Opinions of the Students from Foreign Language Teaching Departments about their Undergraduate Programs*

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Abstract: The purpose of the current study is to evaluate the undergraduate programs implemented in different Foreign Language Departments on the basis of the pre-service teachers' opinions by using the "Context-Input-Process-Product (CIPP)" model. The current research was conducted on 40 pre-service teachers from the German, Arabic, French, and English Language Teaching Departments of the Gazi Education Faculty of Gazi University in the city of Ankara in Turkey in 2017-2018 academic year. The study was designed according to the qualitative research model. In this regard, the study employed the phenomenological method. As the data collection tool, a semi-structured interview form developed by the researchers was used. In the analysis of the collected data, the descriptive analysis method was used. In the study, the context, input, process and product dimensions of foreign language teacher training programs were evaluated on the basis of student opinions. According to the results, the participants found the program sufficient in terms of reading, writing and listening skills but inadequate in terms of speaking skill. It seems that the participating students think that the foreign language teaching programs generally meet their needs but do not adequately meet their need for developing their speaking skill. It can be suggested that the class hours devoted to the development of the speaking skill should be increased. Arrangements such as using computer-based programs and increasing speaking lessons can be made for students to improve their speaking skill.

Keywords: *Foreign language education, curriculum, curriculum evaluation CIPP Model.*

Introduction

Learning foreign languages has emerged as a basic need throughout human history. Accordingly, English has become a universal language in the last century. One of the biggest reasons for this is that the current conception of the world requires the emergence of a global language community (Castro & Villafuerte, 2019). Until the nineteenth century as a method of language teaching, learning of translation and grammar rules and structures, as well as memorization of words are based on textbooks (Richards & Rodgers, 1999). The language learning and teaching has become very important since globalization increased people's language learning demands (Ger & Bahar, 2018).

Today, for all countries, language teaching has an important place in all the stages of formal education, from pre-school to post-graduate education. In addition to formal education programs, non-formal education programs can also be organized to meet the community's need for foreign language learning. Society's foreign language learning needs vary depending on where and why the language will be used. Accordingly, foreign language teaching programs generally cover four basic skills. These are speaking, listening, writing and reading skills. Different teaching methods are used in foreign language teaching. Some of them are grammar translation method, direct method, audiolingual method, communicative language teaching. Different language teaching methods have different advantages and disadvantages in terms of teaching the four basic skills of the language. For example, while the grammar translation method which has managed to remain influential in language teaching for many years focuses on reading comprehension, it is a disadvantageous method for the development of speaking skill (Brown, 2000). As Richards and Rodgers (1999) stated, grammar translation method has lost its importance and mostly interactive language teaching methods have come to

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the fore. For this reason, in order to be able to realize a complete language teaching, it is necessary to program the language teaching in such a way as to focus on these four basic skills.

The desired development has not been accomplished in foreign language teaching in Turkey because of the problems arising from many factors such as the existing programs applied in foreign language teaching, the methods used in the teaching process, the teaching materials used and language learning motivation (Arslan & Akbarov, 2010). The most prominent mistake committed in language teaching in Turkey is the use of the grammar translation method giving information about a language rather than providing students with opportunities to use the language functionally (Suna & Dumuscebi, 2013). In a study conducted by Kabarharnup (2010) one of the major causes of failure in foreign language teaching in Turkey is the use of traditional methods. Teachers adopt the teaching process focused on grammar teaching more. Particularly in the language teaching whose main focus is on grammar and that is disconnected from other courses, the language skills cannot be developed as desired. It is emphasized that rather than teaching rules by adopting a grammar-oriented language instruction based on the traditional approach, a student-centered approach focusing on the process should be adopted.

It is a widely accepted opinion that it is necessary to include practical teaching techniques that will enable the functional use of language in daily life (Suna & Dumuscelebi, 2013). In this regard, teacher training is of great importance. Comprehensive field knowledge and language teaching skills have an important place among the factors showing the professional quality of foreign language teachers (Lv, 2014). The teaching methods and techniques used by the teacher in the teaching process have an important place within the scope of language teaching skills.

Teachers should not only attempt to teach grammar to their students on the board, but they should also be equipped well enough to enable their students to acquire four language skills. They should have the mastery of various language teaching strategies, methods and technical knowledge and skills so that they can promote their students' language learning both inside and outside the classroom. Teachers should be able to transfer their experiences gained from daily life to their students as well as theoretical knowledge by personally developing themselves in cultural areas. All these reveal how important content knowledge and pedagogical content knowledge are in training teachers (Kleickmann et al., 2013). Content knowledge that can be defined as the teacher's mastery of the knowledge about the subject-area he/she is teaching and pedagogical content knowledge that can be defined as the integration of the knowledge about how to teach content knowledge with content knowledge are of great importance in foreign language teaching (Evens et al., 2016). In other words, for a foreign language teacher to provide qualified language instruction, he/she should have a good command of the grammar, linguistics and language skills of the foreign language he/she is teaching and should be knowledgeable about different language teaching methods, lesson planning, application and evaluation. Therefore, there is a strong need for qualified teachers for a good language teaching to occur. In this regard, faculties training these teachers should assume important responsibilities.

