

SYSTEMATIC LANGUAGE PROGRAM DEVELOPMENT AND
EVALUATION IN TURKEY

A MAJOR PROJECT
SUBMITTED TO THE FACULTY OF LETTERS
AND THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
OF BILKENT UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS IN
THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

BY
AYŞE YUMUK
August, 1989

Thesis
PE
1068
.T8
Y86
1989

BILKENT UNIVERSITY
INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
MA MAJOR PROJECT EXAMINATION RESULT FORM

August 31, 1989

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

Ayşe Yumuk

has read the project of the student.
The committee has decided that the project
of the student is satisfactory/unsatisfactory.

Project title: SYSTEMATIC LANGUAGE PROGRAM DEVELOPMENT
AND EVALUATION IN TURKEY

Project advisor: Dr. John R. Aydelott
Bilkent University, MA TEFL program

Committee member: Dr. James G. Ward
English teaching Officer, USIS

Ayşe Yumuk
Bilkent University

PE
1068
-T8
725
1329

B 5915

SYSTEMATIC LANGUAGE PROGRAM DEVELOPMENT AND
EVALUATION IN TURKEY

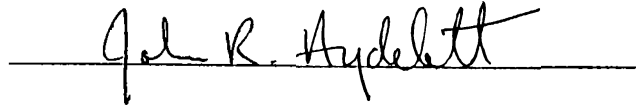
A MAJOR PROJECT
SUBMITTED TO THE FACULTY OF LETTERS
AND THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
OF BILKENT UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS IN
THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

BY

AYSE YUMUK

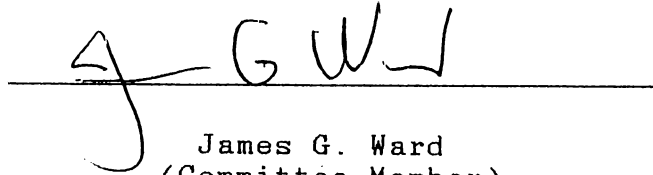
August, 1989

I certify that I have read this major project and that in my opinion it is fully adequate, in scope and in quality, as a major project for the degree of Master of Arts.

A handwritten signature in cursive script, reading "John R. Aydelott", written over a horizontal line.

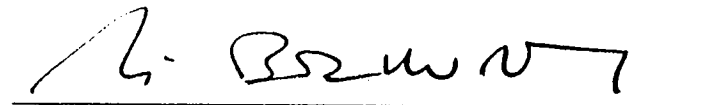
John R. Aydelott
(Advisor)

I certify that I have read this major project and that in my opinion it is fully adequate, in scope and in quality, as a major project for the degree of Master of Arts.

A handwritten signature in cursive script, reading "James G. Ward", written over a horizontal line.

James G. Ward
(Committee Member)

Approved for the
Institute of Economics and Social Sciences

A handwritten signature in cursive script, reading "Bülent R. Bozkurt", written over a horizontal line.

Bülent R. Bozkurt
Dean, Faculty of Letters

CONTENTS

Headings:	Pages:
I. INTRODUCTION	1
II. LITERATURE REVIEW.....	5
A. DEFINITIONS.....	5
1. Curriculum.....	5
2. Evaluation.....	6
3. Model.....	8
B. THE RATIONALE FOR CURRICULUM DEVELOPMENT AND EVALUATION.....	8
C. CURRICULUM DEVELOPMENT MODELS.....	9
D. FOUR MAIN STEPS OF THE BELLON-HANDLER MODEL OF CURRICULUM DEVELOPMENT AND EVALUATION....	11
1. Goals.....	11
2. Organization.....	16
3. Operations.....	19
4. Outcomes.....	21
III. APPLICATION OF THE STEPS OF CURRICULUM DEVELOPMENT AND EVALUATION BASED ON THE BELLON-HANDLER FRAMEWORK IN EVALUATING THE STATUS OF THE BILKENT UNIVERSITY PREPARATORY SCHOOL PROGRAM.....	24
A. FACT-FINDING STAGE.....	24
1. Goals.....	25
2. Organization.....	26
3. Operations.....	28
4. Outcomes.....	29
5. Pervasive Influences.....	30

B.	THE GOAL DEVELOPMENT STAGE.....	31
C.	THE ORGANIZATION STAGE.....	33
D.	THE OPERATIONS STAGE.....	35
E.	THE OUTCOMES STAGE.....	37
IV.	CONCLUSION.....	39
	BIBLIOGRAPHY.....	43
	RESUME.....	46

I. INTRODUCTION

In Turkey, the demand for learning English is increasing and a great number of students in different language programs expect to learn English for various purposes. As a result of the demand for learning English, the need for developing and evaluating language programs for effective EFL teaching/learning situations is closely felt by many teachers and course designers in many educational programs. However, in many educational institutions in Turkey there have been no systematically planned language programs. Despite studies on the implementation of language programs, there is still a need for development and evaluation of language programs.

Many language programs in Turkey are developed without conducting a comprehensive needs assessment which is essential for providing effective teaching/learning situations. The first step in developing an effective program is the survey and analysis of needs, not only of students but also of society in general. Thus, the lack of the systematic process in the development of many language programs in Turkey makes the teaching/learning experiences less effective to meet the needs of the participants of the programs. The reasons for the lack of systematic and planned programs in Turkey could be various, depending upon such factors as the national educational policies, environmental factors, and lack of resources, but the most important of all, I believe, is the lack of a deep understanding of what curriculum is.

Many teachers, course designers and other participants in the field of EFL in Turkey seem to be unaware of their important roles in planning and evaluating teaching/learning situations for instructional improvement in their programs, or rather they feel themselves committed to the traditional educational policies of their programs. In fact if we, EFL teachers, want to be effective in the field of EFL, we must develop language programs based on needs and follow a systematic process in developing goals, organization, operations and outcomes stages of EFL programs.

In Turkey, the following questions are still great issues:

1. How should we start planning an effective program?
2. Which steps should we follow?
3. Which factors should we be concerned with while developing and evaluating language programs?

Since language teaching is a complex process, it should be organized and designed systematically so that effective teaching/learning situations can be achieved. Therefore, in order to find possible answers to the questions stated above, a systematic process to program development and evaluation is needed. For systematic program development, all the participants in EFL teaching/learning situations should contribute to the process by collecting and analyzing data, and implementing change in their EFL programs. The purpose of this project is to present the systematic steps of program development and evaluation. The four main steps based on the Bellon and

Handler framework for program development and evaluation are the points of focus. The four main areas to be examined are goals, organization, operations and outcomes.

In the second section of the study a literature review based on many books, periodicals, and articles has been reported in order to present the systematic stages shared by experts in the field of curriculum. The basic terms curriculum and evaluation have been defined from the view points of different experts in the field of curriculum and the relationship between curriculum and evaluation has been emphasized for an effective program development.

