**AN INVESTIGATION ON THE EXIT
CRITERIA OF ENGLISH LANGUAGE
PREPARATORY PROGRAMS OF TURKISH
UNIVERSITIES: A DELPHI METHOD
ANALYSIS**
Doktora Tezi

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AN INVESTIGATION ON THE EXIT CRITERIA OF ENGLISH LANGUAGE PREPARATORY PROGRAMS OF TURKISH UNIVERSITIES: A DELPHI METHOD ANALYSIS

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Ayşe Dilek KESER'in "An Investigation on the Exit Criteria of English Language Preporatory Programs of Turkish Universities: A Delphi Method Analysis" başlıklı tezi 05.01.2018 tarihinde aşağıdaki jüri tarafından değerlendirilerek "Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliği"nin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Programında, Doktora tezi olarak kabul edilmiştir.

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ABSTRACT

AN INVESTIGATION ON THE EXIT CRITERIA OF ENGLISH LANGUAGE
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METHOD ANALYSIS

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Department of Foreign Language Education
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The aim of this three-phase Delphi study is to identify the exit criteria for the English Preparatory Programs (EPPs) in Turkish universities by gathering the opinions of students and teachers in EPPs and faculties. In Phase One (open-ended Delphi), 472 compositions describing the necessary skills by participants from four universities were analysed. Semi-structured interviews were made with six teachers and six students. In Phase Two (face-to-face Delphi), brainstorming and focus group discussions were held with 23 panellists from 10 universities. In Phase Three (online questionnaire Delphi), a 213-item 5 point Likert-type questionnaire that was designed using the data in the previous phases was administered two times with independent purposes. The respondents (n=40 and n= 36) were from nine of the previous 10 universities and an additional university. The first administration investigated what language skills should be gained throughout tertiary education. In the second administration, the focus was on the skills in EPPs only. The analyses of 213 items revealed that 16 of 36 academic skills were considered necessary. Of the remaining 177 skills rated both as academic and general English skills, 127 were accepted necessary as academic and 60 as general English skills. The results indicated an inclination towards academic skills. Qualitative data analysis methods were used to analyse the data in the first two phases, and quantitative data analysis methods were used in Phase Three. The result of the study is a suggestion of an agreed-upon set of skills as the exit criteria of EPPs considering the views stakeholders.

Keywords: English preparatory programs, Language proficiency, English as a foreign language, Delphi method.

ÖZET

TÜRKİYE'DEKİ ÜNİVERSİTELERİN İNGİLİZCE HAZIRLIK PROGRAMLARINDAKİ ÇIKIŞ KRİTERLERİ ÜZERİNE İNCELEME: BİR DELPHİ METOD ANALİZİ

Ayşe Dilek KESER

Yabancı Diller Eğitimi Anabilim Dalı
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Bu üç aşamalı Delphi çalışmasının amacı Türkiye'deki üniversitelerin İngilizce Hazırlık Programları (İHP) için çıkış kriterlerini paydaşları olan İHP'ndaki ve İngilizce alan dersi veren fakültelerdeki öğrenci ve öğretmenlerin görüşlerini alarak ortaya koymaktır. Birinci Aşamada (açık uçlu Delphi), dört farklı üniversiteden katılımcıların gerekli dil becerilerini yazdıkları 472 komposizyon analiz edilmiştir. Altı öğretmen ve altı öğrenci ile yarı-yapılandırılmış görüşmeler yapılmıştır. İkinci Aşamada (yüz yüze Delphi), 10 üniversiteden 23 panel katılımcısı ile beyin fırtınsaı ve odak grup görüşmeleri yapılmıştır. Üçüncü Aşamada (çevrimiçi Delphi anket uygulaması), önceki aşamaların verileri kullanılarak oluşturulan 213 maddelik 5'li Likert-tipi bir anket farklı amaçlarla iki kez uygulanmıştır. Katılımcılar ($n=40$ ve $n=36$) önceki 10 üniversitenin dokuzu ve sonradan eklenen bir üniversiteden olmuşlardır. İlk uygulama öğrencilerin üniversite öğrenimleri boyunca hangi dil becerilerini kazanmaları gerektiğini incelemiştir. İkinci uygulama ise sadece İHP'ndaki becerilere odaklanmıştır. 213 maddenin analizi sonucunda, 36 akademik beceriden 16'sının gerekli olduğunu ortaya konmuştur. Geriye kalan 177 beceri, hem akademik hem de genel İngilizce bakımından oylanmış, bunların 127'si akademik, 60'ı genel İngilizce becerileri olarak gerekli kabul edilmiştir. Sonuçlar, akademik becerilere doğru bir eğilim olduğunu göstermektedir. İlk iki aşamanın verilerini incelemede nitel, Üçüncü Aşamada verilerinde ise nitel veri analizi yöntemleri kullanılmıştır. Çalışmanın sonucu, paydaşların fikirleri doğrultusunda üzerinde görüş birliği olan bir dizi dil becerisinin İHP'nın çıkış kriterleri olarak önerilmesidir.

Anahtar Sözcükler: İngilizce hazırlık programları, Dil yeterliliği, İngiliz dili eğitimi, Delphi yöntemi.

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STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES

I hereby truthfully declare that this thesis is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with "scientific plagiarism detection program" used by Anadolu University, and that "it does not have any plagiarism" whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

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LIST OF ABBREVIATIONS

CEFR : Common European Framework of Reference for Languages

CHE : Council of Higher Education

EPP, EPPs : English Preparatory Program/Programs

FG, FGD : Focus Group, Focus Group Discussions

GSE : Global Scale of English

1. INTRODUCTION

1.1. Introduction

It has been widely accepted that English language is a world-wide medium for international communication, science and technology. In the same vein, in order to cope with today's global and competitive world, learning English as a Foreign Language is an essential requirement in many Turkish universities. While the main medium of instruction can be only English in some faculties or universities, in others thirty per cent of the courses in a particular program can be delivered by means of the English language. Even if there are no English-medium courses in the programs of other universities, having control over English to some extend is a requirement for university students. Therefore, it is mandatory for universities to offer English courses to their students, and it is required by the Council of Higher Education. In brief, the effective teaching and learning of English as a Foreign Language has long been a concern in universities in Turkey.

Although the teaching of English has recently started in the second grade during primary education in state schools (it began it the 4th grade until 2012) and continues for 11 years until students graduate from high schools, it is often the case that the students do not reach the desired level of proficiency to be able to follow their courses in English at tertiary level. An indication of this failure can be observed in the increasing number of students who are placed to 'beginner' levels before their university education in the English Preparatory Programs (EPP) – pre-academic intensive English programs that are mandatory or optional to newly enrolled students in many Turkish universities in their first year at universities. The students may have to attend these programs for at least one year, usually two, depending on their success in the exit exams.

The students generally go through examinations to finish or to become exempt from the EPPs, or they can be placed into language level classes if they are not exempt EPPs by means of these examinations. The examinations that are used to assess students' proficiency and to determine whether they are eligible to pass directly onto their departments, as well as the end-of-program examinations that are administered at the end of the EPPs vary to a great extend across universities in Turkey since there are no regulations or standardization procedures. There is lack of consistency among universities in terms of the targeted level of proficiency, the methods of assessment for exit exams at EPPs, and more importantly, there is no exit criteria that describe the minimum

requirements for the description of 'proficiency' for students who finish English Preparatory Programs in the country. The lack of a nation-wide policy that describes the standards or minimum requirements for exemption from EPPs can lead to concerns about equality, the quality of programs and comparability issues in exit assessment. For instance, while some EPPs can be highly demanding by setting their passing level as advanced, upper-intermediate, or B2+ level according to the Common European Framework of Reference for Languages (CEFR) and have meticulous exit exam procedures to assess both receptive and productive skills (i.e. listening, reading, writing and speaking), others can target lower levels and test only receptive skills through multiple choice tests. The exit exams administered at the end of EPPs are high-stake tests involving thousands of students each academic year or semester. As in all high-stakes tests, accountability and test-fairness are key considerations (Shohamy, 2001).

In order to deal with the problem of lack consistency among the EPPs and their exit examinations, it is first necessary to identify the common criteria for the minimum exit level skill requirements of students. The exit criteria in EPPs has long been a controversial issue, but it has not been investigated comprehensively. This dissertation intends to explore the minimum skill requirements as exit criteria for students in English Preparatory Programs in Turkish universities through a Delphi study. According to Senyshyn (2002, p.59), Delphi technique "has the capacity to capture the areas of collective knowledge that is held within professional fields, but not always verbalized."

1.2. Background to the Study

The ability to use English is considered as an important skill in Turkish universities since it allows the students not only to follow English-medium courses, but also to track developments in their fields, communicate with foreigners, become global citizens and increase their employability. In Turkey, the EPPs in many state and private universities aim at preparing their newly enrolled students for their courses in their faculties and for communication by equipping them with the necessary skills in English. The students are expected to achieve a certain degree of proficiency to be able to finish the EPPs successfully. However, the this level of proficiency, its indicators, and the methods by which it is assessed varies to a great extend from one university to another. The lack of a national policy in describing a minimum set of skills can lead to problems is accountability, test fairness (Shohamy, 2001) and accreditation.

The fact that language proficiency is a phenomenon that has not been clearly defined (North, 2000, p. 41) and can only be described through practical, diagnosis-based applications causes the countries and institutions to interpret proficiency differently depending on their needs.

Lack of certain requirements and guidance from the Council of Higher Education ([CHE] or Yükseköğretim Kurulu [YÖK]) leads to arbitrary interpretations of proficiency in EPPS, which in turn is assessed through different and incomparable ways across universities. In our country, there is not only a lack of consensus about the English skills to be achieved by the completion of EPPs at universities, but the measurement of the exit level skills also shows great differences. Due to these differences, the program designs and contents, as well as the skills and their levels gained by students are rather variable. Problems that may arise due to these inconsistencies may include inequalities in language levels in vertical and lateral transfers in undergraduate studies. There might be also problems in terms of accountability and comparability considering individual factors ranging from risks for students to nation-wide concerns such as credibility and recognition of faculties in Turkey and in the world. As a result, it is necessary to investigate the issue of lack of exit criteria in EPPs. This study might be considered as an initial step in identifying the exit level skills that allow student to be admitted to and follow courses in their departments.

In EPPs, English proficiency is determined trough exit examinations, which can be considered as high-stakes tests due to the fact that they affect not only a considerable large group of students, but also their families, the academics in their faculties, their future employers and the economy in the long run. When the students fail the exit exams, for instance, they may have to repeat the classes, extend their stay in EPPs, or lose their right to attend their faculties. As Marchant (2004, p. 2) points out, "High stakes tests are defined as those tests that 'carry serious consequences for students or educators." Marchant discusses the problems regarding national standardized tests, while EPPs prepare their institutional examinations. However, this poses other problems such as validity and comparability. While some Turkish universities expect high levels of proficiency from students, some seem relatively less demanding, which in turn leads to problems in equality. It is not wrong to set high language level targets for prestigious universities that are able to offer a fair amount of English medium classes. The problems

is that there is lack of regulations that indicate a minimum, basic set of standards that universities can build upon according to their needs.

Recent studies about EPPs in Turkey have focused mainly on the validity and reliability of individual exit tests of particular EPPs and the factors affecting proficiency. However thus far, there are not enough studies that intended to contribute towards the investigation of a nationwide minimum set of skills that universities can further build upon. Research towards the description of the phenomenon of 'proficiency' in Turkey may not only guide both the program design and evaluation in EPPs, but they can also assist with assessment and grading practices in these programs besides helping to make a clearer description of exit level skills. Hence, this study attempts to contribute towards the description of proficiency at EPPs at Turkish universities by identifying the exit level skills that may be used in devising exit criteria with the help of the views of stakeholders.

Gathering the views of stakeholders in determining language proficiency levels and the methods of their assessment is becoming increasingly common in literature (Shohamy, 2001). EPPs are institutions that affect a broad variety of stakeholders including students and teachers in EPPs and at faculties, as well as parents and future employers and contacts in the long term. Thus, in describing the exit criteria skills, it is necessary to include as many views of stakeholders as possible to contribute to the establishment of national standards and policies. When in-depth research involves setting national standards, it is necessary to use both qualitative and quantitative research methods (Prapphal, 2008, pp. 140-141). The facts that proficiency at EPPs in Turkey has been under-investigated and the authorities have not set clearly defined guidelines have been main motivations to undertake this research study.

In the following section, the development of English Preparatory Programs in Turkey is described along with some major problems. This is followed by a discussion of the understanding of language proficiency in EPPs with exit assessments that help determine language proficiency.

1.3. The Development of English Preparatory Programs in Turkey

The teaching of western foreign languages at pre-tertiary education dates back to the 18th century. During the pre-republic times of the country, the main western foreign language taught was French especially when the 'Rescript of Tanzimat' (Imperial Edict of Reorganization) was issued in 1839, and foreign languages were taught in limited

school available for the elite, minorities, students of one private school (Darüşşafaka), two military schools and a medical school only (Demirel, 1990p. 7). An example, one of the first private schools were courses were delivered in English was Robert College, which was founded in 1863. It was the first American educational institution outside the USA, and it was much later when Turkish students could attend this college. Upon the foundation of the Republic of Turkey, Act 430 – The Law on Unification of Education (*Tevhid-i Tedrisat Kanunu*) passed in 1924. With this law, the schools were taken under the control of the government all over the country and *Medrese* (high school and university level, mostly with religious instruction) type of schools were closed. Arabic and Persian began to be taught in religious schools only, and these languages were replaced by French, German and English in other schools with the foundation of the republic (Demirel, 1990, p. 11). However, it was not until World War II when English became popularized in Turkey due to historical developments such as cooperation with the USA.

In the earlier years of the republic, private schools and schools that were run by foreign initiatives such as missionaries were still more successful in teaching English than public ones. One of the first steps taken to refrain from being dependent on private schools to learn a foreign language was the foundation of the Turkish Education Association (*Türk Eğitim Derneği, TED*) in 1928 (Işık, 2008, p. 16), the founders of which included Mustafa Kemal Atatürk. When Atatürk, the founder of the Turkish Republic, encouraged parents to cooperate with the government in providing better education to their children, enterprises started to open private schools under this association soon (Demirel, 1990, p. 12). The schools of this association and similar private schools which began offering English-only medium instructions in 1951 paved the way to Anatolian High Schools in Turkey.

Demirel (1990, pp.15-16) mentions about three types of schools in terms of foreign language education: normal schools where foreign language instruction takes place 3-5 hours per week; schools which have supported foreign language instruction with 8-10 hours; and schools which offer most of their education in a foreign language. The last type of schools include schools under the control of the Ministry of Education such as Anatolian High Schools, private Turkish schools and private foreign schools.

Anatolian High Schools are public high schools that were first opened in 1955 by the Ministry of Education under the name '*Maarif Koleji*' with the aim of delivering

education in English. These schools were very limited in number, only six all over the country (in Samsun, İstanbul, İzmir, Eskişehir, Konya and Diyarbakır), and they were boarding schools only for boys for a long time. Only towards the final years of these schools were girls accepted to these schools. These were the first institutions where the notion of 'preparatory classes' for languages were introduced into the education system in Turkey.

In the mid-70s, the names of *Maarif Colleges* changed into Anatolian High Schools, and by 1988s there were 146 of them. In these schools, there were one-year English preparatory courses with about 24-hour of English classes per week at the beginning of the secondary school (Özçakır, 2014), and courses such as maths, philosophy were taught in English (Demirel, 1990, p. 15). Anatolian High Schools were considered highly successful in English teaching with their intensive language focus.

Nevertheless, Anatolian High Schools were criticised in time due to teaching basic courses such as science or mathematics in a non-native language. For instance, Mirici, Arslan, Hoşgörür and Aydın (2000) conducted a research study on the effectiveness of teaching science in English in these schools. The results included the findings that the teachers were considered weak in terms of content knowledge, the students' success in university entrance exams were negatively influenced due to lack of comprehension of the course content, and that the teaching of science did not achieve its goals when taught in English, and thus, teaching this course in English was unnecessary. However, Mirici *et al*. (2000, p. 24) suggested that the number of English classes for language learning *per se* could be increased instead of teaching other courses in English.

During the early 1990s, complaints began to increase about Anatolian High Schools whose number reached about 200. The research findings and complaints might have had impacts on Anatolian High Schools because after the 1990s, radical changes were made. The number of these schools increased even more because all normal high schools were turned into Anatolian High Schools, their secondary schools were cancelled, and the English preparatory programs were provided in very few of them. As content courses in English were also reduced, they became less different from the previous general high schools and less successful in teaching English.

As far as the pre-tertiary English instruction in general in Turkey is concerned, there have been frequent changes in the whole education system as well as in the teaching of English, and there are still plans for changes for the following years. Before 1997, the

teaching of English as a foreign language started in secondary schools in the 6th grade, and later it was taught in the 5th grade. After the reforms in 1997 to comply with European countries, uninterrupted education for eight years became mandatory, and English was introduced as an obligatory school subject in grade four (Haznedar, 2004, p. 15). Recently, the instruction has began in earlier grades, but the results of this practice has not been observed yer.

Despite efforts, public schools have many problems with foreign language teaching while private schools are still the better options. These problems have often been documented in reports and scientific research. Haznedar (2004, p.16) reports four major problems in terms of English language teaching in pre-tertiary education taking the 1997 reforms as a basis. In this system when English language learning started in the 4th grade, the problems were related to the theoretical foundations of the programs, the teaching methods and techniques, the targeted language proficiency level, and the assessment and evaluation of this level. Regarding the theoretical foundations, Haznedar points out that there is a confusion and lack of relevance about how the goals and skills to be achieved form a logical curriculum and adds the order of the skills are not based of scientific research in the field such as the morpheme acquisition order. As for the teaching methods and techniques, she mentions that most classes are teacher-centered, the exercises are mostly mechanical, and there are not enough opportunities to facilitate student-to-student communication. The third problem about the targeted language proficiency is lack of descriptions of a certain level. Considering the four-skills approach, Haznedar says that there are no descriptions other than some highly general expressions such as 'the ability to read and write sentences appropriate to their level' without a precise naming of what that level is what skills it entails. This problem remains to exit even at the tertiary level which causes different interpretations of proficiency. Another issue about the exit level that Haznedar (2004, p. 22) adds is that although the program introduced in the 1997 reform targeted to comply with the language education qualities set by the European Council, it is not possible to claim scientifically that this target has been achieved. She reminds that according to guidelines such as the CEFR, today the main target in foreign language education is empowering students with communicative abilities rather than having a traditional grammar and vocabulary-based approach. The final problem mentioned by Haznedar (2004, p. 23) is that since there is lack of clear objectives, problems are naturally projected on assessment practices. She highlights that this problem

is augmented with a lack of guidance on how assessments should be made and how feedback about students' progress should be given. As can be seen in Haznedar's clarifications of the major problems about schools within the scope of the Ministry of National Education [MNE], the issues continue to exist at many universities since the tertiary education is affected by the practices in the schools of MNE. Most importantly, students entering universities with weak language levels leads to the existence of EPPs, which could actually focus only on academic skills only if they did not have to deal with teaching the basics of language. In general, the highest number students in EPPs are those who are placed into the lowest language levels.

Işık (2008, p. 18) explains two main problems in English language teaching as lack of appropriate training of the teachers and the methodological as well as planning issues deriving from this inadequate training. He maintains that the teaching methods rely heavily on Grammar-Translation, teaching 'about' the language, and the direct borrowing of and dependence on the materials and techniques from the countries where the target language is spoken. He also claims that with regards to teacher training, the policy-makers plan the programs from their offices without much being aware of what is actually going on in the field. In this respect, he is critical of the decision to centralize, unify and mandate the teacher training programs by the CHE. Another concern he rises is the lack of coordination and communication between the MNE and CHE. His view of lack of liaison is clearly reflected in the example that when students come to EPPs, they often have to start from the very basic language areas such as the simple present, articles etc. This indicates either a failure in the previous schooling system or ignoring the students' previous training at pre-tertiary level.

The second main problem Işık (2008, pp. 18-21) points out is that there is not enough planning about the teaching of foreign languages. He says that the issues originate from not basing the decisions on scientific foundations, the paths followed in appointing the decision-makers including frequent changes of the staff who make the policies, and decisions to change the systems frequently without having enough chance to trial a system. This, according to Işık, is an indication of a lack of policy in foreign language education in Turkey.

The inefficiency of English language education is reflected in national and international platforms such as the Education First English Proficiency Index (EF EPI). The index tries to put countries into a rank order each year taking the English language

skills of adults who took the EF test as a basis. As an example, Solak (2013, p. 297) indicated that according to the 2012 EF index, Finland belonged to the very high proficiency category with a score of 64.47 ranking fourth among 54 countries, whereas Turkey was in the low proficiency category with a score of 51.19 and ranking 32nd. However, five years after Solak's remarks, according to 2017 results of the Education First EPI, Turkey's score decreased even more to 47.79 ranking 62th among 80 countries (26th among 27 European countries) while the country with the highest score was Netherlands with EF EPI of 71.45. The average index for Europe was 55.96 (Education First, 2017). These figures show that the overall English language proficiency level in Turkey is one of the least all over the world and Europe and is still on the decline. Because the differences between 2011 and 2017 ranks for Turkey are 48th and 62th respectively, the deterioration is worrying.

The language problems that occur at the pre-tertiary education have negative consequences when students begin university, and therefore, it is actually necessary to resolve the problems at that stage (Göktürk, 1983, p. 2). However, Göktürk also stated that instead of dealing with the roots of the problem, universities try to handle the issue by creating privileged universities that teach through the medium of English. Since English skills of most students who are going to start their undergraduate studies remained below the desired level, some universities began to establish their EPPs for various reasons.

EPPs can be described as intensive language programs that are provided in the first year of university enrolment and they are independent of the years at faculties. These programs aim at teaching a foreign language usually with 20-24 hours a week. The course content and approaches may vary among universities, but some requirements such as very few hours of absenteeism are usually constant. The programs usually administer an exemption examination to eliminate and send the students with good levels of English to their faculties at the beginning. The students who cannot pass exemption examinations are settled into classes with different language levels through the same examination or a separate placement examination. Depending on their success at achievements assessments and exit examination scores which are usually called proficiency tests, the students can finish the program successfully or may have to study at least one more semester in the EPPs. Those who cannot finish the EPPs in one year or two years may have to drop out of university or be placed in equivalent programs that are provided in

Turkish depending on the decision by the university senates. The EPPs can be obligatory for some departments or whole faculties (e. g. Engineering Faculties or Piloting departments in Aviation and Avionics Faculties), or they may be elective for other departments (e. g. Industrial Design departments), while for some other departments they are not required at all. The policy regarding the mandatory status changes from university to university. For instance, Middle East Technical University, İzmir Institute of Technology, Boğaziçi University, Bilkent University, TED University, Yeditepe University, Koç University, and Bahçeşehir University are universities with 100% of English-medium instruction in Turkey.

EPPs at universities were established during the early years of the Turkish Republic. Demircan (1982, p. 134) states that the EPPs are units that aim to teach their students foreign languages to help them with their studies in their faculties. These units can work as departments under the rectorates, or they can function as Schools of Foreign Languages. The teaching staff consist mainly of Instructors (*Okutman*).

The earliest examples with systematic English programs include İstanbul University, which opened its School of Foreign Languages in 1933-1934 with the aim of teaching languages to students to equip them with the skills they needed for their faculties and for their fields (Göktürk, 1982, p.4). Göktürk says that the high number of foreign academics in the faculties contributed to the success of the EPP by adding a genuine purpose to learn a foreign langage in the early years. In addition, it was understood that the materials in the EPP included those for 'English for Specific Purposes' considering students' needs. However, in time the connection between the EPPs and faculties became lost. Another pioneer is Middle East Technical University that was founded in 1956 and established its EPP in 1961. Likewise, on the webite of Boğaziçi University, it is maintained that it is an institution with the experience of teaching English since 1863 (http-1) due to the fact that it is an extension of Robert College, and Demircan (1982, p. 135) states that this university began English-medium instruction in 1971. Founded in 1984, the first foundation university Bilkent University followed this trend (British Council and TEPAV, 2015, p. 58). In 1996, it became mandatory to open EPPs for universities that provide instruction through English-only, and these were required to provide one year of English for Academic Purposes. This obligation was extended to other universities with English-medium courses in 2001 (British Council and Tepav, 2015, p. 60).

As the number of universities increased, so did the number of EPPs. According to (Cengizhan Özaydın 2006, pp. 8-11) while the total number of universities was 91 in Turkey in 2006, 72 (79%) of them had English preparatory classes but 19 did not have them. In 2016, in all universities of Turkey, the number of departments that had compulsory EPPs (with programs having minimum 30% of English courses) was 349 (Council of Higher Education, 2016, pp. 1-4). As of 2017, there are 184 universities each having their own EPPs.

The main aim of the EPPs is stated to be equipping their students with the English language skills that would be needed throughout students studies in the first place. In broader terms, the EPPs and foreign language education in Turkey emerged to cope with the needs of the modern world and civilizations, to follow the latest advancements is science, technology and art from the most recent sources (Göktürk, 1982, p.1). In addition, having full access to academic course books and research in English, enabling students to publish and disseminate international papers, allowing students and teachers academic mobility and attracting foreign academic staff were also mentioned as the advantages of adopting an English-medium instruction (British Council and TEPAV, 2015, p. 58). However, in the British Council and TEPAV report it is stated that these aims are often determined without considering the actual needs of learners, and many EPPs have not conducted a needs analysis. Workforce that knows a foreign language for future investments of Turkey (İnal, 1993, p. 46) was stated as another objective to teach foreign languages.

While today many universities have EPPs, there are a number of problems. Batırel (1993, p. 3) said that in 1992, many of the newly established universities founded their preparatory programs without the necessary infrastructures just for the sake of not falling back in the competitive environment. He adds that in Turkey, informing the public about what foreign language learning is, its methodologies and how language should be used is an obligation, and the planning of the learning is a partial public service that should be made or closely followed by the government itself. Göktürk (1982, p. 1) mentions that some institutions consider the teaching of a foreign language just for the sake of teaching it and as a way of formalism rather than seeing it as a means of accessing contemporary sources of information. He also adds that students may not be aware of the reason why they learn English, and thus, view the education in EPPs as a course they just have to pass.

Göktürk (1982, pp. 2-5) stated that one of the problems of EPPs is that the faculties at universities do not inform the EPPs with the information about the nature of English used in their departments, at what stages, the duration, the assessment levels and the number of hours with English-medium classes, and nor is there a unified system shared by all faculties. This hinders the development of an effective program to address all faculties. Göktürk added that English should not be limited to one year of instruction but must continue throughout the whole tertiary studies of students as obligatory classes. He also maintained that even though the content of the programs may differ due to the departments, all EPPs in the country have to make a consensus about the total weekly class hours, attendance limits, and exit exam levels. As can be seen Göktürk's remarks, the lack of coordination in terms of exit criteria has existed for more than 25 years.

In a discussion, Altop (Marmara Üniversitesi Yabancı Diller Eğitim Öğretim Araştırma ve Uygulama Merkezi, 1993, pp. 48-49) raised a question about a student who prepared for Boğaziçi University and who could not pass the exemption tests of this university but could do so in another university. When this student wanted to transfer to Boğaziçi University, he/she was told that only if he/she could document his/her level of proficiency by taking one of the standardized tests (TOEFL, Proficiency, IELTS) recognized by the university he/she could be accepted. Altop asked how it could be possible that one university did not recognize the English education that was taken from the EPP of another university, and what the criteria was about EPPs. To this question, Yazıcı (Marmara Üniversitesi Yabancı Diller Eğitim Öğretim Araştırma ve Uygulama Merkezi, 1993, pp. 48-49) responded that the universities in Turkey could come together to determine a common goal, but this would be very difficult as each university worked independently at the time.

Turkish universities opened their EPPs for various reasons, but allegations include that some universities aim to gain prestige and popularity or increase their entrance scores through EPPs even if the number of English-medium courses in faculties are very limited. Recently, in the news, it was reported that the CHE Director Prof. Dr. Yekta Saraç said in a meeting (Kasap and Usul, 2017, p.1) that in the booklets from which candidate university students choose their universities, there would be information whether the EPPs of universities are accredited or not. He said that if the foreign language was not used effectively, it would not go beyond being a means of advertising universities. Therefore, adding information about whether the EPPs were accredited would be a

precaution for the use of EPPs as a means to advertise the university. He pointed out referring to the British Council and TEPAV study (2015) that a foreign language can be a barrier in transferring scientific knowledge at universities if not used effectively. He also added that it is necessary that EPPs should begin their accreditation procedures so as to enable candidate students to make right choices.

To conclude, the foundation of the EPPs in Turkey have a long history. Even if there are some well-established EPPs in universities, some problems still persist as outlined above. One of the main problems is that there is lack of a clear description of what EPPs should teach and focus on. One step to solve this problem is to accredit the EPPs by asking authorized institutions to investigate the whole system. Another step can be to define the set of skills needed in EPPs through research, which might help in the future towards the standardization of these skills.

1.4. Exit Criteria of English Preparatory Programs

Most universities in Turkey, private or state, have preparatory programs which aim at equipping students with the English language knowledge and skills that are needed to attend English-medium courses in their departments. In order to be eligible to finish these programs, the students should be at certain proficiency levels which are measured using various means. However, the problem is that the exit criteria and the nature of examinations differ from university to university, and the lack of standards on a national basis leads to problems in terms of accountability, comparability and accreditation. Until recently in Turkey, there were no national policies in setting an exit level for EPP students.

In many other countries, policies state that the common aim of secondary ELT is to prepare students in terms of basic knowledge and skills in English and to develop positive attitudes towards the language and culture (Brewster, Ellis and Girard, 2002, p. 146). Another common characteristic of secondary level foreign language teaching is that curriculums, tasks and forms of assessment are usually determined on a national basis. In contrast, the aims and practices in foreign language teaching at tertiary English are not as clearly defined.

In Turkey, tertiary education is regulated by the Council of Higher Education. CHE described the purpose, the basic conditions, and the exit assessment only as a globally stated framework through several legislations (YÖK, 1981, 1983, and 2008). The Law on

Higher Education (Law No 2547) dictates that foreign language is among the obligatory courses at the tertiary level. The 'Regulations on Foreign Language Teaching in the Institutions of Higher Education and on the Basis of the Implementation of Education and Training in a Foreign Language' (YÖK, 2008) mandates that the purpose of teaching a foreign language is teaching students the fundamental rules of the target language, developing their vocabulary, enabling them to understand what they read and listen to and to express themselves in writing and speaking. This statement was the only description what English language teaching at universities should focus on for a very long time. While the four skills along with a basic understanding of grammar and vocabulary growth seemed to be emphasized in the law, no common criteria for proficiency was suggested, and the teaching of 'basic' or 'fundamental' rules failed to guide universities in designing their exit level tests to assess proficiency.

In terms of assessment, Item 5 (YÖK, 2008) directed that newly enrolled students take a placement exam at the beginning of the academic year in order to be exempt from preparatory schools and obligatory foreign language courses or to be placed into language levels in preparatory schools if they cannot pass the examination. However, the nature of the placement exam, the assessment methods and minimum conditions to guide the test preparation were not mentioned. Moreover, the exit examinations were not described at all in the regulations. Instead, CHE (YÖK, 2009a) only provided the equivalencies of the exam scores obtained from the national standardized tests *KPDS* (Governmental Staff Language Exam) and *ÜDS* (Interuniversity Board Foreign Language Examination) compared to internationally recognized exams TOEFL, TOEIC, IELTS, FCE, CAE, and CPE. While doing so, CHE was also aware of the differences in theses assessments as it states that "The internationally recognized English language exams measure the ability to communicate in English across all four language skills: listening, reading, writing and speaking, whereas, the ÜDS and KPDS exams in English measure only some of these skills" (2009a). That is, the regulations described only general guidelines in terms of placement and exemption, they and appeared to be insufficient in determining a set of standards in describing foreign language proficiency. The lack of certain requirements by CHE in this respect may have led to discrepancies in terms of consistency, equivalence, and reliability. While certain initiatives were developed in some countries for achieving accountability through working out benchmarks of foreign language proficiency, setting national standards as frameworks for assessment, and constructing proficiency

guidelines, in Turkey such attempts have not been made yet except only for the physical conditions. On the grounds of comparability, this creates inconsistencies in what the exit level should be and how it should be assessed. In order to meet the needs of future stakeholders including students, academics and businesses, a framework for 'exit criteria' for foreign language might be suggested as it is the case for graduating students in Taiwan (Prapphal, 2008, p.133).