When the historical process of teacher training in Turkey is briefly examined, it is seen that the basic teacher training institutions in the period between 1923 and 1981 were the Elementary Education Teacher Training Schools, Village Institutes and Two-Year Training Institutes (Kavak et al., 2007). On the other hand, in the history of foreign language teacher training, it is seen that in the Gazi Education Institute, the first language teacher training department was opened in 1941 to offer two-year training to pre-service French language teachers and then the two-year English Language Teaching Department in 1944 and the German Language Teaching Training Department in 1947 were opened to train foreign language teachers of Turkey (Demircan, 1988; Demirel, 1991). In 1962, foreign language departments were extended to three years and in 1978, the training given in all educational institutes was increased to four years and they were transformed into higher schools of teacher training. In 1982, a new era of teacher training started with the opening of education faculties within universities (Kavak et al., 2007). With the transfer of teacher training institutes to universities after the enactment of the law of Higher Education Council, the principle of training teachers from one source was adopted (Demirel, 1991). Then, an important step was taken in the way of restructuring the teacher training institutes in Turkey and with the Law No. 4306 dated 16.08.1997, the duration of primary education throughout the country was increased to eight years (Kucukahmet, 2007). Within the scope of the restructuring of teacher training programs by the Ministry of National Education, in 1997-1998 academic year, a 31-credit English Language Teacher certificate programs were opened, and the graduates of these two-term certificate programs were allowed to be appointed as teachers of English.

A new amendment was made in 2000 and the students having graduated from the English-medium undergraduate programs (e.g. engineering, economics, statistics, etc.) were allowed to be appointed as English teachers without having to complete the certificate program. This practice was abolished with the amendment made in 2003.

In 2005, reorganization was made in teacher training and in this connection teacher training programs were updated. In education faculties, 3.5 + 1.5-year practice of teacher training was abandoned, and professional teaching knowledge courses were integrated and started to be given within a five-year period. For the students who graduated from faculties other than the faculties of education, the program implemented as 4 + 1.5 years continued. In 2009, training teachers in the Subject-Area Non-thesis Master's Programs was replaced with the new program allowing the students of the faculties of science and letters to be trained as teachers during their normal four-year undergraduate education

(Turkish education foundation, 2009). In 2012, new decisions on teacher training by the faculties of science and letters were taken and students who were studying in the intermediate classes were given the right to take formation but for the students who would start education in the new term, formation and thus the right to be a teacher were abolished. Non-thesis master's programs also more widely known as formation programs covering a two-term period in their new form replaced the non-thesis master's programs applied in previous years (Akdemir, 2013). Foreign language teacher training programs have been directly affected from all these processes of change.

In 2013, with the 4+4+4 reform, middle schools were made independent again and introduction of the intensified English course to the 5th grade was brought to the agenda (Suna & Dumuscelebi, 2013). This once more has brought the issue of teacher training to the fore. Today, the graduates of the foreign language teaching departments in education faculties and the graduates of the departments of English Language and Literature, American Culture and Literature, English Translation and Interpretation, English Linguistics, Translation Science English Program, English Language and Culture affiliated to faculties or schools such as Schools of Foreign Languages, Faculty of Basic Sciences, Faculty of Humanities can be appointed as teachers on condition that they have completed the Pedagogical Formation Education Certificate Program opened by the Higher Education Council in cooperation with the Ministry of National Education (Aslan & Kocaman, 2018).

One of the most important changes in the Turkish education system and in the foreign language teacher training system described above is the changes made in the education programs. These changes include the evaluation of the existing foreign language teacher training programs. There are many national and international studies investigating various dimensions of foreign language teacher training programs in Turkey. These can be summarized as follows.

Yilmaz (2014) evaluated the effectiveness of the Speaking Skill Curriculum implemented in the English Preparatory School of a state university on the basis of the opinions of instructors and students. Their findings revealed that the classes aiming to develop speaking skill were able to partially fulfil their objectives. Moreover, it was suggested that for this curriculum to be more effective, objectives, materials and physical conditions should be developed. Tunc (2010) evaluated the effectiveness of the Preparatory School Curriculum in Ankara University on the basis of the opinions of instructors and students. As a result, it was found that the curriculum was able to partially accomplish its objectives and that physical conditions, content, resources and assessment methods should be developed.

