Kurdish, general psychology...) and adding more courses specifically for young learners”. Alumni 8, however, suggested: “use a strong curriculum to improve English language and to create a great teacher in education”. And finally, Alumni 34 said “teaching new ideas, using new methods in teaching”.

Some other participants further argued that, it should help students to have more practice. For example, Alumni 10 said: “make students participate in the class, argue with each other, and give seminars”; Alumni 18 recommended: “not to train them only to teach Sunrise books”, and Alumni 43 said “including more practice for how to teach English or how to be a good teacher”.

Twelve percent of the alumni mentioned that the program needs to be up-dated. For example, Alumni 29 elaborated on this issue by saying:

Using up-to-date resources about language learning and teaching, and teaching students in a more student-centered approach rather than lectures. Also, students should do much more than just sitting in classroom, and lecturers better use online forums, such as google classroom, to teach, with teaching all the subjects in English only especially from Year two”, and alumni 45 said “It needs to be up-dated.

However, some other participants (8%) argued that the improvement can be achieved by adding more relevant courses to the curriculum. For example, Alumni 24 suggested “having more courses about the language and practicing more about teaching”, and Alumni 26 recommended “adding more useful courses”.

As a last suggestion, 4% of alumni mentioned that by having experienced teachers the program can be improved. Nevertheless, some other participants 14% did not give any response regarding improving the program, and some other contributors (4%) did not provide any relevant answers.

The fourth open-ended question focused on the problems that graduates faced during their teaching process s. In answering this question 66% of the graduates explained that they faced problems in using language and in their teaching. For example, Alumni 1 said:

My first problem was in the language itself which I couldn't understand some of the linguistic features in the book that I teach, and this was because the teachers couldn't teach as well at our university classes. Then, because they haven't taught us how to adapt and use materials to our classes, we couldn't teach out of the book that we had to teach, if they taught us, we could have adapted materials easily.

Alumni 4 on the other hand, said “my problem was in methods of teaching, because we didn't get much about it. When I started teaching sometimes I didn't know what is

the best way to control the class and which way is better for teaching them”. In addition, Alumni 11 said: “my problem was using English in classes due to underestimation of having Kurdish courses like Human rights, part of methods of teaching, and several other subjects which were taught in Kurdish languages”. Alumni 14 mentioned the following problem: “controlling the classrooms was one of the problems in the early lessons”, while Alumni 18 stated that the main problem that they faced during their teaching experience was class management and the grading process in checking papers during exams with designing tests.

Nevertheless, some participants (20%) did not provide any answers to the last question regarding improving the curriculum to deal with these problems. Also, 14% of them did not provide any relevant responses to this question.

Regarding the last question, some participants (28%) discussed that by hiring qualified teachers and removing irrelevant courses the problems can be solved. For example, Alumni 1 said:

Hire the qualified teachers instead of the low qualified and lack of knowledge teachers so as the students to follow them. Also, the courses which related to literature are not important for teachers in basic schools, instead of these courses only one course is enough to teach the students how to teach short stories or how to teach storytelling, because most of the students don't need those courses when they start teaching.

Also, Alumni 11 suggested “omitting the unnecessary subjects which had nothing to do with English”, while Alumni 41 further added that:

There have been solutions on a personal scale, but not systematically, in which teachers have used contextualized and personalized lessons to some degree so as for the students to be able to use the language (i.e. English) outside classrooms and communicate more effectively.

In addition, Alumni 42 said “teaching four year ELT program by experienced and qualified teachers”. Furthermore, some other contributors (26%) believed that by adding more practical courses and having relevant courses the problems can be solved. For example, Alumni 4 said “when I started teaching I didn't have any idea about testing, we had one course for testing but it was all theoretical and having different courses with different ways for teaching them would be better”, and Alumni 5 suggested:

Studying materials is more important in preparing learners to become teacher, so that they can deal with all the problems and shortcomings encountered in their teaching. Along with curricula that students take it from professors and supervisors it is important for the students to be self-educated and continue to read about the recent methods for teaching and it would be better if they try to participate in conferences outside the country.

Also, Alumni 16 said “the students should be given more rights to choose what they like to learn and what they regard it useful for their future jobs”, while Alumni 18 further said:

Being more serious in training the future teachers because teaching new generations is serious! Enhance the college curriculum and teach it in English. The most important thing is, to not to teach them only theoretically things. College teachers must visit the local schools and know what to train the future teachers for.

Two percent of the graduates believed that by avoiding using the first language (Kurdish) inside the class the problems can be solved and the program can be improved. Finally, some other participants (12%) did not provide any relevant responses, while 32% did not respond to this question.

4.3 Instructor Questionnaire

The purpose of this data collection tool is to identify the perceptions of the instructors in the English Department at the University of Sulaimani regarding the four-year undergraduate curriculum. This questionnaire consists of two parts; the

first part is background information, and the second part was the questionnaire which consisted of 22 closed items on a 5-point Likert scale from strongly agree (1) to strongly disagree (5). The results obtained are categorized by grouping the items in terms of their themes. The results of the questionnaire are summarized and presented as in Table 3 below. In Appendix N the detailed results of the closed items are shown.

Table 3: Instructor Questionnaire Results

The four year undergraduate program in English Language Department/ School of Basic Education at the University of Sulaimani ...	SA and A	NS	D and SD	M	sd
1 ... has good linkage between different courses.	60%	26.7%	13.4%	2.53	0.99
2 ... avoids overlapping information between different courses.	26.7%	33.3%	40%	3.27	1.03
3 ... gave students adequate training in English.	53.3%	13.3%	33.4%	2.67	1.29
4 ... gave students adequate training in teaching skills.	40%	26.7%	33.3%	2.80	1.08
5 ... gave students adequate training for the needs of the local context (i.e. Kurdistan Region of Iraq)	50.3%	20%	26.7%	2.60	1.24
6 ... is up-to-date.	46.6%	20%	33.3%	2.73	1.10
7 ... encouraged students to reflect on my past experiences as a language learner.	40%	33.3%	26.7%	2.80	1.14
8 ... encouraged students to be a reflective teacher (when they start teaching).	60%	6.7%	33.3%	2.60	1.12
9 ... promotes flexibility in using different teaching practices for different situations.	40%	33.3%	26.7%	2.93	0.96
10 ... balances teacher-centred and student-centred learning on its courses.	20%	26.7%	53.3%	3.33	0.81
11 ... taught students how to teach English.	80%	6.7%	13.4%	2.33	0.97
12 ... taught students how to evaluate myself as a teacher.	46.6%	13.3%	40%	2.80	1.14
13 ... taught students classroom management skills.	46.6%	26.7%	26.7%	2.73	1.16
14 ... taught students how to use foreign language teaching materials.	53.3%	20%	26%	2.73	1.28

Continuous of Instructor Questionnaire Results

The four year undergraduate program in English Language Department/ School of Basic Education at the University of Sulaimani ...	SA and A	NS	D and SD	M	sd
15 ... taught students how to adapt foreign language teaching materials.	33.4%	53.3%	13.4%	2.80	0.94
16 ... increased their powers of self-evaluation.	26.7%	40%	33.3%	3.00	0.92
17 ... taught students foreign language testing and evaluation skills.	40%	46.7%	13.4%	2.73	0.96
18 ... is relevant to student's needs.	40%	20%	40%	3.00	0.92
19 ... has a good balance between the teaching of: English, teaching skills, and classroom management skills.	46.7%	46.7%	6.7%	2.60	0.91
20 ... prepared students to teach English in the classroom.	60%	26.7%	13.3%	2.47	0.83
21 ... met students' needs.	40%	20%	40%	3.07	1.22
22 By the end of this program, students will be ready to teach English.	53.4%	26.7%	20%	2.60	0.91

SA=Strongly Agree A=Agree NS= Not Sure D=Disagree SD=Strongly Disagree M=Mean sd=standard deviation

The first group of items focuses on the relationship between courses or relationship between different components in courses. The highest agreement was with item 1 in which 60% of the instructors agreed or strongly agreed with the idea that the ELT program in the University of Sulaimani *has good linkage between different courses*, while 26.7% of the participants were not sure and 13.4% of them disagreed or strongly disagreed with it. This was followed by item 19 where 46.7% of the

instructors expressed agreement with the idea that this program *has a good balance between the teaching of: English, teaching skills, and classroom management skills*, while equal number (46.7%) were not sure, and 6.7% of them expressed disagreement or strongly disagreement.

However, in the same category of items, in item 2, 26.7% of the instructors thought (strongly agreed or agreed) that the ELT program in the University of Sulaimani *avoids overlapping information between different courses*, while 33.3% of them were not sure about this, and 40% of them did not think in that way (disagreed or strongly disagreed). The lowest agreement in this category was with item 10: only 20% of the instructors thought that the program *balances teacher-centred and student-centred learning on its courses*, while 26.7% of the participants were not sure and 53.3% of them disagreed or strongly disagreed with this.