In this project the word process is used to refer to the overall program development and evaluation. The word stages (steps) is used to refer to the areas of curriculum planning and evaluation which should be followed in sequence. The terms program and curriculum are used interchangeably referring to the broadest context which forms the base for all the planned experiences in teaching/learning situations.

In the third part of the study, a design for curriculum development and evaluation based on the four stages of Bellon and Handler's framework for curriculum development and evaluation has been prepared. For the design, the status of Bilkent University Preparatory School Program has been studied. Bilkent University, the first private university in Turkey, was founded three years ago. Since it is a private university and most of the students

come from a high socio-economic status, the students' expectations are high to receive better education when compared to the students at state universities. Therefore, there arises the need for effective program development and evaluation. In order to achieve effective program development, it is necessary to follow a systematic process.

The design presented in this study offers some possible ways and sources to develop and evaluate the status of Bilkent University Preparatory School Program. For this part of the study, a survey of the current status was done to find out more about the Preparatory School Program. In the fact finding stage many staff members such as the director, the teaching staff, committee members, assistant directors of the Preparatory School and documents and materials such as teachers' booklets and course books were consulted to collect data about the status of the Preparatory School Program. On the basis of information gathered in the fact finding stage some possible ways and suggestions have been presented which can be useful for course designers to develop and evaluate the Preparatory School Program in accordance with the four steps: goals, organization, operations and outcomes.

II. LITERATURE REVIEW

A. DEFINITIONS

1. **Curriculum:** The term curriculum which is the point of focus in any effective educational programs is defined by many theorists and educators. The definitions are varied depending on how the term curriculum is perceived. Although the definition alters from time to time, from expert to expert, in most definitions curriculum is perceived as the necessary systematic plan for an educational program in which teaching/learning experiences are selected, organized, implemented and evaluated according to the goals based on needs assessment.

Taba (1962) defines curriculum as an essential plan for learning which consists of goals, and ways for achieving those goals. According to her, a curriculum plan involves the decisions regarding three matters: selection and arrangement of content, choice of the learning experiences, and plans for the optimum conditions for learning.

Tanner and Tanner (1975) give a broad definition of curriculum and discuss curriculum as a systematic plan in which learning experiences and intended outcomes are formulated through systematic reconstruction of knowledge and experiences.

Dubin and Olshtain (1987) give a similar definition of curriculum as the planned experiences: "Curriculum is the broadest context in which planning for language instruction takes place, either on the national level or for a community's school."

Johnson (1989) defines curriculum as the systematic broadest

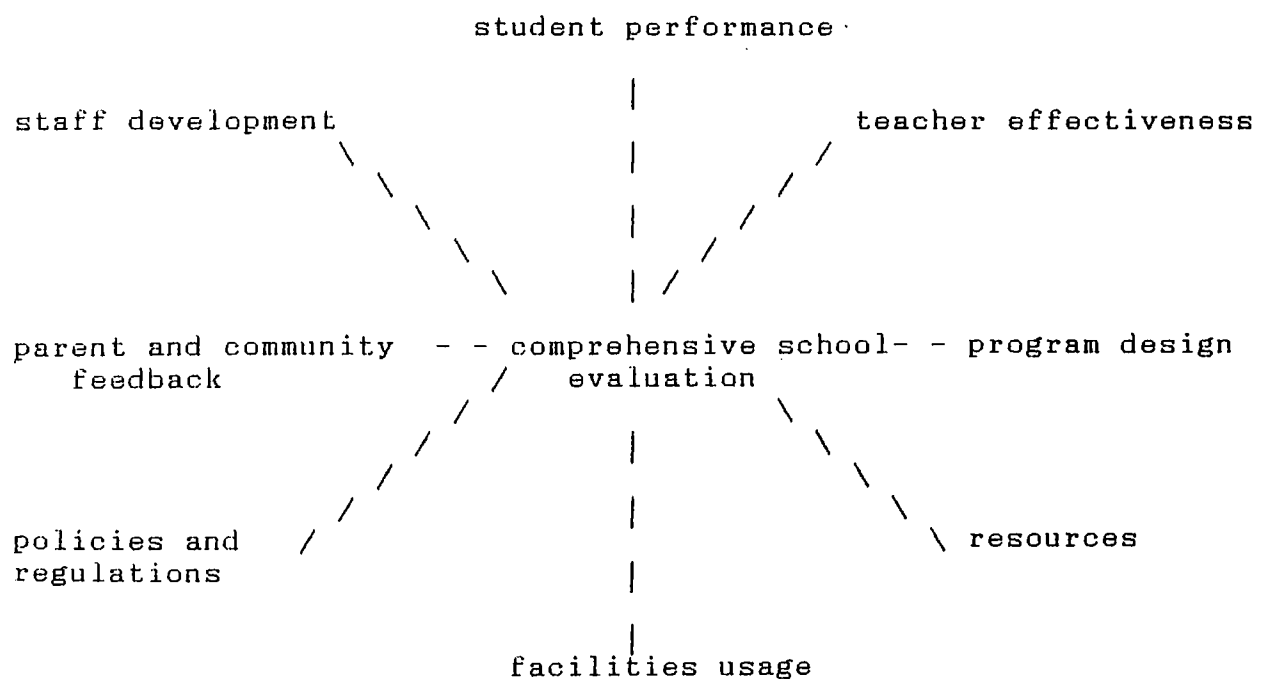
context for the learning experiences. He points out that a coherent curriculum is one in which decisions and outcomes from the various stages of development are mutually consistent and complementary and learning outcomes reflect curricular aims:

2. **Evaluation:** Evaluation is considered as an inseparable part of the process of curriculum improvement. Evaluation is necessary for curriculum improvement because effective curriculum development can hardly be achieved without the process of evaluation.

Many experts in the field of education emphasize the need for evaluation which is an essential part of curriculum renewal. Tyler (1952) emphasizes the need for evaluation in the process of program development. He points out that evaluation is necessary to understand the degree of the attained goals. Taba (1962) defines evaluation as an ongoing and complex process involving within the process of program development. According to her, evaluation begins in the first step of program development with the formulation of objectives and involves every decision made to achieve the stated objectives. Furthermore, evaluation provides the essential feedback on the weaknesses and strengths of the program and leads to the needed changes for improvements. Davis (1974) shares the same idea of evaluation discussed by Taba and states the purpose of evaluation as gathering information to improve instruction.