About language policy Shohamy (2007) says:

> Language policies are often stated explicitly through official documents, such as national laws, declarations of certain languages as 'official' or national, language standards, curricula and tests. At times, though, language policies are not stated explicitly but can rather be derived and deduced implicitly by examining a variety of de facto practices; in these situations policies are 'hidden' from the public eye (Shohamy, 2007, p. 119).

In terms of national policies at tertiary level, decisions and nation-wide reports have been published only recently in Turkey. One of these is the declaration of the National Qualifications Framework for Higher Education in Turkey (NQF-HETR) by the CHE. In the 'Communication and Social Competence for Students' section, the Council describes the language levels needed for tertiary and post-graduate students as follows (Council of Higher Education, 2009, http://www.yok.gov.tr/web/uluslararasi-iliskiler/91):

> 5. Level (Associate's, short cycle) Qualifications: Monitor the developments in the field and communicate with peers by using a foreign language at least at a level of European Language Portfolio A2 General Level.
> 6. Level (BACHELOR'S, 1st cycle) Qualifications: Monitor the developments in the field and communicate with peers by using a foreign language at least at a level of European Language Portfolio B1 General Level.
> 7. Level (MASTER'S, 2nd cycle) Qualifications: -Communicate with peers by using a foreign language at least at a level of European Language Portfolio B2 General Level.
> 8. Level DOCTORATE (3rd cycle) Qualifications: -Ability to communicate and discuss orally, in written and visually with peers by using a foreign language at least at a level of European Language Portfolio C1 General Level.

According to NQF-HETR, the only description of tertiary students' language, as can be seen above is the by referring to CEFR, setting it to B1 for Bachelor's Degree students. This fails to explain the specific skills as well as how this level will be

determined. Besides, there is no indication of the exit level EPPs according to the framework above.

Another seminal document published recently is the report 'The English Education in Higher Education Institutions in Turkey – A Situation Analysis' in 2015 by the British Council with the collaboration of TEPAV (Ministry of National Education and Turkish Economic Policies Research Foundation). In this report, which is based on a large-scale project with the participation of 38 universities, the issue of failure of teaching English as foreign language is dealt with along with concerns such as the decision of considering English as the language of instruction at universities, assessment issues, teachers' skills among others and strategies for dealing with these problems.

The report mentions that setting the entry level to A2 for EPPs is rather insufficient and should be minimum A2 when students begin EPPs even though it is still too low. It is indicated that it will take about a whole generation until students at pre-tertiary level will enter university with the desired basic level, but even after approximately 1.000+ hours of instruction beginning from 2. Grade until the end of Grade 12 if there will still be students who have not achieved this basic level, then there would be no choice than accepting them into EPPs. In that case, it is indicated that within about eight months of instruction in the EPPs, it would be almost impossible to train these students to become B2. As a result, the EPPs and the instructors are often considered to be unsuccessful ignoring the low proficiency of the entry level students (British Council and TEPAV, 2015, pp. 20, 72-73). As it is indicated in this research report, in reality this is how most EPPs today function in Turkish universities actually. As it is unrealistic to expect beginner level students to become B2 in one year, the solution dominantly lies within their pre-tertiary education. If the students are able to come to EPPs with higher levels in the near future, the EPPs can work on more refined and academic skills.

According to the British Council report (2015) the exit level for EPP students should be revised as B2+ for linguistically challenging departments and B1+ for those that are non-challenging. It is stated that many of the universities report their exit level as B2 according to the CEFR, but some of them admitted that the level might fall to B1+. Yet, the report says that it is necessary to focus on achieving the standards additionally. Some steps taken by only a few universities include the quality assurance of the EPPs through accreditation by international institutions such as EAQUALS, Pearson Assured, BALEAP (pp. 80-81). The idea of founding a national quality assurance initiative

DEDAK (Language Education Evaluation and Accreditation Board) has been suggested only recently and it has not been fully in practice yet.

Another concern regarding the EPPs is how the exit levels are assessed. There is great variation amongst universities in terms of exit examinations (British Council and TEPAV, 2015, p. 8). While some universities accept certificates of TOEFL, IELTS or other standardized examinations, some others prepare their own examinations. In the latter case, the examinations in some EPPs can lack the assessment of all four skills, especially without the evaluation of speaking, and some may remain rather simple compared to other universities. While some universities gave only one test as exit exams, which was mostly in the multiple-choice format, others tested the productive skill writing, too. Few universities tested the speaking skill, and the CHE did not require it. These factors aggravated the problem of lack of comparability and benchmarking for proficiency among universities.

In addition to the qualities of tests, the passing grades are also arbitrary. Each institution sets its own passing score from the exit exam or a combination of exams for multiple skills. To illustrate, in year 2010, the passing scores for Middle Eastern Technical University was set as 60 for the METU EPE test, which is the exemption test for proficiency. The equivalent TOEFL IBT score was set as 75, the required TOEFL PBT is 537, and the IELTS score is 6 at this university. In contrast, the exit score for Anadolu University was 70, and the students could pass if they obtain 65 from KPDS, 500 from TOEFL PBT, and 5.5 from IELTS in the same year. Considering that METU is a 100% English-medium instruction university while Anadolu University is mostly a Turkish-medium one having some programs with 100% or 30% of English instruction, these differences could be considered natural. However, to what extend can language standards differ across EPPs is still a general issue that needs deeper understanding in the country.

Becoming a global citizen especially after the foundation of the European Commission brought up the development of CEFR for easy communication and free circulation among member countries. Çağlar (1993, p. 13) says that according to the European Council Declaration signed on 19 June 1983 in Stuttgart, the basic element in forming a unified Europe is language. While respecting the cultural values and languages of each country, a common foreign language is necessary for free circulation among countries, for economic, technical and scientific cooperation. English was the most

suitable candidate (Çağlar, 1993, p. 13). This initiated the studies towards the European Language Portfolio and the Common European Framework of Reference for Languages.

Increasingly, the CEFR was taken as a basis in describing language levels beyond the European Council member countries. CEFR was first drafted in 1996 and was in circulation in 1997 (Alderson, 2006). It is a language portfolio that enables the language learners to evaluate themselves through 'can-do' type of items through self-assessment. At the end, the learner is assigned into one of the six level such as Breakthrough (A1) to Mastery (C2), depending on the result of this self-assessment. CEFR is a widely acknowledged guidance for many learners and programmers having world-wide impact. CEFR is one of the major studies that laid foundations in the field of describing language proficiency levels in detail. Because it was developed as a tool for self-assessment, enabling its users to determine their levels through checkliststs of 'can do' statements, initially it did not have academic uses and there were no assemessment ways of testing these levels. Later, projects in developing assessment schemes were intitiated, and research was conducted in benchmarking and aligning other standardized tests such as the FCE, TOEFL etc. With the global trend of using CEFR in describing language proficiency, Turkey also began to use it in setting targets, including tertiary education as described above.

However, taking the CEFR as the basis for determining the exit level and criteria is not without problems. There are some issues to consider when CEFR is taken as the framework for instruction, determining the exit level proficiency skills, and assessment.

Firstly, CEFR has more pragmatic and everyday purposes such as tourism or work rather than academic ones. Another issue is that since CEFR is prepared with the intention of a means for self-evaluation and there were not many standardized examinations when this study was conducted, it is likely that the learners may not be able to assess their skills objectively through 'can do' statements. One the first diagnostic tests design based on CEFR was DIALANG developed and pilot-tested by means of a project coordinated by Alderson (2006). However, he states that despite the fact that DIALANG was based on CEFR, it is still necessary to investigate how to relate these two in terms of the scores obtained and the items tested because in the project the results demonstrated lack of correlation between CEFR and DIALANG in some skills (e. g listening). Alderson points out that "Although test items were developed by item writers according to the CEFR as far as possible, the CEFR itself in its present form is not always sufficiently

explicit about what exactly a test or a test item at a given level of the CEFR should actually contain" (Alderson, 2006, p. 63). Also, he exemplifies from the reading skills that CEFR lacks to describe the construct of reading, nor is it based on a reading or psycholinguistic theory.

Another problem stated in Alderson (2006, p. 35) is that there is "a mild warning about the risks of over- or under-assessment of one's abilities." In addition, as Alderson says (2006, p. 33), although there are 'can-do' statements for the evaluation of four skills, there are no items for the grammar and vocabulary "since CEFR itself does not contain any language-specific self-assessment statements." In addition, Alderson (2006, p. 34) highlights that the learners are not given a score about their levels except being placed into one of the six levels which briefly describe what they can do, and it is a set of standards at a broad sense without the interest of assigning scores. Although there are studies that try to align CEFR to standardized tests, these are very limited.

Shohamy (2007) points out that taking CEFR as a decision framework has some risks such as dictating proficiency that is detached from reality and the context that language is used for, and they prescribe proficiency. She adds that there should be a variety of contexts that should be taken into consideration when proficiency and testing is in question. She explains:

> Further, they are detached from a variety of contextual variables such as the purpose of the assessment, the specific uses of the language, the context in which the language has been learned, the age of the learners, the learning conditions, the specific languages learned and assessed, and especially the multiple functions of different languages in different contexts, and tend to view language learning in homogenous terms that can be generalizable from one domain to another. There are therefore doubts as to whether such broad and generic testing descriptions are relevant and valid for different language learning contexts and uses, such as foreign language learning, second language learning, immersion programmes, bilingual programmes, immigration contexts, indigenous languages, specific grade levels, instructed learning, content based instruction, tertiary education, elementary and high schools, and for capturing the variety of language needs that characterize different workplaces. This shows the problems that arise when test criteria such as rating scales affect language policy, and definitions of 'what it means to know a language' when such rating scales presuppose a hierarchy of both development and performance, adhere to generic descriptions and claim to be universally applicable, detached from the contextualized nature of language and language performance in multilingual environments (Shohamy, 2007, p. 125).

As a result, it can be put forward that general frameworks may not be accepted as one-fits-for-all schemes explaining proficiency for all age groups and educational contexts as well as English for general versus academic purposes. Therefore, more research is needed about the implementation of CEFR as the basis for describing language proficiency.

Proficiency is EPPs is assessed and labelled through examinations in Turkey. When the web sites of universities are examined, it is possible to classify the types of the exit examinations or equivalent standardized examinations that are accepted instead of those administered by EPPs in Turkish universities into these groups:

- **International standardized tests:** Proof of external standardized exams such as TOEFL IBT, PTE Academic, CPT, CAE is accepted (ÖSYM, 2016, pp. 1-2).

- **National standardized tests**: Proof of internal standardized exams such as KPDS, ÜDS, YDS are accepted (ÖSYM, 2016, pp. 1-2).

- **Institutional standardized examinations**: The EPPs prepare their own examinations through rigorous scientific work and experience.

- **Institutional non-standardized examination**: Exams are prepared in-house. No data about standardization is available.

When the websites of the EPPs of various state universities are examined, it can be observed that many universities do not provide any information about the type, the structure, the duration, etc. of their proficiency/exit exams. On the other hand, some well-known universities explain their exit examination procedures in detail along with the skills and competencies tested, the number and type of questions, and they put sample tests as guides for students. Another fact is that some universities use the same examinations or assessment procedures as both placement tests and exit tests or also as exemption tests. In addition, some EPPs administer an initial test, and the students who obtain a score above a set limit are allowed to take further and more productive type of proficiency examinations while some universities assess the students' proficiency only by means of a single and often a multiple choice test. Yet another difference is that some EPPs provide different proficiency examinations depending on types of faculties. In faculties where language is the main object such as English Language Teaching departments, Translation studies, etc, the examinations have more parts, and more varieties can be tested with separate exams whereas in other faculties where English used only in a few courses, the examination procedure more simple and usually consists of

only one test administered in one session. Another issue to consider is that at some universities, the exemption test that allows passing students not to attend EPPs can be rather different in terms of its components and level of difficulty from the examinations that are administered at the end of the year of EPPs. For instance, there can be only a multiple choice type exemption examination with grammar, vocabulary, and reading parts. Students who pass this exemption test can go directly to their faculties. However, students who do not pass it, take a series of examinations at the end the of the EPP year that consists not only reading, grammar, and vocabulary, but also of writing (paragraphs or essays), listening, and speaking examinations. Thus, the examinations for exemption from the EPPs and the exit examinations from EPPs can vary to a great extend, the latter being more challenging. This is an issue that may require some further investigation in terms of equivalence and fairness. Yet, some universities deliver the proficiency/exemption exams more than once, usually at the beginning and end of each academic year and at the end of each semester, i.e. three times a year, and they let the EPP students take it, too. Therefore, the students are given equal chance to be exempt or finish the EPP successfully. To sum up, there are clearly a number of differences among the universities in Turkey in terms of their exemption, placement and proficiency assessment and how this affects the exit criteria in EPPs.

Considering the skills assessed and the methods in proficiency exams, the websites of EPPs reveal great differences among universities. However, during the website analysis, it was observed that many state universities do not provide any information about their proficiency assessment procedures. Therefore, it was difficult to find examples. Briefly, when the overall assessment types in the EPPs of Turkish universities are analysed from the information available on their websites, it possible to describe three types of assessment for proficieny:

- **Type 1**: The universities that use this type of assessment deliver 100% of their programs in English. In the assessment, all four skills along with grammar and vocabulary are assessed in the form of a series of examinations such as tests in various formats including multiple choice, blank filling, short answer, matching questions; written examinations such as essay or paragraph writing; listening exams combined with some productive tasks. However, speaking examinations may not take place. The duration is usually more than 2-3 hours, and the assessment takes place in multiple sessions or even on different days.

- **Type 2**: The universities that utilize this type of examinations offer programs mainly in Turkish, but there are some programs that are taught 30% or 100% in English. The assessment procedure and content is similar to the process decribed in Type 1 above with multiple parts and various formats. Speaking skills can be tested.

- **Type 3**: These universities are similar to those described in Type 2 in offereing some 100% or 30% English-medium courses. However, the number of skills tested is usually limited to reading, grammar, and vocabulary. Listening and writing may or may not be assessed. There are no speaking examinations. The examination is only on one printed booklet mostly in multiple choice form and sometimes very short answers, true/false or blank filling type of questions. The total duration can be about 90 minutes maximum, and the examination is often administerd only in one session.

When the test-only type of examinations are analysed, it can be claimed that some are relatively easier in terms of the level of difficulty, too, when compared to those of the multi-stage Type 1 exams administered by the well-established EPPs. Clearly, these differences indicate that there are considerable differences in the exemption criteria across universities. Therefore, some universities may not accept the EPP training of some students who want to transfer to their university from other universities.

When the websites of several universities are examined for their EPP proficiency tests, differences in ways of assessment can be seen. Below, there is information from six universities with three different types of proficiency assessment. The first two examples are universities that have been providing 100% English-medium instructions for many years, and these provide Type 1 exams. The second and third are mainly Turkish-medium universities with some 30-100% programs available, but the examination procedures are still rigorous, so the proficiency assessment of these university can be named Type 2. The last two examples are also mainly Turkish-medium universities with some 30-100% English programs, but the proficiency examinations are less detailed. The names of the universities are not stated in this study.

The proficiency test administered by University A is a Type 1 examination prepared through careful work of the EPP. The aim of the examination is indicated as assessing the test-takers' ability to follow courses and fulfil the requirements of the programs. Since this is a university that delivers instruction 100% in English, in line with its policy, the

proficiency assessment is delivered in detail in multiple stages and within about 3:45 hours of assessment time. The questions are of various types such as short answers, multiple matching besides multiple choice. However, there are no speaking examinations.

Table 1.1. *University A proficiency examinations*

Skills/Examination parts	Number of questions, Type of questions Duration	Content/task
Listening	30 questions Mainly multiple choice 4 multiple matching ~45 minutes	Brief talks, instructions, announcements, conversations, discussion, lectures, topics from social, academic or vocational life
Reading	*Careful Reading* 32 Questions Multiple Choice Matching Multiple Matching Text Insertion 60 minutes	Main/specific idea, text organization, text function, critical reading, vocabulary questions among others, texts taken from journals, books, articles, magazines and newspapers usually dealing with an academic/semi-academic topic
	Search Reading 8 Questions, one long text Short response 25 minutes	Skimming, scanning, careful global reading, locating specific information
Vocabulary	20 Questions Multiple choice 15 minutes	Words that are commonly used in entry-level academic texts
Writing	1 Task 30 minutes ~150 words	Explain the information given in a visual, i.e. a table, chart or graph,
Performance	1 Task ~50 minutes	Write a formal text –a summary essay collating information from two sources: a listening and a reading text, 250-300 words
Grammar	NA	
Speaking	Not assessed	
Examination samples	Available	
Total duration	~ 3 hrs 45 mins	

Another example of the proficiency assessment of a second university is that of a well-acknowledged for 100% English medium instruction. On the websites University B, there is detailed information about the assessment, grading procedures, passing grades and sample exams. As a Type 1 examination, there are multiple sessions in the exam

procedure, which takes about 3:30 hours in total. Most of the questions require short answers, and there are very few multiple choice questions. There are many assessors who grade each part independently. Like Univeristy A, speaking is not assessed at University B EPP.

Table 1.2. *University B proficiency examinations*

Skill/Examination parts	Number of questions, Type of questions Duration	Content/task
Listening	*Selective Listening* 8-11 questions Short answers 3 minutes before and 3 minutes time after listening	The assessor reads out the text once. Students answer questions during listening.
	Careful Listening 10-12 questions Short answers 15 minutes after note-taking	The assessor reads out the text once. Students take notes while listening to a lecture without looking at questions, then they answer questions. Students are advised to pay attention to main ideas, connections and transitions between ideas.
Reading	*Search Reading* 8-10 questions Short answers 30-35 minutes	Ability to read quickly and selectively to find important information and ideas. Students first read the questions, then locate key words in the relevant the part of the text, and then read carefully to answer each question
	Careful Reading 9-11 questions One long text Short anwers, multiple choice, matching 40-50 minutes	Detailed reading, main and specific ideas, inferencing, making connections, referring expressions
Writing	2 tasks Each essay ~A4 size long ~250 words Total 120 minutes	Students are given prompts, but they may not use them
Vocabulary	NA	
Grammar	NA	
Speaking	Not assessed	
Examination samples	Available	
Total duration	~ 3 hrs 30 mins	

A third sample university is University C with is long term experience in EPPs. It has mainly Turkish-medium instruction, but some faculties/departments offer English-medium instruction. There are two types of proficieny exams, the first of which is for departments that train students for fields and professions whose object is English such as English Language Teaching, English of American Literature, or Translation. The latter is for other facutlies or department that offer 100% or 30% of instruction through the medium of English. Since the focus of this research is on general EPPs without having a particular focus on professions directly related to English, the proficiency test for the second target group only is described below.

Table 1.3. *University C proficiency examinations*

Skill/Examiantion parts	Number of questions, Type of questions Duration	Content/purpose
Writing	1 task One paragraph Min. 120 words Duration not indicated	E.g. opinion paragraph
Multiple choice test	Listening 7 questions 6 questions Use of English (Grammar and Vocabulary) 20 cloze test with multiple choice answers 4 restatement questions Reading 20 questions 2 reading passages Duration not indicated	*Note-taking*: After note-taking, students choose the best answer *While Listening*: Students listen to a recording and choose the best answer during listening Grammar, vocabulary, prepositions, connectors, etc. Finding synonymous sentences Main ideas, specific details, inference, referring expressions, etc.
Speaking	3 tasks 6-7 minutes including thinking time	Personal experience, opinion question, picture talk
Examination samples	Available	
Total duration	Not indicated	

With fewer English-medium departments, the proficiency/exemption examinations of University C seem relatively less varied than those of the first two EPP examples.

Instead of one or two essays, one paragraph is written, and Reading, Listening, Grammar and Vocabulary skills are assessed by means of a 57-question multiple choice test. However, a difference from the previous two universities is that speaking skills are evaluated through a three-task examination. The examination process in this university fits the Type 2 description.

University D, with similar status to University C above, offers instruction mainly in Turkish, but there are departments that have 100% or 30% English-medium instruction. The profiency examinations are presented in Table 1.4.

Table 1.4. *University D proficieny examinations*

Skills/Examination parts	Number of questions, Type of questions Duration	Content/purpose
Multiple choice test	Listening 20 questions Listened twice ~30 mins. Language use: Grammar 20 questions Vocabulary 20 questions	Short extracts with multiple matching, conversations, longer talks such as lectures with multiple choice Vocabulary: word meaning, word forms, synonyms, antonyms, word groups, etc. Grammar: Completing sentences and texts, finding the mistake in the underlined parts of a sentence.
	Reading 20 questions For Language use and Reading 75 minutes	200-500 word texts from magazines, newspapers, graphics, etc. Main ideas, specific details, inferencing, vocabulary, etc.
Writing	1 essay with two alternative topics 60 minutes	Minimum 2oo words. E.g. an opinion paragraph
Speaking	2 tasks 15 minutes for two students	Individual talk and pair discussion
Examination samples	Available	
Total duration	~3 hours	

At University D, proficiency in English is described and determined is within the framework of Global Scale of English. In the website of the School of Foreign Languages it is said that the proficiency examination questions are prepared within the 51-66 range of the Global Scale of English (GSE) learning outcomes, which falls between mid-B1+ to slightly below mid-B2+ in the CEFR. Promoted by Pearson ELT, it is expressed on

their website that "Global Scale of English (GSE) is the first truly global English language standard, allowing teachers to more accurately and easily measure learner progress." (http-2). It is also said that GSE "extends the CEFR by pinpointing on a scale from 10 to 90 what needs to be mastered for the four skills of speaking, listening, reading and writing within a CEFR level, using a more granular approach" (http-2). It also helps to select the range of level using a webtool to which key words for skills are entered, and the tool takes the user to the ranges and learning objectives in which the keywords appear. Therefore, it is claimed to be more user-friendly than the CEFR, which is quite complex. The proficiency examinations at University D consist of three parts. There is a multiple-choice test with 80 questions that include language use (vocabulary and grammar), listening and reading. This is followed by a writing examination in which students write a minimum 200-word essay. Speaking skills are assessed at this university with two tasks for students who take the examination in pairs. Altough it is not a 100% English-medium university, the assessment procedures are still detailed and complex involving multiple processes and assessors. Therefore, the examination process can be classified as Type 2.

The next examples are two universities that have relatively simple ways of assessing proficiency according to the information available on their websites. According to the website of University E, the examinations are named as'exemption' exams on the website but proficiency exams on the sample tests, and there two types of these. One is a 50-minute multiple-choice test for the exemption from obligatory two-hour English classes at faculties, and there are 40 questions of covering areas such as basic sentence structures, comparatives, subject/object pronouns, prepositions, conjunctions and basic vocabulary. The other examination is taken only by students of two faculites. The details for the assessment for these latter faculties are given in the Table 1.5.

According to the information available on the website of the EPP University E, the proficiency exam lasts 80 minutes, and it consists only of 80 multiple choice questions that are similar to the question formats in YDS examinations, but the level of difficulty is lower.

The next sample university with less complex examination system in its EPP is University F. The EPP is obligatory for English Language Teaching, English Language and Literature Departments, and a department at the Engineering Faculty. Students of some other faculties may attend the EPP on voluntary basis. From the information available on the website of the EPP and the sample test, proficiency examination seems

to consist of a multiple-choice test with grammar, reading and listening parts. In the sample test provided, the grammar part consists of fill-in-the-blank type of questions. Reading passages can have three questions each. In the listening part, there are three parts, one with identifying the statement that best describes a picture, another part with a statement and a question with three short response options, and a last part with converstations that have three questions each. The examinations are quite similar to that of University E with the difference that listening is assessed.

Table 1.5. *University E proficiency examinations*

Skills/Examination parts	Number of questions, Type of questions Duration	Content/purpose
Multiple choice test	Reading: Total 9 questions	Three short texts
	Cloze test 6 questions	One multiple choice gap-fill text
	Vocabulary and Grammar 56 questions	NA
	Dialogue questions 3 questions	Dialogues with very short, 2-4 turns. Students complete the gap with a choice
	3 questions	Finding the question to a response
	3 questions	Students find the response to a single question
Listening	Not assessed	
Writing	Not assessed	
Speaking	Not asessed	Only in multiple-choice form
Examination samples	Available	
Total duration	80 minutes	

These three different typologies describe various approaches to assess proficiency. Based on the differences as described above and as mentioned earlier, some universities that fit into the Type-1 category above and that have 100% of English medium instruction may ask the transfer students or new students who want to enrol to their university to re-take their proficiency examinations even if they had finished the EPPs. This might arise mostly due to the concern that even if the students have already finished an EPP in another university, they still may not have the necessary skills to cope with their 100% English programs. Due to the lack of defined exit criteria or minimum standart requriements for

EPPs in our country, problems such as these might occur. Therefore, investigating the exit criteria in EPPs is a necessity.

1.5. Statement of the Problem

As it it outlined in the sections above, there is lack of clear guidance about the skills that EPP students should gain in these intensive English programs. Even though the policies suggest B2 according CEFR, the framework is still too general and it may not be suitable to meet the needs of learners in Turkey. Nevertheless, there are not enough studies that investigated whether adopting this framework is addressing the exit level issue effectively, or whether there should be other and more national approaches in determining proficiency.

There are several reasons to explore the exit criteria in EPPs in depth. Firstly, one of the reason is that the CEFR may not be suitable as a criteria for Turkish universities. The CEFR was not originally designed for academic purposes but more for social needs. Working towards the development of national exit criteria might be necessary especially at tertiary level. In addition, it it not easy to design tests that measure if students are really at B2 levels using CEFR since it was not designed for testing purposes, and the descriptors remain often too global to be tested.

Second, even though the CHE sets the exit level as B2 according to CEFR, in practice it seems that EPPs often fail to reach that level according to the British Council and TEPAV report (2015, p. 20 and p. 117). One reason for this discrepancy might be due to how the exit level proficiency at difeerent EPPs are assessed by the end of the EPP education. Assessment is not independent of goals and outcomes. If the exit criteria is not described clearly, the assessment might not evaluate the goals consistently and acurrately. Therefore, validation of exit exams can also become undermined. As a result, it is necessary to state the goals and objectives of the programs clearly and explicitly.

Thirdly, setting goals should be realistic taking stakeholders' needs and views into consideration. This should involve not only the students in the EPPs, but also the students who have started their studies in the faculites.

Taking these issues into account, an analysis of the views of stakeholders might be a step towards dealing the language problems at tertiary level.

1.6. The Aim and Significance of the Study

Considering the differences and related problems in the exit criteria in EPPs outlined above, this study aims at investigating the exit criteria in English Preparatory Programs from the perspectives of the stakeholders. To this end, a three-phase Delphi research methodology was used to explore deeply and identify the skills needed for the EPP students adopting a four-skills approach. It is expected that this study might contribute towards setting a set of national proficiency descriptors for EPPs for Turkish students.

This study might contribute to the teaching of English in Preparatory Programs in various aspects. One benefit may be the description of 'proficiency' for Turkish students. Proficiency in language is a relative term, and it is not easy to define this broad concept. The understanding of being advanced and competent in language may involve different skills and vary from culture to culture. Lack of certain requirements and guidance from the CHE lead to arbitrary interpretations of proficiency in Turkey, which in turn is assessed through different and incomparable ways across universities. Thus, it is necessary to determine the concept of proficiency for Turkish students who learn English as a foreign language in contrast to contexts where it is learnt as a second language or for survival purposes. What they would be able to do with English in the near future might be the immediate concern of EPPs. Therefore, this study might aid understanding the phenomenon of proficiency in the local context and identify what students need to do with English.

The second contribution might be discussed with respect to program development. In Turkey, each university designs and implements its program in its EPP following different approaches since there is no prescribed level or description of baseline skills and competencies. However, this leads to differences in a number issues including the exit levels of language, the skills assessed at the end of EPPs, and discrepancies in equivalency especially when students need to transfer to another university. Since there is no clear guidance by authorities in terms of minimum requirements, it is necessary to reach an agreement on these initial levels. Besides, the lack of a nationwide description of skills and competencies leads to the adoption of external frameworks for proficiency such as the Global Scale of English (GSE), Common European Framework (CEFR), etc., which may not address the needs of students in Turkey. Therefore, by using the findings of this study, universities may consider designing or improving their programs based on the

students' actual needs. The findings may aid in the construction of learning objectives that are more relevant to Turkish students. In this sense, the study may help in program development and evaluation as well as course design in EPPs in Turkey.

Another outcome might involve the end-of-year assessment of students in the EPPs. The skills and competencies found in this study might guide the development of examinations and in establishing frameworks in assessing English language proficiency in these programs. By considering the exit criteria results of this study, basic models for exit level assessment can be suggested. The findings can help designing criterion-referenced test if they are taken into consideration while determining learning outcomes. This might also help to improve comparability in examinations since the present requirements of exit level skills differ to a great extend across universities. Another problem in Turkish universities is the use of existing tests of proficiency at the end of the program. External tests such as the TOEFL, IELTS, Michigan Test of English, or local tests such as ÜDS (Interuniversity Foreign Language Examination) may not meet the needs or not be relevant to Turkish university students. Even though these tests examinations test proficiency, each of them has different original purposes (e.g. studying or living abroad, pursuing post-graduate studies, etc.) as well as different formats and skill focuses (e.g. the inclusion of listening skills, writing tasks, speaking skills, multiple-choice testing only, etc.). Therefore, it might be necessary to design examinations appropriate for EPPs. In this context, the roles of EPPs can also be questioned by means of this study. To what extend should EPPs train the students within very limited time periods allocated for language learning, and how far (e.g. after graduation) should future needs be taken into consideration are also among the concerns that need further research.

A prospective contribution might be to initiating steps the description for a standardized minimum level of exit criteria. This would increase the accountability, transferability, and comparability of EPPs. In order to evaluate programs successfully and conduct comparable studies, it is necessary that some standards be developed first and these standards are of guiding quality (Sağlam and Yüksel, 2007, p. 180). This study might provide a basis for the development of standards which would shed light in the development of comparable programs. Different EPPs may evaluate whether their learning outcomes comply with the standards, revise the content validity of their programs, and identify strengths and weaknesses. Having a set of criteria might also help internal and external auditors in their evaluation of the program. To summarize, if

standardizing EFL skills becomes a target in the future, this study might aid with its findings.

From another perspective, the identification of skills and competencies needed may guide in pursuits of materials development. By considering Turkish students' needs, relevant materials and activities can be designed or adapted.

A final consideration is that according to national and international reports (e.g. British Council, 2015), Turkey has been achieving English language skills levels rather poorly in comparison to many other countries for many years. The Council of Higher Education implemented a nation-wide survey in December 2015 to identify the competencies by inviting all stakeholders and universities to contribute in the form of an open-access open-ended survey. Clearly, the problems in the teaching of English draw the attention of authorities who decided to take actions for more concrete solutions. In line with this purpose, this study may inform these authorities by making contribution with the findings to the field.

1.7. The Scope and Limitations of the Study

When this study was initiated as a research project in 2012 excluding the previous piloting phase, there was a total of 169 universities, 103 of which were state universities while 65 were foundation universities and seven were foundation high schools (Süt, 2013, p. 103). Although 20 universities were approached to contribute to this study, the research was conducted with the participation of a total of 11 universities at different stages (6,5% of the total universities in 2012). Eight of these contributing universities were state and three were foundation universities. Therefore, although the study tried to reach as many institutions as possible, the findings cannot be generalized to all universities in Turkey. In addition, the role and level of participation changed from university to university.

Secondly, even though stakeholders lie in the center of this research, it was not possible to include the largest variety of stakeholders possible as indicated in Hughes (2003). The possible largest stakeholders for this study are demonstrated in Figure 1.1.

In the EPPs, the immediate stakeholders are the students, i.e. the clients that are directly affected from the service of a service provider, and the teachers at EPPs who provide this service. The next immediate stakeholders in the academic sense are the students who begin their studies at faculties using the English they have learnt in EPPs, and the academic staff who teach through the medium of English. Due to time and

resource limitations, this research study could include only these four groups of stakeholders. To include larger groups, more comprehensive projects in scope such as that of the Council of Higher Education, which initiated a nation-wide call by asking every group of the society to indicate their views concerning the 'Foreign Language Proficiency Levels' in 10.12.2015, are needed. To sum up, with the limited resources available, this study reflects the views of stakeholders that were from the 11 contributing universities.
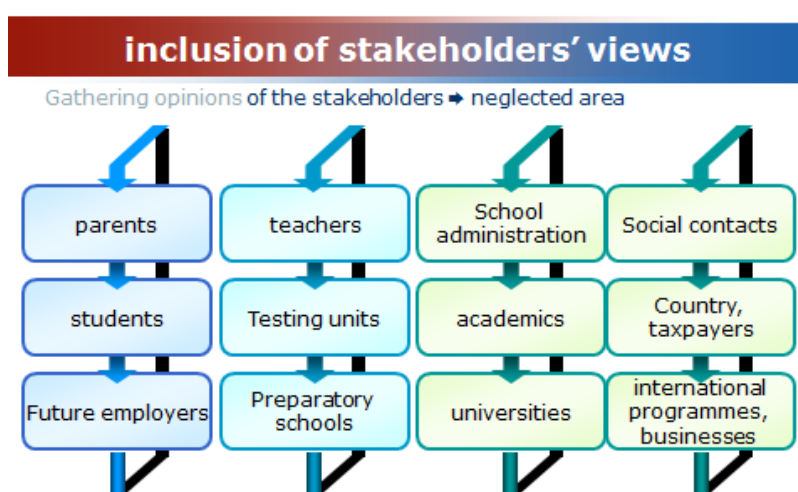
Figure 1.1. *Possible stakeholders of EPPs*

With regard to time scope, the data collection (including the piloting phase) took place between 2011 and 2015. Hence, the views reflected by participants throughout the study are limited to these years.