Ozkanal and Hakan (2010) evaluated the curriculum implemented in the English Preparatory School of Eskisehir Osmangazi University, which had not been evaluated since 1995-1996 academic year, on the basis of student opinions. As a result, it was concluded that the curriculum provides the required information, can teach English adequately, English instructors are successful, physical conditions and teaching of technical English should be improved. Mede and Uygun (2014) conducted a study to evaluate whether the English preparatory curriculum meets the needs of the students to attend English Language and Literature and English Translation Departments on the basis of the opinions of students and reported that the curriculum develops their language skills equally and the assignments given to students contribute to their skill of using suitable language strategies. Karatas (2007) evaluated the required English II course curriculum implemented in the Modern Languages Department of Yildiz Technical University on the basis of the opinions of instructors and students by using the Context, Input, Process and Product (CIPP) model. As a result, both the instructors and students were found to have positive opinions about the context and process dimensions of the curriculum.

Some leading international studies on the subjects can be summarized here. Karmina and Kay (2015) explored the quality of the undergraduate curriculum of English as a foreign language in Iran on the basis of the opinions of teachers. As a result of the study, it was concluded that instructional materials should be revised, and more emphasis should be put on learning strategies. Hanchell (2014) evaluated the undergraduate curriculum of Christian university by using the CIPP model. The results revealed that the curriculum operates in a satisfactory manner. Chen (2009) evaluated a total of 20 English teaching courses offered in the Applied English Department Institute by using the CIPP model. It was concluded that the courses do not meet the needs adequately.

As can be seen in the literature given above, curriculums have been generally evaluated by using the CIPP evaluation model. The founder of this model, Stufflebeam (2003) stated that the main goal of the model is to enable the continuous development of a curriculum rather than proving the quality of a curriculum. Model is a process of collecting and applying descriptive and judgmental information about the objectives, design, implementation and outputs of a curriculum (Stufflebeam, 2002). Through this feature, the model allows for program evaluation with "decision-oriented approach". The model includes context, input, process, product evaluation, and is referred to by the initials: "CIPP". The basic components of the CIPP model are given in Figure 1.

Figure 1: Components of the Stufflebeam's (2003) CIPP Model.

The inner circle shown in the figure represents the values that form the basis of one's evaluations. The wheel that surrounds the values is divided into four curriculum-related evaluation focuses: goals, plans, actions and outcomes. The outer wheel indicates the type of evaluation that serves each of the four evaluation focuses. These are context, input, process and product evaluations (Stufflebeam, 2003). This model considers evaluation as an ongoing process (Ornstein & Hunkins, 1993).

Context evaluation is the first dimension of the model. Context evaluation is also called as the measurements of needs (Dick, 2002). The main aim of the evaluation of context is the setting of curricular goals (Fitzpatrick & et.al. 2011). By defining the relevant context to be addressed by the curriculum, goals, needs and the problems to be solved can be analyzed in detail (Gilchrist & Bernice, 1974; Worthern et.al., 1997).

Input evaluation is the second dimension of the model. Its main objective is to question the elements such as potential strategies, work plans and budget to be used to achieve the goals determined as the outcomes of the context evaluation. In this dimension, information is collected about how to reach the resources to be used to achieve the objectives of the curriculum (Gilchrist & Bernice, 1974).

Process evaluation is the third dimension of the model. Its main objective is to provide feedback for the practice stage (Madaus et.al., 1983) by checking the process dimension of the curriculum (Gilchrist & Bernice 1974; Worthern et al., 1997). In the process dimension, questions such as "How well is the curriculum implemented? Which problems pose a threat to success? Which regulations are needed? Through the responses given to these questions, the process dimension of the curriculum can be checked, controlled and corrected (Worthern et al., 1997).

Product evaluation is the fourth and last dimension of the curriculum. Its main aim is to make comments on the curriculum and to reach judgments about whether to continue with the curriculum or to change and rearrange it (Madaus et.al., 1983; Stufflebeam & Shinkfield, 1985; Ornstein & Hunkins, 1993; Ornstain & Hunkins, 2004; Stufflebeam, 2003; Gilchrist & Bernice 1974).

This model is a model allowing the evaluation of different dimensions such as context, input, process and outcome so that it can be effectively used in foreign language curriculums (Karatas, 2007). As the model makes it possible to conduct a comprehensive exploration of the applied curriculums at schools and to gain insights about the curriculum, it is one of the widely used models (Erden, 1998).