Bellon and Handler (1982) consider evaluation as the essential process without which curriculum development fails to

achieve satisfactory results. They emphasize that evaluation and development are simultaneous activities in the process of curriculum. Wiles and Bondi (1979) imply the natural and cyclic relationship between educational inquiry, curriculum development and evaluation. They argue that each school needs a comprehensive evaluation program because evaluation processes seek to assess the effect of educational programs. The cyclic and natural relationship between evaluation and curriculum development is shown in the following diagram by Wiles and Bondi (1979):



As it can be seen in the diagram, comprehensive school evaluation involves many areas in the educational program including staff development, policies and regulations, resources, parents and community. All the areas involved in comprehensive school evaluation have equal importance to achieve effective program improvement and there is a continuous interaction among them. Thus, in order to have effective program development, the schools must have an ongoing evaluation process.

Nunan (1988) emphasizes evaluation as a necessary process with the following words: "No curriculum would be complete without an evaluation process."

3. **Model:** The term model in this project is used to refer to the sequenced steps which are necessary to carry out program development and evaluation.

B. THE RATIONALE FOR CURRICULUM DEVELOPMENT AND EVALUATION

The main purpose of curriculum development and evaluation is to provide effective teaching learning experiences for the participants of an educational program. Since curriculum development and evaluation aim at systematic improvement of a program, the complexity of educational tasks can successfully be achieved within such a systematic process. Pierson and Friedrichs (1981) point out the need for curriculum development and evaluation to translate complex educational tasks into more attainable units. In their study, Pierson and Friedrichs (1981) refer to Pratt who discusses the lack of a planned and effective program leading to chaos, inertia and conflict. Bellon and

Handler (1982) state the purpose of program development and evaluation with the following words:

The primary purpose of curriculum development and evaluation is to strengthen educational programs so that the students will have improved learning opportunities.

C. CURRICULUM DEVELOPMENT MODELS

Taba (1962) refers to curriculum development as a plan which requires orderly thinking. She explains that it is necessary to follow certain steps in sequence in order to reach a systematic, well-planned instructional process. Thus curriculum development can be undertaken as a series of steps each of which adds to and revises the decisions made at the preceding step.

The first noteworthy contribution to the field of curriculum development was done by Tyler. Tyler (1949) introduces a system of thinking about curriculum development process by emphasizing an evaluation step. In his model, he asks four basic questions, each of which refers to one stage of program development and evaluation. The following are the four basic questions asked by Tyler:

1. What educational purposes shall the school seek to attain? (SETTING GOALS)
2. What educational experiences can be provided that are likely to attain those purposes? (SELECTING LEARNING EXPERIENCES)
3. How can these educational experiences be effectively organized? (ORGANIZATION OF LEARNING EXPERIENCES)
4. How can we determine whether these purposes are being attained? (EVALUATION OF OUTCOMES)

The model introduced by Tyler (1949) is still effective in the field of curriculum. However, it lacks some essential

steps for comprehensive curriculum development such as needs assessment organization of content.

Taba (1962) lists seven necessary steps that should be followed in program development and evaluation. The seven steps proposed by Taba are as follows:

1. Diagnosis of needs
2. Formulation of objectives
3. Selection of content
4. Organization of content
5. Selection of learning experiences
6. Organization of learning experiences
7. Determination of what to evaluate and of ways and means underlining the necessity of doing it

The seven steps proposed by Taba include the steps of needs assessment, organization of content and selection of learning experiences when compared to Tyler's. According to her, these seven steps follow an order which result in a more thoughtfully planned and more dynamically conceived curriculum. She defines diagnosis of needs as an important first step to develop an effective educational program. Johnson (1967) contributes to the field of curriculum by introducing a model which is known as the process-product model. In this model a detailed description of the goal setting process is included. In this process-product model curriculum content is viewed as the learning outcomes.

Bellon and Handler (1982) have developed a framework for curriculum development and evaluation. This framework is an efficient, effective and comprehensive framework because it is an eclectic framework based on many other curriculum development models including the ones of Taba and Tyler. In the Bellon-

Handler model, the systematic development and evaluation of educational programs are presented following four main stages which are goals, organization, operations and outcomes are examined. Furthermore, the outside factors which are known as the pervasive influences are considered for program development and evaluation.

Bellon and Handler framework can be effective for program development and evaluation activities in Turkey because it provides a clear and systematic approach to program development examining not only goals, organization, operations and outcomes but also staff development and personnel evaluation as well.

D. FOUR MAIN STEPS OF THE BELLON-HANDLER MODEL OF CURRICULUM DEVELOPMENT AND EVALUATION

The four steps in Bellon and Handler framework are goals, organization, operations and outcomes. The framework contains a detailed description of collecting, analyzing and evaluating information concerning the four main steps. In the following part these four steps are discussed in detail.

1. GOALS

The first step in curriculum development and evaluation is goal setting. Bellon and Handler (1982) emphasize goal setting as the first step in program development with the words: "Virtually all leading curriculum development models begin with a goal setting stage." Many other experts in the field of curriculum point out the goal setting stage as the first step of

program development.

Tyler (1949) refers to the first step in developing curriculum when he asks the question "what educational purposes shall the school seek to attain?" Taba (1962) does not mention general goals; they remain implicit. But she concentrates on the objectives. According to Taba, the general aims of the program can be achieved only if the participants acquire certain knowledge, skills, techniques and attitudes. The general aims represent the intended, outcomes and the outcomes on this more specific level are usually referred to as educational objectives.

Goals are general statements which include the societal and community concerns as well as the institutional concerns. Johnson (1977) defines goals as general statements which describe what the participants of the program are expected to develop through instruction.

According to Bellon and Handler (1982), goals of a program should be based on the values of the participants who are directly and indirectly involved in the educational program. Each educational program should have a clearly defined purpose so that all the participants of the program can understand what they are expected to do. Bellon and Handler make the following propositions concerning goals:

1. "Goal statements should represent the values of all appropriate client groups." In the goal determining stage, every participant should be involved in the process: students, teachers, administrators, professional educators and even parents. It is

not necessary for all the participants to be involved in decision making concerning final goals but the important thing is to consider the values of the participants while setting goals.

2. "The process of generating and agreeing upon educational goals should be designed to help schools become renewing and future oriented organizations." Past experiences provide a good basis for goal setting. However, in determining goals future progress should be emphasized.

3. "Priority levels of educational goals should be used as a basis for decision making." The goals should be prioritize from higher to lower. While ranking goals, unmet needs should receive higher priority.

4. "Educational goals should be written, made public and evaluated on a regular basis." Goals should be written so that they can be examined, adjusted and refined when necessary. It is important to have written goals in hand which guide the participants to achieve the intended outcomes. Also goals should be reviewed and evaluated regularly to meet the participants' needs.

In the goal setting stage, the most important factor is needs assessment; the goals of a program should be based on the existing needs identified beforehand. Taba (1962) identifies diagnosis as an essential and continuous part of an ongoing curriculum development. Dubin and Olshtain (1987) state that goals should not only be based on the needs of the learners but on the needs of the other participants as well.