A total 2674 compositions were collected from four universities (472 of them were analysed) even though more stakeholders participated. Since more than 400 participants only filled in the background questionnaire only without writing a composition, these were excluded from the study. In addition, 12 participants from one university were interviewed in Phase One. In Phase Two, 23 panellists from 10 universities joined face-to-face meetings. In Phase Three, 40 participants from different universities in the first round and 36 participants in the second round took part in the study. As a result, the views and findings obtained reflect the opinions of about 500 participants.

There also some other limitations that are related to the Delphi methodology as outlined below.

With regards to the methodology utilised in this study, the Delphi Method has been reported to have several limitations. According to Clayton (1997, p. 382), one of these is due to the background of the participants. It is difficult and beyond control to determine the level of expertise and the background of the panel members whose decisions would affect the results of the research.

Another limitation mentioned by Clayton (1997, p. 379) is the fact that Delphi method involves a time-consuming procedure that usually requires making decisions under time pressure, and the panellists as professionals or individuals may not take their time due to their personal obligations. He believes that this reality will have an impact on the results of the study. In fact, this claim cannot be limited to Delphi method only and is inherent in other types of data collection including surveys with a deadline, interviews, and focus group discussions among others.

Clayton (1997, p. 382) also mentions that in the questionnaire type of the Delphi, the respondents might become affected when they are informed about group mean values or other measures of central tendency in the subsequent questionnaire round. In addition, other group members might influence their decisions. Thus, their answers might conform the group rather than reflecting their individual opinions. This view is not valid for Phase One and Phase Three in this study. In Phase One, the participants wrote their compositions independently, at their own pace. In Phase Three, the mean values of the questionnaires and the answers of the other panellists were not sent to the panellists because the two rating rounds were independent, and the participants did not see the answerd of others. Therefore, it is unlikely to feel pressurized by the whole group. However, in the face-to-face meetings in Phase Two, there is a possibility that the group members, especially the students from EPPs and faculties might have considered their relative status in the presence of the teachers from faculties and EPPs. Even the teachers might have been influenced by the hierarchical and age differences among themselves although care was taken not to mention about titles and emphasize status among all panellists. During the Brainstorming, due to the fact that the panellists wrote their ideas on cards anonymously, group pressure is likely to be minimized. This sense of security might have had positive impact on the focus groups discussions on the second day. Yet, this was beyond the control of the researcher, and it is not possible to claim that all

panellists were totally free to express their opinions without constraints such as the feeling of embarrasment. It is expected that the other two phases in this study and the amplitude in the number of the participants might have helped to overcome this barrier.

The final limitation put forward by Clayton (1997, p. 382) is the fact that even if the results are substantive and thought-provoking, they may not be all-inclusive. In addition, and they are biased due to each individual panellist. However, these limitations are not particularly specific to Delphi method and can be generalized to other types of research that involve human factors.

Finally, due to the lack of previous research in this field, this study aims to help offer solutions through the findings so that further research can build upon. The suggested the set of skills for EPPs in this study are descriptive rather than prescriptive, and it cannot be claimed that the findings of this study are ultimate and all-inclusive. Further research is necessary to confirm, complete and refine the necessary exit level skills in EPPs.

2. REVIEW OF LITERATURE

2.1. Introduction

In this section, first the phenomenon of 'proficiency' is briefly discussed. This is followed by a broad introduction of related national and international research. Afterwards, the research questions for this study are presented.

2.2. Proficiency in English

The definition of the term 'proficiency' and what makes a person proficient is not easy to explain since there is no commonly accepted description of it. According Alderson, the assessment of language proficiency is also "under-researched and not well-theorized or understood" adding that there are doubts about whether it is even possible to diagnose proficiency with its aspects (2006, p. 1). In addition, the need to understand what the construct is is becoming more and more important for its diagnosis even though there is still no commonly accepted definition of it yet, and it might take time to define proficiency (Huhta, 2009, p. 39). As a result, proficiency is often described by means of proficiency scales and tests.

According to Bachman (1990), proficiency can be scaled taking a 'real-life' perspective as a basis which tends to assess behavioural aspects. The assessment tries to evaluate how a test taker can function behaviourally in certain linguistic context. The other way of scaling according to Bachman is the 'interactive-ability' approach to describe the learner's language ability. Among few other theoretical descriptions proficiency, Bachman's (1990, p. 81) view is that ""a theoretical framework of what language proficiency is with the methods and technology involved in measuring it."

Drawing upon literature, North and Schneider (1998, p. 3) summarize why scaling language proficiency in terms of 'bands' is becoming popular indicating that these scales can fuction as stereotyped images to which learners can compare themselves to; they can increase the reliability of judgements in cases which assessors need to make subjective decisions; they can help in test construction; they can help to report examination results by referring to objective scaling; they can aid language programs in many ways from placement, program design to certification; they can set frameworks for reference among different partnerships; and finally they can functions as yardsitcks that enables comparisions between different systems and people.

A discussion of proficiency would be insufficient without considering how it is assessed. Because proficiency has abstract aspects such as *competence* (what the speaker knows) in comparison to *performance* (the actual use of language) as suggested by Chomsky (originally in 1965; 2015, p. 2), one way of determining proficiency is by means of assessment of the related skills through pragmatic methods such as tests. Including the EPPs, the even though exit criteria are identified, the achievement of these need to be proven through assessment, and thus, assessing language proficiency becomes an important aspect of foreign language teaching. The assessment in the EPPs can often be in the form of a series of tests and examinations of proficiency. In language programs, proficiency tests can be a part of more comprehensive and multi-partite exit exams whose grades can also combined to year-long achievement tests. Exit exams often serve as means of evaluating language mastery of university students (Walker, 1998, p.3). To date, some key issues such as testing methods, validity and reliability, construct validation, washback effects, and using these tests for admitting students to schools have been common areas of interest in language testing (e.g. Prapphal, 2008). Nevertheless, the nature of exit exams, exit criteria, lack of standards and stakeholders' views about these tests on a national basis have been subject to negligence in literature. Therefore, researchers call for studies using both qualitative and quantitative approaches in investigating these issues especially before setting local standards, and they particularly emphasise the value of setting national descriptors rather than adopting established foreign models (Prapphal, 2008, p. 140).

It is becoming increasingly common to hear a large variety of stakeholders' views in these kind of broad and national issues such as identifying minimum standards to be met, and to achieve accountability benchmarks of foreign language proficiency are needed to be worked out. With this respect, this study primarily aims at investigating the exit level criteria, namely the construct 'proficiency' at the preparatory programs of Turkish universities in order to help defining a common set of minimum skills and competencies.

Even though it is not easy to describe proficiency, some groundworks such as CEFR have been laid to account for and explain certain levels of proficiency for academic or everyday purposes. For instance, the CEFR is now the most commonly used framework of proficiency in Turkey, and it is accepted by the MNE in 2000s in Turkey to integrate into the European Union and increase the quality of language education. However, as

Haznedar (2004, p22), there still lack of knowledge to what extend this framework addresses the needs of the country and how the policies of the European Council and the policies of Turkey overlap. This framework mainly aims to enable learners to self-assess and become aware of their own proficiency levels. The framework in based mainly on communication skills ignoring proficiency in vocabulary and grammar (Alderson, 2006). As the original idea behind CEFR was to increase the European Language Portfolio owners' circulation and employability within the integrated Europe but not to test their proficiency, the descriptors were too global to use devise a test using them. Therefore, simply adopting CEFR as the national policy to determine the exit levels during various stages of education does not solve completely the problem of describing proficiency and it does not guide enough how to test it, which leads to different and arbitrary ways of defining and assessing proficiency.

One attempt to design a proficiency test based on the CEFR is DIALANG (Council of Europe, 2005, p. 48). It was designed as a diagnostic test of 14 languages and was launched officially in 2004. It aims to self-assess foreign language abilities in reading, writing, listening, grammar and vocabulary through computer-based assessment and scoring. It is said that speaking is not assessed due to technical reasons. Rather than assigning numerical scores, it diagnoses the language levels of the test-takers between A1 to C2, and provides advice on how to improve language skills. Even though it was mainly designed as a self-assessment instrument, some institutions may use it as a placement test. Because there were already well-known examinations that certify language proficiency as pointed out in Huhta (2009, p. 121) "…, it was not politically feasible to design a new pan-European language examination system for foreign languages, DIALANG finally became a diagnostic rather than a certification system." Huhta (2009, p. 126) also adds that "DIALANG is a battery of language tests that can operate independently of a language teacher; in fact, it was aimed at individual language learners rather than for groups studying under the supervision of a teacher." Huhta also adds that although "diagnostic/formative" tests and "summative/proficiency" are used interchangeably, there can be differences in terms of purpose, detail, feedback, content focus, curriculum relation and the awarding of marks or certification (2009, p. 40). Toplu-Çavuşoğlu (1996, p. 9) states that diagnostic tests aim at finding out the underlying problems in learning. In contrast, proficiency tests are usually considered to measure the readiness of students for real life tasks often independent of a specific curriculum.

Another problem is that the challenge in describing proficiency still remains with DIALANG. Huhta (2009, pp. 137-138) points out that there is no uniformly accepted definitions of diagnostic testing, and nor are there theories that can help the development of diagnostic tests to assess foreign languages. To sum up, even though CEFR is a popular instrument to scale proficiency, there are problems in terms of assessment in the framework. Due to these problems, it might the necessary to define and assess proficiency on the basis of local or national needs such as in the case of EPPs in Turkish universities adopting a pragmatic approach. In this case, the decision could be based on setting exit criteria for students who will have mastered the necessary skills to be able to follow their studies in their faculties.

Other English examinations that are aligned to CEFR include the ones by Cambridge ESOL (KET, PET, FCE, CAE, and CPE), and TOEFL among others. The Council of Higher Education in Turkey declared some nationwide proficiency examinations such as YDS/ÜDS and KPDS that are aligned to international examinations such as TOEFL IBT, CAE, CPE, and PTE Academic (ÖSYM, 2016). However, these foreign examinations are prepared by institutions abroad, and thus, they may not account for all national needs. In addition, many of them remain too broad in describing the necessary specific skills needed for EPP students in Turkey. Likewise, the national examinations lack specific proficiency descriptors and are prepared for the sake of certifying proficiency rather than describing it. Therefore, there is a need to investigate the descriptors of exit level proficiency for EPP students at national level.

Another issue is the lack of validation in terms of assessment. The description of proficiency and the assessment of it in exit exams need to go hand in hand in EPPs. Thus, without the descriptors of the proficiency skills that will be needed by the end of the EPP, the validity of the exit exams could be risked. As a result, it is necessary to pre-determine the targeted proficiency in the form of clear learning outcomes, in other words, as exit criteria. At the end of the program implementation, the assessment procedures should seek whether the learner's skills meet the pre-defined exit criteria. As North and Schneider (1998, p.4) put forward, "there is no guarantee that the description of proficiency offered in a scale is accurate, valid or balanced." They also add:

> The fact that people may be able to use such instruments with surprising effectiveness doesn't necessarily mean that what the scales say is valid. Furthermore, with the vast majority of

scales of language proficiency, it is far from clear on what basis it was decided to put certain statements at Level 3 and others at Level 4 anyway (Schneider, 1998, p. 5).

To conclude, it is not easy to understand and describe the phenomenon of proficiency. In practice, there are some frameworks that try to define it by means os skill descriptors that fit to the language levels identified by these frameworks. Another aspect is that to describe proficiency, tests and examinations are often used. However, since the definition of proficiency is not unified and is determimed according to contextual needs, so are the assessments of it. Therefore, instead of using other exsiting scales to determine language proficiency in EPPs, it might be more practical and realistic to setermine a set of skills that students should gain by the end of the program.

2.3. Research about English Preparatory Programs

Most research studies in the field of proficiency are conducted at secondary level and on assessments other than exit examinations. However, studies at tertiary level assessment are scarce (Ricardo-Osorio, 2008, p. 591). In Turkey, relevant research studies have mainly focused on a specific exit proficiency examination of a certain year at an individual institution and on test development for the assessment of certain skills (e.g. reliability and validity studies of certain individual tests by Toplu Çavuşoğlu, 1996; Ataman, 1998; Kutevu, 2001; learner factors by Ağazade, 2001; the skills assessed by Ozman, 1990; Ösken, 1999; other factors that affect proficiency by Toslak, 1994; Sert, 2000; Yılmaz, 2002; and analyses into individual proficiency test characteristics by Özkurt, 2002; and Kayapınar, 2005). However, there is lack of research across universities for the competencies and skills needed for proficiency and determining the exit criteria. Most importantly, hearing the voices of stakeholders appears to be a necessity to profile the current situation and to suggest implementation for good practices.

Gathering opinions of the stakeholders and test users is a neglected area in testing research. Stakeholders includes not only the students, teachers, testing offices and administrations within the immediate environment of the testing situation, but also the faculties of universities that the students will be admitted upon passing the exit test, the parents who are affected financially and emotionally, the future employers and the contacts the students will make through the use of foreign language. Besides gathering opinions, informing the stakeholders about the assessment issues is another fundamental

aspect in testing (Hughes, 2003). Prapphal (2008, p. 140) states that having educational quality and standards at various stages and assessment procedures is an essential requirement, and to achieve the national goals set, "teachers, learners, administrators and the stakeholders need to understand the purposes, nature, benefits and drawbacks of each testing and assessment method when evaluating learning outcomes." In English language proficiency assessment at universities, informing the stakeholders about results and test methodology in detail appears to be problematic and insufficient. Therefore, research about students' as well as teachers' perceptions as stakeholders about these assessment is needs to be made.

One research study by Toplu Çavuşoğlu (1996) aimed at comparing the exit level proficiency of EPP students and freshmen at Çukurova University and Middle East Technical University (METU). The aim was to find out the level of difficulty of the proficiency exams at Çukurova University by using a different means of proficiency measurement, i. e. that of METU due to its acknowledged reputation for teaching through the medium of English. The examination forms were different in both universities in that the METU examination was multiple-choice type of questions whereas Çukurova University exit examination had writing, true-false, fill-in-the blanks type of components besides multiple choice tests. When students from these two universities were administered the proficiency test of the other university, the results revealed that the exit examinations of Çukurova University were easier for METU students while the METU tests were difficult for the Çukurova University students. This research study exemplifies the extend of variability between the understanding and assessment of exit level proficiency of EPPs.

2.4. Research Questions

This research study aimed at investigating the views about exit criteria requirements in the preparatory schools of Turkish universities. The following research question was (questions were) addressed in the study.

1- What reading skills and competencies are needed for the exit criteria at English Preparatory Programs in universities in Turkey?

2- What writing skills and competencies are needed for the exit criteria at English Preparatory Programs in universities in Turkey?

3- What listening skills and competencies are needed for the exit criteria at English Preparatory Programs in universities in Turkey?

4- What speaking skills and competencies are needed for the exit criteria at English Preparatory Programs in universities in Turkey?

By means of including a number of stakeholders' opinions from a variety of universities and identifying the skills and competencies that are essential for the exit criteria with consensus, a description of proficiency can be made for students in the English Preparatory Program students in Turkish universities. These skills and competencies identified may be suggested as the threshold level of requirements to pass to faculites, upon which different universities can add other more advanced level skills if they aim at higher quality in English levels.

3. METHODOLOGY

3.1. Introduction

The EPP exit criteria show extensive variety in the preparatory schools of universities in Turkey, which may lead to concerns related to lack of consistency. Consequently, taking the views of stakeholders from different universities and identifying the competencies by the involvement of different voices through could be made possible through a descriptive study. Descriptive research involves the observation or collection of information without intervention to the research environment and describes the subject or situation under study with its characteristics from various aspects. It does not strive to answer 'why' these phenomena occur or the results of them, but tries to answer 'what' it is that is being investigated. In line with this view, this study aims to explore and identify the exit level criteria of English language proficiency in the English Preparatory Programs (EPPs) in Turkish universities without manipulation or experimentation in the research environment, but with an intention to describe the ideal exit level competencies from the point of views of the participants.

This research adopted a mixed method research design, and specifically, an extensive three-phase modified Delphi method was used in order to determine the exit criteria in English Preparatory Programs. In the following parts, after the overview of these two concepts, the mythology used in each phase of the Delphi study is explained. This is followed by the context of the study, the participants in each phase, the procedures of data collection. Then, the data analysis methodology is presented.

3.2. Overview of the Methodology

In the following two sections, the methodology of the research design in this study, i.e. mixed method research design and Delphi method are described.

3.2.1. Mixed method research design

The lack of existing studies in this field was the motivation to deplore the concept of exit level proficiency by means of a Mixed Method Research design. In this type of design, both qualitative and quantitative data are collected and analysed to understand a problem from diverse perspectives in a single study or a series of studies concurrently or consequentially (Creswell, 2005, p. 510; Opoku and Ahmed, 2013, p. 135). The research

subject 'exit criteria' is a complex phenomenon with a multitude of dimensions. In these cases, rather than using either qualitative or quantitative approaches only, mixed method research designs that employ both approaches to address the multidimensionality and the complexity of the phenomenon can be more effective. Therefore, this investigation adopted a consequentially designed study approach in which the findings of the qualitative part laid the foundation for the qualitative study (Figure 2.1).
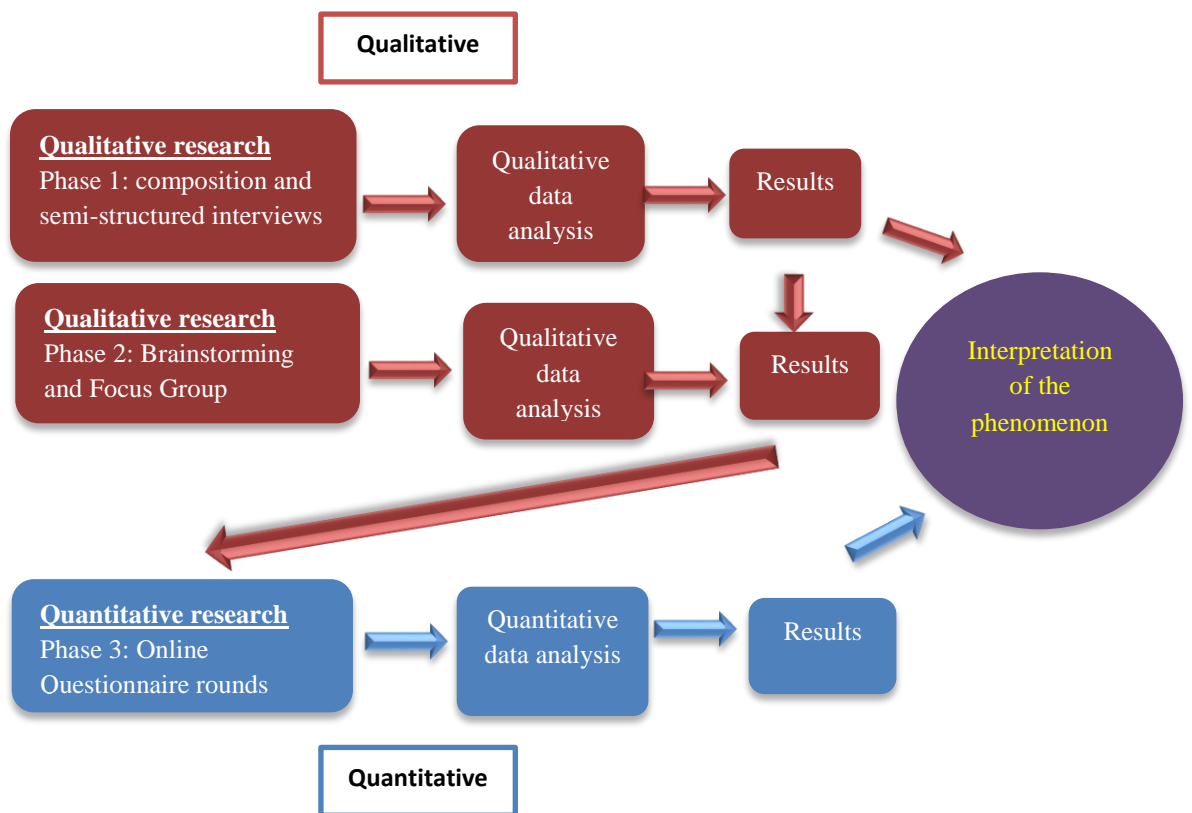

Figure 3.1. *The Mixed Method Research Design in this Study (Adapted from Opoku and Ahmed, 2013, p.135)*

A qualitative study is "a type of educational research in which the researcher relies on the views of participants, asks broad, general questions" (Creswell, 2005, p. 53). Qualitative research designs entail the investigation of social phenomena by means of a number of data collection methods such as observation, interviews and document analysis usually in their naturally occurring social environments (Yıldırım and Şimşek, 2006, p.

39). In line with this view, taking the view of participants' opinions into consideration by means of qualitative methods is an essential part in this research study. The students in the EPPs and in their faculties, the instructors in the EPPs, and the academics in faculties who deliver their classes through the medium of English are the primary stakeholders of the EPPs and this study. In determining the exit criteria, gathering their personal opinions and experiences about the skills needed to pass EPPs was the starting point in this research study. With this aim, the participants' opinions were gathered through compositions, interview protocols, brainstorming and focus group interviews to elicit qualitative data. These opinions gathered regarding the skills needed were utilized in framing the set of skills that would be investigated through further qualitative research methods.

Quantitative studies involve the collection of numerical data investigated through statistical analyses in an objective manner (Creswell, 2005, p. 39). The quantitative part of this research study consisted of the online rating rounds for the Delphi study in which the participants rated the necessity of the skills for exit criteria through a five-point Likert-type questionnaire. Consequently, the skills that are needed for EPP students were determined through statistical analyses.

3.2.2. The Delphi method

The methodology of this research study is based on the Delphi method. Delphi is a qualitative method that is based on gathering and reporting group opinion. In most cases, achieving consensus on the opinions is a key element, but this may not be the ultimate goal in some studies. Delphi is preferred if there is lack of previous research and knowledge, lack of agreement, when the aim is to increase the quality of decision-making (Delbecq, Van de Ven, and Gustafson, 1975, p. 83; Powell, 2003, p. 379), when it is necessary to generate ideas, establish facts, or to make decisions and achieve consensus on a broad subject (Senyshyn, 2002, pp. 56-57). Powell (2003, p. 381) describes Delphi as "a democratic and structured approach that harnesses collective wisdom of participants."

Three types of Delphi are described in literature – classical (or conventional), policy and decision Delphi. Recently, combinations of several Delphis are referred to as modified and hybrid Delphi. Hanafin (2004, pp. 5-6) reports that in classical Delphi, a panel of experts are formed, group response is identified by controlled feedback and consensus on a subject is determined through statistical analysis and stability. Anonymity

of the panellists is a key factor in preventing suppression. In policy Delphi, policy alternatives are generated with selective anonymity, i.e. the experts provide individual answers but may have a public meeting in the form of a structured dialogue. Since the aim is to generate alternative policies, the variety in ideas is desired. Clayton (1997, p. 377) states that in policy Delphi, "the decision-maker is not interested in having a group generate his decision, but, rather, in having an informed group present all the options and supporting evidence for his/her consideration. The policy Delphi is not a mechanism for making decisions since reaching a consensus is not the prime objective." A decision Delphi is made by a larger group of decision-makers on social issues. Hanafin (2004, p. 6) says "The characteristic is 'quasi-anonymity' (where people with expertise are mentioned by name and known to everybody from the beginning but questionnaire responses are anonymous)." Clayton (1997, p. 377) also adds another type – real-time Delphi, which differs from others in terms of the process. This type of Delphi is quicker because the decisions are taken in a meeting or conference instead of time consuming procedures in other methods. Recently, e-Delphi and technological Delphi have been added to the list. E-Delphi is administered by e-mail or using online facilities, whereas technological Delphi is similar to real-time Delphi with the difference that technological equipment such as computer pads are used for the ratings and the results can be computed instantly.

Originally developed as a tool for technological forecasting in the 1950s by researchers in the RAND corporation for an estimation of atomic requirements in the US military with the participation of experts (Dalkey and Helmer, 1963, p. 458), Delphi has been widely used afterwards in medicine (especially in nursing science), psychology; government and professional planning, business and industry (Linstone and Turoff, 2002) and setting quality and sustainability indicators (Gagliardi, Kee Fung, Langer, Stern and Brown, 2005, p. 447). Clayton (1997, p. 375) also maintains that all management tasks involve decision-making, adding that some decisions are critical. Therefore, these decisions "…demand a level of human endeavour and intellectualising which go above and beyond those decision-making activities of a daily or routine nature." As a result, he points out to research in order support the credibility and reliability of results that can be achieved by means of professional judgement and group decisionmaking processes.

In the education setting, Delphi method is becoming increasingly common in research subjects such the development of standards and scales, goals and objectives

setting, education planning, programming and evaluation, curriculum development (e.g. Korkmaz and Erden, 2014, p. 366), roles and leadership issues, knowledge elicitation for validations, developing criteria, and in other fields of study where group opinion is needed to establish some grounds.

Researchers have implemented the Delphi method for identifying competencies and developing criteria. As an example, Smith and Simpson (1995, p. 223) conducted a national study using the Delphi method to identify teaching competencies for higher education faculty members. The experts in their study validated twenty seven competencies and seven others as 'possibly important' depending on other factors. These requirements for college teachers revealed individual competencies and clusters of competencies. Senyshyn (2002) aimed to identify the cross-cultural competencies needed for post-graduate students in international management so that they can be prepared take part effectively in the global world. By means of a modified Delphi study, the experts arrived at consensus on 23 of the 49 competencies evaluated in the study.

Although there is lack of consistency about the naming regarding whether Delphi is an approach, a method, a technique, a process, a survey, or an exercise (Senyshyn, 2002, p. 57), it is mostly referred to as a technique in the labels or titles, but it can be often named as 'method' elsewhere within research papers. Delphi could be considered an approach when the theoretical framework and the philosophy behind is considered. When it is referred to as a method, usually the focus is on practical aspects and on its application. If Delphi method is used to collect data, some researchers may refer to it as a technique. Yet, due to the variety in applications of the technique, and the 'modified' or 'hybrid' Delphi uses, some researchers refer to it as an approach (e.g. Mead and Moseley, 2001). In essence, the Delphi method can employ the mixed method research design depending on the approach used (see Figure 3 by Landeta *et al.*, 2011p. 1632).

In this research study, a modified Delphi study approach was utilized to gain insight about the competencies needed as exit criteria in EPPs. The varieties in the application of the technique led to the use of the term 'modified' (e.g. Senyshyn, 2002, p. 59).

The number of Delphi rounds and sample sizes also vary in literature. In their analytical paper 'The Delphi Method for Graduate Research' Skulmoski and Hartman (2007, p. 2) report that some research studies may have one round, while others can have two or three rounds depending on the goal of the study. If consensus is reached, 'theoretical saturation' is achieved or sufficient information is gathered, less than three

rounds are possible. In terms of sample size, they also outline examples of dissertations which have as few as four panel experts to as many as 171 experts.
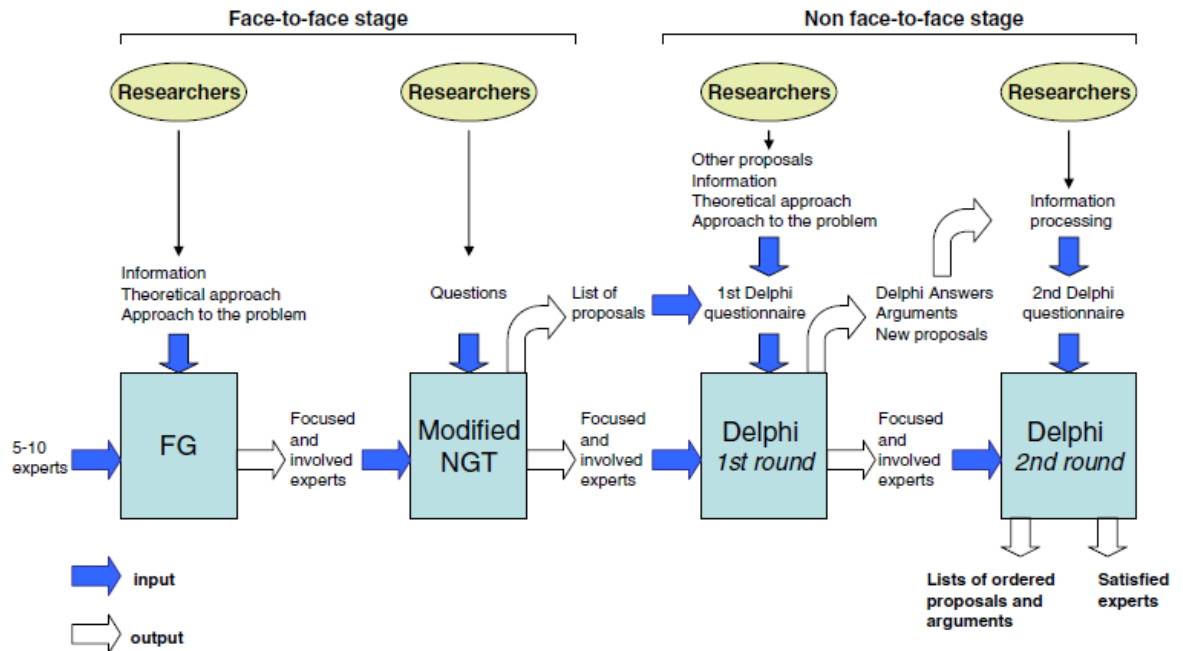

Figure 3.2. *Hybrid Delphi process by Landeta et al. (2011)*

Delphi is reported to have strengths and weaknesses. One strength of it is its facility to generate ideas and knowledge in areas where there is insufficiency of research and uncertainty (Delbecq *et al.* 1975; Powell, 2003, p. 376, p. 381). Ideas are commonly generated through group meetings which are implemented usually in the form of focus group meetings, and the constant sharing of results. The participants who are called 'experts' can feel motivated by taking part in the face-to-face meetings and in the decision making processes.

Challenges in Delphi include the implementation of the research. Although some researchers may consider it as a quick and economic way of conducting research and collecting data, it may not be fulfilled as simple as it seems. Nworie (2011) reports:

> The use of the Delphi Technique requires multiple rounds of iteration and feedback. This process could be lengthy and thereby result in participant attrition. Even in cases where there is interest in the outcome, the panellists could be overwhelmed if the study lasts too long. Researchers in a protracted study might be tempted to force a consensus. However, measures

Delphi is a lengthy process and might be impractical under time pressure. The minimum time needed for implementation is 45 days (Delbecq *et al.* 1975, p. 85), and it may take longer depending on the type of approach to be implemented. In this study, the three-phase hybrid approach, the sample size and rounds led to a considerable length of time and funds to for the actualization of the Delphi methodology. Due to the depth and complexity, the study was conducted as a research project funded by Anadolu University (Grant number 1201E039).

Another disadvantage is the commitment needed from the participants. In Phase Two of this study – face-to-face meetings – the experts needed to travel from various cities to the meeting location. In addition, in Phase Three, 213 items were rated two times by the experts. These challenges may lead to withdrawals in time, and require considerable determination and dedication. Therefore, motivating the participants and making them realize the significance of the study is a key factor in conducting lengthy, elaborate forms of Delphi. As Powell (2003, p. 377) states "the duration and the cost of a Delphi study will be related to the scale of the survey (up to 1000 items may be addressed), the complexities involved in the processing of the questionnaires, and the number of rounds."

The questionnaire part in the study may seem to be weakening the Delphi study with the anonymity of the participants, and rapid decisions could have been made in rating the items, but this risk potentially exists in many other qualitative approaches such as anonymous postal questionnaires as well (Powell, 2003, p. 387).