The second category of items focuses on the training of students or preparing them for the teaching profession. The highest agreement in this category was for item 11 in which 80% of the instructors thought that the ELT curriculum *taught their students how to teach English*, while 6.7% of them were not sure about this and 13.4% of them thought in the opposite way. This item was followed by item 20 such that 60% of the instructors believed that the program *prepared the students to teach English in the classroom*, while 26.7% of them were not sure and 13.3% of them were in disagreement with the idea. In addition, in item 3 more than half (53.3%) of the instructors agreed or strongly agreed with the idea that the program *gave their students adequate training in English*, while 13.3% of them were not sure and 33.4% of them disagreed or strongly disagreed. Moreover, regarding item 5, 50.3% of the instructors believed that the ELT program *gave students adequate training for the*

needs of the local context (i.e. Kurdistan Region of Iraq), while 20% of them were not sure about this and 26.7% of them did not believe in (disagreed or strongly disagreed) this. Lastly, the lowest agreement in this category was with item 4 in which 40% of the instructors thought that the ELT curriculum *gave students adequate training in teaching skills*, while 26.7% of them were not sure about it and 33.3% of them were in disagreement with it.

The third group of items is concerned with being a reflective teacher and self-evaluation. The highest agreement in this group was with item 8: 60% of the instructors believed that the ELT curriculum in the University of Sulaimani *encouraged students to be a reflective teacher (when they start teaching)*, while 6.7% of them were not sure and 33.3% of them did not believe in that. This was followed by item 12 in which 46.6% of the instructors believed that the curriculum *taught students how to evaluate themselves as a teacher*, while 13.3% of them were not sure and 40% of them disagreed or strongly disagreed with this idea. In addition, in item 7, 40% of the instructors agreed or strongly agreed that the program *encouraged them to reflect on their past experiences as a language learner*, while 33.3% of them were not sure about it and 26.7% of them disagreed or strongly disagreed with this. Also, the lowest agreement was with item 16 in which only 26.7% of the instructors thought that the program *increased their power of self-evaluation*, 40% of them were not sure and 33.3% of them disagreed with it.

With respect to prepare the students to become teachers in the fourth group of items, the highest level of agreement was expressed for item 22 in which 53.4% of the instructors believed that *by the end of this program, the students will be ready to teach English*. But 26.7% of them were not sure about this whereas 20% of them

disagreed with this statement. This was followed by item 14 such that 53.3% of the instructors agreed or strongly agreed that the ELT program in the University of Sulaimani *taught students how to use foreign language teaching materials*, however 20% of them were not sure and 26% of them disagreed or strongly disagreed.

Additionally, 46.6% of the instructors believed that the program *taught students classroom management skills* (item3), while 26.7% of them were not sure and 26.7% marked disagree or strongly disagree. Also, 40% of the instructors thought that the program *promotes flexibility in using different teaching practices for different situations*, while 33.3% of them were not sure and 26.7% of them did not think so. Furthermore, 40% of the instructors believed that the program *taught students foreign language testing and evaluation skills* (item 17), while 46.7% of them were not sure and 13.4% of them disagreed or strongly disagreed. In this category of items, the lowest agreement was indicated for item 15 such that 33.4% of the instructors expressed that the program *taught students how to adapt foreign language teaching materials*, however, more than half of the instructors (53.3%) were not sure and 13.4% of them were in disagreement with this idea.

The fifth category focuses on the extent to which the program meets the students' needs. Concerning this issue, 40% of the instructors thought that the ELT program in the University of Sulaimani *is relevant to students' needs* (item 18) and it *met their needs* (item 21). However, 20% of them were not sure and 40% of them thought it is not relevant and it did not meet the needs.

Lastly, according to the 46.6% of the instructors, the program is up-to-date, but 20% of them are not certain if it is up-to-date or not, and 33.3% of them thought it is not up-to-date.

To sum up, the majority of the instructors believed that the program helped students to teach English, prepared them to teach English in the classroom, and encouraged them to be a reflective teacher. However, some of the instructors were uncertain about some components of the program regarding helping students to adapt foreign language teaching materials, increasing students' power of self-evaluation, and avoiding overlaps between different courses. Also, some of them disagreed with some aspects of the program such as balancing teacher-centered and student-centered learning in its courses.

4.4 Instructor Interviews

The aim of the instructor interviews was to find out more in-depth data concerning the instructors' perspectives on the effectiveness of the ELT undergraduate program at the University of Sulaimani. This data collection instrument includes 15 questions, which were adapted from Peacock's (2009) model of program evaluation. The obtained results of the interview are presented by following the order of the questions. Nine instructors of the English Department at the University of Sulaimani participated in the interviews. To begin with, the responses of the questions were classified as: 'yes', 'no' and 'to some extent'. Then, the explanations of the instructors for each question were analyzed as explained in chapter 3. The responses to all 15 questions are summarized in Table 4 below.

Table 4: The responses of instructors' during the interviews.

Does the program.....	Yes	To some extent	No
1- ... have clearly stated philosophy?	6	1	2
2- ... reflect programme philosophy?	3	4	2
3- ... promote trainee flexibility in using different teaching approaches for different situations?	4	3	2
4- ... promote the ability to use, and to adapt, foreign-language-teaching materials?	3	4	2
5- ... balance received versus experiential knowledge?	2	4	3
6- ... incorporate and encourage trainee reflection on the experiences and values they have when they enter the programme? In particular, does it encourage trainee reflection on their 'apprenticeship of observation'?	3	4	2
7- ... promote the skill of reflection and self-evaluation as a teacher?	6	3	-
8- ... promote future reflective practice?	6	3	-
9- ... promote the 'long-term, developmental nature of learning to teach'- does it promote post-qualification teacher growth and development?	3	4	2
10- ... have good linkage among courses, avoiding overlaps?	3	3	3
11- Is the programme up-to-date?	6	2	1
12- ... balance teacher- and student-centred learning?	3	3	3
13- ... prepare EFL teachers to function in the sociocultural context in which they will work?	4	2	3
14- Do students believe the programme meets their needs, is relevant to their needs, and adequately prepares them for classroom teaching?	-	6	3
15- ... incorporate and balance linguistic, pedagogic, and managerial competence to an appropriate degree? Linguistic competence here means L2 proficiency. Pedagogic competence refers to teaching skills plus knowledge of language and second language acquisition.	3	3	3

The instructors gave various responses regarding the first question (*Does the programme have a clearly stated philosophy?*): ‘yes’ (6 instructors), ‘to some extent’ (1 instructor), and ‘no’ (2 instructors). The majority of the instructors believed that the ELT program at the University of Sulaimani has clearly stated philosophy.

Generally, they discussed that the philosophy of the program is to prepare students to become qualified teachers. For instance, Instructor 1 said: “Of course English Department in the College of Basic Education has clear philosophy which is preparing students to become English teachers in the primary schools since the grads mostly become teachers”, instructor 3 further stated that:

Yes, of course. On the basis of the fact that the focus is on the teaching aspect and there is a sort of orientation towards teaching and teaching the basic things about English on how to teach the pedagogical approaches to English language.

With regard to the second question (*Does the programme reflect programme philosophy?*) the responses were as follows: ‘yes’ (3 instructors), ‘to some extent’ (4 instructors), and ‘no’ (2 instructors). Most of the instructors explained that the program to some extent reflect its philosophy. For example, Instructor 3 mentioned that there is no evaluation committee to investigate whether the program reflects its philosophy properly or not:

To some extent it does, because when the philosophy of a program is stated it is important to make sure if it is implemented from A to Z or not, but the problem is that here there's no a watch dog or there is no so called an evaluation committee so as to oversee the whole process whether this thing is being implemented or not in a proper manner.

Instructor 4 further argued that the whole program does not reflect its philosophy by saying:

The program is set to meet some goals, but because the way of the lessons is taught and the content of the courses, the philosophy does not reflect because the students do not be able to receive all the knowledge that they're supposed

to be receiving, in that case the program philosophy will not be reflected up to 50%.

When the instructors were asked about student's flexibility in using different teaching approaches in various situations, the responses were as follows: four instructors said 'yes', three instructors said 'to some extent', and two instructors said 'no'. Most of them expressed that the program helps students to use different teaching approaches and methods in different situations. For instance, Instructor 5 argued that:

As far as I'm concerned as a teacher of methodology, the recent and various methods of teaching English would be taught to the students. So, students learn several methods of teaching English and beside these methods there are approaches and I always assure them that these methods are flexible, they can use and they can choose from different methods to teach in a class in various situations.

When the fourth question was asked to the instructors (*Does the programme promote the ability to use, and to adapt, foreign-language-teaching materials?*), they gave different responses; 'yes' (3 instructors), 'to some extent' (4 instructors), 'no' (2 instructors). Most of them mentioned that to some extent the program provides that ability in order to help students to teach. For instance, instructor 1 said:

From the third year of their study they taught methods and testing with evaluation courses and also managing the classroom and in the last year they will be sent to the schools to observe the teachers and pay attention to all the teaching process, they will be also asked to write the reports about the positive and negative points. They are also given at least one month to practice teaching in the schools which greatly helps them to practically apply what they have learnt.