NEEDS ASSESSMENT

Needs assessment is an essential step to determine the processes for effective program development and evaluation. Identifying needs is the starting point which provides the essential data for goal setting and evaluation. In an effective educational program goals should be based on the existing needs. Thus, curriculum development must begin with a needs assessment.

Taba (1962) defines needs assesment as the first step to provide effective teaching/learning situations:

One needs to know enough at the start to begin to see the 'whites of their eyes'. The chief task is to begin to translate the available data into needs with sufficient correctness and succinctness to develop a rational basis for making preliminary decisions about content, emphasis and objectives for learning experiences.

English and Kaufman (1974) discuss needs assesment as a process of defining the desired end (outcome, result or product) of a given sequence of curriculum). According to them, it involves stating the objectives to be met and determining how well an existing program is meeting those objectives. Wiggins and Seaberg (1988) discuss the necessity of a comprehensive needs assessment for an effective educational program and they state that meaningful program planning and development proceeds from the thoroughness and accuracy of the needs assesment.

However, Smith (1989) points out that in many schools there is a great number of program concerns that need to be addressed. Therefore, while assessing students' needs, it is necessary to reach agreement. Goals of the program should be based on the

most important needs identified beforehand.

Hutchinson and Waters (1987) list some ways which are most frequently used to gather information about needs. These are questionnaires, interviews and observations.

After needs assesment has been done, goals should be determined on the basis of the collected data. But, a systematic needs assessment should be conducted to determine more valid goals. Drobnic (1978) points out the necessity of a systematic needs assessment when he says the following: "Needs analysis is not a once-for-all activity. It should be a continuing process, in which the conclusions drawn are checked and reassessed."

While setting goals certain steps should be followed. Wiles and Bondi (1979) propose the following steps for the goal setting stage:

1. Determining goals: the first step is to determine goals taking the results of needs assesment into consideration.

2. Prioritizing goals: goals should be prioritized so that resources can be properly allocated to achieve the important local expectations.

3. Translating goals: after goals have been ranked they must be translated into measurable terms. This involves construction of behavioral objectives.

4. Reassessing goals: as needs are changing periodic assesment is needed for goal analysis. Goal analysis should take place at regular intervals.

2. ORGANIZATION

After goals have been properly determined, the next step is to develop program content and materials. Taba (1962) states that good curriculum planning involves the selection and organization of learning experiences. According to Taba, content and learning experiences need to be organized so that they serve the educational objectives. She states that an ineffective curriculum is due to the lack of organization of both content and learning experiences. A good organization of both content and learning experiences makes learning more effective and productive.

Wiles and Bondi (1979) emphasize the need for appropriate selection and organization of content for an effective curriculum. According to them, the selection of the content for learning experiences depends on what the students need to learn. They explain the criteria for the selection and organization of content with the following words:

Determining what the students should learn involves establishing for the selection of content. Those criteria include determining whether the content is valid, significant and consistent with the social realities.

Bellon and Handler (1982) argue that programs developed without taking the organizational factors and influences into consideration may be less successful when they are implemented. Bellon and Handler discuss such organizational considerations as selection and organization of resources which are relevant to achieve the determined goals, the organizational

processes such as communication, decision making and planning. They categorize resources under four headings: human resources, physical resources, financial resources and time resources. According to them, appropriate personnel selection and organization must be done and responsibilities must be given to each person through position description.

Wiles and Bondi (1979) also point out the important role of human resources in an effective curriculum. They discuss that selection and organization of human resources, beginning with the classroom teacher and advancing to the other school personnel and community people, have vital importance in achieving the agreed goals.

Bellon and Handler (1982) state that the selection and organization of equipment and materials must be appropriate for an effective program development and evaluation. They argue that necessary equipment and materials are required in order to achieve determined goals, and materials and equipment must be organized effectively to support all the learning activities.

Wiles and Bondi (1979) mention two criteria for selecting any resources for learning. The first one is the relevancy of the resources to the goal-seeking activity. The second one is the accuracy of the resources for the learners. Resources for learners should be free from biases and appropriate to the interest and needs of learners.

Bellon and Handler (1982) also point out the need for adequate financial support to achieve the stated goals. They

also emphasize the adequate time factor for effective program implementation. They make the following propositions about organization:

1. "Participants in an organization should place a high priority on developing unity of purpose." All the participants of the program should have a clear understanding of their responsibilities and roles to achieve a unified purpose; otherwise, the lack of a unified purpose among the participants leads to chaos and makes it difficult to achieve the determined goals.

2. "Participants in an organization should have the opportunity to achieve their personal goals as well as those of the organization." In an effective organization, it is important to create an atmosphere where the participants have chances to determine their personal goals to improve their personal growth and development. Thus, while achieving the organizational goals, the personnel can achieve their individual goals:

3. "Even though there are formal hierarchical relationships basic to organizational structure, it is possible to capitalize on the capabilities of all participants." In an effective organizational structure, opportunities should be given to the participants to use their best efforts and competencies for program improvement.

4. "Organizations must be self-renewing entities." In program organization there should be activities which lead to self development of the participants and participants of the

program should be aware of the fact that self development is necessary for the program development.

5. "Organizations must have mechanisms for generating information to support feedback and decision making activities." Evaluation is necessary to achieve effective results for the development of the program. There should be a regular basis for the evaluation in each stage of the program development.

3. OPERATIONS

After organizing the necessary factors such as human resources, physical conditions and equipment, time and financial resources for program development and evaluation, the next step is the day-to-day implementation of the planned educational program.

Bellon and Handler (1982) identify the operational step of program development and evaluation as the daily functioning of the curriculum which requires more time and effort when compared to the other steps of the program development and evaluation. According to them, the operational stage of program development and evaluation includes all the activities and efforts to carry out the determined educational goals. Therefore, curriculum and instruction which are two important concerns in program development and evaluation should be examined.

Goodlad (1979) gives a similar definition of operations. According to him, operation is what goes on hour by hour in the school and classroom. He mentions the five levels of curriculum, from the ideal to experiential. According to Goodlad, the ideal

level of curriculum is what the students must get. However, the experiential level of curriculum is what actually the students get at the end. Goodlad points out that there may be difference between the teachers' perception of curriculum of their classrooms and their actual teaching in the classroom.

In order to see if the planned curriculum is followed in the classroom instruction, it is essential to analyze both curriculum and instruction. If the curriculum and instruction are in line with each other, the educational outcomes will be consistent with the determined goals.