A combination of qualitative and quantitative research procedures is available in the Delphi research method. The study is usually conducted in two or three phases or rounds although a single one is also possible. The first round may be less structured beginning with a general, open-ended question to probe the subject (Liu and Anderson, 2008, p. 3). This open question is usually quite general. The responses are analysed qualitatively (e.g. content analysis) and are used to generate ideas which will form a basis for constructing items for subsequent, more structured phases such as questionnaires.

Approaches to implement this round may include structured open-ended written surveys, interviewing, or focus-group interviews. In this study, a composition study was made using a general question as a prompt, and semi-structured interviews were made to elicit further supportive data. The second round can be implemented through face-to-face meetings. In this study, focus-group meetings were organized which were preceded with brainstorming sessions with the expert panel as suggested as a technique in the identification of needs and problems by Selvi (2003, p. 151). Some studies may skip the face-to-face meeting and go on with the rating rounds which are usually in the forms of questionnaires.

The rating rounds with questionnaires are the typical and most commonly implemented forms of the Delphi method. In these rounds, the aim is to reach the consensus of the expert panel on the items voted. Since this consensus needs to be proved in numbers statistically, this Delphi round usually consist of quantitative methodology. Usually, a list of important items is generated in the previous phase(s). In this phase, the items are rated as Liu and Anderson (2008, p. 3) state "in terms of the importance or desirability on a 5- or 7-point Likert-type scale until some pre-established indicator of consensus is reached." After the panellists are asked to evaluate a list of items usually in the form of a questionnaire, the responses are gathered and analysed statistically, and the results are summarized and sent anonymously to the expert panel in the form of structured feedback. If necessary, the rating round can be repeated a second time and rarely a third time or more until consensus is reached on the items. In these subsequent ratings, the members of the panels are usually provided with the statistical figures for each item (central tendency and dispersion of scores, e.g. mean values and standard deviation) and their own previous rating so that they can think over it and they can change their decision if necessary. Adding a justification for the change, proposing new items, and editing are usually made optional for the expert panel. During this process, experts communicate with the researcher but not with one another. Anonymity prevents pressure from participants with higher status. Research studies that use the ranking items in the order of importance are also common (Powell, 2003, p. 378; O'Hara, De Souza and Ide, 2000). In another modification of Delphi, the researcher may not inform the panellists about the report summary responses of the preceding round (Senyshyn, 2002, p. 58). This rating procedure can be the only Delphi application in many research studies which do not use hybrid forms.

Having reviewed some Delphi studies in literature, Figure 3.3 summarizes various approaches in designing and implementing the Delphi method. As indicated, the open-ended phase may be totally excluded. However, in circumstances when previous research or theory is insufficient, involving stakeholders might elicit core opinions to build upon in later stages. Written forms of data collection such as open-ended or closed-ended questionnaires were encountered in literature to gather opinions and to explore the subject. The use of composition writing, as adopted in research study, seems to be an uncommon and novel technique in the Delphi approach.

Oral techniques may include the collection of data on individual basis through interviews, or by means of group techniques such as focus group meetings and modified nominal group technique. Using the brainstorming technique to collect ideas, and elaborating on these ideas in the focus group meetings is suggested by Selvi (2003, p. 151). Brainstorming may also be useful in breaking the ice in the initial expert panel meeting.

The rating of the items generated is a typical process in the Delphi approach although it is not mandatory to achieve consensus. In addition, in the presence of existing literature, similar studies, documents, or experts to consult, the items can be compiled by referring to these and the open-ended phase could be omitted altogether.

The ideas generated are converted into statements, which are then judged by the expert panel using five or seven-point Likert-type scales. While some studies have 'neutral' or 'undecided' choices in the mid-point and can have a bilateral continuum (positive and negative values on both sides of a zero mid-point), some others include 'somewhat…' expressions (e.g. absolutely necessary, necessary, *somewhat necessary*, unnecessary, absolutely unnecessary) in the middle, and be unilaterally organized (ranging from 1 to 5, having the value 3 in the middle).

Finally, the data analysis procedures vary across studies depending on the approach, the sampling method and data collection techniques. In the open-ended phases, written data or the interview data which is transcribed undergo content analysis and coding to determine themes. The most common way employed for statistical analysis of the questionnaire part is the use of descriptive statistics (measures of central tendency) such as the mean value per item. To assess variability of the items, standard deviation is widely used.
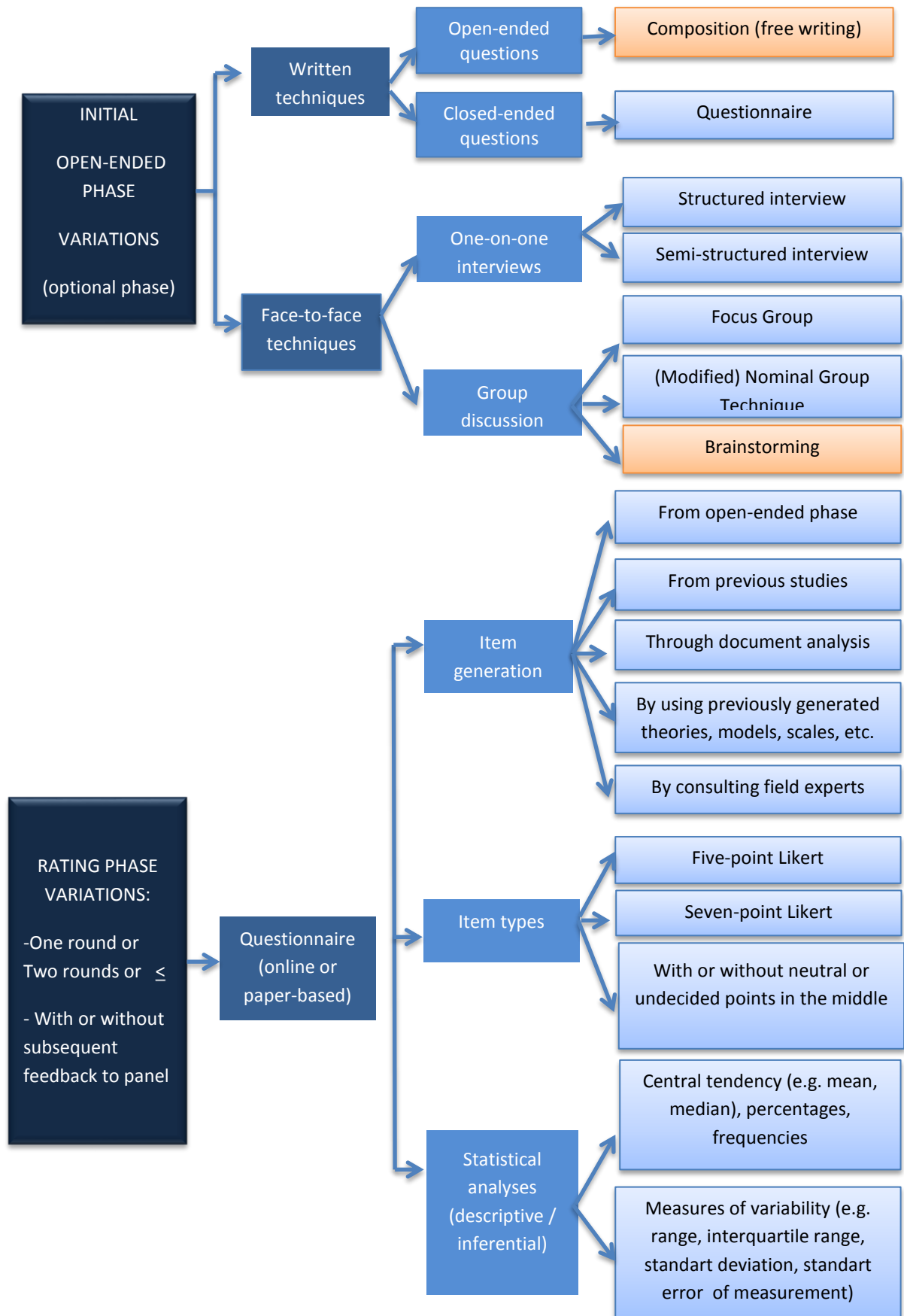
Figure 3.3. *Variations in the application of modified Delphi studies*

To conclude, in this study there was an open-ended phase which consisted of composition writing and semi-structured interviewing, a face-to-face Delphi part which consisted of brainstorming and focus-group meeting, and a rating phase with a five-point Likert type questionnaire of 213 items which was administered in two rounds with different purposes each time (see Figure 3.4). The items were generated in the open-ended and face-to-face phases and they were finalized by consulting experts. The questionnaire results were analysed by means of mean values and standard deviation.

Preliminary Phase	•Literature review •Design of methodology •Permission grants (Ethical Committee, universities) •Piloting Phase 1 (one university)
Phase 1: Open-ended Delphi	•Composition study (3 additional universities) •Semi-structured inverviews
Phase 2: Face-to-face Delphi	•Meeting with experts (10 universities) •Brainstorming •Focus-group study
Phase 3: Online Delphi	•First Round: Rating skills needed for academic studies •Second round: Rating skills needed for EPPs

Figure 3.4. *Summary of the phases in the study*

3.3.   The Study

With the aim of describing the exit criteria for English Preparatory Programs in Turkish universities, this study is conducted in three phases with a preliminary pilot study adopting a modified or hybrid Delphi approach. The modified version here includes applications similar to classical, policy, real-time and e-Delphi. The steps, the research process, and the participants are demonstrated in Figure 3.5. The methodology in each phase is outlined below.

Delphi Research Process

Figure 3.5. *The research process*

The figure depicts a flowchart of the research process organized into phases:

Planning and preparation
- Review of literature
- Determining the research procedure → Determining the types of data to be collected; Determining the tools for data collection
- Obtaining permission from universities
- Pilot study: Composition study at Eskişehir Osmangazi University (*n*=526) → EPP students (*n*=405), EPP instructors (*n*=22) and faculty students (*n*=99); Content analysis of compositions (*n*=88); Preparation of semi-structures interview forms

I. Delphi Phase: Open-ended Phase (composition and semi-structured interviews)
- Data collection from three universities: Anadolu University (*n*=1071), Middle East Technical University (*n*=761), Hacettepe University (*n*=316) → Compositions selected for analysis: AU (*n*=199), METU (*n*=88), HU (*n*=56); Semi-structured interviews with students and instructors at AU and ESOGU (*n*=8); Content analysis and identification of themes; Constructing the item pool after getting expert opinions on data

II. Delphi Phase: Face-to-face Phase (Focus group)
- Face-to-face meeting with participants from ten universities (*n*=22) → Determining exit level skills through brainstorming; Revising exit level skills through focus group discussions; Extending the item pool, getting expert opinions and preparing the online questionnaire

III. Delphi Phase: (Online questionnaire)
- 1. Online questionnaire round (213 items): identification of skills to be acquired during all tertiary education (*n*=40) → Identifying participants; Answering the questionnaire; Data analysis → Determining general English skills needed throughout tertiary education and where these skills should be gained
- 2. Online questionnaire round (231 items): identification of exit criteria skills to be acquired in EPPs (*n*=36) → Answering the questionnaire → Eliminating items with mean lower than 4.0, and standard deviation higher than 0.84
- Data analysis through descriptive statistics → Determining the skills that should remain in the list; Expert opinion → Arriving at consensus: final results through rating
- Reporting the findings → Determining the exit criteria framework for English Preparatory Programmes

Right-side labels:
- Designing the framework of exit level requirements in the four language skill areas (reading, writing, listening and speaking)
- Arriving at a consensus on the exit level skills needed in EPPs

3.3.1. Piloting and phase one methodology: open-ended Delphi

In order to investigate the exit level criteria for EPPs, the methodology was designed so as to capture as many different views from a wide range of participants as possible. The lack of previous research about this area led to design a data driven methodology beginning first with open-ended questions to elicit the initial data. In Phase One of the study, two data collection procedures were used to elicit initial data: composition writing and semi-structured interviews.

With the aim of involving as many stakeholders as possible, a qualitative method for data collection in Delphi studies is asking the participants to write a response to a general, open-ended question. In this study in Phase One – the Open-Ended Delphi, the participants were asked a set of guiding questions to find answers to the description of 'exit criteria in English Preparatory Programs.' The participants were asked to write a free, unstructured composition. This composition was pilot tested in the Preliminary Phase and it was applied in Phase One.

To verify the composition results, the data was triangulated by means of semi-structured interview protocols. As, Creswell (2005, p. 252) states, "Triangulation is the process of corroborating evidence from different individuals (e.g. principal and student), types of data (e.g. observational field notes and interviews), or methods of data collection (e.g. documents and interviews) in descriptions and themes in qualitative research."

3.3.1.1. *Methodology for the composition study*

The first method used in the Preliminary Phase and in Phase One was composition writing. The essence of this phase was to elicit the initial opinions about exit criteria in EPPs through free composition writing to a broad set of questions.

The composition writing study was first piloted to assess the content validity and applicability of the instrument at Eskişehir Osmangazi University with 405 EPP students and 22 instructors. Then, it was adapted for faculties and piloted with 99 Engineering Faculty students at the same university. Out the total 526 compositions written, 88 were drawn for content analysis. By means of this piloting of composition study, it was aimed to achieve the following:

- to assess whether the composition tool for Phase One – Open-ended Delphi – worked properly

- to ascertain whether the tool could elicit indicators for the exit criteria
- to set a framework of the themes that would emerge through content analysis that would help to analyse the data collected in Phase One with larger groups of participants.

After it was determined that the tool is appropriate to collect data for the study, it was slightly modified only in the background (biodata) part. Then, the instrument was used at three other universities, namely Anadolu University, Middle East Technical University, and Hacettepe University in Phase One. The data collected both in the Preliminary Part and in Phase One were merged during content analysis.

The composition form consisted of a consent form with information about the study, a background questionnaire to collect demographic data and the composition form with guidance about what is expected in the answer (see Appendix B for the composition tool with versions for all four participant types).

The consent form informed the participants briefly about the overall purpose of the study, the rights of the participants to withdraw from the study at any stage of the data collection procedures and a guarantee to keep their identity anonymous. The participants who were willing to take part in a semi-structured interview were asked to provide their contact information. At the end of the questionnaire, the contact address of the researcher and the advisor were given for any further questions.

The language of the composition instruments was Turkish. The participants were asked to write their free composition in Turkish so that they could express their thoughts without language constraints.

In the composition writing section, the problem of the study was outlined briefly and the question to be answered was directed as follows:

"*Instruction*: The aim of this part is to gather your opinions about the question directed below. The rules of composition writing and grammar are unimportant, and these will not be considered. Your views only will be evaluated. It is important that you answer the questions sincerely. Thank you for your participation.

Question: In Turkey, there are about 150 state and foundation universities, about 80 of which have English Preparatory Programs (Schools of Foreign Language of similar units). However, each university decides their own levels, competencies, and skills that must be gained to be able to finish or become exempt from these programs. There is no pre-determined level by the Council of Higher Education.

In your opinion, what competencies should a student who finishes or becomes exempt from a preparatory program possess? What should he/she be able to do? In order to be called 'proficient,' what competencies does he/she need to have? How do you think will you be using the foreign language you learnt in the preparatory program in your faculty? In this context, what should be the role of the English Preparatory Program? Please explain your thoughts in detail."

3.3.1.2. *Methodology for semi-structured interviews*

With the aim of verifying and triangulating the data collected through the composition forms, semi-structured interview protocols were used. Interview protocols are one of the most widely used qualitative research techniques in data triangulation. They entail the use of pre-determined questions that can aid to clarify or support data collected by means other techniques. As Kuş (2009, p. 51) points out, even though interviews are more costly, they have some advantages such as increased participation and motivation, reciprocity between the interviewer and interviewee, higher response rate, visual support, and the chance to further clarify the meaning of some answers. Seidman (2013, p.9) highlights the importance of "an interest in understanding the lived experience of other people" and the inclusion of their personal stories by conducting interviews. Since the stakeholders in this study were the clients of EPPs, hearing their own experience and reflections relating to EPPs might bring a more individual and realistic dimension to the research.

In this study, semi-structured interview protocols were designed not only to further explore and support the data collected in the questionnaires, but they were also used as a follow-up procedure by preparing questions that referred to noteworthy opinions or unclear parts in the compositions of the volunteering participants.

Participants who indicated in the questionnaire of the composition part that they were willing to take part in the semi-structured interview were contacted by telephone, and face-to-face meetings were held in Eskişehir by appointment. Before the interview, the interviewees were briefed about the purpose of the research and signed an informed consent form. The consent form covered the major parts that should exist in an in-depth interviewing (Seidman, 2013). According to Seidman, these are briefly an invitation to participate in what, to what end, how long, and for whom; the potential risks; the rights of the participant; possible benefits; confidentiality records; dissemination; and contact

information. The participants were reminded that their right to withdraw from the study any time is reserved. The whole procedure was voice-recorded by taking the interviewees' permission. At the end of the interview, the participants were asked if there was any information that they would like to delete. The interviews were held in Turkish. Four different forms for the four types of participants were prepared (see Appendix C for semi-structured interview and consent forms).

The semi-structured interview questions included a few questions about the interviewees' background such as their age, university, faculty. The protocols included questions such as the following:

- What was the aim of the English Preparatory Program you attended?
    - Why were these aimed?
- In your opinion, what should be the aim of EPPs?
    - Considering your field of study?
    - Considering your general needs?
- How would you evaluate the language skills that you gained in the EPP?
    - Considering your field of study
    - Considering your general needs?
- What were the strengths of the EPP? Why?
- What were the weaknesses?
    - How can these weaknesses be overcome?
- Do you think you need more information? If yes, what else do you need?
- What type of exit level do you think would be ideal to you?
- What should a profile of a student who has attained proficient be like?
    - What skills should he/she possess (e.g. what should he/she be able to listen and understand, read, write and talk about?
    - How well should he/she be able to do these?
- If some standard minimum exit criteria should be accepted for all EPPs, what would be the minimum characteristics of a student who finished the EPP?

The interviews were made with six students at faculties and six instructors at the EPP of Eskişehir Osmangazi University. Since the interview data revealed few new findings about the exit criteria and a saturation level was reached, it was decided not to continue to interview other participants. The semi-structured interviews were transcribed, prepared for data analysis and coded by the researcher. The findings obtained from the

interview protocols were combined with the findings from the composition study yielding a list of skills and indicators for exit criteria, and so the Open-Ended Delphi stage ended. Information about the participants and the data collection procedure are presented in the related parts of the dissertation.

3.3.2. Phase two methodology: face-to-face Delphi

After the Open-Ended Delphi data was obtained through compositions and semi-structured interviews in the Preliminary Phase and Phase One, the second phase of the study was realized by means of face-to-face Delphi methodology. Face-to-face Delphi makes use of group communication techniques to meet with the expert panel, list original ideas, make group decisions and judgements.

Among group decision making procedures, three types of processes are mainly used with the aim of problem solving though judgemental dialogue: The Nominal Group Technique (NGT), Interacting Group Method (IGM) and the Delphi technique (Delbecq *et al.*, 1975, p. 83; Clayton, 1997, p. 375). In the NGT, a group of people reveal their opinions through individual writing. A monitoring team collects the ideas and displays them by means of blackboards or flipcharts. These ideas might then be rated or ranked in order to reach a group consensus. The Interacting Group Method, differs from NGT from the aspect that the panel members discuss the subject under focus openly. The consensus is achieved by feedback and discussion of the work of all members. This technique is considered similar to brainstorming. The difference of the Delphi technique from these two methods is that the ideas are generated individually and anonymously. Anonymity is important in avoiding undesired negative effects such as status differences or peer pressure, and it gives freedom to each panellist. The interactions in the panel are directed by a moderator. Opinions can be collected in written forms such as questionnaires or reports.

Despite the advantages such as increasing motivation, meeting people who are interested in the subject under focus, and learning from each other, one of the disadvantages of face-to-face Delphi is the difficulty of organizing such meetings. Apart from the difficulty in selecting the appropriate panellists, asking them to travel from different cities and hosting the meetings requires effort, adequate financial resource as well as dedication by the panellists and by the researcher. However, it is an efficient way for discussion and can be more efficient than questionnaires in which the respondent can

give only limited and guided answers. Moreover, the face-to-face meeting is a means for creating a motivated group of people who become comfortable after meeting other panellists in person. This helps to increase the participation rate if there is a third Delphi phase in which the expert panel is going to answer a questionnaire. Therefore, in this study the organization of the face-to-face Delphi was important not only to collect data, but also to increase the ownership of the panellists on the study. The size and selection of the expert panel is explained in the Participants section. The two-day meeting in this study was financially possible thanks to the funding of the study as a research project.

In this study, the face-to-face Delphi technique was applied by means of two techniques: brainstorming and focus group techniques. The purpose of this phase was to collect further data which would be merged with the findings from the compositions and semi-structured interviews to form a pool of items from which questionnaire items could be generated for the quantitative part of the study (Phase Three). Phase Two is demonstrated in Figure 3.6.
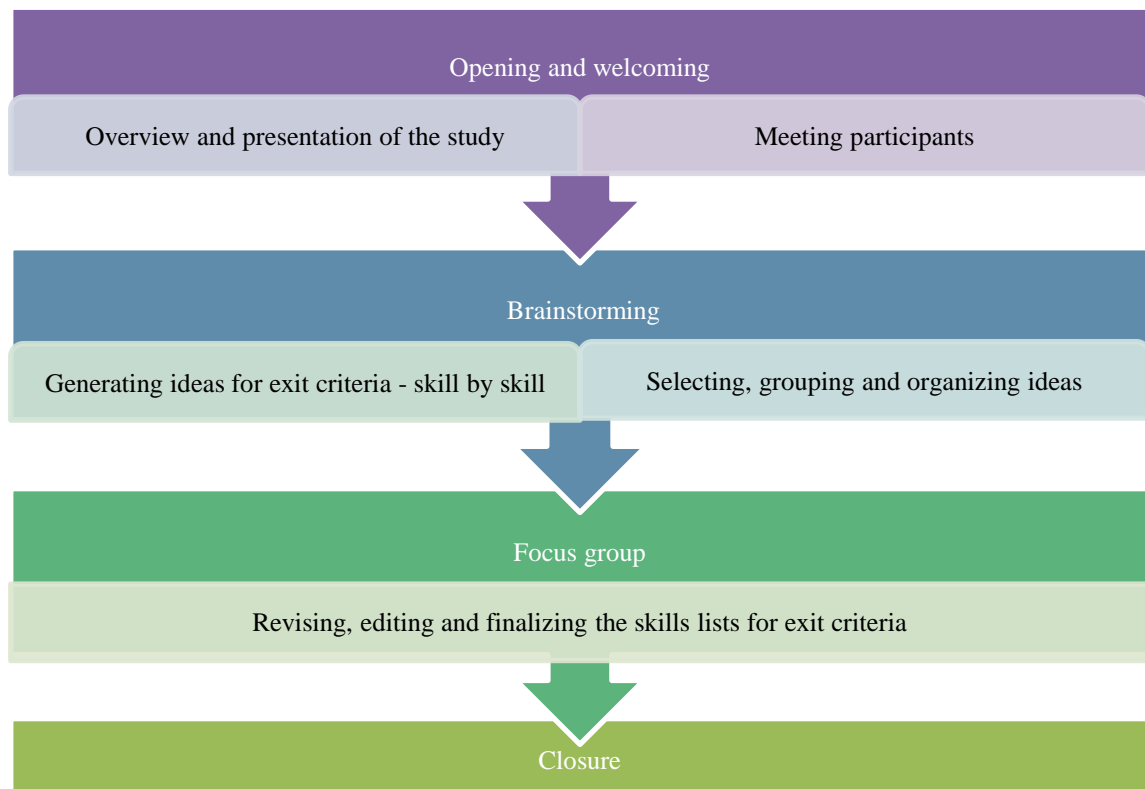
Figure 3.6. *The face-to-face Delphi application in the study*

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The meetings were held in two days at Anadolu University. On the first day, in the opening and welcoming part, the panellists were briefed about the study, the two-day program was discussed, and the panellists introduced themselves. In order not to affect the experts' opinions and to elicit genuine opinions, the findings of composition study and semi-structured interviews (Phase One) were not shared with the panellists. In the first two sessions, brainstorming about reading and writing skills was made.

On the second day, listening and speaking skills were discussed through brainstorming. In the final afternoon session, the lists of skills were revised, edited and finalized by means of focus group discussions. The 23 participants were put into groups of one skill (reading, writing, listening and speaking). Each group consisted of at least one participant representing the teachers and students in the faculties and the preparatory schools. The groups were given a list of the skills that were typed and printed out during the Brainstorming session. In addition, voice recorders were provided for each group in order to document their discussions.

The tasks of the groups were to re-read the list, revise them for overlapping or repetitive ideas, to edit and clarify vague expressions, and to add skills they thought were essential as well as to delete the unnecessary ones. The groups handed in their finalized lists at the end of their group analysis.

After this two-day application of face-to-face Delphi, the resulting lists of skills were reviewed by two experts from the fields of ELT and Curriculum. They were checked in terms of language, relevance and accurate grouping of the skills. Similar ideas were merged together, and ideas that belong to another skill were transferred to the related list. The sub-skills or competencies that are not easily observable and not directly assessable in classroom situations were eliminated. The finalized list from this part of the study was merged with the findings of Phase One.

3.3.2.1. *Brainstorming*

On the first day of the face-to-face Delphi in Phase Two of the study, Brainstorming sessions were held with the expert panel to generate ideas for the exit criteria in EPPs.

Dating back to the 1930s, brainstorming is a creative technique for idea generation. The key concepts in brainstorming are 'lots of ideas,' 'a group of people,' and 'a short time' (Rawlinson, 1995, p.45). Depending on the length of the sessions and without considering the quality of ideas, the number of ideas generated may vary between 200-

300 in shorter sessions, and 600-700 in longer ones (Rawlinson, 1995, p. 45). The group size also affects the number of ideas generated. According to Rawlinson (1995, p. 46), the ideal number of people in a group is around 12. He claims that if the number is more than 20 people, everyone may not have the chance to express their ideas or fail to get across their messages. However, Selvi (2003, p. 152) maintains that with efficient planning and management, it is possible to increase the number up to 30, but preferably by dividing the group into two teams. In this study, 23 people participated in the brainstorming sessions. However, to prevent the problem of not being heard, 'idea cards' on which every participant wrote their own ideas anonymously were used. Therefore, this obstacle was minimized.

The steps and procedures followed in this study were based on the structured Brainstorming methodology described in Selvi (2003, pp.152-159). For the preparation stage, a relaxing, comfortable area, U shape seating with drinks and snacks at hand was arranged. Pre-numbered colourful idea cards, sticky tapes, one or two boards to write on and stick the idea cards were prepared. A moderator, and three assistants helped during the whole process – one assistant photographed the board, another collected idea cards to stick them on the board and another assistant took notes of the ideas by typing them on the computer simultaneously so that they can be organized quickly and printed out as lists immediately (see Photographs 3.1-3.5). In this study, the typed lists of ideas were used as the basis for discussions in the Focus Groups.

During brainstorming, the moderator was an expert who has experience and skill in managing these types of activities. She explained the purpose of the meeting, presented information about the project/study. The moderator also gave information about the brainstorming procedure to the panellists. For each session, a skill was brainstormed (e.g. The prompt question for the skill reading was: *In your opinion, what should a student who finishes the Preparatory School be able to do in terms of reading in English?"*). Blank idea cards were filled with only one opinion on each anonymously by each panellist. They used as many cards as they want (see Photographs 3.6-3.8 for sample idea cards). The filled cards were sticked them randomly on the board (See Figure 3.7 for board organization). In this study, participants wrote about 3-5 cards for each skill area.

After the cards were collected sticked on the board in a random order, they were read aloud by the moderator. The panellists and the moderator thought about possible ways of grouping them together. When certain groups headings were identified, they were

written on the board and the cards were put under each heading by discussing their relevancy (see Figure 3.7 for board organization). When the procedure for one skill finished following these steps, that session ended with a wrap-up and after a break, another skill session began. This process was repeated four times for each skill. The ideas that did not belong to any heading were typed were revised to see if they fitted to any category and if they relevant to the focus of the study. Those that did not were discarded.

Photograph 3.1. *Seating plan and moderator in Brainstorming*

Photograph 3.2. *U-shaped seating plan in Brainstorming*
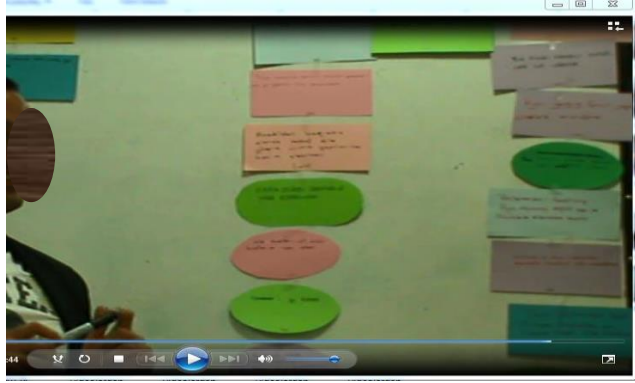
Photograph 3.3. *Boardview and assistant*
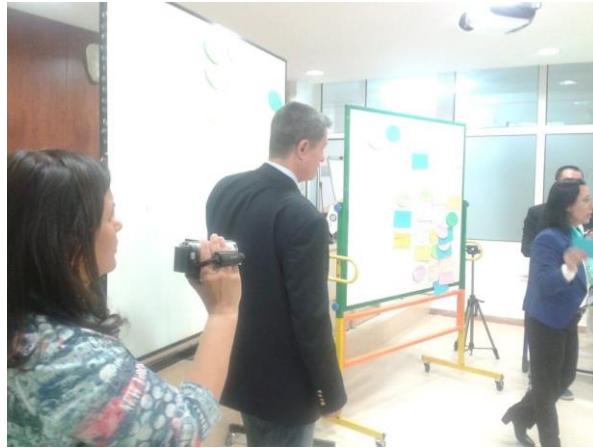
Photograph 3.4. *Boardviews, assistants and moderator*

Photograph 3.5. *Assistant for instant typing during Brainstorming*
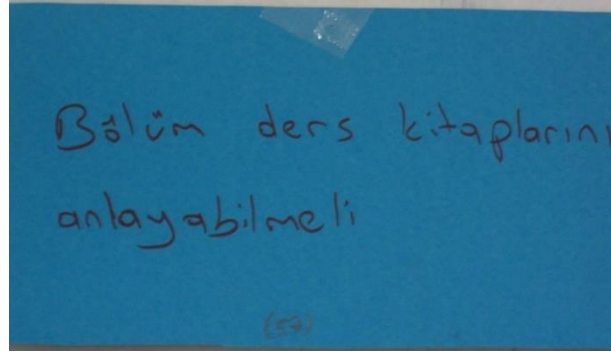
Photograph 3.6. *Sample idea card for reading skills – Card 57*
(English: (Students) must understand faculty textbooks)
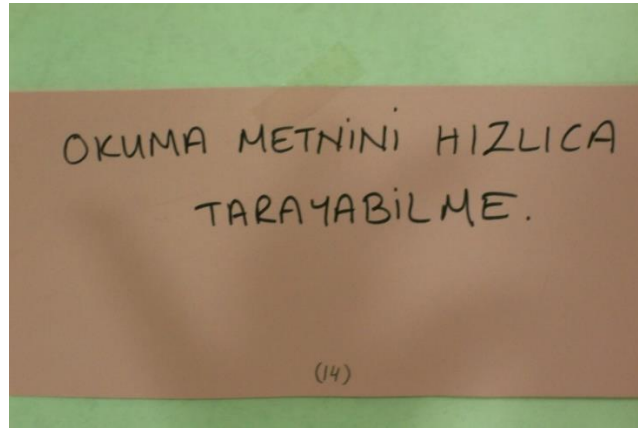
Photograph 3.7. *Sample idea card for reading skills – Card 14*
(English: To be able to scan texts quickly)
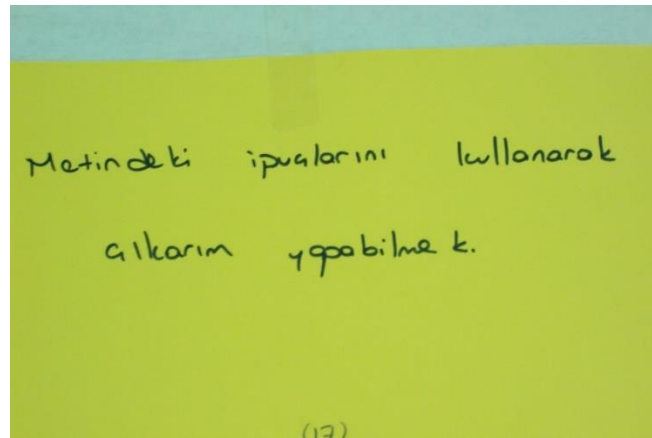
Photograph 3.8. *Sample idea card for reading skills – Card 17*
(English: To be able to make inferences using clues in the text)

By means of the idea cards technique, it was aimed to prevent a disadvantage mentioned about the Delphi technique which indicates that more verbose panellists or those with higher status may dominate the discussions, and the others who feel more inferior may have to conform even though they may disagree with some opinions. Since the group of panellists in this study consisted of students and teachers from various backgrounds, anonymity was emphasized to make them express their opinions without considering status differences.
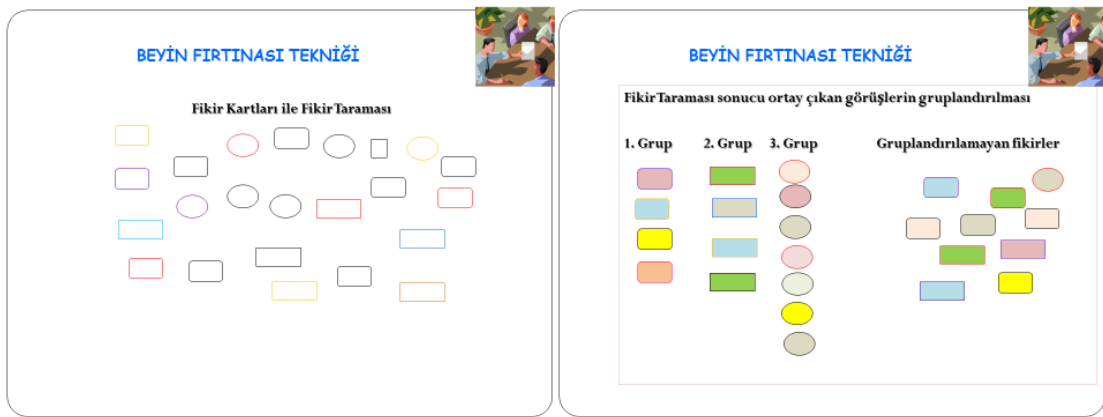
Figure 3.7. *The board view of the brainstorming technique by Selvi (2003, p. 154)*

The brainstorming sessions may vary from 15 minutes to three hours (Selvi, 2003, p. 152). In this study, each session lasted for about two hours. All discussions were held in Turkish to ease communications among participants.