In response to the fifth question, two instructors believed that the program *balance received versus experiential knowledge?* Whereas four of them 'to some extent' agreed with this statement, and three of them had opposite opinion. The majority of

them believed that to some extent it does not have that balance and students found this as insufficient as instructor 7 said:

The program tries to have the balance between received knowledge and experiential knowledge. In this department, generally in the first two years the students just take language improvement courses and in the last two years they study teaching courses plus language courses like linguistics, but the only chance to put all these into practice is in 'teaching practice' course when they visit schools for almost 40 days, but students find this as insufficient in their teaching career because of the limited time that they have.

In response to question 6, three of the instructors stated that the program *incorporates and encourages trainee reflection on the experiences and values they have when they enter the programme*, four of them said to 'some extent' it does, while two of them said 'no'. Generally, to 'some extent' they agreed with it as one of the instructors mentioned that the program tried to do so and the teachers in some courses tried to do that but totally it does not, as instructors 5 said:

The program tried to incorporate and encourage students to reflect on their experience and some teachers tried to do that in some courses, the courses that I teach methods of teaching for the third year students and teaching English through literature for fourth year students, the trainees or the learners are encouraged to reflect upon their apprenticeship of observation. In these courses, the students teach and they take the part the role of the teacher. And after the presentation or after the micro teaching the rest of the students reflect on their own observation and on their own teaching.

With regard to question 7, six instructors said 'yes' and three of them said 'to some extent'. Generally, they believed that the program promotes the skill of reflection and self-evaluation. For example, Instructor 9 said: "Yes, the ELT program at the University of Sulaimani helps students to become evaluate themselves as a teacher specifically when they go to schools and start practicing the theoretical part that they studied; they have a chance to reflect and being self-evaluative teacher".

“Does the programme promote future reflective practice?” was the following question. In response to this question, six of the instructors said ‘yes’, three of them stated ‘to some extent’. The majority of the instructors believed that the program promotes future reflective practice for the students. For example, Instructor 2 said:

Somehow, since we have in the fourth stage a course called observation and practice “teaching practice” in the first term the students just observe classes and in the second term they go to schools and they act as teachers, so they apply the knowledge that they have got through the four year of study, and they apply as teacher trainees.

In answering Question 9, instructors had various ideas about whether the program promotes the ‘long-term, developmental nature of learning to teach or post-qualification teacher growth and development. The responses to this question were as following: ‘yes’ (3 instructors) ‘to some extent’ (4 instructors) ‘no’ (2 instructors). Generally, they believed that to some extent the program does because only in the last two years the students are introduced the teaching courses but still it helps them to have long term learning. For example, Instructor 8 said:

Somehow yes, because it is the aim of this program to help students to be long-term learners because the language courses that they take with the teaching courses help them to be long-term learners. Also, it depends on the learners that they have to try by themselves because learning doesn’t stop at a particular point.

Regarding the 10th question, the instructors gave different answers when they were asked if the program *has good linkage among courses, avoiding overlaps*. In response to this question three of the instructors said ‘yes’, three of them stated ‘to some extent’, and three of them said ‘no’. The instructors mentioned various aspects of the program regarding this question. For example, Instructor 1 mentioned that the courses are well organized and the students study those courses which are essential for being a qualified teacher. S\he said:

Yes, the subjects taught in the department are well organized to meet the needs of a successful teacher. They will take subjects which improve their language ability and how to deal with pupil because they study general psychology and Educational Psychology and the four skills listening, reading, writing and speaking in two years. They know something about the things which is necessary for a teacher regarding language regarding psychological behavior, in the final two years they will start studying some other courses like pragmatics and some other aspects of language and the methods of teaching and in the third stage they study methods of teaching and how to be a successful teacher because we have methods and language testing even they taught how to test students.

However, Instructor 4 believed that there are no links between courses and there are some overlaps between courses, as can be seen in the following explanation:

No really not. I believe that there are lots of overlaps in the courses. I mean, I don't find a link between the courses because the topics are not well linked because in the first and the second years we have topics that are taught in Kurdish and sometimes in Arabic, nowadays some of the teachers can teach them in English like philosophy, psychology, etc. These changes can be considered as good points but they're not directly connected to teaching that's why there's not that link between them.

When the instructors were asked about up- to-dating of the program, six of them said 'yes', two of the instructors said 'to some extent', and only one of them had the opposite idea. Generally, they mentioned that the program is up-to-date because most of the instructors studied abroad and they try to bring the new information and ideas to the students in the department, while some other instructors believed that it depends on the instructors, not the program by itself because the instructors are free to choose any content as a source for their courses, and some others believed that the head of the department tried to make the program up-to-date but for implementing this it needs to get approval from the Ministry of Higher Education. For instance, Instructor 4 explained:

It wasn't but now somehow it is because the head of department tries to change the materials every now and then but they have to get approval from the Ministry of Higher Education but it is not easy and not very up to date not outdated as well. Also, it depends on the teachers in terms of choosing the sources of their courses.

Concerning Question 12, three of the instructors believed that the program *keeps balance between teacher- centered and student-centered of learning*, while three of them said to ‘some extent’, and three of them said ‘no’. Some of the instructors mentioned that due to having large classes the teacher-centered approach is applied more and some others believed that from the beginning of the year when the information is new for the students the teacher-centered approach is applied more. Then when students become more aware about the content of the courses they participate as well so there is a balance between these two approaches. Instructor 3 argued that:

The aim of the program cannot be achieved, if the teachers and students do not cooperate and participate in the class discussions. So when the teachers explain something they expect the students to express their view. In fact, students cannot be centered in all the subjects because some of the topics are new and assumed that they are not familiar with them. But after the teachers explain the things for the students, the students participate in terms of asking questions and asking students to express their views.

With regard to preparing EFL teachers to function in the sociocultural context in which they will work (question 13), the instructors had different point of view. The responses of this question were as follows: ‘yes’ (4 instructors), ‘to some extent’ (2 instructors), and ‘no’ (3 instructors). Some of the instructors believed that since the students study ‘Kurdology’ they become aware about the Kurdish culture and the society that they work in. Also, some others believed that since there is a course about ‘culture’, students become aware about the importance of the cultural background that they will teach. For example, Instructor 5 said “Yes of course since we have a course in the first year in the name of ‘Kurdology’, students get acquainted with the Kurdish culture, with the Kurdish history, with the language and so on”.

With respect to Question 14, (*Do students believe the programme meets their needs, is relevant to their needs, and adequately prepares them for classroom teaching?*); none of the instructors totally agreed with this statement, while 6 of them said ‘to some extent’, and three of them said ‘no’. Some of the instructors mentioned that the program does not provide all the things that students need; they have to try by themselves. However, some of them argued that because some of the students were accepted in this department obligatory in terms of their grades in high school by the Central admission and they do not like to be teachers at all, so ‘to some extent’ it meets their needs, not hundred percent. Instructor 2 explained:

Most of the students know that they become teachers when they graduate and they will get enough information to become qualified teachers in the schools, at the same time, they may feel that the program doesn’t provide them what they need because some of those students come to this department because of their marks, we can’t say one hundred percent of our aims are achieved and meets students’ needs.

The last question (question 15) asked the instructors of the ELT program (*Does the program incorporate and balance linguistic, pedagogic, and managerial competence to an appropriate degree? Linguistic competence here means L2 proficiency. Pedagogic competence refers to teaching skills plus knowledge of language and second language acquisition*). They had various ideas about it, and the responses were as follows: ‘yes’ (3 instructors), ‘to some extent’ (3 instructors), ‘no’ (3 instructors). Some of them believed that it keeps balance since there are linguistic, pedagogic and managerial courses. Some of the instructors believed that the managerial courses are fewer than the linguistic courses, while some others mentioned that there are some courses which are essential for students to study like second language acquisition but it is missing in this program. For example, Instructor

6 said: “the program tries its best to keep balance between them but the managerial courses are less comparing to linguistic and pedagogic courses”.

4.5 Summary

In this chapter, the results of the study have been presented. The results indicate that generally all the participants had positive attitudes toward the BA program in the Department of English. However, they indicated some weaknesses of the program, in addition to its strengths, and they proposed some changes to be made for its improvement. In the next chapter, these results are discussed by referring to relevant literature and the research questions are answered.

Chapter 5

DISCUSSION OF THE RESULTS AND CONCLUSION

First of all, this chapter aims at presenting the discussion of the findings of the study under the research questions by referring to the related literature. Then, it presents the conclusion. After that, the practical implications of the study are explained. Finally, the limitations of the study are discussed and some suggestions for further research are given.

5.1 Discussion of the Results

The overall perceptions of the participants of the study were positive according to the findings. Generally, they had positive attitude toward the program although they indicated some shortcomings as well. In addition, the participants suggested some recommendations for the improvement of the program. On the other hand, according to the results of the study, the participants were to some extent agreed that the undergraduate ELT program at the University of Sulaimani meets the needs of the students.

The results of the study are discussed under each research question, respectively by referring to relevant literature.

5.1.1 The First Research Question: What are the strong and weak features of the undergraduate ELT program at the University of Sulaimani according to the students, instructors and alumni?