As can be seen, the CIPP Curriculum Evaluation Model is highly functional for a comprehensive evaluation of the functionality of a curriculum. The training of qualified teachers is highly associated with the contents of the courses in their undergraduate programs. If the subjects studied in the courses given during the undergraduate education are useful for pre-service teachers to be successful in their professional career, then they can enhance the effectiveness of undergraduate programs, quality of teachers and the quality of the education to be received by students. In this respect, the opinions of pre-service teachers are important to effectively construct, organize and evaluate the foreign language teaching programs in education faculties. In the current study, shortcomings and problems experienced in foreign language teaching undergraduate programs were determined by using the CIPP model on the basis of the opinions of pre-service teachers and evaluations were made on the effectiveness of the program investigated. As summarized above, when the relevant literature is reviewed, it is seen that the number of studies focusing on the evaluation of foreign language teaching programs within the context of a model is quite limited. Evaluation of the program from its all aspects and thus presentation of an integrated picture of the program by using the CIPP model can yield important findings, which is important for the sustainability of the program. In this connection, the current study can make important contributions to the literature.

Research Goal

The purpose of the current study is to evaluate the German Language Teaching, Arabic Language Teaching, French Language Teaching and English Language Teaching programs within the context of foreign language teaching by using the Stufflebeam's CIPP model on the basis of the opinions of the pre-service teachers attending these departments.

To this end, answers to the following questions were sought.

1. What are the opinions of the pre-service teachers attending foreign language teaching departments about the context, input, process and product dimensions of their undergraduate programs?

2. Do the pre-service teachers' opinions about the context, input, process and products dimensions of their undergraduate programs vary depending on gender and the department attended?

Methodology

Research Design

The study was designed according to the qualitative research method and the phenomenological method was employed. The phenomenon focused on throughout the study was to evaluate the foreign language undergraduate programs attended by the pre-service teachers on the basis of their opinions about these programs by using the Stufflebeam's context-input-process-product (CIPP) program evaluation model.

Study group and Data Collection

In the selection of the study group, the criterion sampling method was used. In this regard, main criteria for the students were determined as (a) department, (b) gender. In this connection, the study group of the current research is comprised of a total of 40 second-year students (5 male and 5 female students from each of the following departments: German Language Teaching, Arabic Language Teaching, French Language Teaching and English Language Teaching) from the Gazi Education Faculty of Gazi University in 2017-2018 academic year. The reason for the selection of the second-year students to participate in the current study was that they were taking the course "Program Development in Education" and that they were more convenient to collect data from.

Data collection tool

In the current study, a semi-structured interview form was used to elicit detailed data about the opinions of the participating students on the context, input, process and product dimensions of their programs. The questions in the semi-structured interview form were developed considering the dimensions of the Stufflebeam's CIPP model and possible questions to be asked for each dimension of this model and the questions used in similar studies. The internal validity of this data collection tool was tested on the basis of the opinions of two experts and the questions were found to be suitable. The reliability of the interview form was tested by using the formula proposed by Miles and Huberman (1994) (Reliability = Agreement / (Agreement + Disagreement) and as an agreement was reached on all the questions in the interview form, the reliability was calculated to be 100%. This ratio was considered to be 100% as although there were few points on which two experts could not agree at first, they reached an agreement on these few points after a short discussion. In addition to this, direct quotations are given to reinforce the internal reliability as stated by Le Compte and Goetz (1982, cited in Yildirim & Simsek, 2011); thus, a descriptive approach was adopted to the analysis of the collected data.

In the interview form, there are a total of 15 questions subsumed under four main dimensions of the Stufflebeam's CIPP model. The interview form was administered by the researchers themselves and each interview lasted 14-22 minutes. As tape recording was not allowed by the students, the data were collected by using the simultaneous note-taking method.

Analyzing Data

In the analysis of the collected data, the opinions expressed by the pre-service teachers were analyzed by using the descriptive analysis method. During this analysis, some direct quotations were made from the statements of pre-service teachers. The operations conducted in the process of descriptive analysis are as follows (Turan, 2016);

A code is assigned to each student and department → S (student) 1, S2, S3 …. DE (German), EN (English), FR (French), SA (Arabic).

1. Writing themes suitable for the sub-stages of the CIPP model (15 themes)

2. Classifying opinions into themes

3. Repeated holistic reading

4. Data matching and classification

5. Seeking the opinions of field experts

6. Giving the final forms of themes and codes

7. Determination of the opinions from which direct quotations would be made

8. Making direct quotations from the opinions supporting the themes by establishing links between students' opinions and themes

9. Ending the analysis and writing the research findings

The findings obtained from the analysis of the collected data by following the above-given stages are given below.

Findings / Results

The data collected from the interviews conducted with the students were gathered under 15 themes. These themes are given below:

Table 1. The Interview Themes

CIPP Stages	Themes
Context	• The goal of the program • Strengths and weaknesses of the program • Meeting the needs
Input	• Level of readiness • Adequacy of instructors and technical equipment • Materials evaluation • Contribution of materials • Allocated time
Process	• Applied methods and techniques • Unexpected elements • Teaching process
Product	• Objectives • Measurement and evaluation • Criteria of success • An ideal class

Students' Opinions about the Context Dimension

Question 1: What do you think the aim of your undergraduate program is?