3.3.2.2. *Focus group discussions*

One of the main and widely used ways of qualitative research and data collection is Focus Group Interviews among others, which are individual interviewing, observation, action research, document analysis, questionnaires, and audio-visual materials (Patton, 2002; Creswell, 2005, p. 215; İslamoğlu, 2009, pp. 189-190; Çokluk, Yılmaz and Oğuz, 2011, p. 96). This type of research has been given different names such as Focus Group Interviews, Focus Group Discussions, Focus Groups Study (which may involve multiple focus group uses), or only Focus Group (Çokluk *et al.*, 2011, p. 97).

Focus Groups can be described as a scientific data collection activity with a group of people who reflect upon, state ideas, express their perceptions or experiences, or

discuss about a pre-determined subject usually by answering carefully prepared questions in a non-threatening, free and carefully planned environment (Krueger, 1994; Patton, 2002). Focus groups also involve group discussion even if has the name interview in it, and the data is generated by the interaction and discussion as answers to carefully selected questions (Morgan, 1998a, p. 32).

Although there are varieties in the number of participants in one group, typically 6-10 participants may be invited. The number could be minimum four people and maximum 12 if the meeting is well-moderated to create enough ideas as well as to give enough opportunity to every participant without boredom (Krueger, 1994). The participants can be from the same or different backgrounds depending on the purpose. A well-trained moderator is one of the most important essentials of a successful focus group application. The group discusses the pre-determined questions that were raised by the experienced moderator (Morgan, 1998a, p. 47).

Focus groups can be used in a variety of areas including marketing, health, and education. Some purposes that the focus group can be used for include the exploration of what is important for a target group; needs assessment for program or product development; program, product or service evaluation; perceptions about program outcomes which may help policy makers and planners (Krueger, 1994; Patton, 2002; Nagle and Williams, 2013, p. 2). One of the benefits is that they help identify the educational needs of individuals (Çokluk *et al.*, 2011, p. 99). In addition, the data obtained from focus groups can be used as an early foundation for the preparation of questionnaire items in the later stages of research. Focus group is not a decision-making process or a problem-solving session (Krueger, 1994; Patton, 2002). It helps to share ideas, learn about perceptions, observe varieties of differences in understanding through comments and interaction. As Patton (2002, p. 386) states, "It is an *interview*. The twist is that unlike a series of one-on-one interviews, in a focus group participants get to hear each other's responses and to make additional comments beyond their original responses as they hear what other people have to say." If the researcher's aim is to make ideas emerge from the group synergetically, gain insight about complex behaviour, collect additional information for large-scale quantitative research, focus group can be used (Krueger, 1994, p. 45).

Some of the advantages of focus groups are as follows (Krueger, 1994; Creswell, 2005, pp. 361-362; Yıldırım and Şimşek, 2006, pp. 151-154; Çokluk *et al.* 2011, pp. 98-99):

- Unlike closed-ended questionnaires which give limited options to choose from to the respondent, focus groups give more freedom of expression and provide a deeper understanding of the phenomenon studied.
- They allow for the development of opinions through group interaction by influencing other group members and taking advantage of group dynamics unlike one-to-one interviews.
- They are a quick way of collecting data.
- If they do not involve travels and logistic expenses, their cost can be relatively lower compared to other methods.

Some disadvantages are below:

- Planning can be time-consuming, and it may require adequate budgeting for travels, organization, logistics, materials, catering, typing and analysing transcripts, hiring moderators and sometimes paying the participants. Travelling can also strenuous for the participants.
- The influence of others can cause the members to change their views leading to undesired results that do not reflect their true opinion.
- The participants may disagree, get into conflict, or some participants can dominate while other might be too shy.
- The skills of moderators are of key importance. Untrained moderators may lead to failures in focus group application.

The stages of the focus group are planning the study, recruiting participants, moderating the discussions, and analysing and reporting the data (Morgan, 1998b; Krueger, 1994). According to Nagle and Williams (2016, p. 2), the process includes five stages which are study purpose, methodology (including conceptualization and logistics), facilitation (with preparation, pre-session, and session), analysis and reporting.

The stages and steps that are followed in a focus group and in this study are outlined below (based on Krueger, 1994; Selvi, 2003, pp. 152-159; 2002; Çokluk *et al.*, 2011, pp. 100-105)

Planning:

- The conceptual framework of the study is determined.

- The questions to investigate the subject under focus are prepared carefully (see Krueger, 1994; Yıldırım and Şimşek, 2006, pp. 156-157). In this study, the list of skills to be discussed replaced the questions.
- If necessary, a budget plan is made to cover the expenses for location, travels, catering, materials, the moderator and the participants if they are hired.
- The process can be piloted if possible. In this study, it was not piloted since the focus group followed immediately the brainstorming sessions during which the items to discuss were generated.
- A comfortable environment with preferably round-table seating is arranged. Refreshments and snacks are at hand.
- Voice recorders, video recorders, pens and papers for note-taking, handouts, name-tags, photocopiers, staplers, batteries and other materials needed are prepared.

Recruiting participants:

- The participants are selected carefully based on their relevance and interest to the subject. They are contacted by phone first. If they accept to participate, invitation letters or e-mails are sent informing them about the study, what they are expected to do, the timing, travel and accommodation and payment if necessary.
- A schedule indicating the sessions, coffee breaks and lunch breaks are handed out to the participants if the study will take long (see Appendix D).
- 5-10 participants are allocated per group. In this study, the group sizes were 4-5 participants.
- An experienced moderator is recruited. In this study, apart from the moderator, each small group was moderated by an experienced moderator.
- It is helpful to have assistant moderators at hand who can be in charge with the equipment, organization, monitoring and field note-taking. In this study, there were three assistant moderators to help with these tasks.

Moderating discussions

- The moderator makes sure every participant understands what is expected from them after a welcoming talk and overview of the research.
- The participants are given a consent form and are asked for permission if there will be voice-recording.

- The participants are briefed about the procedures to take place during the meeting including the 'do's and 'don't's.
- The moderator makes sure the recorders are working, the materials are ready on the tables, and checks occasionally that the recorders are working.
- The time allocated per session can be 1-3 hours. In this study, the sessions took about two hours in the afternoon.
- The moderator(s) begin the session being careful to stick to the guidelines of successful moderation recommendations (see Krueger 1994, pp. 2-9, 2002; Çokluk *et al.* 2011, p. 102).

Analysis and reporting

- After the sessions end, a brief summary of the strategically important points is made. The moderator thanks the participants. If necessary, certificates of attendance and honorariums are given them.
- The recordings can be transcribed if the analysis will be based on transcripts (see Krueger, 2006 for alternatives of analysis). Transcribing the whole process is not necessary if it will be a note-based analysis. The recordings will be used to refer to selectively when necessary. In this study, a note-based approach was used.
- The data is analysed systematically and verifiably.
- The findings are reported.

The use of focus group in this study had manifold reasons. One reason was that since the panellists in this study were the stakeholders, in other words clients of English Preparatory Programs, hearing their voices through a face-to-face meeting was needed as part of the Delphi method. A focus group interview could reveal opinions of how they view these programs and what critical skills they expected as exit criteria. Second, the opinions collected through the brainstorming sessions for the four skill areas needed to be discussed in smaller, more condensed groups as the whole panel size in brainstorming was 23. Third, the panellists were asked to evaluate and reflect upon the ideas collected in brainstorming by editing them through interactions. Finally, this was a further act in motivating the panellists for the final step in the whole research, i.e. the Online Delphi in Phase Three. By participating in the two-day face-to-face Delphi, all the group members including students from EPPs and faculties felt that their opinions were valued and important. This motivation maintained a high response rate in Phase Three from the panel members even though the online Delphi phase was lengthy and tedious.

Focus Groups can be utilized with some modifications. The focus group methodology in this study involved some modifications such as working in multiple *mini-focus groups* (Krueger, 1994, p. 17) by giving each group a single skill to discuss (e.g. Reading to Group 1, Writing to Group 2, etc.). Another modification was to assign a panellist as the moderator to his/her group. This variation is referred to as *Respondent Moderator Focus Group* in which one of the respondents acts temporarily as the group moderator (Morawski, 2009, slide 5). The moderating panellists were chosen by the main moderator. They were all academics who were familiar with focus groups. Since moderation was very structured with sets of items to discuss, they did not need to ask extra questions other than listening to what everyone had to say, ensuring everyone participated and asking follow-up questions if necessary such as 'What else can be said about this? Is this clear enough?' A third variation was the use of the pre-determined list of skills obtained during the brainstorming sessions as the basis for discussions instead of a list of questions. The group members were expected to discuss, reflect upon, give feedback and make necessary editing on the list of skills. Researchers warn that focus groups are not decision-making processes or means to arrive at conclusions, and this is not recommended in focus groups (Krueger, 1994; Çokluk *et al.,* 2011, p.105). The aim is to reveal different opinions. As the panellists themselves expressed in this study, making decisions on exit criteria might lead to a burden of feeling responsible for EPPs which involve a lot of stake. Therefore, they were assured that there was a third stage of voting where participants can eliminate the unrealistic items and that consensus would be important at that later stage.

3.3.3. Phase three methodology: online Delphi

In the last phase, which formed the quantitative part of the study, the items generated in Phases One and Two were turned into questionnaire items. At the end of Phase One and Two, the lists of skills were checked by experts from the Faculty of Education regularly. In Phase Three, these lists were used to generate the item pool from which the questionnaire was designed. The questionnaire was answered by the participants in two different rounds using an online survey website (Surveymonkey) in the form of an 'electronic questionnaire '(Creswell, 2005, p. 361). Electronic questionnaire was preferred because it was easier to deliver it to participants without physical constraints. Distance ratings also have the advantage of maintaining individual

objectivity by avoiding the risk of being influenced by the dominant respondents and group pressure (Clayton, 1997, p. 376).

When the items were collected in the first two phases, they were pooled into a set of questionnaire items. Experts were consulted after turning each skill area into questionnaire items to increase reliability and validity by checking content validity. With the guidance of these experts, the questionnaire objectives were re-examined, the content and question difficulty issues were investigated (Creswell, 2005, pp. 364-367). During the preparation of the questionnaire, the items generated were turned into skill statements that can be observed and assessed. The ones that were not assessable were eliminated by consulting expert opinions. In the end, a list of items consisting of 213 competencies for the four skill areas was obtained (Table 1). The skills were rated through a 5-point Likert-type questionnaire. Each skill statement was rated in terms of their necessity as exit criteria for EPPs by using the following Likert scale:

Completely necessary	Necessary	Moderately necessary	Unnecessary	Completely unnecessary
5	4	3	2	1
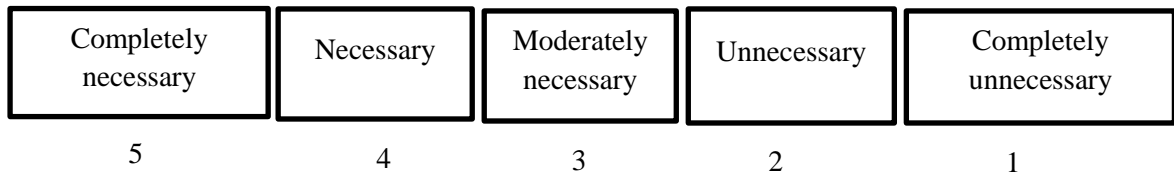
In the rating rounds of the Delphi method, it is important the repondents reach agreement. This consensus needs to be indicated statistically. In many studies, a mean value of minimum 3,5 for an item shows that the item is positively valued and accepted by the majority. In this study, the mean showing acceptance was set to $x=4$ with a standart deivation of maximum $sd=0.84$ to reach a high degree of consensus. There was no neutral or zero value in this study.

Table 3.1. *The number of items in the Round One and Round Two online Delphi ratings*

Skill	Number of items
Reading	51
Writing	66
Listening	48
Speaking	48
Total	213

For the questionnaire administration, the participants were send invitation letters which included brief information about the research to stimulate the participants. Then the links for the questionnaire were sent to the participants. These participants were students and teachers in EPPs and in faculties with English-medium courses. The participants were selected from different geographical locations as suggested in the literature (Clayton, 1997, p. 377). They were called sometimes 'experts'in this study as this research was conducted using the Delphi method. The questionnaire began with a cover letter (see Appendix E), a consent form which informed the participants briefly about the rationale of the study, the importance of the contributions, the assurance of confidentiality and the rights of the participants to withdraw from the study as well as the data collection procedure. Next, there was a part for demographic information. Afterwards, the skill items to be rated were presented in the order of reading, writing, listening and speaking skills with instructions on how to answer them. In order to keep the response rate high, frequent reminders were sent and telephone calls were made when necessary. As Clayton (1997, p. 386) points out telephone numbers are required to maintain contact. He adds "The importance of maintaining close contact with participants in a study of this nature cannot be stressed too highly, and the high response rates achieved by Delphi studies are likely to have resulted from maintaining close, cordial and frequent contact."

The ratings were done in two rounds with different aims each. The first round was more general, aiming at gathering opinions about skills needed in EPPs and beyond including the years in faculties. Therefore, it focused on overall tertiary English skills needed by students. Since this round was more global, the participants were also asked where each particular skill could be taught by an accompanying open-ended question after each item. They had the following question and choices for each:

"Where do you think should this skill be taught?"

- *In the EPP*
- *In their faculties after the EPP is finished*
- *On students' own*
- *Your own comments?*

Since the items were many (213), the questionnaire was administered by breaking it down into two parts. The first part consisted of reading and writing skills, and the second part included listening and speaking skills. Both questionnaires were

administered with a time interval in order not to exhaust the participants. This round was completed with the response of 40 raters.

In the second round of the Online Delphi, the focus of the questionnaire was solely on the EPPs. The target was the skills that needed to be taught in the EPPs so that these skills upon which consensus was reached would determine exit criteria. Because it was only about the EPPs, the open-ended question about where the skill should be taught was eliminated. Yet, there was a comments section for each item if the experts wanted to add their opinions. As a result, the questionnaire became relatively easier to answer since the question 'Where should this skill be taught?' was not asked, and so all four skills were sent through a single questionnaire without breaking it into two parts. In this rating round, 36 participants completed the questionnaire (see Appendix F for the questionnaire instrument). This round did not need to be repeated because the mean values for the responses were already high, and finally due to the three-phase process of the whole study, there was saturation of the data. The language of the questionnaires was Turkish.

3.4. The Context and Scope of the Study

To identify the exit criteria requirements of EPPs in Turkish universities, it was necessary to design a research study that is as comprehensive as possible. In order to determine the stakeholders to be involved in the study, first a list of universities that have English Preparatory Programs was obtained. According to the 2009 Higher Education Catalogue of YÖK, there were a total of 127 universities (93 public and 34 foundation universities) in Turkey (YÖK, 2009b). However, some of these universities did not have English Preparatory Programs. As an example, Cengizhan Özaydın (2006, pp. 8-11) states that there were total 91 universities in Turkey in 2006, and of these 72 had preparatory classes while 19 did not.

Because of the breadth of the sample size as well as time and accessibility limitations, a stratified and purposeful sampling approach was adopted. In Turkey, EPPs that aim to teach English to newly enrolled students before they begin courses at their own faculties may be structured differently across universities. While some universities have English teaching under the name of 'departments' or other small units working in connection to rectorates, others may have been structured under the name of 'School of Foreign Languages.' Some small universities may not have a department or school, and these teach English in the form of individual courses. To narrow down the research

environment for practical purposes, the universities which had well-established 'schools of foreign languages' were targeted in this study. Thus, universities that had an independent, established school of foreign language with a history of minimum 10 years were selected for inclusion. It was expected that the universities which had extensive experience in program development may provide better suggestions in describing proficiency for Turkish university students. With this aim, all universities that were founded before 2001 and whose schools of foreign languages were founded at least 10 years before the study were researched. Even though the year of foundation of the private universities were mostly undefined, they were invited to the study for comparison between state and private universities. Out of the list of universities that matched the selection criteria, 20 universities from various locations in Turkey were approached (Table 3.2).

Table 3.2. *The list of universities that were asked for permission*

Status	University	City	Foundation year of the school of foreign languages	Status of participation in the study
State university	Anadolu University	Eskişehir	1999	Phase 1,2,3
	Eskişehir Osmangazi University	Eskişehir	before 1995	Phase 1,2,3
	Boğaziçi University	İstanbul	before 1995	---
	Yıldız Teknik University	İstanbul	1998	---
	İstanbul Teknik University	İstanbul	2000	Phase 2,3
	Ortadoğu Teknik University	Ankara	1982	Phase 1,2,3
	Hacettepe University	Ankara	before 1998	Phase 1,2,3
	Dokuz Eylül University	İzmir	1997	Phase 2,3
	Muğla University	Muğla	undefined	---
	Selçuk University	Konya	2000	Phase 2,3
	Erciyes University	Kayseri	1998	---
	Süleyman Demirel University	Isparta	2001	Phase 2,3
	Karadeniz Technical University	Trabzon	2001	---
Total:	**13 state universities, 8 participated**			
Foundation university	Maltepe University	İstanbul	undefined	Phase 2,3
	Yeditepe University	İstanbul	undefined	Phase 2,3
	Sabancı University	İstanbul	undefined	---
	Koç University	İstanbul	undefined	---
	Bahçeşehir University	Istanbul	undefined	Phase 3
	İhsan Doğramancı Bilkent University	Ankara	undefined	---
	Başkent University	Ankara	undefined	---
	İzmir Economy University	İzmir		
Total:	**7 foundation universities, 3 participated**			

In terms of the 'school of foreign languages' criterion, one exception in the list was Eskişehir Osmangazi University since it did not have the 'school' structure but worked as a department connected to the rectorate at the time of data collection. However, this university is located in Eskişehir where this study was conducted. Even though it was structured as a department rather than as a school of foreign languages, due to the accessibility of the university and the appropriateness of its program it was included to the sampling, and thus, it was added to the study through convenience sampling. As a result, these 20 universities were contacted to participate (see Appendix A for letters of permission). Of the 20 state universities, 13 agreed to participate. However, three of these universities (Boğaziçi University, Yıldız Technical University and Erciyes University) did not contribute in any of the three phases. A participant from Bahçeşehir University (a foundation university in İstanbul) contacted the researcher to take part voluntarily in Phase 3. As a result, a total of 11 universities (8 state, 3 foundation universities) collaborated in different phases of the study.

These universities were located in six big cities and in four different regions in Turkey (Figure 3.8).

Figure 3.8. *The locations and regions of participating universities* (*map source http://wikitravel.org/shared/File:TR_regions_draft.JPG*)

In Phase One (composition and semi-structured interviews), data was collected from four of these universities: Anadolu University, Eskişehir Osmangazi University,

Middle East Technical University and Hacettepe University. Eskişehir is the city were Anadolu and Osmangazi Universities are located. The second city to collect data was determined as Ankara, the capital city, firstly because two of the state universities well-known for their EPPs – Middle East Technical University and Hacettepe University- were located here, and secondly it was convenient due to being close to Eskişehir.

The other six universities took part in the other two phases, namely in Phase Two, which consisted of face-to-face meetings, and Phase Three, which was the online questionnaire part. The participants in all phases were the immediate stakeholder groups consisting of students and teachers in faculties which offered courses through the medium of English and students and teachers in EPPs. The participants in all phases are described in the next section.

3.5. The Participants of the Study

The complexity to understand and explain exit level proficiency that can be suggested for all EPPs in Turkey. Due to limitations in time and feasibility, in this research study the stakeholders were the students and teachers in EPPs and in faculties which offer English-medium courses as presented in Figure 3.9. These are the immediate stakeholders of the EPPs. In this part, the participants of the study are presented phase by phase.
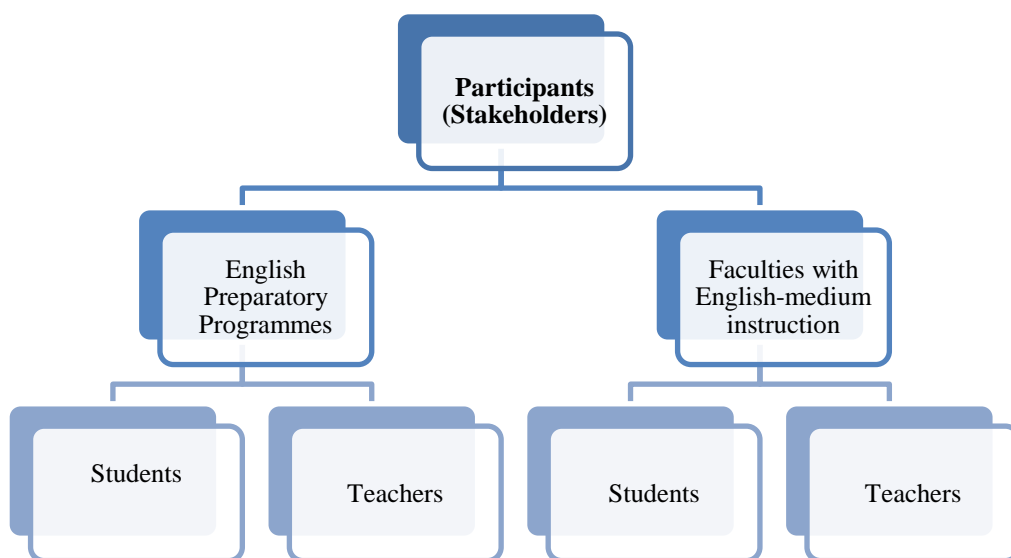
Figure 3.9. *The immediate stakeholders of English Preparatory Programmes*

3.5.1. Participants of piloting and phase one

Phase One consisted of the Composition Study and Semi-Structured Interviews. Before the implementation of Phase One, a pilot study was conducted at Eskişehir Osmangazi University. The data collected in the piloting, i.e. the compositions and semi-structured interview data were merged with the data collected from three other universities in Phase One.

In the Piloting Phase and Phase One, a great number of participants wrote compositions. Due to the high number of participation, it was not possible to evaluate all compositions written. Therefore, certain percentages of compositions were selected using various procedures as described below.

Overall, the total number of all participant groups, namely EPP students and teachers, and faculty students and teachers was 2674. Of these, 472 compositions were selected for content analysis (17.65%). Table 3.3 summarizes the participant numbers by stakeholder type.

Table 3.3. *The total numbers of compositions collected and analysed*

	EPP students	EPP teachers	Faculty students	Faculty teachers	TOTAL
Compositions collected	2238	132	298	6	2674
Compositions analysed	252	132	82	6	472
%	11.2	100	27.5	100	17,65

The participant profiles are described by university in the following section. First, the composition study participants, next the semi-structured interview participants are described.

3.5.1.1. *Participants of the composition study*

Data was collected from four universities in the Composition Study. These participants are described by university and by stakeholder type (i.e. EPP student, EPP teacher, faculty student and faculty teacher).

3.5.1.1.1. *Participants from Eskişehir Osmangazi University*

The compositions study was first administered at Eskişehir Osmangazi University, Department of Foreign Languages (ESOGU-DFL). It was chosen due to the convenience

of its location in Eskişehir. The composition data was collected from the students in the Department of Foreign Languages (EPP students), teachers at the EPP, and students of in the faculties. There were no participating academics from the faculties at this university.

In the year when the data was collected, the DFL had a total of 29 classes with Beginner, Elementary and Pre-intermediate levels. Some participants filled only the demographic part but did not answer the composition part. Those who did not write the composition were eliminated in the whole study. For instance, 51 students at ESOGU EPP filled in the demographic part in the in the composition instrument, but they did not write the composition part. These were excluded. As a result, total of 405 student compositions (59,73% of the whole EPP) were collected from the DFL at ESOGÜ.

Due to the high number of compositions of students in this piloting part and in Phase One, about 15-18% of the compositions from each university were chosen for content analysis. At ESOGU, every 10th of the whole composition papers were selected (systematic random sampling) paying attention on those that have relatively rich in content. If the 10th paper had very few lines of compositions, the closest next paper was chosen (purposeful sampling). On the other hand, all of the EPP and faculty teacher compositions were analysed since their numbers were fewer than those of the students.

The numbers about the compositions collected at Eskişehir Osmangazi University are presented in Table 3.4. Of the 405 student compositions, 46 (%11.3) were selected for content analysis. All 22 teacher compositions were analysed. Of the 99 Engineering Faculty students, 20 compositions (20.2%) were included randomly for analysis.

As a result, a total of 88 compositions from three types of 526 participants (16.73%) were subject to content analysis at ESOGÜ during the Piloting Phase. Of these compositions, 52% belonged to EPP students, 25% to EPP teachers, and 23% to faculty students.

From the EPP, 46 student compositions were analysed (Table 3.5). Thirteen of these students were female (28,3%) and 33 were male (71,7%). The majority of the students were aged between 19-20 (76,1%), and most of them were in their first year at the EPP (80,4%). Ten of these students were enrolled to the International Affairs department of the Economics and Administrative Sciences Faculty (21,7%) while most were students of engineering faculties (78,3%).

Table 3.4. *Eskişehir Osmangazi University composition data dispersions*

1- English Preparatory Program Students			
Levels	Number of compositions collected	Number of compositions analysed (n)	Percentage
Pre-intermediate	221	18	8.1%
Elementary	104	10	9.6%
Beginner	80	18	22.5%
Total:	**405**	**46**	**11.3%**
2- English Preparatory Program Teachers			
Number of teachers employed (*N*)	Number of compositions collected	Number of compositions analysed (n)	Percentage
48	**22 45.8%**	**22**	**100%**
3- Faculty Students			
Mechanical Eng., Electrical & Electronics Eng.	Number of compositions collected	Number of compositions analysed (n)	Percentage
	99	**20**	**20.2%**
4- Faculty Teachers			
NA	Number of compositions collected	Number of compositions analysed (n)	Percentage
	0	0	**0%**
GRAND TOTAL	**526**	**88**	**16.73%**

The total number of lecturers in the department was 48, and 22 of these lecturers participated in the study (45.8%). The instructors at EPP were mainly female (77,3%). Two instructors were aged between 20-25. Five of them were aged 26-30. Six instructors were between the ages 31-35. Seven were aged 36-40. Finally, two of them were aged 41 or above. Half of these instructors had 11-15 years of experience at teaching at their university (50%) and the same number of years of teaching experience in general (45,5%). About half of these instructors had Bachelor degrees (54,5%) while the others held MA degrees (45,5%). When these instructors were asked whether they had any ideas about the students' English needs in their faculties, the majority of them answered that they had partial information (*n*=15, 68,2%), while six of them said 'Yes' (27,3%), and one said 'No' (4,5%) (Table 3.6).

From various Mechanical Engineering and Electrical and Electronics Engineering departments at the Engineering Faculty of ESOGÜ, 99 students who have English-medium instructions wrote compositions for this study. The students were sampled through convenience sampling by contacting their English teachers who later administered the composition tool. Of the 99 compositions, 20 were selected randomly for analysis.

Table 3.5. *Profile of ESOGÜ EPP students*

	n=46	f	%
Gender	male	13	28,3
	female	33	71,7
Age	17-18	4	8,7
	19-20	35	76,1
	21 and above	7	15,2
Year in EPP	1. year	37	80,4
	2. year	8	17,4
	NA	1	2,2
Faculties	Economics and Administrative Sciences	10	21,7
	Engineering	36	78,3

Table 3.6. *Profile of ESOGU EPP instructors*

	n=22	f	%
Gender	male	5	22,7
	female	17	77,3
Age	20-25	2	9,1
	26-30	5	22,7
	31-35	6	27,3
	36-40	7	31,8
	41 and above	2	9,1
Experience at university (years)	0-5	6	27,3
	6-10	3	13,6
	11-15	11	50,0
	16 and above	2	9,1
Experience at teaching (years)	0-5	4	18,2
	6-10	3	13,6
	11-15	10	45,5
	16 and above	5	22,7
Education	BA	12	54,5
	MA	10	45,5
Idea about English needs in faculties	Yes	6	27,3
	Partially	15	68,2
	No	1	4,5

Of the 20 compositions chosen for analysis that belonged faculty students, 12 were from the Mechanical Engineering department (60%) and eight students were from the Electrical and Electronics Engineering Department (40%). The majority were male

(85%), and aged 21 and above. Twelve of the students (60%) were in their first year in their departments whereas 8 were in their third year (40%).

Table 3.7. *Profile of ESOGU faculty students*

	n=20	f	%
Gender	male	17	85
	female	3	15
Age	19-20	6	30,0
	21 and above	12	60,0
	NA	2	10,0
Year in Faculty	1. year	12	60
	3. year	8	40
Department	Electrical and Electronics Engineering	3	15
	Mechanical Engineering	17	85

There were no faculty members who took part in the composition study even though some were approached. Figure 3.10 demonstrates the overall dispersion of all participants from this university.
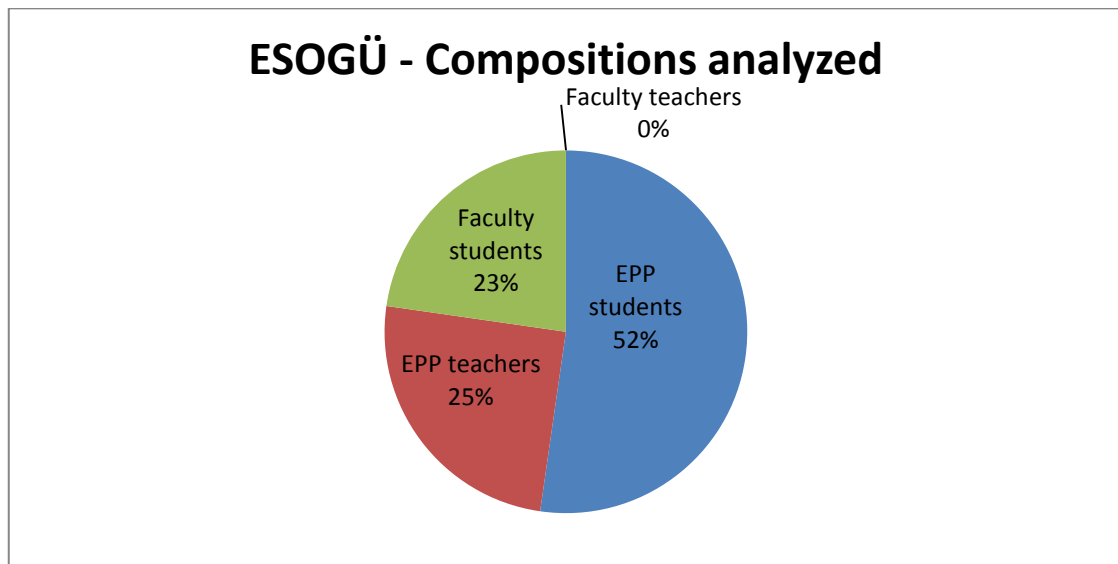
Figure 3.10. *Dispersion of compositions analysed at Eskişehir Osmangazi University (n=88)*

After trialling the composition study at ESOGÜ through the pilot study, the data collection was extended to three other universities as Phase One. These universities were Anadolu University, Middle East Technical University and Hacettepe University.