The main strength of the program according to the undergraduate students, alumni and instructors is its effectiveness in teaching students how to teach English. The existence of both language and pedagogical courses, and helping students to learn the language were some of the reasons given for this opinion. In the questionnaire, 63.7% of the students indicated that the program *teaches students to teach English* (item 11), and the same item has the highest level of agreement in both alumni (66%) and instructor questionnaires (80%). The same item in the related literature has received lower level of agreement (40% and 60%; respectively) in the student questionnaires in Coskun and Daloglu (2010); and Peacock (2009). However, the level of agreement was higher in both Salihoglu (2012) and Zorba (2015): 78% and 92%, respectively.

The findings of the study in the student questionnaire also showed that the linkage between various courses (item1) can be considered as another strong point of the program that has the highest level among all the items (65.7%). In the instructor questionnaire the same item has 60% of agreement and in the alumni questionnaire it is 52%. The same item in the relevant literature has lower level of agreement in Coskun and Daloglu (2010), 34%; Peacock's study (2009), 42%; and Salihoglu (2012), 51.3%; but it was higher in Zorba's study (2015), 88%.

Up-to dating the program (item 6) based on the results of the students and instructor questionnaire can be considered as another strength of the program, 39,7% of the students in the student questionnaire showed agreement about this item and in the

instructor questionnaire 46.6% of them agreed. This is similar with the instructor interviews: 6 out of 9 instructors declared their agreement regarding up-to datedness of the program. In the literature, the same item has lower agreement in Coskun and Daloglu (2010), 34%; Peacock's study (2009), 46%; but it was higher in Salihoglu's study (2012), 61.5%; and in Zorba's study (2015), 72%.

Encouraging students to be a reflective teacher (item 8) based on the results of the instructors, students and alumni questionnaires can be assumed among the strengths of the program. This item in the instructor questionnaire has received the agreement of 60%, in the students' questionnaire and alumni questionnaire (63% and 54%, respectively). This is parallel with instructors' interview when 6 of them showed their agreement regarding students' capability of being self-evaluative and reflective teacher. In relating to the relevant literature, the agreement of this item was lower in the students' questionnaire which was 46% in Coskun and Daloglu (2010), and it had higher agreement in students' questionnaire in the studies of Peacock (2009), 71%; Salihoglu (2012), 70%; and Zorba (2015), 88%.

Also, *teaching students classroom management skills* (item 13) can be put among the strengths of the program based on the findings of the student, alumni and instructor questionnaires, specifically in both student and alumni questionnaires that has higher level of agreement (58.9% and 58%, respectively), but it has 46.6% of agreement in the instructors' questionnaire. Relating to the literature, this item had lower level in Coskun and Daloglu (2010), 44%; Peacock (2009), 29%; but it was higher in Salihoglu (2012), 63%; and Zorba (2015), 96%.

Based on the results of the students, alumni, and instructors' questionnaires some other strengths of the study can be listed such as: *gives students adequate training in English* (item 3); *giving students adequate training in teaching skills* (item 4); *encouraging students to reflect on their past experiences as a language learner* (item 7); *promoting flexibility in using different teaching practices for different situations* (item 9), and this item is parallel with instructor interview since 4 of them clearly showed their agreement about this statement, and *taught students how to evaluate themselves as a teacher* (item 12).

Although in the alumni questionnaire 58% of them agreed about teaching them how to adapt foreign language teaching materials (item 14) and it has the same level of agreement for adapting foreign language teaching materials (item 15), in the instructor questionnaire the same item (item 14) has 53.3% of agreement and in the student questionnaire it has 47.2% but for item 15; 33.4% of them were positive, and it was almost in the same level in the student questionnaire which is 47.9%. This is also similar with the instructor interviews since 3 of them showed their agreement regarding item 15. In the relevant literature, for item 14 in the student questionnaire the level was almost similar in both Coskun and Daloglu (2010), 48%; Peacock (2009), 36%; and it was higher in Salihoglu's study (2012), 84.5%; and Zorba (2015), 88%.

Some other strengths according to the results of the closed-items in the questionnaires are; *taught students foreign language testing and evaluation skills* (item 17); *has a good balance between the teaching of English, teaching skills, and classroom management skills* (item 19); *By the end of this program, they will be ready to teach English* (item 22). Also both items that relate with the needs of the

students to some extent can be considered as the strength of the program since in both items the program is *relevant to students' needs* (item 18); *met students' needs* (item 21) in the instructors questionnaire both of them got 40% of agreement and 40% of disagreement, and this is parallel to the instructors interview that they mentioned to some extent the program meets students' needs and none of them were agreed for this statement, and some others said the program doesn't fulfil the students' needs. In the alumni questionnaire both items have 40% of agreement but in the students' questionnaire item 18; 41.8% and item 21: 38.3% of agreement. Related to the relevant literature, it was higher in Northern Cyprus's case by Zorba (2015) which was 72% for item 18 and 76% for item 21.

The students have only one course in the name of "Culture" but the instructors believed that the program prepares them to teach students in their socio-culture context since four of them showed their agreement about it in the instructor interview, and in the instructor questionnaire more than half of them (50.3%) were agreed and 31.5% in the students' questionnaire expressed their agreement. Finally, having a clear stated philosophy by the instructors can be assumed among the strengths of the program since six of them agreed with that the *program has a clear stated philosophy*, this may refer to clear mission and vision of the program that one of the instructors mentioned. Related to the literature, it is the same in both Peacock (2009) and Zorba (2015) but Coskun and Daloglu (2010) mentioned that the program does not have clear stated philosophy and Salihoglu (2012) did not mention this point in his study.

The findings of the study also indicated that there are some weaknesses in the ELT program at the University of Sulaimani. The results of the alumni questionnaire

showed that the program *does not give adequate training for the needs of the local context* (item 5); 34% of disagreement which is higher than the level of agreement for the same item. In the relevant literature, the same item has lower disagreement level in the students' questionnaire in the studies of Peacock (2009), 32%; Coskun and Daloglu (2010), 6%; Salihoglu (2012), 33.5%; Zorba (2015), 4%.

Although up-to dating the program (item 6) according to the instructors and students is strength of the program, according to the results of the alumni questionnaire is a weakness and has 36% of disagreement. Moreover, out-dating the program was also mentioned as a weakness by some of the alumni and students in the open-ended questions in the questionnaires. They believed that the contents of the courses are not new and the knowledge that some instructors provide is outdated. Regarding the findings of other studies in the literature, this is considered as one of the major strengths in both the Turkish context and Hong Kong context in the studies Coskun and Daloglus (2010), Peacock (2009), Salihoglu (2012), and Zorba (2015).

According to the instructor questionnaire, another weakness of the program is *avoiding overlapping information between different courses* (item 2) which has 40% of disagreement. This is similar with the instructor interviews that 3 of them said there are overlaps between various courses and 3 others said to some extent there is. This item in the relevant literature has the lower level of disagreement in the student questionnaire in the studies of Coskun and Daloglu (2010), 9%; Peacock (2009), 36%; Salihoglu (2012), 20.5%; and Zorba (2015); 4%.

Another weakness that was found out based on the instructor questionnaire is the *balances teacher-centred and student centred learning on its courses* (item 10)

which has 53.3% of disagreement, this is also similar with the instructor interview that 3 of them said there is no balance between them and 3 others mentioned to some extent there is no balance. In the relevant literature this item has; 5% in Coskun and Daloglu (2010) study, 19% in Peacock (2009) study, 19.5% in Salihoglu (2012) study and there was no disagreement for this item in the students' questionnaire in Zorba (2015) study.

Another weakness of the program according to the instructor's questionnaire was increasing students' power of self-evaluation (item 16) which has 33.3% of disagreement. In the relevant literature, this item has 1% of disagreement in Coskun and Daloglu (2010) study, 10% in Peacock (2009) study, 11% in Salihoglu (2012) study, and 4% in Zorba (2015) study.

No sufficient practice opportunities in the courses in the program was highly emphasized by both alumni and students in the open-ended questions in the questionnaires as a weak point of the program. This may refer to have "Teaching Practice" course as their only opportunity to practice in order to put the theoretical information that they got into practice. This is similar with the findings of the same item in Coskun and Daloglus (2010) study; Peacock (2009) study; and Zorba (2015) study who considered lack of practice as one of the weaknesses in their studies.

Another weakness that was mentioned by both students and alumni was taking some useless courses like Kurdology, pedagogical technology, psychology, literature courses, research writing. According to them, there is no benefit to study these courses. Also, they mentioned that there are some other useless courses which are studied in Kurdish in the first year, and some of the language improvement courses

are not effective to help students to learn the language. The reason for that may be the course contents since Kurdology deals with the Kurdish linguistics and literature and is taught in Kurdish, and in the literature courses the old English is used that the students do not get benefit from them as explained by one of the students. Related to the findings of the relevant literature, in the Salihoglu's study (2012) was also assumed some useless courses as a weakness in his context and this is the same in the Northern Cyprus context in Zorba's study (2015).

Also, ineffective language learning courses are assumed to be among the weaknesses of the program as perceived by the students and graduates. This may refer to not use English by all the instructors in the department and not having language improvement courses for the students before entering the academic courses. This causes avoiding participation in the classes by the students even some students do not understand in some courses specifically literature courses as the learners need to have good language in order to get it and share their ideas. This also reflects in the problems that alumni mentioned in using language inside the classes during their teaching process.