In all the interviews conducted with the participating students, the students stated that the aim of their undergraduate program is to prepare them for the profession and educate them as good teachers. Some student excerpts in this regard are given below:

"The main goal of this course is to help us develop our foreign language reading, writing, listening and speaking skills and be good teachers." (DE.S1).

"To train qualified teachers with good subject-area knowledge and who can educate promising new generations." (EN.S10).

On the basis of the pre-service teachers' opinions, it can be argued that the main goal of undergraduate foreign language teaching programs is to impart reading, writing, listening and speaking skills in the target language to students and to educate generations with good command of foreign languages. The participating students' opinions were found to be mostly similar across genders and departments.

Question 2: What are your general opinions about the program you attend? What are the strong and weak sides of the program you attend? (What are the aspects of the program you like the most/the least?)

The data collected from the interviews in relation to this question show that the pre-service teachers have positive opinions about their programs in general. In general, the participating students think that the best aspect of their programs is their instructors' being qualified, offering guidance to them and being highly knowledgeable while they think that the weakest side of their programs is lack of opportunities to practice speaking and the great emphasis put on theory. The pre-service teachers' opinions about this question were found to be not varying significantly depending on the gender and department variables.

Some excerpts of the participating students in relation to this question are given below:

"In general, I am content with the program, instructors are highly qualified, which is what I like the most in the program. Yet, there are not enough opportunities to practice speaking. I prefer to experience the target language than to translate." (DE.S8).

"Instructors are knowledgeable and they have good mastery of French, yet, more emphasis should be put on developing our speaking skill" (FR.S5).

Question 3: *How much do you think the program you attend meet your needs? (How content are you with the program?)*

When the findings related to the "Context" dimension of the program are considered, the following can be said: The program seems to generally meet the needs of the participating students (17 females+10 males=27 persons). The students are generally content with the program; they think that their needs are adequately met as their instructors are highly qualified and knowledgeable.

In light of the findings, it can be argued that the students from the departments of English, German and French Language Teaching have more positive attitudes than the students from the department of Arabic Language Teaching and that the female students have more positive opinions than the male students about the extent to which their programs meet their needs.

For example, some participating students from the French Language Teaching Department stated their opinions as follows:

S3: "I do not think that it meets my needs; we are mostly memorizing, it was better in the prep-school";

S9: "Instructors should be good at teaching; being qualified is not enough on its own. I would like to learn this language more effectively; that's why, I am not content with the program I am attending.

Students' Opinions about the Input Dimension

Question 4: *How prepared do you think you are to accomplish the objectives of the program you attend?*

Of the 40 students participating in the current study, 28 (14 males and 14 females) stated that they are not prepared yet to accomplish the objectives set in the program they attend. The opinions expressed by the students in response to this question were found to be varying only depending on the gender variable. The students from the French Language Teaching Department see themselves much less prepared to accomplish the objectives set in their program than the students of the other programs. They are followed by the students from the Arabic, English and German Language Teaching Departments, respectively.

Some student opinions expressed in response to this question are given below:

"I believe that I am at the beginning of a long way and I think that I will be more successful when I have started applied courses". (EN.S7).

"I think I am ready, not thoroughly though. Over time, I can be better." (DE. S4).

These findings show that students do not find themselves competent enough. They think that they will be better when they do more practice.

Question 5: *How much do you think the instructors and instructional technologies are ready (qualified) to implement the program you attend?*

It is seen that the opinions expressed by the students in response to this question vary depending on the department and gender variables. Of the 40 students participating in the current study, 39 think that the instructors are competent and qualified enough to execute the program, 14 (5 males and 9 females) think that instructional technologies are adequate enough to implement the program while 26 (12 males and 14 females) stated that they are not adequate. In relation to the gender variable, it can be said that the female students find instructional technologies more adequate than the male students.

Some student excerpts in relation to this question are given below:

"All of our instructors are highly qualified, yet they only use the projector as an instructional technology, this is not enough." (EN.S10)

"Our teachers are qualified enough yet I think that language laboratories have an important role in instructional technologies. But there is not. (FR.S2)

Question 6: *What do you think about resources/materials (course book, resource books, CD etc.) presented to you in classes?*

It is seen that the opinions expressed by the pre-service teachers in response to this question vary depending on the department and gender variables. Of the 40 students participating in the current study, 27 (14 females + 13 males) stated that the resources presented in classes are adequate.

Some student excerpts in relation to this question are given below:

"I think that the books are a bit old-fashioned. Yes, they are highly comprehensive books but using the books written in 1980 seems to be odd to me." (EN.S5).

"In some classes, classic books and methods are used. Therefore, I find it difficult to concentrate on." (SA.S3).