3.5.1.1.2. *Participants from Anadolu University*

At Anadolu University, data was collected from EPP students and teachers, and from faculty students and teachers.

During data collection, 884 compositions were collected from 72 of the classes at Anadolu University EPP. In the School of Foreign Languages, 154 teachers were employed. Of these teachers, 61 wrote compositions. From various department of the university, 124 compositions were collected, and 29 of them (23,3%) were analysed. Only two faculty teachers wrote compositions for the study (Table 3.8).

Table 3.8. *Anadolu University composition data dispersions*

1- English Preparatory Program students			
Levels	Number of compositions collected	Number of compositions analysed (n)	Percentage
B 2.2	262	69	26.3%
B 2.1	320	22	6.87%
B 1.2	226	5	2.2%
B 1.1	72	10	13.8%
A	4	1	25%
Total:	**884**	**107**	**12.1%**
2- English Preparatory Program teachers			
Total number of teachers *(N)*	Number of compositions collected	Number of compositions analysed (n)	Percentage
154	**61 39.6%**	**61**	**% 100**
3- Faculty Students			
Computer Eng., Mat. Science and Eng., Physics Department, Faculty of Aviation and Avionics, Business Admin. Dept.	Number of total compositions	Number of compositions analysed (n)	Percentage
	124	**29**	**%23.3**
4- Faculty Teachers			
Faculty of Aviation and Avionics	Number of compositions collected	Number of compositions analysed (n)	Percentage
	2	2	**%100**
GRAND TOTAL	**1071**	**199**	**18,58%**

In the EPP, the levels of classes were organized taking CEFR (Common European Framework of Reference for Languages) at the time of data collection. There were 119

classes altogether with the lowest level of classes being A Levels, and the highest level being B 2.2 in the Spring term. In the EPP, 107 student compositions out of 884 (%12.1) were selected randomly by class and level for content analysis (stratified random sampling) (Table 3.9.).

Table 3.9. *Profile of Anadolu University EPP students*

	n=107	f	%
Gender	male	47	43,9
	female	60	56,1
Age	17-18	8	7,5
	19-20	69	64,5
	21 and above	29	27,1
	NA**	1	0,9
Year in EPP	1. year	60	56,1
	2. year	46	43
	NA	1	0,9
Faculties	Aviation and Avionics	7	6,5
	Communication	14	13,2
	Economics and Administrative Sciences	16	14,9
	Education	4	3,7
	Engineering	44	40,9
	Fine Arts	1	0,9
	Literature	2	1,9
	Law	1	0,9
	Science	18	16,8

At Anadolu University EPP, 60 of the 107 students whose compositions were selected were female (56,1%) and 47 were male (43,9%). 64,5% were aged between 19-20 while 29 of them (27,1%) were aged 21 and above. Eight students out of 107 were aged 17-18. One student did not answer this question. About half of these students were in their first year in the EPP (56,1%) whereas the others were in their second year (43%). The majority of the students were enrolled to Engineering Faculties (40,9%). The other faculties included Science, Economics and Administrative Sciences, Communication, Aviation and Avionics, Education, Literature, Fine Arts and Law in descending order.

During the data collection process, 154 teachers of English were employed at Anadolu University, EPP. Of these teachers, 61 participated in the study by writing compositions (39.6%). All teacher compositions were analysed. The majority of the 61 EPP teachers were female (65,6%), while 21 of them (34,4%) were male. The 31-35 year

group was the highest with 36,1%. Most of the teachers (had 11-15 years of experience at Anadolu University (44,3%), and most had 11-15 years of teaching experience (42,6%). Thirty-three teachers had BA degrees (54,1%), 26 had MA degrees (42,6%), while two of them held PhDs (3,3%) (Table 3.10).

Table 3.10. *Profile of Anadolu University EPP instructors*

	n=61	f	%
Gender	male	21	34,4
	female	40	65,6
Age	20-25	3	4,9
	26-30	12	19,7
	31-35	22	36,1
	36-40	12	19,7
	41 and above	12	19,7
Experience at university (years)	0-5	8	13,1
	6-10	19	31,1
	11-15	27	44,3
	16 and above	6	9,8
	NA	1	1,6
Experience at teaching (years)	0-5	7	11,5
	6-10	16	26,2
	11-15	26	42,6
	16 and above	12	19,7
Education	BA	33	54,1
	MA	26	42,6
	PhD	2	3,3
Idea about English needs in faculties	Yes	9	14,8
	Partially	44	72,1
	No	7	11,5
	NA	1	1,6

The faculty students who took part in the study were from different majors. The students were sampled through convenience sampling by approaching their teachers in faculties who had English-medium content courses. The number of students agreed to participate by writing compositions were 124. Of these, 29 (23.3%) were analysed by sampling compositions from each faculty considering the length of the writings.

The gender dispersion of the faculty students was almost equal (male *n*=14, female *n*=15). Most of them were aged 21 and above (82,8%). Nine students were in their first year of study (31%), eight were in the second year (27,6%), five were in year three (17,2%), and seven of them were senior students (24,1%) in their faculties. Twelve of the

students were from the Faculty of Aviation and Avionics (Aviation Electrics and Electronics, Aircraft Powerplant Maintenance, Piloting, Air Traffic Control, and Civil Aviation Management), eight were from Faculty of Economics and Administrative Sciences (Business Administration Department), seven were form the Engineering Faculty (Computer Engineering, Materials Science and Engineering) and two students were from Physics Department of the Science Faculty.

Table 3.11. *Profile of Anadolu University faculty students*

	n=29	f	%
Gender	male	14	48,3
	female	15	51,7
Age	19-20	5	17,2
	21 and above	24	82,8
Year in Faculty	1. year	9	31,0
	2. year	8	27,6
	3. year	5	17,2
	4. year	7	24,1
Department	Aviation and Avionics	12	41,3
	Economics and Administrative Sciences	8	27,5
	Engineering	7	24,1
	Science	2	6,9

Although a numbers teachers from various faculties at Anadolu University were contacted by e-mails, telephone and face-to-face, only two from the Faculty of Aviation and Avionics participated. Both of these compositions were included in the content analysis. Both faculty teachers were male. One of them was aged between 26-30, and the other was aged 41 and above. The younger teacher had 0-5 years of experience at teaching at Anadolu University and teaching his classes through the medium of English. The senior teacher had at least 16 years of experience of teaching at Anadolu University and 6-10 years of experience of teaching through English. The courses taught in English included Air Traffic Communication II, Aerodynamics, Airplane Performance, and Air Traffic Control. Neither of these teachers had an idea of the instruction in the EPP.

To sum up, 107 EPP student compositions, 61 EPP teacher compositions, 29 faculty student compositions and two faculty teacher compositions (*n*= 199) of the 1071 total

compositions from Anadolu University were analysed for the list of skills needed as exit criteria in EPPs (Figure 3.11).

Table 3.12. Profile of Anadolu University faculty teachers

	n= 61	f	%
Gender	male	2	100
Age	26-30	1	50
	41 and above	1	50
Experience at university (years)	0-5	1	50
	16 and above	1	50
Experience at teaching in English (years)	0-5	1	11,5
	6-10	1	26,2
Idea about English taught in the EPP	Yes	-	0
	Partially	-	0
	No	2	100
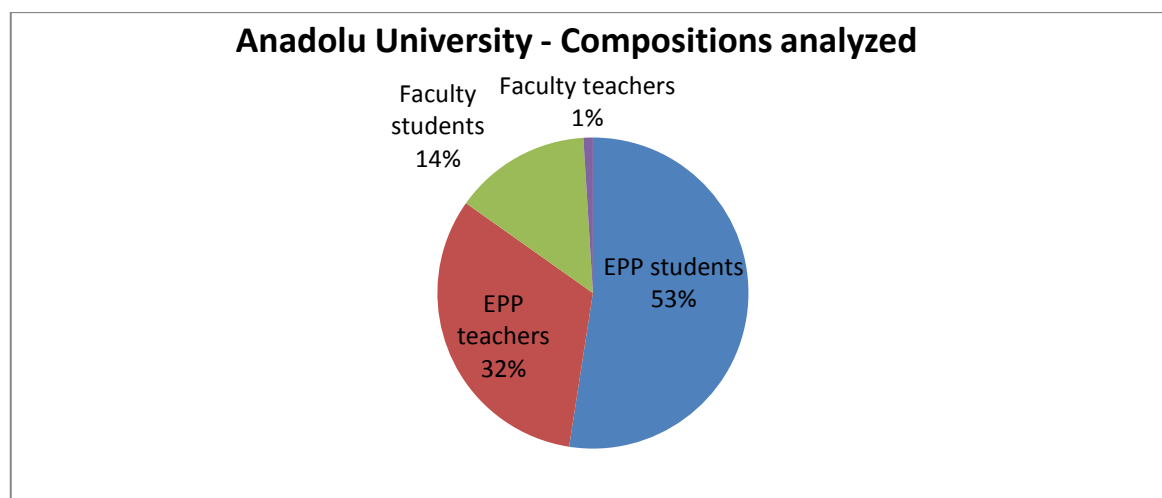
Figure 3.11. *Dispersion of compositions analysed at Anadolu University (n=199)*

As Figure 3.11. shows, the majority of the participants were EPP students with just over half of all. This was followed by EPP teachers with nearly a third.

3.5.1.1.3. *Participants from Hacettepe University*

The third university that was included in the composition study was Hacettepe University. There were five language levels in the School of Foreign Languages. In this

EPP, 292 students wrote compositions. Of the 54 teachers in the EPP, 15 participated. Out of the student compositions, 32 compositions (10.9%) were selected randomly by using a both stratified (by level) and purposeful sampling (the compositions with rich content) approaches for analysis. All of the 15 teacher compositions were analysed.

In order to find participants from faculties, the departments offering English-medium were searched on the web site of the university. Teachers in these faculties were approached by e-mail and in person. However, only one faculty member agreed to distribute the composition instrument to the students. As a result, nine students from the Chemical Engineering Faculty took part in the study. There was no data from teachers in the faculties at Hacettepe University (Table 3.13).

Table 3.13. *Hacettepe University composition data dispersions*

1- English Preparatory Program students			
Levels	Number of compositions collected	Number of compositions analysed (n)	Percentage
Advanced	40	5	12.5%
Lower advanced	13	3	23%
Upper-intermediate	47	5	10.6%
Upper-pre-intermediate	133	13	9.8%
Intermediate	54	6	11.1%
Total:	**292**	**32**	**10.9%**
2- English Preparatory Program teachers			
Number of teachers employed *(N)*	Number of compositions collected	Number of compositions analysed (n)	Percentage
54	15 27.7%	15	100%
3- Faculty students			
Chemical Eng.	Number of compositions collected	Number of compositions analysed (n)	Percentage
	9	9	100%
4- Faculty teachers			
	Number of compositions collected	Number of compositions analysed (n)	Percentage
	0	0	0%
GRAND TOTAL	**316**	**56**	**17.72%**

After the random selection, the majority of the 32 compositions of EPP students in Hacettepe University belonged to female students by 78,1% (*n*=25). Most of the students were aged between 19-20 (65,6%). 29 of the students were in their first year in the EPP, while only three were in their second year. Nine students were enrolled to different departments of the Faculty of Letters, nine to Engineering Faculty, seven to Economics

and Administrative Sciences, four to Nursing Faculty, two to Faculty of Medicine and one to the Faculty of Education (Table 3.14).

Table 3.14. Profile of Hacettepe University EPP students

	n=32	f	%
Gender	male	7	78,1
	female	25	21,9
Age	17-18	9	28,1
	19-20	21	65,6
	21 and above	1	3,1
	NA**	1	3,1
Year in EPP	1. year	29	90,4
	2. year	3	9,3
Faculties	Economics and Administrative Sciences	7	21,9
	Education	1	3,1
	Engineering	9	28,1
	Letters	9	28,1
	Medicine	2	6,3
	Nursing	4	12,5

In the EPP, the 15 teacher compositions were analysed. Of these, 13 belonged to female teachers (86,7%), while two were written by male teachers (13,3%). The majority of the compositions were written by teachers who were above 36 years old (66,6%). Six of these (40%) were novice teachers who had between 0-5 years of experience at the university, one teacher was a novice teacher with 0-5 years of teaching experience. The number of teachers with a BA degree was seven (46,7%) while eight teachers had MA degrees (53,3%). When asked if they had information about departmental English needs, seven of these teachers replies 'yes' (53,3%), and six answered 'partially' (40%) while one teacher said 'no' (6,7%) (Table 3.15).

The data from faculties was very limited, and only nine students from the Chemical Engineering department wrote compositions. There is no data from faculty teachers. Seven of these nine students were female (77,8%), and two were male. They were mostly aged 21 and above (88,8%) and six of them were in the second year in their faculty.

To sum up, from Hacettepe University, 56 EPP student and teacher compositions as well as nine faculty student compositions (17.72% of all compositions collected in that university) were included in the content analysis (Figure 3.12).

Table 3.15. *Profile of Hacettepe University EPP instructors*

	n=15	f	%
Gender	male	2	13,3
	female	13	86,7
Age	20-25	1	6,7
	26-30	1	6,7
	31-35	3	20,0
	36-40	5	33,3
	41 and above	5	33,3
Experience at university (years)	0-5	6	40,0
	11-15	4	26,7
	16 and above	5	33,3
Experience at teaching (years)	0-5	1	6,7
	6-10	3	20,0
	11-15	4	26,7
	16 and above	7	46,7
Education	BA	7	46,7
	MA	8	53,3
Idea about English needs in faculties	Yes	8	53,3
	Partially	6	40,0
	No	1	6,7

Table 3.16. *Profile of Hacettepe University faculty students*

	n=9	f	%
Gender	male	2	22,2
	female	7	77,8
Age	19-20	1	11,1
	21 and above	8	88,9
Year in Faculty	2. year	6	66,7
	3. year	3	33,3
Department	Chemical Engineering	9	100
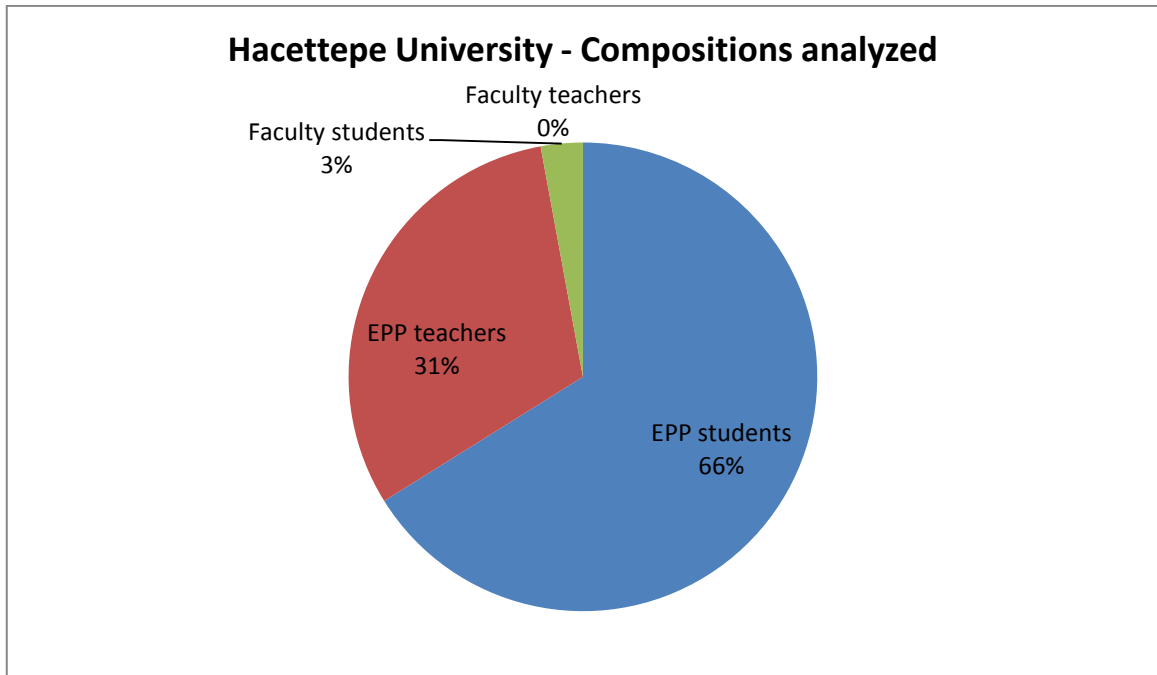
Figure 3.12. *Dispersion of compositions analysed at Hacettepe University (n=56)*

3.5.1.1.4. *Participants from Middle East Technical University (METU)*

The fourth and last university where the composition study was made in Phase One was Middle East Technical University. At the time of data collection, there were four groups of language levels including the repeating students. The number of students who wrote compositions was 657 in the School of Foreign Languages. Of the 123 EPP teachers, 34 (27.27%) wrote compositions. Due to time limitations and not receiving response for e-mails from faculty teachers, data was collected from four faculty teachers and their students at METU. These faculty teachers and students were from Computer Engineering, Food Engineering, International Relations, and Business Administration departments. The faculty students wrote 66 compositions. Four teachers from faculties participated by writing compositions (Table 3.17).

Of the 657 student compositions collected in the EPP, 67 (10.1%) were chosen using both stratified and purposeful sampling methods. Forty-four of these selected compositions were written by female students (65,7%), and twenty-three belonged to male students (34,3%) (Table 3.18).

Table 3.17. *METU composition data dispersion*

1- English Preparatory Program students			
Levels	Number of compositions collected	Number of compositions analysed (n)	Percentage
Upper-intermediate	77	8	10.3%
Intermediate	206	21	10.1%
Pre-intermediate	316	32	10.1%
Repeat	58	6	10.3%
Total:	**657**	**67**	**10.1%**
2- English Preparatory Program teachers			
Number of teachers employed *(N)*	Number of compositions collected	Number of compositions analysed (n)	Percentage
123	34 27.7%	34	100%
3- Faculty students			
Computer Eng., Food Eng., Internat. Rel., Business Admin.	Number of compositions collected	Number of compositions analysed (n)	Percentage
	66	24	36.3%
4- Faculty teachers			
Computer Eng., Food Eng., Internat. Rel., Business Admin.	Number of compositions collected	Number of compositions analysed (n)	Percentage
	4	4	100%
GRAND TOTAL	**761**	**129**	**16.95%**

Table 3.18. *Profile of METU EPP students*

	n=67	f	%
Gender	male	23	34,3
	female	44	65,7
Age	17-18	14	20,9
	19-20	45	67,2
	21 and above	8	11,9
Year in EPP	1. year	1	1,5
	2. year	63	94,0
	NA**	3	4,5
Faculties	Architecture	2	3
	Arts and Sciences	22	32,8
	Economics and Admin. Sciences	9	13,4
	Education	5	7,5
	Engineering	29	43,3

Most students were aged between 19-20 years. 94% of these students were in their second years in the EPP. Many of the students were registered to the Engineering Faculty (43,3%). The second most common faculty was Arts and Sciences with a percentage of

32,8%. Other students were from Economics and Administrative Sciences (13,4%), Education (5%) and Architecture (3%) faculties.

Of the 123 EPP teachers at METU, 34 participated by writing compositions, all of which were analysed. These teachers were mostly female (n=32; 94,1%). There were teachers from all age groups, with the highest percentage in the '41 and above' group by 29,4% (n=10). Half of the teachers (50%) were novice teachers at METU EPP, but seven of them had teaching experience of more than five years. The distribution of overall teaching experience is similar in all groups. Fourteen teachers owned BA degrees (41,2%) while 20 had MA degrees (58,8%). Half of the teachers said they had information about the English needs of students in their departments (n=17; 50%), while nearly half (n=16; 47,1%) said they had partial knowledge. Only one teacher's answer was 'no.'

Table 3.19. *Profile of METU EPP instructors*

	n=34	f	%
Gender	male	2	5,9
	female	32	94,1
Age	20-25	3	8,8
	26-30	8	23,5
	31-35	7	20,6
	36-40	6	17,6
	41 and above	10	29,4
Experience at university (years)	0-5	17	50,0
	6-10	6	17,6
	11-15	2	5,9
	16 and above	9	26,5
Experience at teaching (years)	0-5	10	29,4
	6-10	8	23,5
	11-15	6	17,6
	16 and above	10	29,4
Education	BA	14	41,2
	MA	20	58,8
Idea about English needs in faculties	Yes	17	50,0
	Partially	16	47,1
	No	1	2,9

A total of 66 students from faculties wrote compositions at METU. Of these, 24 were analysed. The students were mostly female (n=17; 70,8%). The majority of them were aged 21 and above (87,5%). Nearly half them were in their second year in their faculties (n=11; 45,8%). Seven students were in the third year, three were in their last

year, and only one student was a freshman. There were two faculties with different departments. There were students from the Economics and Administrative Sciences Faculty (Business Administration and International Relations Departments) and from the Engineering Faculty (Computer Engineering and Food Engineering Departments) (Table 3.20).

Table 3.20. *Profile METU faculty students*

	n=24	f	%
Gender	male	7	29,2
	female	17	70,8
Age	19-20	3	12,5
	21 and above	21	87,5
Year in Faculty	1. year	1	4,2
	2. year	11	45,8
	3. year	7	29,2
	4. year	3	12,5
	NA**	2	8,3
Department	Economics and Administrative Sciences	15	62,5
	Engineering	9	37,5

In the research, four faculty teachers from METU took part. They were from the Engineering and Economics and Administrative Sciences Departments. Three of these teachers were male, and one was female. Two were aged 41 and above while one was between 31-35, and another was between 36-40 years old. They had varying years of teaching at METU, but all had at least six years of experience of teaching through English. When they were asked if they had an opinion of what is taught in their EPP, most of them said 'no' (75%) while one teacher said 'partially' (25%).

To sum up, 67 of the 657 EPP student compositions were selected for analysis. All of the 34 EPP teacher compositions written were analysed. 36.6% (*n*=24) of the faculty students and all four of the faculty teacher compositions were analysed. As a result, there were 761 compositions from all four stakeholder groups at METU, and 129 (16.95%) of these were investigated through content analysis (Figure 3.13).

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Table 3.21. *Profile of METU faculty teachers*

	n=61	f	%
Gender	male	3	75
	female	1	25
Age	31-35	1	25
	36-40	1	25
	41 and above	2	50
Experience at university	0-5	1	25
(years)	6-10	1	25
	11-15	1	25
	16 and above	1	25
Experience at teaching in	6-10	2	50
English (years)	16 and above	2	50
Idea about English taught in	Partially	1	25
the EPP	No	3	75
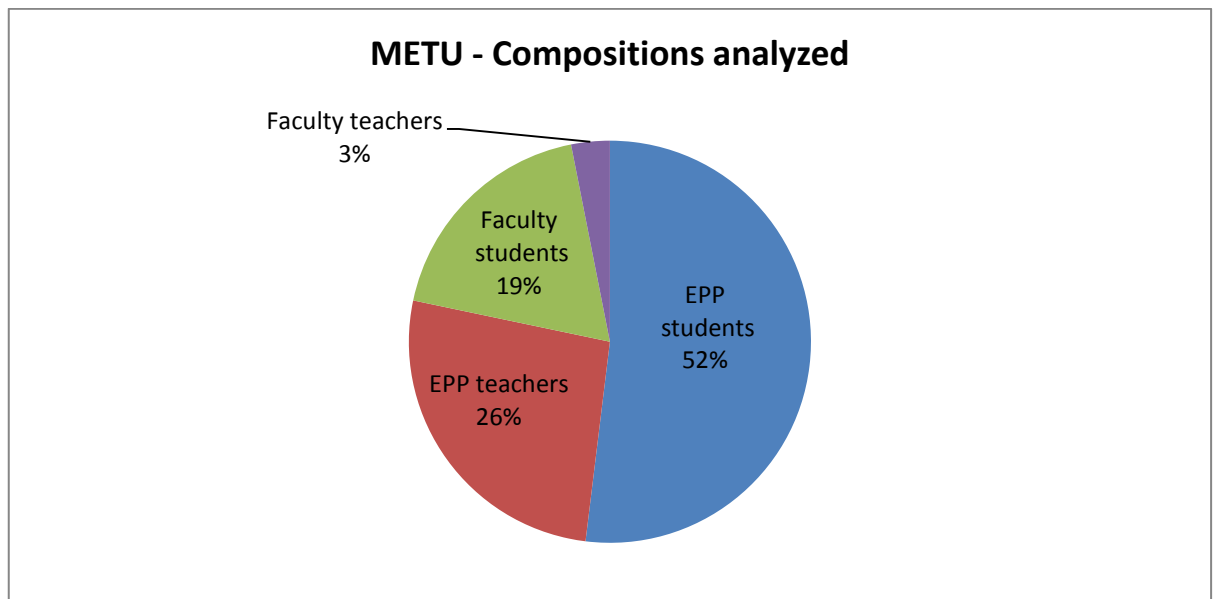
Figure 3.13. *Dispersion of compositions analysed at METU (n=129)*

To summarize the whole composition part of Phase One, a great number of compositions (2674 in total) were collected from four universities with high participation rates. Due to the surplus of the data for analysis, 472 of them (17,65%) were analysed in depth (see Table 3.22 and Figure 3.14 for the summary). About 10.1-12% of the EPP student compositions from all universities were analysed. However, 100% of EPP teacher

compositions were analysed in all universities since their numbers were lower. Depending on the number, about 20-100% of faculty student and faculty teachers were selected for in-depth analysis.

Table 3.22. *Compositions selected for content analysis from four universities*

University	EPP students (10.1 -12.1%)	EPP teachers (100%)	Faculty students (20.2-100%)	Faculty teachers (100%)	TOTAL
ESOGU	46	22	20	-	**88**
Anadolu Univ	107	61	29	2	**199**
Hacettepe Univ.	32	15	9	-	**56**
METU	67	34	24	4	**129**
TOTAL	**252**	**132**	**82**	**6**	**472**

Of the 472 compositions, 53.3% (n=252) belonged to EPPs, 27.9% were written by EPP teachers (n=132), 17.3% were from faculty students (n=82), and only 1.2% (n=6) were collected from faculty teachers. In general, academics from faculties were reluctant to participate in the research despite e-mail invitations, telephone calls and face-to-face visits.
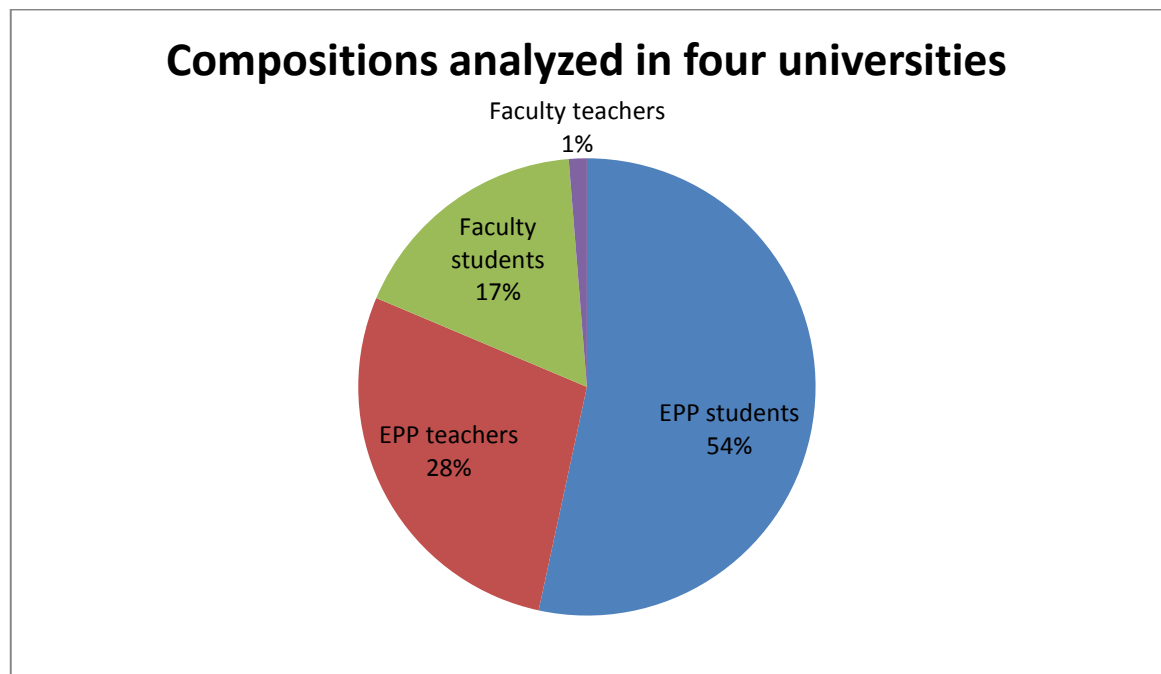
Figure 3.14. *Dispersion of compositions analysed from four universities (n=472)*

The compositions gathered were analysed using content analysis techniques. The first data set of the skills and competencies required for exit criteria of the EPPs were obtained in this part in written forms.

3.5.1.2. *Participants of semi-structured interviews*

In order to verify and triangulate the data collected through compositions as well as to collect in-depth opinions from individuals, semi-structured interviews were planned in the research. During the data collection of the composition part, the participants were asked if they would like to volunteer to take part in semi-structured interviews. Numerous participants were expressed that they willing to participate. However, due to time limitations, the difficulties of conducting and analysing interviews, the overlap of the data with the composition part and the other two phases ahead, a relatively small number of participants were interviewed during the piloting stage. The interviews were not extended to other three universities in Phase One. Since only Eskişehir Osmangazi University was the participating institution during the piloting stage, all participants for interviews were selected from this university.

Table 3.23. *Participants of semi-structured interviews*

	Interview date	University	Interviewees-Year/Age	Gender
1	2.6.2012		Student E – 1. Year	Male
2	6.6.2012	**ESOGU**	Student B – 1. Year	Male
3	7.6.2012	**Engineering Faculty**	Student F – 1. Year	Male
4	7.6.2012	**(Mechanical Engineering)**	Student N – 1. Year	Female
5	8.6.2012		Student O – 3. Year	Male
6	8.6.2012		Student M – 1. Year	Male
1	28.1.2012		Instructor M - 39	Female
2	2.2.2012		Instructor O - 35	Male
3	3.2.2012	**ESOGU**	Instructor G - 38	Female
4	5.2.2012	**EPPs**	Instructor E - 38	Female
5	7.2.2012		Instructor N - 35	Female
6	7.2.2012		Instructor İ - 39	Male

Six EPP teachers and six faculty students were interviewed (Table 3.23). The teachers were selected through convenience sampling based on their availability. The students were selected randomly. Five of the 12 interviews were transcribed for analysis due to time-limitations, and all these five participants were EPP teachers at ESOGU. However, the remaining interviews were analysed, too, without transcriptions but

listening in detail to the recordings and note taking. The recordings were listened and the themes were coded during listening. The duration of the interviews were between 17:40-36:56 minutes. The teachers' experience ranged from 11-15 years to more than 16 years. The interviews were recorded with the consent of the participants. Then the recordings were analysed using content-analysis procedures by the researcher.

3.5.2. Participants of phase two

For the application of Delphi method, it is suggested that a meeting be organized with the participation of experts. The Delphi method is based on expert opinions to make judgements. According to Clayton (1997, p. 377), "an expert is someone who possesses the knowledge and experience necessary to participate in a Delphi." Since this study aimed at decision-making about the exit-criteria in EPPs through consensus, the experts in the study were the immediate stakeholders, i.e. teachers and students in EPPs and in faculties where English is used as the medium of instruction. With this aim, in the face-to-face part of the Delphi method, a two-day meeting was organized in Eskişehir in order to gather further views and refine the list of competencies.