Another weakness that discussed in open-ended questions by alumni and students, was having unqualified instructors in the English Department. They mentioned that some instructors are not qualified and they do not have enough experience and their academic level are not suitable to teach at the University level. Also, some of the instructors use their first language (Kurdish) in the classes. In addition, they revealed that some of the instructors do not motivate students to learn the language. This is in contrast with the findings of Zorba's study (2015) who explained that one of the major strengths in her study was having qualified instructors.

Furthermore, the problem of time is considered as another weak point since in the open-ended questions some of the alumni and students mentioned that the time of the courses are not suitable due to not complete them on time also some of them mentioned that some courses are not well organized. One of the students mentioned that there are some courses that they study in the third year but they had to study it in the first year. This is similar with the findings of Zorba's study (2015) who mentioned misplacing some of the courses as the weakness of the program.

To sum up, the undergraduate ELT program at the University of Sulaimani as perceived by the students, alumni and instructors has various strengths but the main strong point is preparing students to become teachers which reflects the mission and vision of the program by teaching them how to teach English and the skills to manage the classroom. Also, various weaknesses have been pointed out such as the relationship among courses regarding having some useless courses, and unqualified teachers, with out of dating the program and having more theories than practice.

5.1.2 The Second Research Question: What suggestions do the ELT students and alumni propose for the improvement of the program?

Adding more courses into the program is recommended by the students and the alumni. They found that both language and pedagogical courses should be added into the program since they stated that the current language improvement courses are not enough for them to develop their language. Participants further suggested that the language improvement courses were not good enough because they face problems in using English inside the classrooms during their teaching process, and they also mentioned that in order to overcome this issue, it is better to add and improve language improvement courses. The reason behind adding some courses may be the

needs of the students because they teach different levels when they become teachers from the very beginning 1st year until the 9th grade in the basic schools, so adding some courses like Teaching English for Young Learners with adding some language improvement courses in order to help students not to face difficulties in their teaching practice when they become teachers in the real classrooms is essential. Also, some other courses like second language acquisition should be added to help students to learn the theoretical part of learning language.

Adding more practical courses is highly suggested by the students and the alumni since the students have only one course during their study which is “Teaching Practice”. They think that it is not enough for them to become qualified teachers by practicing for only almost 40 days in the schools. Adding more practical courses in the ELT program was also suggested in the relevant literature (Coskun & Daloglu, 2012; Peacock, 2009; Zorba, 2015). Also, the significance of adding more courses may refer to the necessity of the students in order to help them to have more opportunity in receiving more recent knowledge and to have elective courses that students can choose among them.

Moreover, removing some courses from the program and replacing them with more effective ones was highly suggested by the students and the alumni. They mentioned some unnecessary courses like Kurdology, literature courses, psychology, pedagogical technology, and research writing, and removing those courses that the first language (Kurdish) is used in the classes. The reason behind removing these courses may refer to use Kurdish language (L1) in Kurdology and in some other courses and using old English in the Literature courses specifically in poetry, Drama, and Novel, and among all the literature courses they found that only “Teaching

English through literature” is useful and enough for them. They also mentioned that since they don’t have enough time in the fourth year, it is better the “Research Writing” course be removed or to extend the time of submission. In the relevant Literature, removing unnecessary courses are also suggested by Zorba (2015).

Although some students suggested to remove research writing, some other students recommended to add an academic writing course to help them in writing their research paper without facing difficulties in using English academically. Relating to the literature studies, Zorba (2015) proposed the same suggestion. Also, there is only one course in the name of “Culture” it would be better to add some other courses like sociolinguistics in order to help students to work more effectively in different sociocultural contexts in their teaching practice.

Another recommendation that the students gave was adding a language improvement course for the first year students before they take the academic courses. They also mentioned that if the students’ language ability is not good enough they can’t understand some courses specifically literature courses or even they can’t participate. The reason for adding this course may refer to the language ability that undergraduate students suffer from by not participating in the classes, also in their teaching practice they face difficulty as mentioned by alumni.

Using English inside the classes was highly suggested by the alumni. More specifically, they believed that if English becomes the medium of instruction in the department, it helps student to learn the language better and be more self-confident in using the language inside the classes when they become teachers. Also, they recommended to up-date the program by the stakeholders since it is important to help

students to get the recent knowledge and to make sure the instructors use the recent sources based on the needs of the students.

Another suggestion that was proposed by both the students and the alumni was hiring qualified instructors to the department. The reason behind this may refer to some issues that students discussed like the academic level of some instructors that does not fit with the university level and cannot transfer the knowledge properly, also some of the instructors use the first language (Kurdish) inside the classes that doesn't help students to learn the language, and some of them do not motivate students to learn and to some extent there is distance between student-teacher relationship.

Also, students recommended that it is better to change the program into standardized one in order to fulfil students' needs and to prepare students better to become qualified teachers when they teach in the schools.

Extending the academic year was another suggestion that was proposed by the students. The reason behind this may refer to lots of holidays throughout the year, as some of the students mentioned the holidays should be reduced or the years of study should be extended from 4 years to 5 years. Some other students recommended to add the qualification exam at the end of their study before their graduation because they believed that it helps them to learn more instead of memorizing.

In summary, adding more courses including linguistic and pedagogic courses into the program, removing ineffective courses like (Kurdology, Literature courses, Psychology, Pedagogical technology, and research writing) and replacing them to the effective courses, having more practical courses, using only English inside the

classes, changing the program into the standardized one, up-dating the program and hiring qualified teachers are among the major recommendations that were proposed by the students and alumni for the ELT program at the University of Sulaimani.

5.1.3 The Third Research Question: How does the program meet the needs of the students as perceived by the students, instructors and alumni?

Based on the outcomes of the study, the undergraduate ELT program at the University of Sulaimani partially ('to some extent') meets the needs of the students. In the alumni questionnaire the two items that relate to the needs of the students (items 18 and 21) were agreed by only 40% of the alumni. It is the same in the instructor questionnaire, and in the student questionnaire item 18 received 41.8% and item 21:38.3% of agreement. Based on these results, it can be interpreted that the program meets the students' needs. Also, in the instructor interviews, some of the instructors believed that the program partially fulfils students' needs, and some of them said it doesn't. The reason behind that may refer to various backgrounds of the students when they enter the program, also it may refer to students' desire for studying in the English Department as one of the instructors mentioned the acceptance system by the Ministry of Higher Education which depends on the central admission that student's acceptance relates with their grade in high school not their interest. This idea may change from the academic year 2016-2017 because the acceptance of the students will be based on their interest then their grade in high schools.

Some other instructors believed that it does not meet students' needs because they need to be self-educated otherwise the program doesn't provide them everything that they need to know. Also, in the student and alumni open-ended questions, some of

them mentioned that the program does not meet their needs; they expect to learn more than they actually do. Due to these reasons 'to some extent' it fulfils the needs of the students. Relating to the results of the studies in the literature, it contrasts with the results of Zorba's study (2015) in her study the program highly fulfils students' needs, and it is the same in Coskun and Daloglus' study (2010) whereas in both Peacock's (2009) study and Salihoglu's study (2012) the students weren't sure.

To sum up, the undergraduate ELT program at the University of Sulaimani to some extent fulfils the needs of the students.

5.2 Conclusion

The overall analysis of the data showed that although the program has some strength as perceived by the participants, it has some shortcomings or weaknesses at the same time, and it partially meets the students' needs. Thus, it can be concluded that the program needs to be revised or improved in terms of the weakness indicated by the participants.

The main strength of the program as indicated by the participants was its effectiveness in preparing students to teach English and become teachers, encourages students to become self-evaluated and reflective teacher, teaching students the management classroom skills and the good linkage between courses are among the strengths of the program. Also, helping students to learn the language and studying both language and pedagogical courses were assumed to be strength of the program.

On the other hand, the findings of the study reveal different weak points of the program such as the relationship between courses, the balance between teacher-centred and student-centred, out-dating the program, having useless courses,

insufficient practice course, using L1 inside the classes, unappropriated level of difficulty in the courses and having unqualified teachers are among the weaknesses. Also, the ineffectiveness of some language improvement courses that doesn't help students to learn the language properly is another weakness of the program.

Furthermore, various suggestions have been proposed by the participants. The major suggestions that proposed by participants are; adding some courses that are essential for students such as language improvement courses for the first year students before taking the academic courses and removing useless courses, adding more practical courses and using English inside the classes. Also, using authentic language and materials in classes by the instructors, and the authenticity of the content courses that instructors use to transfer knowledge, hiring qualified instructors are among the suggestions that has been recommended by participants for the program's improvement.

Moreover, based on the findings of the study it can be concluded that the undergraduate ELT program at the University of Sulaimani partially meets the needs of the students. Another reason that was discussed by the instructors was not providing everything that learners need by the program, they have to search and study by themselves as well.