Question 7: How much do you think these materials contribute to your foreign language teaching?

The pre-service teachers' opinions expressed in response to this question seem to vary depending on the department and gender variables. Of the 40 pre-service teachers participating in the current study, 31 (13 males+18 females) stated that these materials contribute to their language learning. The students from the Departments of English, French and Arabic Language Teaching think that the materials used make greater contribution to their language learning than the students from the German Language Teaching Department. When the students' responses are examined in relation to the gender variable, the female students seem to more positive. Some student excerpts in relation to this question are given below:

"The books many of which we use for a while and then put aside are not adequate." (DE.S3).

"They are adequate, but learning depends on the individual. But a bit more materials can be better. "(FR. S4).

It can be said that the materials used are conducive in general to language learning. The materials used in the German Language Teaching Department seem to be in need of more development.

Question 8: What are your opinions about the time allocated to the program you attend?

The pre-service teachers' opinions expressed in response to this question vary depending on the department and gender variables. Of the 40 students participating in the current study, 30 (14 males + 16 females) stated that the time allocated to their program is enough. While the highest number of students from the Departments of English and French Language Teaching find the time allocated to the program adequate, the lowest number of the students from the German Language Teaching find it adequate. Some student excerpts in relation to this question are given below:

"Time devoted to some classes is not adequate, such as speaking skill, grammar." (SA.S1).

"More time needs to be allocated to speaking classes and teaching skills classes; equal to time allocated to theoretical classes." (GE.S2).

Students' Opinions about the Process Dimension

Question 9: Which of the methods (strategy/technique) frequently used by the instructors in their delivery of lessons do you like the most and like doing?

The opinions expressed by the pre-service teachers in response to this question seem to be not varying depending on the department and gender variables. All of the students participating in the current study stated that they like the use of methods allowing students to actively take part in lessons. Some student excerpts in relation to this question are given below:

"I like the use of techniques such as games, fun activities and other attractive techniques. I do not like any of the techniques used by teachers only writing something on the board and reading from the book." (DE.S6)

"I like student-centred classes. Students' actively engaging in activities and translations makes me happy. What I like most is our grammar teacher's encouraging us to discover the rules of a grammar subject he/she teaches in the class and then rewarding the one who first figures out the rule. (SA. S5)."

Question 10: Are there other elements which you would like to be involved in the program?

The opinions expressed by the pre-service teachers in response to this question seem to be varying depending on the department and gender variables. More than half of the students participating in the current study (12 females+10 males=22 persons) stated that more reading, speaking and writing classes should be offered in the program. From among the students, while the greatest number of students from the English Language Teaching Department would like more of the above-mentioned classes, the lowest number of students from the German Language Teaching Department would like them. In relation to the gender variable, the female students would like more reading, speaking, writing classes than the male students.

Some student excerpts in relation to this question are given below:

"I want more emphasis to be put on speaking, writing and reading classes. A language laboratory must be established." (DE.S4).

"During our undergraduate education, there must be a requirement for each student to study in the country where the target language is spoken as the mother tongue at least for one term." (FR.S6)

Question 11: How content are you with the execution of the instructional process? How do you find the classroom environment while activities are being performed (student participation, student-teacher interaction etc.)?

The opinions expressed by the pre-service teachers in relation to this question seem to vary only depending on the department variable. Of the 40 students participating in the current study, 30 (15 males and 15 females) stated that they are not content with the execution of the instructional process. It can be said that the highest number of students from the French Language Teaching Department and the lowest number of students from the English Language Teaching Department are not content with the instructional process executed in the class. Some student excerpts in relation to this question are given below:

"I have observed that while doing activities requiring students to be active, student participation is very high; yet, in classes where students are almost always passive, student participation and student-teacher interaction are very poor." (EN.S2).

"Student participation occurs in a very limited number of classes and in such classes, there are nice student-teacher interactions, you like the delivery of the classes. In some other classes however, the teacher just reads and tells us to memorize them for the exam." (FR.S5).

Students' Opinions about the Product Dimension

Question 12: What qualifications do you think the program you attend will equip you with?

In response to this question, all the pre-service teachers participating in the current study stated that the program makes positive contributions to them. The opinions expressed by the pre-service teachers in relation to this question do not vary depending on the department and gender variables. The pre-service teachers think that the program helps them acquire teaching skills, develop their comprehension, writing, reading skills, get to know other cultures and be more successful in exams.

Some student excerpts in relation to this question are given below:

"I feel greater mastery on English with each day. Though there is not much development in my speaking skill, I have gained many things in terms of my listening and writing skills." (Ing.S9).

"A new language means meeting new people. I have understood the Syrian immigrants better as I know their language. My greatest gains have come from the pedagogy courses teaching how to approach students." (SA.S8).