Opinions vary among theorists in terms of determining the group size. In general, it is usually agreed that if the experts are selected from the same discipline, 15-30 participants would be necessary. For heterogeneous populations, that is experts coming from different strata such as teachers, students, etc., 5-10 experts are considered to be sufficient (Clayton, 1997, p. 378). Yet, the type and nature of the problem may affect the panel size, and rather than the panel size representativeness issues, the qualities and active involvement of panellists can be more important (Powell, 2003).

In order to find participants from faculties for the face-to-face Delphi, the web sites were investigated, and faculties offering English-medium courses were determined. Then the heads of departments were contacted by e-mail and telephone to obtain permission to communicate with academics who teach these courses. Most universities determined the names themselves, and in very few cases, the researcher determined the participants through convenience sampling, such as participants from Eskişehir. The academics were also asked to select a student who would be interested in the study from their English-medium classes, i.e. snowball sampling was also used. The same procedure was followed in the Schools of Foreign Languages in the 13 universities.

The names of the academics sent by the head of departments and the students chosen by their teachers were each contacted by e-mail to describe the study and to ask for their consent to participate in the study and to invite them to Anadolu University, Eskişehir. In the study, two to three participants were planned to be invited from each of the 13 participating universities. Since the meeting posed some concerns such as travelling and accommodation, the administrators were informed that these expenses of the panellists would be covered.

Care was taken to invite panellists from all four stakeholder groups, i.e. teachers and students from both EPPs and faculties. Also, the it was planned to invite a balanced number of from both social and natural science majors. Therefore, a purposeful sampling strategy and a stratified sampling approach was employed in the selection of the panellists. For the selection of participants from Eskişehir or when the candidates who were written e-mails were not available, convenience and snowball sampling were used by asking them to forward the letters of invitation to someone who can come to the meeting.

From the 13 university that granted agreement for the study, participants from 10 universities (8 state, 2 foundation universities) volunteered to take part in the study. A total of 23 teachers and students from EPPs and faculties attended the two-day meeting. A number of communications were made with theses panel members about the study, the organization of the meeting, travelling and accommodation. The meetings were held at Anadolu University. Table 3.24 presents information about the panellists. All names are pseudonyms.

To summarize, 23 panellists (13 males, 10 females) took part in the Face-to-face Delphi in Phase Two. The panel members consisted of five EPP students, seven EPP teachers, six faculty students and five faculty teachers. Of the 11 faculty participants, five had social sciences and six had science backgrounds. The social sciences were English Language Teaching, Business Administration, Information and Records Management, and Maritime Business Management. The science fields of the panel experts were various departments of Engineering. The participants came from a total of ten universities and six different cities.

Table 3.24. *Face-to-face Delphi panel experts*

Type	Panellist	University	Faculty	Department	Cities	Gend.	Age
EPP students **(*n*=5)**	**M1**	Anadolu U.	Engineering	Civil Eng.	Eskişehir	m	21 ≤
	D1	ESOGU	Education	ELT	Eskişehir	m	19-20
	M2	METU	Engineering	Mech. Eng.	Ankara	m	19-20
	D2	Maltepe U.	Econ. & Admin. Sci.	Int. Trade & Logist. Manag.	İstanbul	m	19-20
	İ	Selçuk U.	Engineering	Mechanical Eng.	Konya	m	21 ≤
EPP teachers **(*n*=7)**	R	Anadolu U.	EPP	EPP	Eskişehir	f	26-30
	N	ESOGU	EPP	EPP	Eskişehir	f	31-35
	Z	Hacett. U.	EPP	EPP	Ankara	f	41 ≤
	A1	METU	EPP	EPP	Ankara	f	41 ≤
	U	Yeditepe U.	EPP	EPP	İstanbul	m	36-40
	Ş	Maltepe .	EPP	EPP	İstanbul	f	41 ≤
	Ç	Selçuk U.	EPP	EPP	Konya	f	31-35
Faculty students **(*n*=6)**	**A2**	Anadolu U.	Science	Chem., 2. year	Eskişehir	f	19-20
	D3	Hacettepe U.	Letters	Inf & Doc. Manag. 4. year	Ankara	m	21 ≤
	C	Hacettepe U.	Econ. & Admin. Sci.	Business Admin., 2. year	Ankara	m	21 ≤
	A3	Süleyman Demirel U.	Engineering	Chemical Eng, 2. year	Isparta	m	21 ≤
	A4	Selçuk U.	Engineering	Mech. Eng., 3. year	Konya	m	21 ≤
	M3	Selçuk U.	Engineering	Mech. Eng., 3. year	Konya	m	21 ≤
Faculty teachers **(*n*=5)**	B	Hacettepe U.	Econ. & Admin. Sci.	Business Admin.	Ankara	m	31-35
	E1	İstanbul Technical U.	Engineering	Physics Eng.	İstanbul	f	36-40
	E2	Maltepe U.	Education	Educational Ad.	İstanbul	f	41 ≤
	K	Dokuz Eylül U.	Maritime Bus. & Mang.	Maritime Bus. Admin.	İzmir	m	41 ≤
	S	Süleyman Demirel U.	Engineering	Genetic Eng, Chemical Eng.	Isparta	f	31-35

Phase Two consisted of Brainstorming and Focus Group meetings, and the data of these procedures were elicited from the expert panel described here. The data from these panellists and from Phase One were used to construct the questionnaire.

3.5.3. Participants of phase three

Phase Three was the online Delphi procedure in which the expert panel made ratings of the skills through a questionnaire. The questionnaire to rate the skills was administered in two rounds. The purpose of the first round was to identify the skills to be learnt not only in EPPs, but also in the faculties. The second round focused only on EPPs.

3.5.3.1. Round one participants

In the first round, there were 213 items to be rated. The expert panel was also asked where these skills should be taught through open-ended questions, i.e. whether each of these skills should be taught in the EPPs, in the faculties or whether they should be learnt by the students themselves. Because of the length and difficulty of this task, the questionnaire was administered in two parts and two posts. In the first part of the questionnaire, skills related to reading and writing were rated. The second part included the listening and speaking skills. The reading part had 51 items, whereas the writing part consisted of 66 items, so the participants rated a total 117 items in the first part. The listening skill contained 48 items while the speaking skill part had 48 items, so the second part which was administered later consisted of a total of 96 items (Table 3.25).

Table 3.25. *Number of items in the first and second part of Round One questionnaire*

	Skill	Number of items
Part 1	Reading	51
	Writing	66
Part 2	Listening	48
	Speaking	48
Total		213

At the beginning of Part 1 (reading and writing) questionnaire administration, a total of 70 participants including the whole expert panel in Phase Two (Face-to-Face Delphi) were sent invitation letters. Of these, 48 respondents agreed to participate. However, four of them answered Part 1 partially. Four others did not complete Part 2 of Round One. Therefore, these participants were excluded leaving 40 of them, and thus, the return rate was 57.14% in the first round of the rating.

Table 3.26. *Round One participants*

Participant type	male	female	Total	%
EPP students	2	3	5	12,5
EPP teachers	2	12	14	35
Faculty students	8	2	10	25
Faculty teachers	7	4	11	27,5
TOTAL	**19**	**21**	**40**	**100**

Seventeen of these 40 participants (42,5%) were the panellists in Phase Two – Face-to-face Delphi. There were five EPP students (12,5%), 14 EPP teachers (35%), 10 faculty

students (25%), and 11 faculty teachers (27,5%). In total, the number of female participants was 21 (52,5%) and that of males was 19 (47,5%).

The ages of the participants are presented in Figure 3.15. As it can be seen, the number of questionnaire respondents between the ages 17-19 was four. Four others were between 20-22. Six participants were aged between 23-25. One participant was aged between 26-30. Eleven participants were aged between 30-40. Fourteen were aged 41 and above.
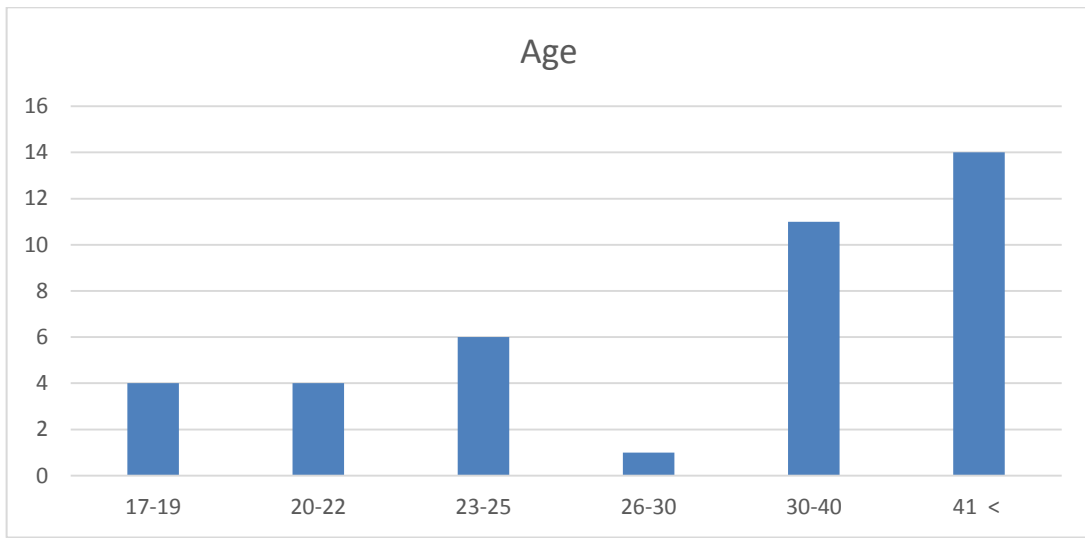
Figure 3.15. *The ages of the participants in Phase Three – Round One*

The participants in Round One were from 10 different universities. Of the 40 participants, 13 were from Anadolu University (32,5%). Eight participants were from ESOGÜ (20%). Five participants were from Hacettepe University (12,5%). Both from İstanbul Technical University and Selçuk University, there were three participants each (7,5% each). There were two participants from Middle East Technical University, Maltepe University, and Dokuz Eylül University (5% each). Yeditepe University and Bahçeşehir University participated with one respondent each (2,5%).
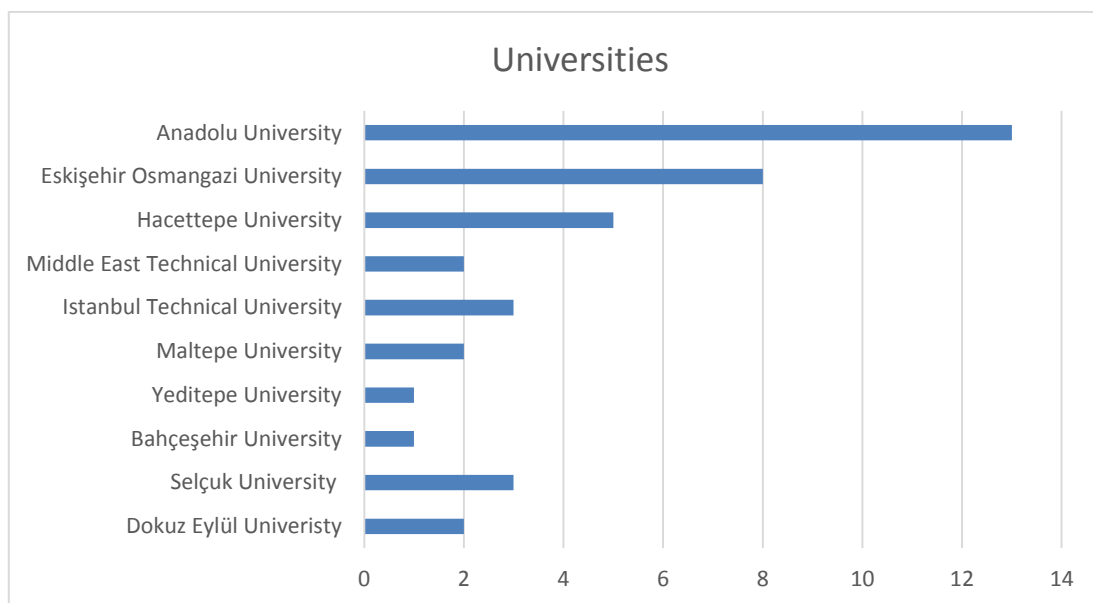
Figure 3.16. *Participants by universities in Round One* (*n*=40)

3.5.3.2. *Round two participants*

Round Two participants were mostly the same participants as in Round One. Six of the Round One participants did not take part in Round Two, and two others answered the questions in Round Two only partially. Therefore, a total of 8 participants of the 40 in Round One were not included in Round Two, leaving behind 32 experts in the second round. To increase the number of respondents, four new experts were added. The resulting number of experts in Round Two was 36.

Seventeen of the panellists who took part Phase Two, Face-to-Face Delphi and who answered the questionnaire in Round One, remained in the study in Round Two as well. The number of EPP students decreased from five to four (11,1%). The EPP teachers remained the same respondents without change (38,9%). The number of faculty students fell from 10 to seven (19,4%). Three faculty teachers withdrew from Round Two, but three new experts were included. Therefore, the number of faculty teachers in both rounds did not change (*n*=11; 30,6%).

The six participants who left were mostly male. Consequently, there were 23 female (63,9%) and 13 male (36,1%) respondents in Round Two.

The number of participants in the 17-19 and 20-22 age groups were both three. There were four participants in the 23-25 age group. Two of the participants were in the 26-30 age range. Finally, ten participants were 41 years old or above (Tabl3 3.17).

Table 3.17. *Round Two participants*

	male	female	Total	%
EPP students	1	3	4	11,1
EPP teachers	2	12	14	38,9
Faculty students	6	1	7	19,4
Faculty teachers	4	7	11	30,6
	13	**23**	**36**	

The number of participants from Anadolu University fell from 13 to 12, and that of ESOGÜ fell from eight to six. Also, one participant from İstanbul Technical University did not take part in Round Two.

To summarize, the majority of the participants were from universities in Eskişehir. Both EPP teachers and faculty teachers who were 41 and above were more willing to answer the questionnaire while younger EPP students were the least willing group. This might be due their inexperience about the future English needs compared to all the other groups including faculty students.
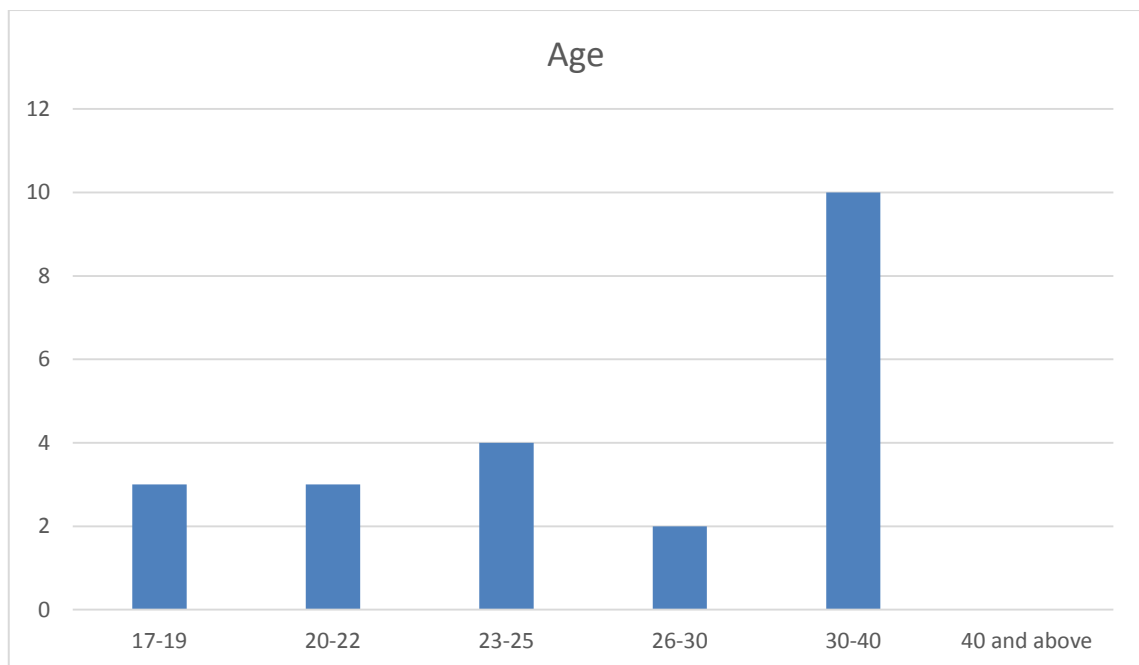
Figure 3.17. *The ages* of *participants in Round Two* (*n*=36)
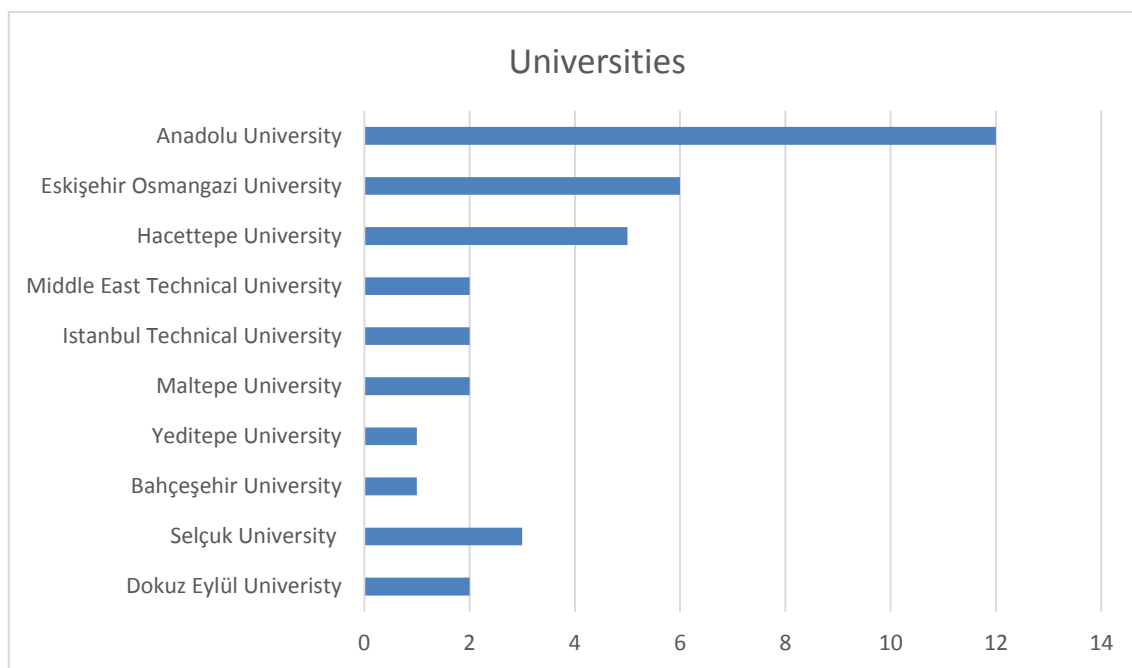
Figure 3.18. *Participants by universities in Round Two* (*n*=36)

3.6. Data Collection Procedures

The data for this three-phase study was collected through a series of steps beginning in year 2011 and ending in 2015. The data collection procedure is described phase by phase along with the dates in this section.

During the preliminary phase, the research was designed and planned taking relevant literature into consideration. The type of data and tools for data collection in Phase One were determined. After the methodology and composition tool were ready, the composition study was pilot-tested at Eskişehir Osmangazi University, Department of Foreign Languages in the Fall Term 2011. It was piloted with 526 participants. When the composition data was analysed and it was observed that the piloting yielded meaningful results, it was decided to conduct the research with a wider scope. The research proposal was made in the Fall Term of 2012.

Due to the large scope of the study, a research grant was obtained from Anadolu University, and the study was conducted as a Scientific Research Project beginning in March 2012 (Project number 1201E039). Before extending the research to other universities, an application was made to the Ethics Committee at Anadolu University. The committee checked the methodology, data collection procedures, the consent forms

as well as how the participants' rights were protected. After the permit was granted, 20 universities were sent letters to ask for conducting the research with their staff and students. Thirteen universities replied positively, but ten of these universities actually participated.

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Flowchart of Research Progress in the Preliminary Phase and Piloting

Step 1: Literature review and designing the conceptual framework of the study (2010)

Step 2: Pilot composition study with Eskişehir Osmangazi University, EPP (2011 Fall Term) (N=526)

Step 3: Research proposal (Fall Term 2012)

Step 4: Research Grant agreement (12.3.2012)

Step 5: Ethics Committee permission (5.6.2012)

Step 6: Permisssions from other universities (2012 Fall and Spring Term)

Step 7: Composition study with ESOGÜ Engineering Faculty students (21.5.2012) (N=147)

Step 8: Designing the semi-structured interview tool for EPP and faculty participants

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After piloting the composition study in the EPP of ESOGÜ, it was carried out with Engineering Faculty students in the Spring Term in 2012. At the beginning of the same term, preparations were made for the semi-structured interviews. The questions and consent forms were prepared by the researcher, and they were checked in terms of language and validity by experts at the Faculty of Education at Anadolu University.

In Phase One, the semi-structured interviews were conducted by the researcher with participants from ESOGÜ. At the beginning of the Spring Term of 2012, six EPP teachers were interviewed while towards the end of the term, six faculty students were interviewed. The interviews started by briefing the interviewees about the research and their rights, and their consent to participate was obtained. The semi-structured interviews included pre-determined questions, but the researcher asked further questions when needed. Some questions were asked on the basis of the interviewees' responses in the previously written compositions. At the end of each interview, the participants were asked if there is

anything they would like to be deleted, or any part of the recording they would not like to be used. They were assured that pseudonyms were to be used during reporting.

Flowchart of Phase One

Step 1: Conducting semi-structured interviews with ESOGÜ EPP teachers (28.1.2012-
7.2.2012) (*N*=6)

Step 2: Conducting semi-structured interviews with ESOGÜ faculty students (2.6.2012-
8.6.2012) (*N*=6)

Step 3: Ethics Commitee permission from Hacettepe University (13.12.2012)

Step 4: Ethics Commitee permission from METU (25.12.2012)

Step 5: Visits to Schools of Foreign Languages and faculties at METU and Hacettepe
University

Step 6: Collection of the composition data at Hacettepe University (6-20.5.2013) (*N*=316)

Step 7: Collection of the composition data at METU (15-22.5.2013) (*N*=761)

Step 8: Permission from Anadolu University, Schools of Foreign Languages (18.4.2014)

Step 9: Collection of the composition data at Anadolu University (31.5-2013-
17.6.2013) (*N*=1071)

Before starting to collect composition data at Hacettepe and Middle East Technical University, their ethical committees had to be visited since these two universities had their own ethical procedures to be followed. When the permissions were given by the committees, the Schools of Foreign Languages were visited in these universities to inform the administration about the research, about the data collection and to get their consent to participate. After planning how the composition tools were going to be administered, several faculties were also visited to find participants. In May 2013, the composition forms were left and collected back by the researcher about two weeks apart by visiting Ankara. Some of the forms at METU were not ready in some faculties at METU. These forms were sent by mail to the researcher. Finally, compositions from Anadolu University EPP were collected towards the end of the Spring Term in 2013. In the meantime, data

from several faculties were collected by the researcher and faculty teachers at Anadolu University.

Flowchart of Phase Two

Step 1: Communication with administrators from universities to get permissions and
    identfying participants for the face-to-face meeting (February 2014)

Step 2: Sending invitation letters (February-March 2014)

Step 3: Meeting organization preparations (March 2014)

Step 4: Meeting participants and Brainstorming Sessions 1,2, and 3 at Anadolu
    University (22.3.2014) (*n*=22)

Step 5: Brainstroming Session 4, Focus Group Discussions (23.3.2014)

In Phase Two, a face-to-face meeting was planned for further data collection. To identify the participants for the meeting, the websites of universities were checked in order to determine the faculties in which courses were delivered through the medium of English and the instructors as well as department chairs at EPPs. Then, the administrators were contacted by e-mail and phone to inform them, to ask for their permission and to determine teachers and students who could attend the meeting in Eskişehir. They were told that their accommodation, travels and catering would be covered through research funds.

When the participants were identified, they were sent letters of invitation by e-mail, consent forms, travel and accommodation details (see Appendix D for the sample mailed invitation letter, faculty teacher version). Until the meeting, detailed preparations were made for the Brainstorming and Focus Group Discussions as described in Section 3.3.2.1 and 3.3.2.2. The two-day meeting was held on 22-23 March 2014 at Anadolu University with the participation of 23 panellists, one moderator, and three assistant moderators including the researcher. The panellists came from ten different universities.

Data was collected by means of idea cards, lists of skills, discussions and voice recordings. Besides data collection, another important aim of organizing a face-to-face meeting was to meet the participants in person and increase their ownership and

motivation for the study so that they could participate more confidently in this phase and the next phase.

Flowchart of Phase Three

Step 1: Identfying new participants in addition to the 17 Phase Two panellists

Step 2: Sending invitation letters to participate (28.8.2014) (N=70)

Step 3: Administration of Round One Questionnaire – Part One – Reading and
        Writing Skills (28.8.2014-13.10.2014) (n=40) - two reminders were sent

Step 4: Administration of Round One Questionnaire – Part Two – Listening and
        Speaking Skills (17.9.2014-27.10-2014) (n=40) – two reminders were sent

Step 5: Administration of Round Two Questionnaire – All parts (16.12.2014-
        2.3.2015) (n=36) - two reminders were sent

Phase Three consisted of the online Delphi application. The experts, i.e. the participants, needed to evaluate a list of skills that was generated in the previous phases and turned into a questionnaire using a five-point Likert scale and decide how necessary each skill item is for the exit criteria. The questionnaire was administered in two rounds. The first round was the English skills that are needed as exit criteria in the EPPs as well as the English needs throughout the years in the faculties. Due to the length of the questionnaire in Round One, which consisted of 213 items and open-ended questions about where each of these skills should be taught (i.e. in EPPs, in faculties, or by students themselves), the questionnaire was administered by breaking it into two parts. The first part consisted of reading and writing skills, and it was administered between 28 August-13 October 2014 with a cover letter. Two reminders were sent to the experts until the ending date. The second part of Round One questionnaire consisted of listening and speaking skills. This part of the questionnaire was administered between 17 September-27 October 2014. Two reminders were sent to the experts.

Round Two of the questionnaire focused on the skills needed as the exit criteria only in the EPPs. As the faculty part was excluded, it did not have open-ended questions about where each skill should be taught. Since it became relatively easier to answer each

question with the elimination of the open-ended question for each item, the whole questionnaire was sent without breaking it into two parts between 16 December 2014-2 March 2015. Two reminders were sent to the experts. Due to the drop-outs, new experts were added in March to increase participation.

Of the 23 Phase Two panellists in the face-to-face Delphi, 17 participated in all rounds of the third phase. In Round One, 70 experts were invited to participate. 48 of them replied and filled in the first part of the questionnaire (reading and writing skills). However, they did not answer the second part (listening and speaking skills), so they had to be excluded. As a result, the number of participants in Round One was 40 (57,14% response rate). In the second round, eight participants did not answer or partially answered the questions. Therefore, 32 experts were left. In order to increase the number of respondents, four new experts were added later, and the final number of participants rose to 36.

To summarize the procedure, in Phase One of this study a total of 2674 participants wrote compositions, and 472 of them were analysed. Twelve of them took part in semi-structured interviews. In Phase Two, 23 participants joined the face-to-face meetings. In Phase Three, 17 of the face-to-face meeting participant continued to answer the questionnaires. In Round One of the questionnaire, 23 new participants were added to this existing expert panel increasing the total number of participants to 40. In Round Two, when eight participants withdrew from the research, four new panellists were added, so total 36 panellists contributed. As a result, the data for the study was collected from over 500 participants through a series of steps in the three-phase Delphi study.

3.7. Data Analysis

The data collected for the study consisted of both qualitative and quantitative data. As a result, both qualitative and quantitative data analysis methods were used depending on the data collection methods.

Below, the data analysis methods used for each phase and each different method are described.
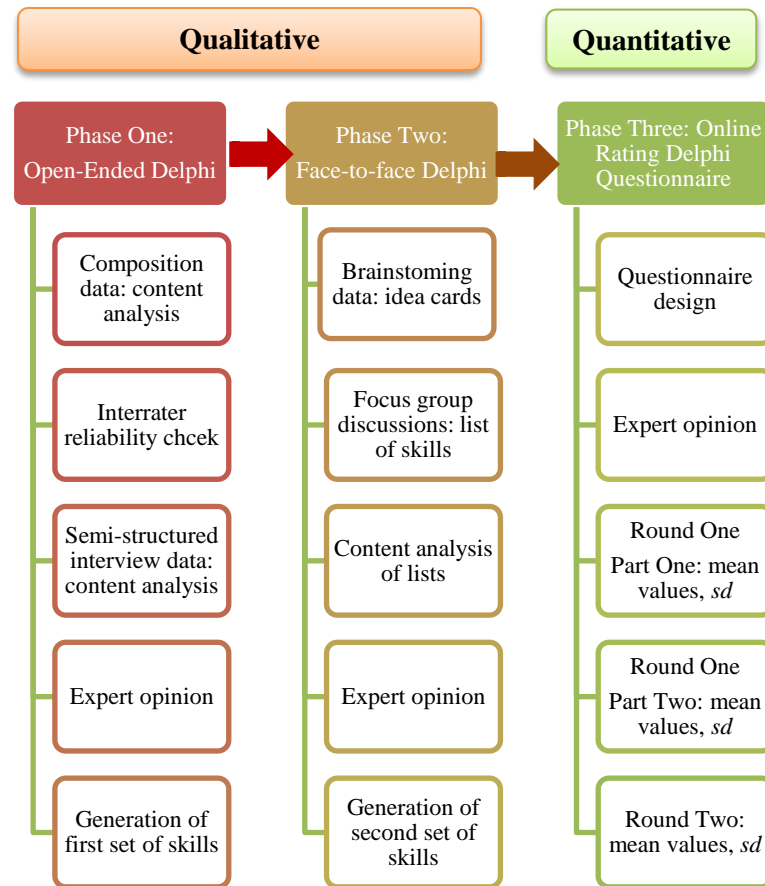
Figure 3.19. *Data collection and analysis steps in the study*

3.7.1. Phase one data analysis

Phase One data consisted of compositions and semi-structured interviews. Typically, the data collected in the open-ended phase was analysed through content analysis by identifying the themes (Powell, 2003, p. 379).

Content analysis is based on the research aims and is done with the coding of the data. The data is read through and the meaningful parts that are related to the targets of the research in the data are assigned codes. By processing the data in this way, a coding sheet is formed. The codes are merged into possible emerging themes (categories), and these are organized in a meaningful way so that their relationships are clearly identifiable. When the list of draft themes is ready, the coding sheet is used to read and analyse the data. If new and important codes emerge during coding, they can be added to the coding sheet (Yıldırım and Şimşek, 2006, pp. 228-229, p. 232).

Alternatively, instead of beginning with a total exploratory approach without a framework to start with, the researcher may use a pre-determined list of codes from

literature, or may have a general framework for coding. In the latter case, the coding is made both considering an existing theoretical framework and using a data-driven, inductive approach. The general themes are pre-determined and the codes are added below the themes as they emerge during data analysis (Yıldırım and Şimşek, 2006, pp. 228-229, p. 232). In this study, the latter approach is used while doing the content analysis.

The general themes before starting the analysis were the four skill areas of reading, writing, listening and speaking. As the compositions were being read through, the skill indicators were coded and added below each relevant theme. The codes under these themes were then grouped and listed in considering the subskills and connections between ideas (e.g. academic reading skills, general reading skills, reading comprehension, reading strategies, etc.).

For the quantitative analysis of the codes, the most common approach is using frequencies and percentages of the appearance of the codes. The quantification of findings can help to increase the reliability of the findings, decrease objectivity, making comparisons between themes, and allowing comparisons in future studies (Yıldırım and Şimşek, 2006, p. 244). In this study, the frequencies were counted for each code. However, each occurrence of the codes was important even if the frequency was as low as only one. Each idea was important to consider and was turned into questionnaire items in the third round as long as it was measurable and observable after being processed through a series of steps. Therefore, even though the frequencies may give an idea about the extent to which a skill indicator comes to the participants' minds mostly, they may not be used to draw conclusions that the less frequent ones are less important.

In accordance with the content analysis procedures described above, the compositions collected from ESOGÜ EPP were all read through to design the conceptual framework for content analysis, and the themes were identified under the four skill areas reading, writing, listening and speaking.

After selecting the compositions through stratified and random sampling (and in some cases through purposeful sampling with the nearest composition when the content was too short), 472 compositions from four universities were read by coding the data under four main themes. Of these compositions, 359 were analysed by the researcher, and 113 were analysed by an expert as a second coder due to time limitations and for

comparison and discussion of the coding. During the analysis, the frequencies of the themes were noted.