5.3 The Study's Practical Implications

The findings of this study may provide some practical implications. First of all, it can provide useful feedback to the English Department, instructors and administrators, about the effectiveness of the program. Secondly, it can help the department and administrators for adding some useful courses and remove the useless ones based on the

results of this study. Also, the findings can help them reorganise some of the courses. All in all, it can help them to make possible changes in the program. The third pedagogical implication can be considering the suggestions of this study in to consideration for the purpose of its betterment.

Taking the results of the program evaluation conferences held by Ministry of Higher Education into account is crucial for the purpose of up-to-dating the program. This can be the fourth pedagogical implication of the study. The fifth practical implication that is assumed based on the outcomes of the study, is the need for an evaluation committee for the English Department at the University of Sulaimani which is essential in order to explore the relationship between courses and avoiding overlaps between them, up-to-dating the program, the application of the program's philosophy, and hiring qualified teachers, etc. Finally, opening training courses for the instructors of the department is important since the findings of the study show that some of the students have complains about some instructors in terms of transferring the knowledge and using L1 (Kurdish) inside the classroom.

5.4 The Limitations of the Study

In this study there are several limitations. Lack of observation can be considered as one of the limitations of this study. Peacock (2009) also suggested adding the observation session into this model. Coskun and Daloglu (2010), Salihoglu (2012) and Zorba (2015) did not include this session into their studies, as well. Moreover, lack of using document analysis in this study can be considered as another limitation of the study, but this tool was used in Zorba's study (2015) successfully. Lack of using course policy sheets in this study is another limitation. This instrument was used by Coskun and Daloglu (2010), Peacock (2009), Salihoglu (2012) and Zorba's

study (2015) in order to analyse the ratios of the linguistic, pedagogic and managerial courses of the program. Finally, lack of using interview with the students and alumni can be considered among the limitations of the study.

5.5 Suggestions for Further Research

This study has some suggestions for further research. First of all, some instruments for collecting data can be added like using interviews with students and alumni, using document analysis, and course policy sheets. Secondly, adding observation sessions is essential, this is also suggested by Zorba (2015) and Peacock (2009). Also, Salihoglu (2012) mentioned the importance of using observation as one of the data tools of the research studies. The third suggestion can be recommended on collecting data from the teachers and head teachers of the schools that students teach during their teaching practice in order to further know the effectiveness of the theoretical courses in the ELT program when student teachers put them into practice. This is also suggested by Zorba (2015). The fourth recommendation that can be proposed is conducting interviews with the administrators at the Ministry of Higher Education in order to find out the balance between courses in the English Departments so as to attempt to standardize the ELT program in Kurdistan Region of Iraq (KRG), and review the courses that students study in teacher education programs in order to prepare teachers that most suits with the needs of society with the collaboration of the Ministry of Education. Finally, similar studies can be done in other undergraduate ELT programs in the Kurdish context in order to compare the results.

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APPENDICES

Appendix A: English Department's Permission

University of Sulaimani
Faculty of Physical and Basic Education
School of Basic Education
Department of English



To Whom It May Concern

Reference: Permission Letter

This is to certify that Ms. Tazhan Kamal Omer has visited Department of English- School of Basic Education – University of Sulaimani and we have exchanged ideas about her project. The department gives her permission to conduct the research using information related to our department. It is our pleasure to be helpful since the research will have great benefit for our department as well.

Please, feel free to contact me if you need any further information.

A handwritten signature in black ink, appearing to read 'B.S.H.' with a flourish.

Yours Sincerely
Dr. Bakhtiar S. Hama
Chair of the Department of English
School of Basic Education
University of Sulaimani

Email: bakhtiar.hama@univsul.edu.iq
Tel: +964 (0) 7701565661



Appendix B: Ethics Comity's Permission



**Eastern
Mediterranean
University**

"For Your International Career"

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Etik Kurulu / Ethics Committee

Reference No: ETK00-2017-0018

19.01.2017

RE: Tazhan Kamal Omer (15500097)
Department of English Language Teaching

To Whom It May Concern,

As part of the 2016-2017 Fall Semester, pertaining to Master Thesis questionnaires EMU's Scientific Research and Publication Ethics Committee has granted Ms.Tazhan Kamal Omer (15500097), from the Department of English Language Teaching Master Program, to pursue with her survey entitled **Evaluation of the English Language Teacher Education Program at The University of Sulaimani**. This decision has been taken by the majority of votes. (Meeting number 2017/38-20)

Regards,



Assoc. Prof. Dr. Şükrü Tüzmen
Director of Ethics Committee

ŞT/sky.

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Appendix C: The undergraduate curriculum of the department of English at the University of Sulaimani

Table 5: The undergraduate curriculum of the department of English at the University of Sulaimani

First Stage			Second Stage		
Course Tittles	Units	Hours per week	Course Tittles	Units	Hours per week
An Introduction to English Literature	2	4	Applied Grammar	3	6
English Pronunciation	2	4	Phonetics and Phonology	2	4
Vocabulary and Comprehension	2	4	Vocabulary & Comprehension	2	4
Composition	2	4	Composition	2	4
Computer Skills	2	4	Conversation	2	4
Academic Debate	2	4	Poetry	3	6
Conversation	2	4	Short story	2	4
Kurdology	2	4	Educational Psychology	2	4
Basic Grammar	2	4	Cross culture	2	4

**Continuous of Appendix C: The undergraduate curriculum of the
department of English in the University of Sulaimani**

Third stage			Fourth stage		
Course Tittles	Units	Hours per week	Course Tittles	Units	Hours per week
Syntax	3	6	Morphology	3	6
Measurement & Evaluation	2	4	Linguistics	3	6
Novel	2	4	Translation	2	4
Observation & Teaching Practice	2	4	Drama	2	4
Educational Counseling	2	4	Method of Research	2	4
Textbook Analysis	2	4	Essay Writing	2	4
Teaching English Through Literature	2	4	Pedagogical Technology	2	4
			Language Testing	2	4
			Methods of Teaching	2	4

Appendix D: Consent Form for Student Questionnaire

Dear student,

As part of my MA studies, I am conducting a research study titled *Evaluation of the English Language Teacher Education Program at the University of Sulaimani*. The purpose of this questionnaire is to find out your views about the four-year ELT program in the University of Sulaimani and to obtain your suggestions for its improvement. Your individual responses will be kept confidential and used for research purposes only. Please be informed that you can withdraw from the study anytime you want to. Also, if you need further information, you can contact with me or my thesis supervisor.

Thank you for your cooperation.

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CONSENT FORM

Upon reading the information given above, I have understood the main purpose of the research and how my responses will be used. Therefore, I agree to participate in this research study.

Name-surname: -----

Signature: -----

Date: -----

Appendix E: Student Questionnaire

Student Questionnaire

Part 1: Background Information

Directions: Please provide the necessary information below.

Gender: Male Female

Age: ____

Class: 3rd year 4th year

Nationality: Kurd Arab Other _____ (please specify)

Mother Tongue: Kurdish Arabi Other _____ (please specify)

Part2: The Questionnaire

A. Directions: Please read the following statements about the four-year undergraduate ELT program in the English Department of the School of Basic Education at the University of Sulaimani, and mark (X) as appropriate.

The four year undergraduate program in English Language Department/ School of Basic Education at the University of Sulaimani ...	1	2	3	4	5
	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1 ... has good linkage between different courses.					
2 ... avoids overlapping information between different courses.					
3 ... gave me adequate training in English.					
4 ... gave me adequate training in teaching skills.					
5 ... gave me adequate training for the needs of the local context (i.e. Kurdistan Region of Iraq)					
6 ... is up-to-date.					
7 ... encouraged me to reflect on my past experiences as a language learner.					

The four year undergraduate program in English Language Department/ School of Basic Education at the University of Sulaimani ...	1	2	3	4	5
	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
8 ... encouraged me to be a reflective teacher (when I start teaching).					
9 ... promotes flexibility in using different teaching practices for different situations.					
10 ... balances teacher-centred and student-centred learning on its courses.					
11 ... taught me how to teach English.					
12 ... taught me how to evaluate myself as a teacher.					
13 ... taught me classroom management skills.					
14 ... taught me how to use foreign language teaching materials.					
15 ... taught me how to adapt foreign language teaching materials.					
16 ... increased my powers of self-evaluation.					
17 ... taught me foreign language testing and evaluation skills.					
18 ... is relevant to my needs.					
19 ... has a good balance between the teaching of: English, teaching skills, and classroom management skills.					
20 ... prepared me to teach English in the classroom.					
21 ... met my needs.					
22 By the end of this program, I will be ready to teach English.					

B. Directions: Please answer the following questions about the four-year undergraduate ELT program in the English Department of the School of Basic Education at the University of Sulaimani.

1- What are the strong points of this four-year ELT program?

2- What are the weak points of this four-year ELT program?

3- How can this program be improved? Please, write down your suggestions

Appendix F: Consent Form for Alumni Questionnaire

Dear alumni,

As part of my MA studies, I am conducting a research study titled *Evaluation of the English Language Teacher Education Program at the University of Sulaimani*. The purpose of this questionnaire is to find out your views about the four-year ELT program in the University of Sulaimani and to obtain your suggestions for its improvement. Your individual responses will be kept confidential and used for research purposes only. Please be informed that you can withdraw from the study anytime you want to. Also, if you need further information, you can contact with me or my thesis supervisor.