Bellon and Handler (1982) propose the following ideas about the operational stage of the educational program development:

1. "Day to day operation of the school or district should reflect a consistent and unifying focus on goal attainment." While examining the day to day activities, the determined goals should be the criteria by which the activities are compared. Thus, all the staff members should take determined goals into consideration while planning their works. Furthermore, after program goals have been determined, the objectives for daily instructional planning should be determined by all the teaching staff.

2. "Student learning should be the primary focus for day to day operations." Since effective student learning is the main object for program development, the selected learning theory or theories should be consistent with the needs of the learners. Also, selected materials should be appropriate to the learners' needs.

3. "Instructional improvement should be a systematic, high priority operations activity guided by positive assumptions about teacher behavior." In order to achieve effective classroom instruction, the professional development of the teaching staff is required. Therefore, a systematic and ongoing supervision process is essential for instructional improvement. Acheson and Gall (1980) propose the clinical supervision process for teachers' professional developments. They argue that clinical supervision can be useful to create positive feelings toward the supervisory process.

4. "Administrators at the building level have a major leadership role with respect to operations activities." Administrators have crucial roles in curriculum development and evaluation. As the chief leaders, administrators should maintain positive relations the other staff members. There should be cooperation among all the staff members to achieve better instructional improvement.

4. OUTCOMES

In the previous stages goals were defined as "the intended outcomes"; therefore, the outcomes stage is to learn to what extent the participants have achieved the determined goals and the program has received satisfactory results.

Bellon and Handler (1982) define outcomes as "the effects of the program both on the participants and the educational setting in which the program operates." According to them, outcomes are not only the effects on the learners but also the

teachers, parents, directory unit and other staff members as well. Therefore, while analyzing outcomes of the program it is essential to consider all the participants of the program, their attitudes and expectations towards the program.

Bellon and Handler (1982) also point out the importance of a systematic evaluation to achieve progress in the educational program leading to the intended results. They suggest unobstrusive data gathering techniques which do not require the direct involvement of the participant such as attendance reports and reports for equipment utilization. They also mention the obstrusive data gathering techniques which require direct participation such as interviews and questionnaires.

Bellon and Handler make the following propositions about outcomes:

1. "Those responsible for planning and carrying out educational programs should view accountability for educational outcomes as an important influence in improvement efforts." In order to reach the intended outcomes, a systematic, carefully planned process should be followed. People concerned with operations of educational programs should consider accountability as one of the most important influences.

2. "Objectivity should be sought and maintained in assessing program outcomes." While evaluating outcomes, it is necessary to obtain a maximum level of objectivity. In order to overcome evaluation bias, the evaluation team should have new members involved who have the necessary knowledge in the field of

program evaluation.

3. Cost-benefit analysis and comparative evaluations should be used sparingly and with caution." With the term "cost-benefit", Bellon and Handler refer to successful financial management. They emphasize that it is difficult to decide on the actual costs and benefits of the educational programs. In spite of a limited number of students, programs may cost a great deal. Therefore, the outcomes of such programs as electronics, computer labs and physics classes should be evaluated by taking the qualitative and quantitative criteria into consideration.

Also the outcomes of one program should be judged with the outcomes of other programs to find out to what extent the students' performances change under different conditions.

In the review of literature, the definitions of the terms curriculum and evaluation by different experts in the field of curriculum were considered. The rationale for curriculum development and evaluation was explained and different models of curriculum development and evaluation including the ones of Taba, Tyler and Johnson were presented. The Bellon-Handler framework for curriculum development and evaluation was examined. Since the Bellon-Handler framework is an eclectic framework based on many other curriculum development and evaluation models, the four main steps-- goals, organization, operations and outcomes in the framework were examined and found most suitable for Turkish EFL situations.

III. APPLICATION OF THE STEPS OF CURRICULUM DEVELOPMENT AND EVALUATION BASED ON THE BELLON-HANDLER FRAMEWORK IN DEVELOPING AND EVALUATING THE STATUS OF THE BILKENT UNIVERSITY PREPARATORY SCHOOL PROGRAM

Introduction

In this section of the study a design for a possible evaluation has been presented in order to develop and evaluate the status of the Bilkent University Preparatory School Program. The design prepared for a possible evaluation is based on the Bellon and Handler framework examined in the literature review. The purpose of this design is not to evaluate the Preparatory School Program but to offer some suggestions for an evaluator to consider while evaluating the Preparatory School Program.

For this study, a survey of the current status has been done to find out facts about the Preparatory School Program. Following the report from the survey, possible ways and sources to be consulted by the evaluator have been presented in the fact finding stage. The collected data in the fact finding stage help the evaluator to evaluate either the existing program or to develop a new program.

A. THE FACT-FINDING STAGE

In developing and evaluating a curriculum, facts should be gathered about the present conditions, goals, needs, organization operations and pervasive influences. Therefore, in order to develop and evaluate the status of Bilkent University Preparatory school program, the fact finding stage is necessary to collect

data. In the following part some possible ways and suggestions concerning the four main steps of curriculum development and evaluation are presented:

1. Goals

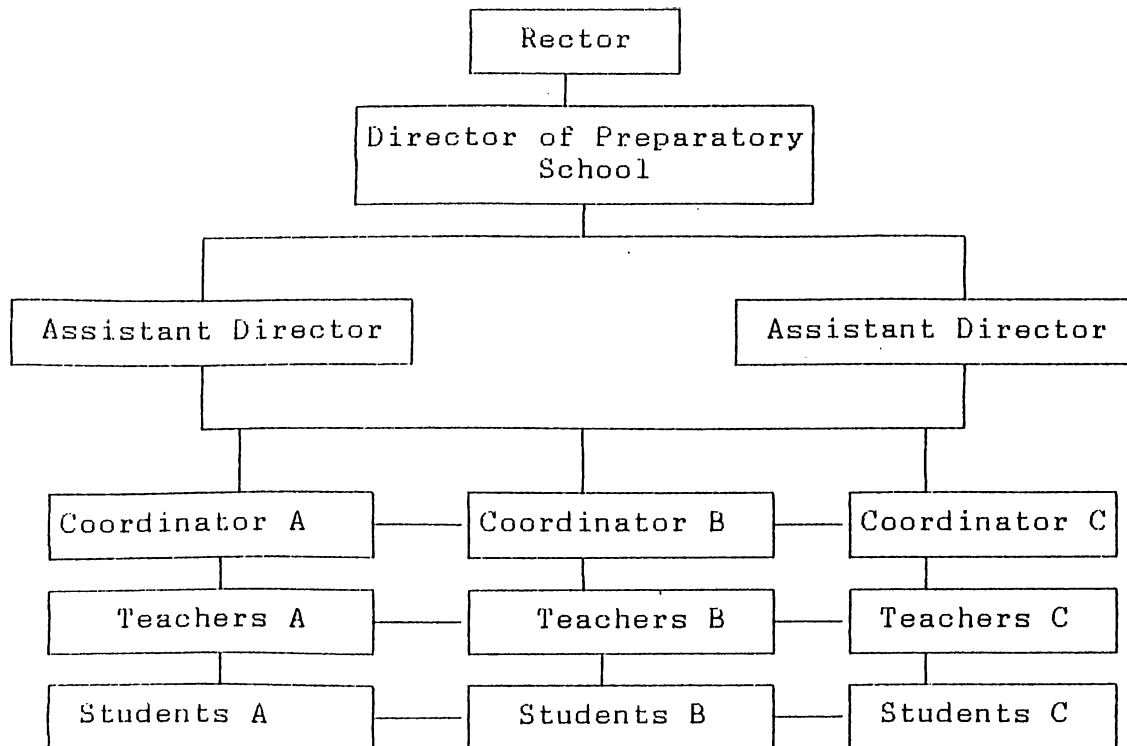
In finding out facts about the goals of the status of the Preparatory School Program, the evaluator can interview the director of the Preparatory School, the teaching staff, the committee members and the secretary at the Preparatory School to find out the program that has been implemented, the techniques the methods and the materials used during the courses and the scheduling of the courses. The interviews can be useful for the evaluator to find out if there are any determined goals identified beforehand and if the teaching staff are informed about the determined goals of the Preparatory School and the goals of Bilkent University in general.