Question 13: How is success in language learning measured? What do you think about the effectiveness and usefulness of the types of evaluation implemented in the program you attend (product evaluation, process evaluation) and of the measurement tools (exams, project-performance assignments)?

All of the pre-service teachers participating in the current study stated that their success is evaluated by means of written exams; in addition, evaluations are also made on the basis of presentations and assignments. Thus, there is no department-based difference in the opinions expressed in response to this question.

Some student excerpts in relation to this question are given below:

"Exams seem to be effective in evaluating our language learning achievement to some extent. However, assignments are usually done to get a good grade and pass the course rather than to learn something; thus, they do not have important contributions to students." (EN.S3).

"While the subjects taught in classes are instructed in a simplified manner, when it comes to evaluation through exams, we are forced more than necessary. Moreover, we have a lot of assignments. I spend more time on assignments than on learning at school." (SA.S10).

Question 14: How would you like your achievement to be evaluated?

The pre-service teachers' opinions expressed in response to this question do not vary depending on the department and gender variables. Almost all of the students (38 students) participating in the current study stated that the evaluation of success should be based on performance in the class; that is, it should be process-based. Two students stated that they find the methods of evaluation (DE.S2) suitable.

Some student excerpts in relation to this question are given below:

"I would like to be tested how well I can orally express myself. I do not want to offer an education similar to what I have received here to my students in the future." (FR.S2).

"I would like to be evaluated in many different respects. I would like my speaking, listening, writing and comprehension to be measured." (DE.S9).

Question 15: *How should an ideal program be?*

A great majority of the students participating in the current study stated that an ideal program should be more focused on practice. Other opinions expressed by the students in response to this question are that the program should be responsive to students' needs and interests, make use of different techniques to motivate students, put greater emphasis on the use of the target language and cater to learning differences of individual students. The pre-service teachers' opinions expressed in response to this question do not vary depending on the department and gender variables.

Some student excerpts in relation to this question are given below:

"I think that it should be a program encouraging more practice and creativity, discovery and exploration." (EN.S6).

"An ideal language teaching program should promote intense use of the language, should be attractive and include up-to-date topics." (SA.S2).

Discussion and Conclusion

The discussion and conclusion about the findings of the current study are presented below.

Discussion and Conclusion related to Context Evaluation:

The main goal of the Undergraduate Program the participating students attend is to develop students' reading, writing, listening, and speaking skills in the target language and to train qualified, talented and promising teachers. The pre-service teachers are in general content with the program they attend. Female students are more positive about their programs' meeting their needs than the male students. These findings show that the programs attended by the pre-service teachers generally meet their needs. In a study conducted by Demirtas and Sert (2010) in the English preparatory program of a private university in 2009-2010 academic year, a similar finding was obtained; nearly two thirds of the students think that the program meets their needs. However, all the programs do not adequately meet the students' need to develop their speaking skill. In a study by Yilmaz (2014) conducted to evaluate the teaching of speaking skill in the preparatory school of a state university by using the CIPP model, a similar finding was obtained. Yilmaz also revealed that the speaking course curriculum of this preparatory school could partially fulfil its objectives.

Discussion and Conclusion related to Input Evaluation

More than half of the pre-service teachers think that they are not ready to achieve the goals set in their programs. This might be because the participants are second-year students. The participating pre-service teachers in general find the instructors and instructional technologies are highly adequate (in favour of the French Department and females). In addition to this, the use of projectors, lack of language laboratories and the need for more interaction with the instructors outside the classroom are other elements emphasized in this part. According to the findings, it can be said that there are problems in the use of instructional technologies. This result is similar to Gokdemir's (2005) finding that one of the problems faced in language teaching in universities is not using enough technological tools. Ozer's (2017) finding that foreign language teacher candidates do not use enough computer technologies in the learning-teaching process is similar to the finding of the current research.

According to the pre-service teachers, resources presented in the classes are adequate. This was most strongly agreed by the students from the Departments of French and Arabic Language Teaching and the female students. Yet, some course books are very old. The materials used make contributions to the learning of the target language. This opinion is most strongly supported by the students from the Departments of English, French and Arabic Language Teaching and the female students. In light of these findings, it can be argued that the resources/materials are adequate, yet they can be improved more. In a study conducted by Akdogdu (2016) to evaluate the undergraduate classroom teacher training programs by means of the CIPP model, similar findings have been reported. It can be said that for a better training, physical conditions and the materials used need to be improved.

In light of findings, it can be argued that the time allocated to classes in the program is generally found to be adequate; yet, that the time allocated to speaking classes needs to be increased, which can make greater contributions to the objectives of the program. The findings reported by Topal et al. (2011) and Bagci (2014) support this finding in terms of greater need for practice.