Thank you for your cooperation.

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CONSENT FORM

Upon reading the information given above, I have understood the main purpose of the research and how my responses will be used. Therefore, I agree to participate in this research study.

Name-surname: -----

Signature: -----

Date: -----

Appendix G: Alumni Questionnaire

Alumni Questionnaire

Part 1: Background Information

Directions: Please provide the necessary information below.

Gender: Male Female

Age: _____

Do you work as a teacher: Yes No

a. If yes, which level (s) do you teach _____

b. If no, please specify your job and place of work _____

Years of teaching experience: _____ years

Mother Tongue: Kurdish Arabic Other _____ (please specify)

Part2: The Questionnaire

A. Directions: Please read the following statements about the four-year undergraduate ELT program in the English Department of the School of Basic Education at the University of Sulaimani, and mark (X) as appropriate.

The four year undergraduate program in English Language Department/ School of Basic Education at the University of Sulaimani ...	1 Strongly Agree	2 Agree	3 Not Sure	4 Disagree	5 Strongly Disagree
1 ... had good linkage between different courses.					
2 ... avoided overlapping information between different courses.					
3 ... gave me adequate training in English.					
4 ... gave me adequate training in teaching skills.					
5 ... gave me adequate training for the needs of the local context (i.e. Kurdistan Region of Iraq)					
6 ... was up-to-date.					
7 ... encouraged me to reflect on my past experiences as a language learner.					

The four year undergraduate program in English Language Department/ School of Basic Education at the University of Sulaimani ...	1	2	3	4	5
	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
8 ... encouraged me to be a reflective teacher (when I start teaching).					
9 ... promoted flexibility in using different teaching practices for different situations.					
10 ... balances teacher-centred and student-centred learning on its courses.					
11 ... taught me how to teach English.					
12 ... taught me how to evaluate myself as a teacher.					
13 ... taught me classroom management skills.					
14 ... taught me how to use foreign language teaching materials.					
15 ... taught me how to adapt foreign language teaching materials.					
16 ... increased my powers of self-evaluation.					
17 ... taught me foreign language testing and evaluation skills.					
18 ... was relevant to my needs.					
19 ... had a good balance between the teaching of: English, teaching skills, and classroom management skills.					
20 ... prepared me to teach English in the classroom.					
21 ... met my needs.					
22 By the end of this program, I was ready to teach English.					

B. Directions: Please answer the following questions about the four-year undergraduate ELT program in the English Department of the School of Basic Education at the University of Sulaimani.

1-What were the strong points of the program?

2- What were the weak points of the program?

3- What can be done to improve the program? Please, specify your suggestions.

4-What sorts of problem did you experience in your teaching?

5-What could have the four-year ELT program offered to minimize these problems?

Appendix H: Consent Form for Instructor Questionnaire

Dear Instructor,

As part of my MA studies, I am conducting a research study titled *Evaluation of the English Language Teacher Education Program at the University of Sulaimani*. The purpose of this questionnaire is to find out your views about the four-year ELT program in the University of Sulaimani and to obtain your suggestions for its improvement. Your individual responses will be kept confidential and used for research purposes only. Please be informed that you can withdraw from the study anytime you want to. Also, if you need further information, you can contact with me or my thesis supervisor.

Thank you for your cooperation.

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CONSENT FORM

Upon reading the information given above, I have understood the main purpose of the research and how my responses will be used. Therefore, I agree to participate in this research study.

Name-surname: -----

Signature: -----

Date: -----

Appendix I: Instructor Questionnaire

Instructor Questionnaire

Part 1: Background Information

Directions: Please provide the necessary information below.

Gender: Male Female

Age: _____

Years of teaching experience: _____

The latest qualification you received: BA in _____

MA in _____

PhD in _____

Nationality: Kurd Arab Other _____ (please specify)

Mother Tongue: Kurdish Arabic Other _____ (please specify)

Part2: The Questionnaire

A. Directions: Please read the following statements about the four-year undergraduate ELT program in the English Department of the School of Basic Education at the University of Sulaimani, and mark (X) as appropriate.

The four year undergraduate program in English Language Department/ School of Basic Education at the University of Sulaimani ...	1 Strongly Agree	2 Agree	3 Not Sure	4 Disagree	5 Strongly Disagree
1 ... has good linkage between different courses.					
2 ... avoids overlapping information between different courses.					
3 ... gave students adequate training in English.					
4 ... gave students adequate training in teaching skills.					
5 ... gave students adequate training for the needs of the local context (i.e. Kurdistan Region of Iraq)					
6 ... is up-to-date.					
7 ... encouraged students to reflect on their past experiences as a language learner.					

The four year undergraduate program in English Language Department/ School of Basic Education at the University of Sulaimani ...	1	2	3	4	5
	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
8 ... encouraged students to be a reflective teacher (when they start teaching).					
9 ... promotes flexibility in using different teaching practices for different situations.					
10 ... balances teacher-centred and student-centred learning on its courses.					
11 ... taught students how to teach English.					
12 ... taught students how to evaluate myself as a teacher.					
13 ... taught students classroom management skills.					
14 ... taught students how to use foreign language teaching materials.					
15 ... taught students how to adapt foreign language teaching materials.					
16 ... increased their powers of self-evaluation.					
17 ... taught students foreign language testing and evaluation skills.					
18 ... is relevant to students' needs.					
19 ... has a good balance between the teaching of: English, teaching skills, and classroom management skills.					
20 ... prepared students to teach English in the classroom.					
21 ... met students' needs.					
22 By the end of this program, students will be ready to teach English.					

Appendix J: Consent Form for Instructor Interview

Dear Instructor,

As part of my MA studies, I am conducting a research study titled *Evaluation of the English Language Teacher Education Program at the University of Sulaimani*. The purpose of this interview is to find out your views about the four-year ELT program in the University of Sulaimani and to obtain your suggestions for its improvement. Your individual responses will be kept confidential and used for research purposes only. Please be informed that you can withdraw from the study anytime you want to. Also, if you need further information, you can contact with me or my thesis supervisor.

Thank you for your cooperation.

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CONSENT FORM

Upon reading the information given above, I have understood the main purpose of the research and how my responses will be used. Therefore, I agree to participate in this research study.

Name-surname: -----

Signature: -----

Date: -----

Appendix K: Instructor Interview Questions

Instructor Interview Questions

Part 1: Background Information

Directions: Please provide the necessary information below.

Gender: Male Female

Age: _____

Years of teaching experience: _____

The latest qualification you received: BA in _____

MA in _____

PhD in _____

Nationality: Kurd Arab Other _____ (please specify)

Mother Tongue: Kurdish Arabic Other _____ (please specify)

Part2: Evaluation of the undergraduate ELT program at university of

Sulaimani

Directions: Could you please state your ideas regarding the following questions?

Does the programme ...

- 1) ... have a clearly stated philosophy?
- 2) ... reflect programme philosophy?
- 3) ... promote trainee flexibility in using different teaching approaches for different situations?
- 4) ... promote the ability to use, and to adapt, foreign-language-teaching materials?

- 5) ... balance received versus experiential knowledge?
- 6) ... incorporate and encourage trainee reflection on the experiences and values they have when they enter the programme? In particular, does it encourage trainee reflection on their 'apprenticeship of observation'?
- 7) ... promote the skill of reflection and self-evaluation as a teacher?
- 8) ... promote future reflective practice?
- 9) ... promote the 'long-term, developmental nature of learning to teach'- does it promote post-qualification teacher growth and development?
- 10) ... have good linkage among courses, avoiding overlaps?
- 11) Is the programme up-to-date?
- 12) ... balance teacher- and student-centred learning?
- 13) ... prepare EFL teachers to function in the sociocultural context in which they will work?
- 14) Do students believe the programme meets their needs, is relevant to their needs, and adequately prepares them for classroom teaching?
- 15) ... incorporate and balance linguistic, pedagogic, and managerial competence to an appropriate degree? Linguistic competence here means L2 proficiency. Pedagogic competence refers to teaching skills plus knowledge of language and second language acquisition.