While gathering facts about the Preparatory School Program, the evaluator can also consult such documents as the Preparatory School teachers' booklet and the Bilkent University student booklet in general. These booklets can be useful to find out if there are any stated goals of both the Preparatory School and Bilkent University. Furthermore, the table of contents of the textbooks can be consulted to see if the determined goals are in line with the selected materials.

2. Organization

In the organization phase, it is necessary for the evaluator to have a picture of the organization of the program. Figure 1 below reveals the organization of the Bilkent University Preparatory School Program. The organization of the chart is based on data collected through the survey of the status of the Bilkent University Preparatory School Program.

Figure 1: Organizational chart of the Bilkent Preparatory Program



In Figure 1, the organization of the Preparatory School is pictured. As it can be seen, the director of the Preparatory School has two assistant directors. These two assistant directors share the same responsibilities. There are three coordinators who organize the committee members. The committee members prepare the weekly programs. The teachers receive their weekly programs from the committee they are responsible to.

In evaluating the organization of the Preparatory School Program, obstrusive data collection techniques such as interviews and questionnaires can be used. Unobstrusive data collection can be done by consulting the time schedules of teachers and the absenteeism records for both the teachers and the students can be checked in the Preparatory School secretary's office to see how the classes are scheduled and the percent of absenteeism.

The evaluator can interview the director, the assistant directors, the coordinators at the Preparatory School and the freshman teachers and the students at the Faculty of Letters. The interviews can be helpful for the evaluator to find out the number of students, teachers and committee members at the Preparatory School, their nationalities and students' proficiency level of English. Also the evaluator can investigate the responsibilities shared by the staff members, the criteria used to distribute the responsibilities, the materials used during the courses and the scheduling of the courses with the interviews.

The second technique that can be used while collecting data about the organization is distributing questionnaires to the

teachers to get their personal ideas about the Program. The questionnaires can be based on such criteria as the availability of materials, the consistency of the materials to the students' levels and their interests, and the way the teachers are informed about their schedules.

3. Operations

In finding facts about the day-to-day functioning of the Preparatory School Program, the evaluator can collect data about the teachers, the learners, the materials in use and teaching equipment, time schedules of courses, physical conditions such as classrooms, desk arrangements, noise and light.

Data collection techniques such as interviews, classroom observations, questionnaires can be used to collect data about operations. Also the student lists of each class can be consulted to find out the number of the students and the table of contents of the textbooks can be consulted to examine the consistency of the language skills used with the syllabus. While interviewing the teachers, the evaluator can ask questions about the students' pace in keeping up with the program, the amount of time appropriate for the implementation of the program, and the availability of the teaching equipment such as tape recorders, videos and pictures.

While preparing questionnaires for the students, the evaluator can ask questions about the difficulties that the students encounter in understanding their teachers, answering the questions in class and the opportunities the students have in

participating in the activities.

In order to examine the appropriateness of the physical conditions to the effective teaching/learning experiences, the evaluator can observe classes. While observing classes, the evaluator can check the arrangement of the desks. The positions of the desks are important to find out the possibility for both group and pair work. If the desks are fixed to the floor, it is difficult to study in groups. Furthermore, the light system should be appropriate for studying, the class size should be large enough for the number of the student and there should be an effective ventilation system for each the classroom.

4. Outcomes

In finding facts about the outcomes of the Preparatory School Program, the evaluator can prepare questionnaires for the teachers, the students and the director of the Preparatory School to learn to what extent their personal expectations of the program have been achieved. Also interviews can be held with the freshman students at Bilkent to learn the difficulties they have in keeping up with the programs of their departments and the extent to which they have acquired the language skills they need most for their courses.

In order to collect objective data about the students' overall performance on the tests, the tests used during the year should be compared with the course objectives. The tests should be both valid and reliable to achieve satisfactory results. Therefore, the evaluator should examine the validity and the

reliability of the tests used during the year before examining the the results of instruction revealed through the grades of the students.

5. Pervasive Influences

There are many influences which affect the development and evaluation of educational programs indirectly. Some of these are students' financial support and the expectations of both the labor market and learners' parents. For the development and evaluation of an effective program, there should be a sufficient amount of money to obtain the necessary physical conditions, equipment and materials and to provide satisfactory salaries for the staff members. Therefore, while gathering data about the program, the evaluator should collect data about the sources for financial support.

In collecting data about the financial support that affects the Preparatory School Program at Bilkent University, the evaluator can interview the director of the Preparatory School and the members of the Board of Trustees. While interviewing, the evaluator can ask the source of money for planning, implementation and evaluation of the program; thus the evaluator can examine if the allocated funds are sufficient to achieve the determined goals.

In gathering data about the expectations of the labor markets that affect the Preparatory School Program, the evaluator can visit the Ministry of Labor and the National Employment

Agency. The evaluator will be able to learn which professions require knowledge of the target language and to what extent the people seeking job have knowledge of the target language. The evaluator can check newspaper advertisement columns. The advertisement columns of newspapers can be helpful for the evaluator to check the required language skills of the target language for the jobs advertised.

B. THE GOAL DEVELOPMENT STAGE

On the basis of information collected in the fact finding stage, the evaluator can decide if the program has goals. If the program has goals, the evaluator should evaluate the existing goals taking the needs into consideration. If the evaluator does not decide that the program has goals, the goals should be developed based on the needs.