Discussion and Conclusion related to Process Evaluation

In light of the findings, it can be argued that the pre-service teachers like the classes in which they can actively participate in the learning process more. As Devi (2008) stated, the active participation of the student is extremely important in terms of foreign language quality. The fact that the pre-service teachers care about active participation also supports Devi's view.

The pre-service teachers seem to like the use of instructional methods that encourage students to participate in the lesson, are student-centred, make use of games and fun and other attractive techniques and offer rewards for reinforcement. In addition to these, they want more speaking classes (most wanted by the students from the German Language Teaching Department and the female students), more native speakers, organization of tourist-cultural trips, the requirement of taking their education abroad at least for one term, language laboratories, an increase in sports activities and grammar classes, the course of teaching English to adults. As can be seen from these findings, the pre-service teachers are not much content with the learning-teaching process and most important reason for their discontent seems to be lack of environments where they can present their active participation.

Discussion and Conclusion related to Product Evaluation

The products attained by the pre-service teachers from the program they attend can be summarized as follows: loving the target language, understanding it, getting to know other people, learning the cultural elements of the target language, gaining the writing and reading skills, learning the principles of teaching. Yet, they think that they cannot develop their speaking skill adequately.

According to the pre-service teachers, their language learning achievement is measured with written exams and presentations and assignments to a large extent. The pre-service teachers think that besides written exams, more speaking exams should be given, in-class performance should be evaluated through oral exams, speaking, listening, writing and comprehension skills should be evaluated individually, class attendance, active participation and effective use of the target language while interacting with foreigners should be taken into consideration while students are being evaluated. In light of these findings, the use of single type of evaluation in measuring student success is not good. In a study conducted out by Demirtas (2006), it was concluded that the use of different types and numbers of exams encourages students to study and to attend classes more regularly and thus makes them more successful. These findings show that the program should put greater emphasis on practice and be responsive to students' needs and interests. The pre-service teachers think that more use of the target language should be promoted.

When all the findings are taken into consideration, it becomes clear how important pedagogical content knowledge as well as content knowledge for foreign language teachers. As Getu and Teka stated (2018), among the competencies that a teacher wants to develop within the scope of pedagogical content knowledge, there are very important dimensions from practices that will develop the 4 basic skills of the language to language teaching methods. Thus, the importance of training future foreign language teachers in better learning environments in terms of pedagogical content knowledge and revising the curriculum in this respect becomes apparent.

Suggestions

In light of the findings of the current study, the following suggestions can be made. The class hours allocated to speaking classes should be increased in foreign language teaching programs. The execution of the instructional process should be in such a way as to encourage more active participation of students, to be more student-centered, to make use of games, fun elements and other attractive techniques and rewards for reinforcement. Though not included in the program, tourist-cultural trips should be organized. Aside from the use of projectors in classes, other instructional technologies should be capitalized on as well. In addition to old resources, new resources should be incorporated into lessons.

The language learning achievement of pre-service teachers should not be evaluated only by means of written exams, presentations and assignments. More speaking exams should be given, in-class performance should be evaluated through oral exams, class attendance, active participation.

Foreign language teaching programs should be more practice-oriented, they should be structured to cater to the needs and interests of students, should encourage students to learn the target language, less use of Turkish should be allowed, and students' individual learning differences.

In the current study, in the evaluation conducted according to the CIPP model, an interview form was used as the evaluative tool. Further research can employ other techniques such as questionnaires, observation forms and document analysis.

Limitations

Various limitations have emerged in the current study. The first remarkable limitation of the study is that only second-year university students participated in the study. The reason for this was that the researcher was the instructor of the course "Program Development in Education" taught to second-year students. Similar research can be conducted with the participation of four-year students, which may yield different results. The second limitation of the study is that that the participating students may have had difficulty in understanding the content of the interview questions because the interview questions were focused on the evaluation of the training program. In order to overcome this difficulty, requited technical explanations were made regarding the questions during the interviews. Another limitation of the study might be that the participating students may have avoided levelling criticisms against the negative aspects of

their training programs. Although personal information of the participants was kept confidential to prevent this from occurring, they may have avoided criticising in any way. Another limitation of the study is that only the opinions of the students were used as the source of data, which may have resulted in a biased evaluation of the foreign language teacher training program. This might be something negative for an objective evaluation.

In light of the limitations of the current study, following suggestions can be made: In similar future studies, the readiness levels of the participants regarding the program evaluation can be determined and those with sufficient infrastructure can be included in the research. Thus, more qualified results regarding program evaluation can be obtained. Also, similar studies can be done with different participant groups at different universities. In this way, it can be possible to compare different results. In addition, the participation of 4th year students may produce different results when designing similar studies. In the current study, only student opinions were included. In addition, research can be done by taking the opinions of instructors, who are an important part of an education program. In this way, opinions of different stakeholders can be compared.

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