Appendix L: Detailed Results of Student Questionnaire

Table 6: Detailed Results of Student Questionnaire

The four year undergraduate program in English Language Department/ School of Basic Education at the University of Sulaimani ...	1	2	3	4	5		
	SA	A	NS	DA	SD	M	sd
1 ... has good linkage between different courses.	3.4%	62.3%	23.3%	10.3%	0.7%	2.42	0.75
2 ... avoids overlapping information between different courses.	11.6%	40.4%	19.9%	21.9%	6.2%	2.71	1.121
3 ... gave me adequate training in English.	7.5%	39.7%	29.5%	16.4%	6.8%	2.75	1.041
4 ... gave me adequate training in teaching skills.	10.3%	43.8%	24.0%	17.1%	4.8%	2.62	1.038
5 ... gave me adequate training for the needs of the local context (i.e. Kurdistan Region of Iraq)	5.5%	26.0%	39.7%	20.5%	8.2%	3.00	1.010
6 ... is up-to-date.	7.5%	32.2%	32.2%	17.8%	10.3%	2.91	1.101
7 ... encouraged me to reflect on my past experiences as a language learner.	17.1%	42.5%	21.2%	15.1%	4.1%	2.47	1.071
8 ... encouraged me to be a reflective teacher (when I start teaching).	17.1%	45.9%	21.2%	13.0%	2.7%	2.38	1.005
9 ... promotes flexibility in using different teaching practices for different situations.	11.0%	38.4%	27.4%	17.1%	6.2%	2.69	1.074
10 ... balances teacher-centred and student-centred learning on its courses.	10.3%	41.1%	20.5%	20.5%	7.5%	2.74	1.127
11 ... taught me how to teach English.	19.2%	44.5%	20.5%	8.2%	7.5%	2.40	1.118
12 ... taught me how to evaluate myself as a teacher.	19.9%	32.2%	21.9%	23.3%	2.7%	2.57	1.132

Continuous of Detailed Results of Student Questionnaire

The four year undergraduate program in English Language Department/ School of Basic Education at the University of Sulaimani ...	1	2	3	4	5		
	SA	A	NS	DA	SD	M	sd
13 ... taught me classroom management skills.	14.4%	44.5%	22.6%	14.4%	4.1%	2.49	1.039
14 ... taught me how to use foreign language teaching materials.	6.8%	40.4%	22.6%	21.2%	8.9%	2.85	1.110
15 ... taught me how to adapt foreign language teaching materials.	6.8%	41.1%	27.4%	16.4%	8.2%	2.78	1.067
16 ... increased my powers of self-evaluation.	4.8%	47.9%	27.4%	17.1%	2.7%	2.65	0.914
17 ... taught me foreign language testing and evaluation skills.	11.0%	43.2%	26.7%	15.8%	3.4%	2.58	0.995
18 ... is relevant to my needs.	8.2%	33.6%	33.6%	15.8%	8.9%	2.84	1.077
19 ... has a good balance between the teaching of: English, teaching skills, and classroom management skills.	11.0%	43.8%	23.3%	16.4%	5.5%	2.62	1.059
20 ... prepared me to teach English in the classroom.	16.4%	47.3%	15.8%	18.5%	2.1%	2.42	1.036
21 ... met my needs.	2.7%	35.6%	35.6%	21.2%	4.8%	2.90	0.930
22 By the end of this program, I will be ready to teach English.	12.3%	40.4%	32.2%	8.2%	6.8%	2.57	1.037

SA= Strongly Agree, A=Agree, NS=Not Sure, D=Disagree, SD=Strongly Disagree
M=Mean sd= Standard Deviation

Appendix M: Detailed Results of Alumni Questionnaire

Table 7: Detailed Results of Alumni Questionnaire

The four year undergraduate program in English Language Department/ School of Basic Education at the University of Sulaimani ...	1	2	3	4	5		
	SA	A	NS	D	SD	M	sd
1 ... had good linkage between different courses.	4%	48%	24%	24%	0%	2.68	0.89
2 ... avoided overlapping information between different courses.	4%	38%	24%	20%	4%	2.82	0.94
3 ... gave me adequate training in English.	16%	38%	16%	24%	6%	2.66	1.18
4 ... gave me adequate training in teaching skills.	20%	38%	16%	22%	4%	2.52	1.16
5 ... gave me adequate training for the needs of the local context (i.e. Kurdistan Region of Iraq)	12%	18%	36%	32%	2%	2.94	1.03
6 ... was up-to-date.	10%	22%	32%	26%	10%	3.4	1.14
7 ... encouraged me to reflect on my past experiences as a language learner.	24%	34%	10%	28%	4%	2.54	1.24
8 ... encouraged me to be a reflective teacher (when I start teaching).	22%	32%	18%	14%	14%	2.66	1.39
9 ... promoted flexibility in using different teaching practices for different situations.	24%	28%	12%	32%	4%	2.64	1.27
10 ... balances teacher-centred and student-centred learning on its courses.	16%	32%	24%	22%	6%	2.70	1.16
11 ... taught me how to teach English.	26%	40%	8%	24%	2%	2.36	1.17
12 ... taught me how to evaluate myself as a teacher.	28%	30%	16%	16%	10%	2.50	1.32

Continuous of Detailed Results of Alumni Questionnaire

The four year undergraduate program in English Language Department/ School of Basic Education at the University of Sulaimani ...	1	2	3	4	5		
	SA	A	NS	D	SD	M	sd
13 ... taught me classroom management skills.	26%	32%	18%	16%	8%	2.48	1.26
14 ... taught me how to use foreign language teaching materials.	18%	40%	16%	16%	10%	2.60	1.24
15 ... taught me how to adapt foreign language teaching materials.	14%	44%	8%	28%	6%	2.68	1.20
16 ... increased my powers of self-evaluation.	22%	30%	20%	20%	8%	2.64	1.26
17 ... taught me foreign language testing and evaluation skills.	14%	38%	20%	18%	4%	2.74	1.21
18 ... was relevant to my needs.	6%	34%	26%	20%	14%	3.2	1.16
19 ... had a good balance between the teaching of: English, teaching skills, and classroom management skills.	18%	32%	26%	20%	4%	2.60	1.12
20 ... prepared me to teach English in the classroom.	26%	34%	10%	22%	8%	2.52	1.31
21 ... met my needs.	10%	30%	32%	20%	8%	2.86	1.11
22 By the end of this program, I was ready to teach English.	26%	34%	14%	18%	8%	2.48	1.28

SA= Strongly Agree, **A**=Agree, **NS**=Not Sure, **D**=Disagree, **SD**=Strongly Disagree
M=Mean **sd**= Standard Deviation

Appendix N: Detailed Results of Instructor Questionnaire

Table 8: Detailed Results of instructor Questionnaire

The four year undergraduate program in English Language Department/ School of Basic Education at the University of Sulaimani ...	1	2	3	4	5		
	SA	A	NS	D	SD	M	sd
1 ... has good linkage between different courses.	6.7%	53.3%	26.7%	6.7%	6.7%	2.53	0.99
2 ... avoids overlapping information between different courses.	0%	26.7%	33.3%	26.7%	13.3%	3.27	1.03
3 ... gave students adequate training in English.	20%	33.3%	13.3%	26.7%	6.7%	2.67	1.29
4 ... gave students adequate training in teaching skills.	13.3%	26.7%	26.7%	33.3%	0%	2.80	1.08
5 ... gave students adequate training for the needs of the local context (i.e. Kurdistan Region of Iraq)	20%	33.3%	20%	20%	6.7%	2.60	1.24
6 ... is up-to-date.	13.3%	33.3%	20%	33.3%	0%	2.73	1.10
7 ... encouraged students to reflect on my past experiences as a language learner.	13.3%	26.7%	33.3%	20%	6.7%	2.80	1.14
8 ... encouraged students to be a reflective teacher (when they start teaching).	13.3%	46.7%	6.7%	33.3%	0%	2.60	1.12
9 ... promotes flexibility in using different teaching practices for different situations.	0%	40%	33.3%	20%	6.7%	2.93	0.96
10 ... balances teacher-centred and student-centred learning on its courses.	0%	20%	26.7%	53.3%	0%	3.33	0.81
11 ... taught students how to teach English.	6.7%	73.3%	6.7%	6.7%	6.7%	2.33	0.97
12 ... taught students how to evaluate themselves as a teacher.	13.3%	33.3%	13.3%	40%	0%	2.80	1.14

Continuous of Detailed Results of instructor Questionnaire

The four year undergraduate program in English Language Department/ School of Basic Education at the University of Sulaimani ...	1	2	3	4	5	M	sd
	SA	A	NS	D	SD		
13 ... taught students classroom management skills.	13.3%	33.3%	26.7%	20%	6.7%	2.73	1.16
14 ... taught students how to use foreign language teaching materials.	13.3%	40%	20%	13%	13%	2.73	1.28
15 ... taught students how to adapt foreign language teaching materials.	6.7%	26.7%	53.3%	6.7%	6.7%	2.80	0.94
16 ... increased their powers of self-evaluation.	6.7%	20%	40%	33.3%	0%	3.00	0.92
17 ... taught students foreign language testing and evaluation skills.	6.7%	33.3%	46.7%	6.7%	6.7%	2.73	0.96
18 ... is relevant to students' needs.	0%	40%	20%	40%	0%	3.00	0.92
19 ... has a good balance between the teaching of: English, teaching skills, and classroom management skills.	6.7%	40%	46.7%	0%	6.7%	2.60	0.91
20 ... prepared students to teach English in the classroom.	6.7%	53.3%	26.7%	13.3%	0%	2.47	0.83
21 ... met students' needs.	6.7%	33.3%	20%	26.7%	13.3%	3.07	1.22
22 By the end of this program, students will be ready to teach English.	6.7%	46.7%	26.7%	20%	0%	2.60	0.91

SA= Strongly Agree, A=Agree, NS=Not Sure, D=Disagree, SD=Strongly Disagree
M=Mean sd= Standard Deviation