According to the information gathered in the fact finding stage, the evaluator can make a list of needs. In this stage, it might be helpful for the evaluator to analyze the needs and try to find out whether these needs are included (met) or left out (unmet) in the stated goals. If some of the needs are excluded in the goals, the evaluator can identify the unmet needs and try to revise the stated goals according to the unmet needs. Thus, the evaluator can develop the stated goals, taking the unmet needs into consideration.

After collecting data in the fact finding stage, the evaluator can prepare a list of needs because the goals should be ranked according to the priorities of needs from the most

important needs to the least important ones. In order to determine the priorities of needs, the prepared list of needs should be given to the groups of teachers, students and employers. They can be asked to rank the listed needs in order of importance from the most important to the least important items. After having the participants of the program and the employers rank the needs, the evaluator can analyze the collected data and prioritize the needs.

After establishing the priorities of needs, the evaluator can have the organized lists of needs at hand. The goals should be developed or reorganized according to importance. For instance, if what the students need most is writing skill, then this skill should be emphasized in the stated goals. By analyzing and comparing the goals and the needs, the evaluator can develop the existing goals or re-establish the unmet needs and goals in accordance with the collected data.

While analyzing the existing goals, three important stages should be followed and the goals should be compared with the findings of each steps in order to see the consistency of the goals with the findings:

a. Content: while considering the content, the evaluator can examine the language skills being taught, the criteria for deciding skills, the underlined educational theory and the consistency of the textbooks with the educational theories used.

b. Process: While considering the process, the evaluator can examine the kinds of techniques and methods the teachers,

use and the consistency of the used methods and techniques with the learners' needs.

c. Outcomes: while considering the outcomes of the program, the evaluator can examine what the students are expected to achieve at the end of the program.

In the goal analyzing stage, the evaluator needs to find out whether the stated goals are too broad or too limited to meet the students' needs in the program. Therefore, the evaluator has to analyze the data that have been collected about the goals in the fact finding stage. After analyzing the data collected about the goals of the program in the fact finding stage, the evaluator can evaluate the existing goals according to needs and develop new goal statements. While developing new goal statements, the met needs should be developed and the unmet needs should be included in the goal statements.

C. THE ORGANIZATION STAGE

In the fact finding stage, some possible ways of collecting data about organization have been presented. On the basis of information gathered in the fact finding stage, the evaluator can have a picture of the organization of the Preparatory School (For a graphic representation of the organization of the Preparatory School, see Figure 1, page 28).

In the organization stage, the evaluator can analyze organization concerning resources, structure, program and organizational processes. Here are some suggestions for the evaluator to consider while analyzing the organization:

a. Analysis of resources

While evaluating human resources, the evaluator can consider the required number of staff to carry out the responsibilities in the organizational process and the available staff members. The evaluator can also consider the staff development activities. If there are not enough staff development activities, the evaluator should emphasize the requirement of staff development activities in creating effective teaching/learning experiences.

While analyzing the materials and physical equipment, the evaluator can consider the consistency of the materials in use with the determined goals, and the availability of the required money to obtain the necessary materials and equipment.

b. Analysis of structure

In order to find out if the resources are organized efficiently, the evaluator can consider if the responsibilities to carry out the program are shared appropriately among the staff members.

c. Analysis of the organizational process

While analyzing the communication lines, the evaluator can consider if communication functions vertically and/or horizontally. While analyzing the decision making process, the evaluator can consider if there is a systematic basis for decision making and if the decision making process focuses on the most important problems to be solved. While analyzing the planning process, the evaluator can consider the effectiveness of the planned activities to achieve the determined goals and the

process for systematic improvement.

d. Analysis of program

While analyzing the program, the evaluator can consider if it is possible to achieve the determined goals in the program and if the program renewal activities can develop the determined goals. After analyzing the organization focusing on many possible important points stated above, the evaluator can evaluate the existing organization to see if it requires possible arrangements for better improvements or the evaluator can develop a new organizational structure to carry out the agreed upon goals.

D. THE OPERATIONS STAGE

In this stage the evaluator needs to be familiar with such factors as curriculum and syllabus, equipment, materials and staff members. The evaluator can consider the following points while analyzing either the existing program or developing a new program:

a. Analysis of curriculum and syllabus

While analyzing the existing curriculum the following guide lines can be useful for the evaluator:

1. The application of revised goals into the process of language teaching: The determined goals of the program should be applicable to the learning situations.
2. The harmony (balance) between the revised goals and the activities and the things that are implemented in the process of learning: The revised goals of the program should be in line with the teaching.

3. The balance between the revised goals and the real atmosphere of learning situations and the participants: The goals should be realistic enough to be implemented and the learning atmosphere should be created as stated in the goals

b. Instruction

Instruction is necessary information that has to be included in the existing curriculum. This information guides all the participants of the program. The evaluator can consider the following points while analyzing the existing instruction:

1. Clarity of objectives and expectations: The goals and the objectives of the program should be clear, understandable and realistic.
2. The philosophical and educational approach reflected in the program: The educational theory used in the program should be effective enough to meet the learners' needs.
3. Availability of time for the acquisition of the program: The amount of time should be appropriate for learning.
4. Feelings and expectations of participants: The personal feelings of both the students and the teachers towards the program, textbooks and time schedule should be considered.
5. The systematic evaluation: There should be a systematic basis for the evaluation of the program.

c. Operations improvement activities

The following activities should be considered while

analyzing operations:

1. Staff development activities
2. Systematic instructional improvement (regular meetings and any other social activities)
3. Curriculum monitoring and revision (the flexibility of the program for remedial needs such as extra language class activities)

After having focused on the points mentioned above the evaluator can analyze the existing program and find out strong and weak points. The strong points of the program can be developed and amended against the needs of the participants of the program. It is important to keep the balance between what is aimed for and what is implemented in a program.

E. THE OUTCOMES STAGE

While analyzing the outcomes of the program, the evaluator can examine the following:

1. If the stated goals have been implemented
2. If the needs of the participants have been supplied
3. If the needs of the teachers and the expectations of the directory unit and the parents have been supplied
4. If the program has had a positive or negative affect on the participants of the program

Before examining the above points the evaluator can use the ways and sources to gather data suggested in the fact finding stage about outcomes (questionnaires to the students and the teachers, parents and administrators) and consider the

expectations of teachers, learners, parents and other staff members. In this stage the evaluator can examine the test results of the students to learn to what extent the students are successful in examinations. In order to reach objective results the evaluator has to examine the available tests to find out whether the tests are valid and reliable. The evaluator can also look at the evaluation questionnaires (if there are any) to get the subjective ideas of the learners and the teachers towards the materials and program.

Outcomes related to cognitive affective and psychomotor domains have to be researched by the evaluator. The evaluator can find information about these domains by referring to the following documents:

- a. The evaluator can obtain information about outcomes of the cognitive domain by referring to the test scores of the students.

- b. The evaluator can obtain information about outcomes of the affective domain by referring to the results of surveys, questionnaires, interviews and telephone calls.

After analyzing the outcomes of the program against the determined goals, the evaluator can compare the results with the stated goals to see to what extent the stated goals are realized. If the result of the outcomes analysis is consistent with the determined goals, the program can achieve the intended outcomes. If the result of the outcomes analysis is not consistent with the determined goals, the program fails to achieve the intended

outcomes. Thus, the evaluator can specify the points which cause problems for effective implementation of the program. Therefore the need for an ongoing evaluation of the program should be emphasized.

IV. CONCLUSION

Each school is an entity in itself including its own learners, teachers, other personnel and physical environment. Therefore, the need for effective educational program development and evaluation varies from one educational institution to another depending upon such factors as the needs of the participants, human resources, effective physical conditions, time, and adequate financial support. Although the criteria for effective program development and evaluation might change from one school to another, the processes of planning, implementation and evaluation of the programs in different schools must be systematic and ongoing to overcome the difficulties which prevent effective teaching and improved learning.

In a systematic planning and evaluation process the first step is to make decisions about what the desired learning outcomes are and how these outcomes can be best achieved. This first step is the goal setting step. The primary data source for the goal setting step is needs assessment which is of vital importance to identify the criteria for effective learning experiences. A comprehensive needs assessment is required before determining the goals of the program. Conducting a comprehensive needs assessment might be difficult for many educational

institutions in Turkey. The difficulty might be the result of the two important factors such as time and money. Since effective program development can be achieved in the long-run, the need for intensive working arises.

The second step for systematic program development and evaluation is organization. In order to achieve the intended outcomes identified beforehand, selection and organization of the required personnel, physical conditions, materials and equipment is necessary. Maximum utilization of both human and physical resources is required for creating effective teaching/learning experiences. In Turkey in many institutional programs there is still need for adequate human resources and materials. But, with the maximum utilization of the available personnel and materials, there might occur better teaching/learning conditions. Systematic staff development activities in each school in Turkey can be helpful to some extent to overcome the lack of adequate personnel. Also creativity of the teaching staff in developing and evaluating available materials might decrease the need for a great deal of money to provide materials.

The third step for systematic program development and evaluation is day-to-day operations of the program. In order to examine what goes on daily in the program, sufficient money and adequate number of qualified personnel are required. But, the operational step of program development and evaluation is essential to identify the strengths and weaknesses in the implementation of the program. The planned curriculum and the

instruction must be consistent to achieve intended outcomes. Unfortunately, in many institutions in Turkey the operations of programs have not been achieved because of the lack of money and professional development activities. Such professional development activities as supervision, inservice seminars and peer observations can be helpful to develop the teaching staff and make them to understand the necessity of day-to-day operations of instruction, curriculum, physical conditions and materials to obtain effective teaching/learning experiences.

The fourth step in program development and evaluation is to analyze the outcomes of the program in order to compare the defined intended outcomes in the goal setting stage with the real outcomes of the program. The real outcomes of the program reveal the degree of achievement reached at the end of the program. The intended but unachieved outcomes of the program can be the criteria for program renewal activities. In the educational institution in Turkey, the step of outcomes in program development and evaluation can be analyzed carefully to create the base for program renewal and development activities.

In Turkey if effective program development and evaluation are desired, the process of systematic and ongoing analysis and evaluation is necessary in goal setting, organization, operations and outcomes steps each step of development. One of the most important factors in program development and evaluation is to obtain maximum participation of the school personnel in program development and evaluation. In order to obtain maximum

participation of the school personnel in program development and evaluation, it is necessary to make the school personnel conscious of what program development and evaluation are and what processes should be followed in program development and evaluation. Therefore, maximum staff development activities should be provided for the school personnel to achieve effective program development and evaluation.

BIBLIOGRAPHY

- Acheson, K. A., & Gall, M. D. (1980). Techniques in the clinical supervision of teachers: Preservice and inservice applications. New York: Longman Inc.
- Bellon, J. J., & Handler, J. R. (1982). Curriculum development and evaluation: A design for improvement. Dubuque, Iowa: Kendall/Hunt Publishing Company.
- Davis, R. H. Alexander, L. T., & Yelon, S. L. (1974). Learning system design. New York: McGraw Hill Book Company
- Drobnic, K. (1978). Mistakes and modification in course design: An EST course history. In M. T. Trimble, L. Trimble & K. Drobnic (Eds.), English for specific purposes: Science and technology. Corvallis, Oregon: Oregon State University Press.
- Dubin, H., & Olshtain, E. (1986). Course design: Developing programs and materials for language learning. New York: Cambridge University Press.
- English, F., & Kaufman, R. (1974). Needs assessment: A focus for curriculum development. Washington: Association for Supervision and Curriculum Development.
- Goodlad, J. I. (1979). Curriculum inquiry. New York: McGraw Hill Book Company.

- Hutchinson, T., & Waters, A. (1987). English for specific purposes: A learning-centered approach. Cambridge: Cambridge University Press.
- Johanson, M. (1967). Definitions and models in curriculum theory. Educational Theory, XVII(2).
- Johanson, R. K. (1989). The second language curriculum. Cambridge: Cambridge University Press.
- Nunan, D. (1988). The learner-centered curriculum. Cambridge: Cambridge University Press.
- Pierson, H. D., & Friederichs, J. (1981). Curriculum planning for ESL students at the university. The English Teaching Forum, XIX(3).
- Smith, C. E. (1989). Needs assessment guide. Tennessee: Tennessee Department of Education.
- Taba, H. (1962). Curriculum development: Theory and practice. New York: Harcourt, Brace & World, Inc.
- Tanner, D., & Tanner, L. N. (1975). Curriculum development: Theory into practice. New York: McMillan Publishing Co., Inc.
- Tyler, R. W. (1950). Basic principles of curriculum and instruction. Chicago: University of Chicago Press.

Wiggins, T., & Seaberg, J. (1988). Currirriculum building: Start to finish knowledge, learning and the design of curriculum. Education, 108(2).

Wiles, J., & Bondi, J. (1979). Curriculum development: A guide to practice. Colombus, Ohio: Charles E. Merrill Publishing Company and A Bellon & Howell Company.

RESUME

I was born in Mersin in 1966. I studied for my primary education in Batman, and I completed my secondary education at Icel College in Mersin. In 1982, I enrolled in Hacettepe University English Language and Literature Department for my undergraduate education. When I graduated in 1987, I held one of the two highest ranks in my graduating class. Soon after, I started teaching English at Bilkent University Preparatory School.