At the beginning of the composition forms, there was a background questionnaire to collect data about the respondents. These were analysed in terms of frequencies and percentages using SPSS version 11.

Of the 12 semi-structured interview voice recordings, six were transcribed and content analysis was made identifying themes through coding. However, the remaining six recordings were analysed, too, without transcriptions but by listening to the recordings and marking frequencies and codes of the themes mentioned on a code book.

During the initial stages, NVivo was used to code the data in the pilot study at ESOGÜ, EPP. However, when the study was extended to other universities, using NVivo became impractical and all of the content analyses were made manually due to the multitude of the data. Seidman (2013, p. 128) points out that coding manually first and transferring the work to computers is more advantageous as the coder might see more details on paper rather than reading from the screen and that the medium of paper offers more to the reader. Marking and labelling processes might also be easier using the paper method. As a result, the coding and labelling of the composition and transcribed ones of the interview data were made manually in this research. While coding, different colours were used to label and categorize the main themes (reading, writing, listening and speaking). Further notations were made next to some highlighted parts when necessary to identify sub-categories. Then, these categories were transferred to the computer grouping them into sub-categories.

3.7.2. Phase two data analysis

There were two types of data collection procedures in this part of the study, the Brainstorming part, and the Focus Group Discussion part. The type of data collected in the Brainstorming consisted of idea cards as described in Section 3.2.2. These cards were grouped into categories and themes instantly during the meeting.

Each skill areas (reading, writing, listening and speaking) was discussed in a different session. Therefore, these separate sessions were already means of rough divisions into themes. During the meeting, emerging ideas written on cards by experts were candidates for codes. The related cards were grouped together, and they were

assigned themes. The unclear ones were discussed as a whole group and irrelevant ones were discarded. An assistant panellist typed these grouped ideas with their themes simultaneously as Word documents on the computer during meetings. These documents were printed at the end of the sessions for the Focus Group Discussions for the next day.

In the focus group, the conversations can be kept under record in different ways depending to the type of analysis that will be made when the discussions end. According Krueger (1994, 2006), the options for analysis are transcript-based analysis, tape-based analysis, note-based analysis, and memory-based analysis. In the first option, all of the recorded sessions are transcribed and analysed. This takes time, but it has the lowest risk of errors. In tape-based analysis, the analysis report is written through abridged transcripts and field notes. In note-based analysis, field notes and summary comments are taken as basis with selective listening to the recording as needed. In this study, the note-based approach was used. During the discussion sessions, the experts were put into four groups on the basis of four main skills. They were asked to discuss upon the printed lists of skills which were grouped under themes during Brainstorming. They could edit the language, make clarifications, delete items, and make suggestions of new items if necessary. These discussions were voice-recorded if further reference to notes were needed. The data collected consisted of their notes of these lists of skills. These were analysed in terms of content.

After the experts checked the data in both parts of the face-to-face meeting, the skills generated in the lists were pooled into the master list of items collected during Phase One (compositions and semi-structured interviews) in order to prepare the questionnaire in Phase Three.

3.7.3. Phase three data analysis

According to literature, the methods for the statistical analyses of the questionnaire as well as the figures that indicate consensus may vary. The choice of the analysis may also depend on the sampling process. The analyses used in random sampling processes with sample sizes large enough to run parametric tests differ from non-probabilistically sampled data and with small group sizes, which is almost always the case in many Delphi studies. In general, while determining the consensus, various methods used in different studies include central tendency measures such as mean values, median, frequencies,

percentages, and standard deviation to determine the agreed upon ratings (e.g. Korkmaz and Erden, 2014, p. 368), interquartile range (e.g. Doğantan, 2014, p. 45; Clayton, 1997, p. 379), standard errors of the means, i.e. sample standard deviation divided by the square root of the sample size '*n*' (Liu and Anderson, 2008, p. 4) to show the consistency across raters. There is no single way suggested in literature about the statistical analyses to be used, and various combinations are used to show the rater consistency or change across rating rounds. The choice of the analysis may also depend on what kind of data collection methods are used in the modified versions of the Delphi approach.

The questionnaire type may also vary across different research studies. Clayton (1997) suggests that the rating of statements or ideas is "best done by use of a five-or seven-point Likert scale using zero as a mid (neutral) value with both positive and negative values" and analyse through an interval or quasi-interval scale of measurement. The values in the Likert scale suggested by Clayton differ from the values used in this study in the following way:

Clayton (1997, p. 379)

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
-2	-1	0	+1	+2

This study:

Strongly necessary	Necessary	Partially necessary	Unnecessary	Strongly unnecessary
5	4	3	2	1
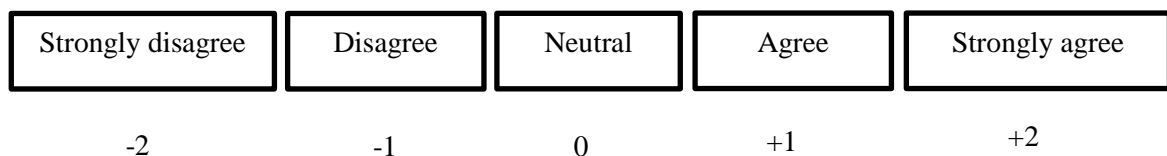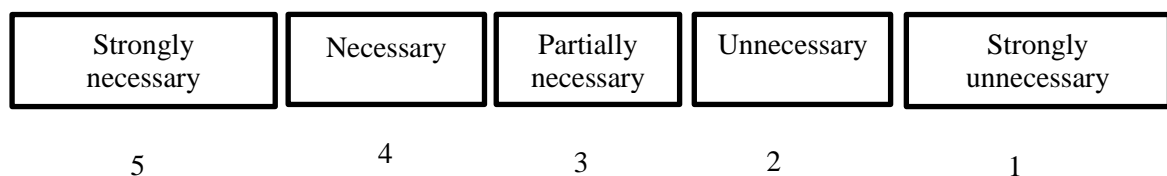
Figure 3.20. *The scale suggested by Clayton (1997) vs. the scale used in this study*

In this study, a five-point Likert scale was used ranging from 5 to 1 as did other studies (e.g. Aydın, 1999, p. 119; Korkmaz and Erden, 2014, p. 368). However, no neutral or zero level, or 'undecided' was used as a midpoint in this study and 'partially necessary' was used in the center of a continuum based on degree of necessity.

In terms of the accepted levels of agreement, Powell (2003, p. 379) exemplifies that in some studies only the items which receive 100% agreement are kept while in some

others the agreement level can be accepted as low as 55%, and still others may leave the level of agreement completely to the interpretation of the reader without determining a boundary for elimination of items. In their national study using the Delphi method to identify teaching competencies for higher education faculty members, Smith and Simpson (1995, p. 227) maintained that the higher the mean value, the higher the consensus achieved. Therefore, mean scores of 4 and above for a 5-point Likert type questionnaire meant 'strongly agree' and 'agree' indicating consensus, whereas mean values around 3 indicated 'some degree of uncertainty.' In Smith and Simpson's (1995) study 3 was 'undecided.' Linstone and Turoff (2002, p. 464) say that the rules for indicating consensus are not strict. Powell (2013) states "there seem to be no firm rules for establishing when consensus is reached, although the final round will usually show convergence of opinion" (p. 379).

In typical applications of Delphi research that consists of only a questionnaire part, the questionnaire is applied in several rounds. Usually, after the first application of the questionnaire, the responses are evaluated using measures such as mean, median, etc. Then, each expert is individually informed about these statistical group results as well as their own answer for each item. In the second round, the participants are asked to reconsider their answers in the first round. They are allowed to change their answer with or without providing a justification. This procedure is repeated until the items on which consensus is reached at the desired level (Clayton, 1997). Usually two cycles are enough, but three cycles are not uncommon. In this study, there was only one cycle for Round One and Round Two since the mean values obtained after the questionnaire administrations were already high for almost all items with an overall mean value 3,5 for 213 items, and thus, a high consensus was already reached. Besides, the long data collection procedures by applying different Delphi stages before the questionnaire had already yielded enough data to suggest exit criteria for EPPs. Lastly, the questionnaires were long and could have led to fatigue of the respondents if applied in more than one cycle. Both ratings yielded high mean values indicating high level of consensus among the experts, and second ratings for each of the rounds were not made. The results are analysed statistically and they discussed in the next chapter.

3.7.4. Reliability

Reliability in the coding can be checked by having another coder code the whole or a portion of the data, or by coding the same text by same coder with time intervals and comparing the results (Bilgin, 2006, p. 16). The intercoder reliability was tested with an expert on the 22 compositions of ESOGÜ EPP teachers. The percent agreement was 66,01% in the initial assessment with 68 codes assigned the same by both coders, and 35 codes assigned differently (total 103 codes identified). After negotiation, some of the codes in the trial codebook were clarified and re-written, and the agreement increased to 70%, which is the minimum desired level in most research. The initial codebook was further developed in the data analysis of Phase One and was used consistently during coding by two experts for the analysis of the compositions.

According to Yıldırım and Şimşek (2006, p. 266), there are some strategies to increase reliability and validity. One of them is long term interaction with the participants. When the time of interaction is longer, increasing trust can be built and the respondents can become more sincere, e.g. during interviews. As a result, the answers can become more reliable. In this study, the EPP teacher interviewees in the semi-structured interviews were familiar with the researcher. With all of the interviewees including the students, the interviews were conducted in relaxing, no-threatening environments out of the campus. Another strategy to increase reliability and validity is triangulation. Considering the three-phase approach of the study, it possible to say that the exit criteria in EPPs is investigated by means of a variety of methods and with a considerable number of participants, so triangulation was realized.

Another strategy to increase reliability is involving expert views. To increase the plausibility of the research, asking experts to investigate the study in several dimensions is one of the measures according to Yıldırım and Şimşek (2006, p. 268). The expert can critically evaluate the research in many aspects such as the methodology, the data, the analysis, the writing of the results, etc. and increase the quality of the study. In this study, this was practiced throughout the study by getting feedback from experts. Experts gave regular feedback in the planning, implication, data collection and data analysis stages. In the preparation of the questionnaire items, the experts checked the questions to make sure that they are clear, unambiguous, do not include more than one item to be rated, and do not overlap with other questions as Creswell (2005, pp. 364-367) suggested.

4. RESULTS AND DISCUSSION

4.1. Introduction

In this three-phase Delphi study, 2674 compositions were collected from the faculties and EPPs of four universities and 472 of them were analysed. Twelve semi-structured interviews were made with EPP teachers and students in Phase One to triangulate the data. In Phase Two, face-to-face meetings were held with 23 students and teachers from faculties and EPPs of 10 different universities. In the third and final phase, a questionnaire was designed deriving on the findings on the previous two phases, and it was administered two times online each with different aims, the first being where the skills should be taught (faculties, EPPs, or students' own efforts) along with what skills should be taught. There were 40 participants in this round. The second round was solely on the opinions of the participants about the skills that should be gained in the EPPs, so it concentrated on rating the exit criteria. In this round, 36 participants evaluated the necessity of the same 213 items. In this section, the findings of the research are presented phase by phase.

4.2. Findings of Phase One: Compositions and Semi-Structured Interviews

In the sections below, the findings of the two parts of Phase One are presented. First, the results of composition study are demonstrated. Next, findings of the semi-structured interviews are outlined.

4.2.1. Findings of the composition study

At the beginning of the analysis of the composition data in Phase One, all written ideas were read through. Due to sample size, it was not possible to evaluate and analyse all compositions in depth. Hence, in the composition study part of Phase One, a total of 472 compositions were selected using stratified random sampling, and purposeful sampling was also used when the compositions were too short or were mostly irrelevant. These compositions were first read through for macro analysis, i.e. to identify possible themes using a four-skills approach as a basis. That is, the first classification was made in terms of the four skill areas reading, writing, listening and speaking.

During micro analysis, the main themes and sub-themes were determined and an idea code book was written. The ideas in the compositions were coded according to this

code book. There were many ideas beyond the scope of this study such as the problems of EPP students and suggestions for the improvement of EPPs. These were ignored in this research since the aim is to describe the exit criteria for EPPs. During the coding of 472 essays, an expert helped by reading 119 of the compositions.

The results of the compositon study are presented in Tables 4.1. to Table 4.4. by means of frequencies and by all four stakeholder groups in four universities (n=252 EPP students, n=132 EPP teachers, n=82 faculty students, n=6 faculty teachers). Some frequencies were low despite 472 compositions were analysed. The main reasons for this result are that some compositions were short, and some of them consisted mainly of problems and complaints about EPPs. Since problems of EPPs are not within the scope of this study, their themes and frequencies were not taken into consideration. In the following parts, the top ranking sub-skills with a frequency above five are described for each of the four skill area.

Table 4.1 presents the findings of reading skills. There were 27 different ideas coded during the analysis of the compositions for this skill. These skills were mentioned 174 times by all stakeholder groups. 42 of the reading items were written by EPP students, 105 by EPP teachers, 18 by faculty students and nine by faculty teachers. The EPP teachers were the group that suggested most of the skills. In the preparation of the questionnaire for Phase Three, some items were eliminated or broken into parts after discussing with experts, and a total of four academic and 25 other reading skills (n=29) were evaluated later in the questionnaire.

According to the findings, the most frequently mentioned reading skill was 'Being able to read books, articles and course materials in the department/reading to follow courses' (f=59). In the second rank, 'Being able to read publications in English' was mentioned by 24 participants. The third and fourth ranks belonged to the reading skills 'Having reading skills that enable to do studies and research' and 'Being able to do critical reading (analysis, synthesis, evaluation, reaction, using in other contexts)' (f=19 and f=15 respectively). From these findings, it can be concluded that most of the skills mentioned in the compositions were related to Academic English. The frequencies of rest of the ideas coded varied between five to one. Yet, even it there was only one mention of a certain skill, these were put into the pool of items for the preparation of the questionnaire in Phase Three (See Appendix E for the sources of the items in the questionnaire).

The results for the next skill writing are presented in Table 4.2. A total of 31 different writing sub-skills were identified during the coding of the compositions. These 31 skills were mentioned 161 times (n=48 EPP students, n=98 EPP teachers, n=6 faculty students, n=8 faculty teachers). Based on the frequencies, the skill mostly mentioned was 'Being able express the studies in the faculty (experiment reports, assignments, technical reports, etc.) in written form' (f=30). This was followed by 'Being able to do academic writing for research and and studies (e.g. articles, projects, references' (f=24) and 'Being able to write various type of paragraphs and essays' (f=18). The fourth most frequently written skill was 'Being able to express one's own opinions and views' (f=16). In the following ranks, there were the skills 'Being able to answer exam questions in written form,' 'Being able to do written correspondence about one's profession' and 'Being able to express opinions about one's field in written form' (f=7, f=6 and f=6 respectively). The frequencies of rest of the ideas coded varied between five to one' The frequency of the remaining skills ranged between five to one. In terms of writing skills, most frequently stated skills needed for EPP students were academic ones along with being able to express opinions in general.

The third skill the results of which are presented is listening. As Table 4.3. shows, there were 27 different listening skills mentioned in 472 compositions. The listening skills were mentioned 120 times (n=29 EPP students, n=77 EPP teachers, n=9 faculty students, and n=5 faculty teachers). The most frequent skill identified during coding was 'Being able to listen and follow courses (e. g. lectures) in the faculty' (f=23). 'Being able to understand the interlocutor in a conversation' (f=16) was second. The third most frequently mentioned skill was 'Being able to take notes effectively during the delivery of subjects during classes in the faculty' (f=9), which was followed by 'Being able to understand and maintain communication with a foreigner' (f=8). The listening skill 'Being able to follow academic talks and discussions' ranked fifth with a frequency of seven, and 'Being able to follow and understand dialogues about everyday life' had a frequency of six mentions. The remaining listening skills had frequencies between five to one. To summarize the necessary skills for the exit criteria in EPPs, most were related to being able to understand so as to communicate with foreigners and following lectures and courses at faculties.

The last skill area analysed in the compositions was speaking. A total of 32 different skill descriptiors were identified during coding. Then frequency of speaking skills

mentioned by EPP students in all four universities was 113. The EPP teachers referred to speaking skills 107 times. The faculty students wrote about speaking skills 32 times whereas faculty teachers did so 9 times. There were 12 of skills with frequencies above five. The highest frequency was 'Being able to express one's own opnions in spoken language' with a frequency of f=43. The next skill with the second highest frequency (f=32) was 'Being able to build oral communication with foreigners in all contexts (e.g. professional, social).' In the third rank, there were the skills 'Being able to express oneself and ask questions in the courses at the faculty' and 'Being able to speak fluently' (f=27 both). The skill 'Being able to make oral presentations' had a frequency of 20. Next, 'Being able to speak to meet everyday basic needs' was mentioned by 17 participants. In addition, 'Being able to communicate easily when abroad' was also frequently stated (f=14) in the compositions. Another frequent skill (f=12) was 'Being able to answer questions orally.' Then, 'Being able to join in-class discussions' (f=10), 'Being able to express opinions about subjects related to one's field of study' (f=9), 'Being able to take part in symposiums and conferences' (f=8) and 'Having enough confidence to speak and overcome fear of speaking' (f=6) were the skills with high frequencies.

When the overall numbers of skills and the frequencies are considered (Table 4.5.), it can be seen that the productive skills had more sub-skills than the receptive skills. As for the frequencies, speaking was by far (total f=271) the mostly mentioned skill. Many students and teachers complained about lack of communicative skills and expressed the need to improve spoken skills. In contrast, the least mentioned skill was listening (f=107).

The total number of sub-skills identified in the essays was 116, and there were a total of 705 opinions referring to these sub-skills in the compositions analysed (Table 4.5).

Table 4.5. *The number of sub-skills coded and their frequencies in compositions*

Skill	Number of sub-skills mentioned	Total of frequencies
Reading	27	174
Writing	31	153
Listening	27	107
Speaking	31	271
Grand Total	**116**	**705**

Table 4.1. *The frequencies of the reading skills in the composition study*

Skills	Anadolu University				Eskişehir Osmangazi University				Hacettepe University				Middle East Technical University				TOTAL
	EPP		Faculty		EPP		Faculty		EPP		Faculty		EPP		Faculty		
	Ss (n=107)	Ts (n=61)	Ss (n=29)	Ts (n=2)	Ss (n=46)	Ts (n=22)	Ss (n=20)	Ts (n=0)	Ss (n=32)	Ts (n=13)	Ss (n=9)	Ts (n=0)	Ss (n=67)	Ts (n=34)	Ss (n=24)	Ts (n=4)	
1. Being able to read books, articles and course materials in the department / reading to follow courses	2	12	4	1			1		1	7			13	11	5	2	**59**
2. Being able to read publications in English		1	1						5				8	7	1	1	**24**
3. Having reading skills that enable to do studies and research		2		1			1		1	3			4	4	1	2	**19**
4. Being able to do critical reading (analysis, synthesis, evaluation, reaction, using in other contexts)		7				2							3	3			**15**
5. Being able to select information suitable to needs during review of literature		1								2			1	1			**5**
6. Being able to find main idea		2												2	1		**5**
7. Being able to use reading strategies effectively		3												2			**5**
8. Being able to summarize the texts read		2								1				1			**4**
9. Being able to read news	1	1											1		1		**4**
10. Being able to distinguish the salient ideas		3												1			**4**
11. Being able to understand texts about everyday life and basic needs		3												1			**4**
12. Being able to read professional texts	1									1				1	1		**4**
13. Being able to guess the meaning of words without using a dictionary		1												1		1	**3**
14. Being able to guess the meaning of unknown words from context		1												1			**2**
15. Being able to translate the text read				1					1								**2**

Ss: Students, Ts: Teachers

Table 4.1. *(cont'd) The frequencies of the reading skills in the composition study*

Skills	Anadolu University EPP		Faculty		Eskişehir Osmangazi University EPP		Faculty		Hacettepe University EPP		Faculty		Middle East Technical University EPP		Faculty		TOTAL
	Ss	Ts	Ss	Ts	Ss	Ts	Ss	Ts	Ss	Ts	Ss	Ts	Ss	Ts	Ss	Ts	
16. Being able to make use of print, visual and audio materials														2			**2**
17. Being able to read and understand texts within the field of interest		2															**2**
18. Being able to read and understand texts outside the field of interest		2															**2**
19. Being able to answer questions about the texts														1			**1**
20. Being able to build connections among ideas in a text														1			**1**
21. Being able to make inferences														1			**1**
22. Being able to understand the purpose and tone of the writer														1			**1**
23. Being able to remember what is read														1			**1**
24. Being able to make notes of the reading														1			**1**
25. Being able to read and understand exam questions														1			**1**
26. Being able to do reading for learning														1			**1**
27. Being able to read fluently															1		**1**
TOTAL	**4**	**43**	**5**	**3**		**2**	**2**		**8**	**14**			**30**	**46**	**11**	**6**	**174**

Table 4.2. *The frequencies of the writing skills in the composition study*

Skills	Anadolu University EPP Ss (n=107)	Ts (n=61)	Faculty Ss (n=29)	Ts (n=2)	Eskişehir Osmangazi University EPP Ss (n=46)	Ts (n=22)	Faculty Ss (n=20)	Ts (n=0)	Hacettepe University EPP Ss (n=32)	Ts (n=13)	Faculty Ss (n=9)	Ts (n=0)	Middle East Technical University EPP Ss (n=67)	Ts (n=34)	Faculty Ss (n=24)	Ts (n=4)	TOTAL
1. Being able express the studies in the faculty (experiment reports, assignments, technical reports, etc.) in written form	1	8							3	1			7	6	2	2	**30**
2. Being able to do academic writing for research and studies (e.g. articles, projects, references)	1	4	1						2	6			5	4	1		**24**
3. Being able to write various type of paragraphs and essays		2	1						3	2		1	4	4	1		**18**
4. Being able to express one's own opinions and views	5	2					1							7		1	**16**
5. Being able to answer exam questions in written form		1											2	3		1	**7**
6. Being able to do written correspondence about one's profession	1	1											1	3			**6**
7. Being able to express opinions about one's field in written form										2			2	2			**6**
8. Beimg able to take notes to be used in studies throughout the education in the faculty		1		1						3							**5**
9. Being able to write for everyday purposes and needs	1	2											2				**5**
10. Being able to write clearly, fluently and connectedly (considering coherence and cohesion)		2												2		1	**5**
11. Being able to summarize texts		3															**3**
12. Being able to write to survive when abroad		2											1				**3**
13. Being able to express opinions about current issues		1											2				**3**
14. Being able to express opinions and likes about everyday subjects		1								1			1				**3**
15. Being able to write about subjects within the field of interest and known subjects		3															**3**

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Table 4.2. *(cont'd) The frequencies of the writing skills in the composition study*

Skills	Anadolu University				Eskişehir Osmangazi University				Hacettepe University				Middle East Technical University				TOTAL
	EPP		Faculty		EPP		Faculty		EPP		Faculty		EPP		Faculty		
	Ss	Ts	Ss	Ts	Ss	Ts	Ss	Ts	Ss	Ts	Ss	Ts	Ss	Ts	Ss	Ts	
16. Being able to write explicitly using clear, concrete and descriptive expressions so that the reader does not have to infer		2												1			**3**
17. Being able to write about subjects outside the field of interest and unknown subjects		2															**2**
18. Being able to write argumentation and comment type of texts		1												1			**2**
19. Being able to synthesize and write information from various resources													1	1			**2**
20. Being able to consider textual organization while writing		2															**2**
21. Being able to write without reference books or support		1											1				**2**
22. Being able to write petitions														2			**2**
23. Being able to translate from Turkish to English				1													**1**
24. Being able to do formal correspondence	1																**1**
25. Being able to consider the stylistic aspects of the text type written		1															**1**
26. Being able to use necessary resources for the writing skills that need further development		1															**1**
27. Being able to write letters										1							**1**
28. Being able to generate ideas for writing									1								**1**
29. Being able to answer question at sentence level														1			**1**
30. Being able to paraphrase														1			**1**
31. Being able to use a variety of writing techniques and strategies														1			**1**
TOTAL	**10**	**43**	**2**	**2**			**1**		**9**	**16**		**1**	**29**	**39**	**4**	**5**	**161**

Table 4.3. *The frequencies of the listening skills in the composition study*

Skills	Anadolu University EPP Ss (n=107)	Ts (n=61)	Faculty Ss (n=29)	Ts (n=2)	Eskişehir Osmangazi University EPP Ss (n=46)	Ts (n=22)	Faculty Ss (n=20)	Ts (n=0)	Hacettepe University EPP Ss (n=32)	Ts (n=13)	Faculty Ss (n=9)	Ts (n=0)	Middle East Technical University EPP Ss (n=67)	Ts (n=34)	Faculty Ss (n=24)	Ts (n=4)	TOTAL
1. Being able to listen and follow courses (e. g. lectures) in the faculty	1	6	1						1	3			2	6	1	2	**23**
2. Being able to understand the interlocutor in a conversation	7	1	1						1	1				3	1	1	**16**
3. Being able to take notes effectively during the delivery of subjects during classes in the faculty		3		1					1	1				3			**9**
4. Being able to understand and maintain communication with a foreigner			2						2	1			2		1		**8**
5. Being able to follow academic talks and discussions		3								3				1			**7**
6. Being able to follow and understand dialogues about everyday life		4								1					1		**6**
7. Being able to comprehend the questions directed to oneself	1								1	1				1	1		**5**
8. Being able to take notes during academic talks		2								1			1				**4**
9. Being able to understand speeches in a conference		1								2			1				**4**
10. Being able to understand interpret what is listened to during the studies in the faculty		3															**3**
11. Being able to comprehend the audio materials (e.g. PowerPoint presentations, lectures using the board)		1												2			**3**
12. Being able to listen to and understand subject within the field of interest		1												2			**3**

Table 4.3. *(cont'd) The frequencies of the listening skills in the composition study*

Skills	Anadolu University EPP		Faculty		Eskişehir Osmangazi University EPP		Faculty		Hacettepe University EPP		Faculty		Middle East Technical University EPP		Faculty		TOTAL
	Ss	Ts	Ss	Ts	Ss	Ts	Ss	Ts	Ss	Ts	Ss	Ts	Ss	Ts	Ss	Ts	
13. Being able to listen to and understand subject outside the field of interest		1							1					1			**3**
14. Being able to listen so as to survive in the target culture	1	1											1				**3**
15. Being able to follow and understand the events in news channels	1	1							1								**3**
16. Being able to transfer the information gained from the listening to other contexts										1				2			**3**
27. Being able to understand different accents									1				1	1			**3**
18. Being able to make summaries about what is listened to during the studies in the faculty		2															**2**
19. Being able to use listening strategies		2															**2**
20. Being able to identify the main ideas during listening		1												1			**2**
21. Being able to do critical listening (analysis, synthesis, evaluation, reaction, using in other contexts)	1													1			**2**
22. Being able to understand notifications and announcements		1															**1**
23. Being able to take notes in non-academic contexts (e.g. notifications, announcements)		1															**1**
24. Being able to distinguish important information in what is heard		1															**1**
25. Being able to react meaningfully to what is listened to		1															**1**
26. Being able to understand instructions in Aviation				1													**1**
27. Being able to understand the purpose, and the tone of the speaker														1			**1**
TOTAL	**12**	**37**	**4**	**2**					**9**	**15**			**8**	**25**	**5**	**3**	**120**

Table 4.4. *The frequencies of the speaking skills in the composition study*

Skills	Anadolu University EPP Ss (n=107)	Ts (n=61)	Faculty Ss (n=29)	Ts (n=2)	Eskişehir Osmangazi University EPP Ss (n=46)	Ts (n=22)	Faculty Ss (n=20)	Ts (n=0)	Hacettepe University EPP Ss (n=32)	Ts (n=13)	Faculty Ss (n=9)	Ts (n=0)	Middle East Technical University EPP Ss (n=67)	Ts (n=34)	Faculty Ss (n=24)	Ts (n=4)	TOTAL
1. Being able to express one's own opnions in spoken language	7	6	2				2			2	1		12	6	3	2	**43**
2. Being able to build oral communication with foreigners in all contexts (e.g. professional, social)	8	4					1		4	2	1		11		1		**32**
3. Being able to express oneself and ask questions in the courses at the faculty	2	2							1	4			6	10	1	1	**27**
4. Being able to speak fluently	5	1	2	1			1		3				8	2	4		**27**
5. Being able to make oral presentations		3	1				2		2	4			3	4	1		**20**
6. Being able to speak to meet everyday basic needs	4	2	1				1						4	3	1	1	**17**
7. Being able to communicate easily when abroad	2	2							2	3	1		3	1			**14**
8. Being able to answer questions orally	3	1							2				2	3	1		**12**
9. Being able to join in-class discussions		2											3	3		2	**10**
10. Being able to express opinions about subjects related to one's field of study		3	2											3	1		**9**
11. Being able to take part in symposiums and conferences		1					2						1	4			**8**
12. Having enough confidence to speak and overcome fear of speaking	1		2						2							1	**6**
13. Being able to do studies and research about the field of study		2								1				2			**5**
14. Being able to use correct pronunciation									3				1	1			**5**
15. Being able to express opnions about current issues		1	1										1	2			**5**
16. Being able to build communications with foreigners easily in professional life		1	1										1				**3**

Table 4.4. *(cont'd) The frequencies of the speaking skills in the composition study*

Skills	Anadolu University				Eskişehir Osmangazi University				Hacettepe University				Middle East Technical University				TOTAL
	EPP		Faculty		EPP		Faculty		EPP		Faculty		EPP		Faculty		
	Ss	Ts	Ss	Ts	Ss	Ts	Ss	Ts	Ss	Ts	Ss	Ts	Ss	Ts	Ss	Ts	
17. Being able make explainations with comments		1												2			**3**
18. Being able to express likes, views and opinions	1													2			**3**
19. Being able to talk about subjects within the field of interest		2													1		**3**
20. Being able to deliver a subject in class			2											1			**3**
21. Being able to state opinions when asked	1		1											1			**3**
22. Being able to talk about subjects outside the field of interest		2															**2**
23. Being able to paraphrase ideas if one is not understood by others		1												1			**2**
24. Being able to persuade others	1														1		**2**
25. Being able to talk about one's experience and knowledge in one's own field of expertise													1				**1**
26. Being able to take part in interviews													1				**1**
27. Being able to buy products							1										**1**
28. Being able to put forward and develop ideas about a subject		1															**1**
29. Being able to ask the interlocutor to repeat what he/she said if one does not understand		1															**1**
30. Being able to use concrete expressions and make descriptions		1															**1**
31. Being able to transmit what is heard to the interlocutor	1																**1**
TOTAL	**36**	**40**	**15**	**1**			**10**		**19**	**16**	**3**		**58**	**51**	**14**	**8**	**271**

The set of skills obtained at this stage of the study were discussed after analysis, and those that are measurable and observable were re-written to transform them into questionnaire items in Phase Three.

4.2.2. Findings of semi-structured interviews

The interviews with 6 EPP teachers and 6 faculty students from ESOGÜ were analysed through content analysis. Due to saturation of the data and time constraints, the interviews were not conducted further with other participants. A total of 21 skills that were used in the Phase Three questionnaire were found in this interview data. The list of sub-skills list used in Phase Three and that were taken from interviews are presented below.

In terms of reading skills, eight sub-skills in the questionnaire were taken from the interviews. These were the following (the numbers refer to the questionnaire item number):

1. Being able to read the course books, articles and course materials of the department to be able to follow courses in faculty

3. Being able to read and understand examination questions and assignments

4. Being able to read and understand scientific articles

6. Being able to read and understand literary work such as classical novels, stories, columns

16. Being able to understand materials in print media (newspapers, magazines) broadly

20. Being able to read instruction manuals

39. Being able to read a text without hesitation and at a speed to follow what is read even if it is not as comfortable as in the native language

51. Being able to use the internet for reading.

The first three sub-skills (Item 1, 3, and 4) refer to academic skills that are directly related to studies in the faculty. Two of these are mostly everyday-life related sub-skills in reading such as literay works and print medis (6, 16). Items 20, and 51 can be both everyday English reading skills and also academic reading skills. Item 39 is about the speed of reading.

According to the interview data, there were also some writing skills (f=8) mentioned as necessary for EPPs. These eight writing skills were:

53. Being able to take notes of the information presented in the classes

54. Being able to do academic writing (articles, projects, references, papers, slide presentations, etc.) for research and academic work

55. Being able to provide written answers to examinations in the faculty

65. Being able to express thoughts, feelings, views, comments and likes

80. Being able to synthesize and transfer knowledge that is acquired from various resources

86. Taking care of the wholeness of introduction, development and conclusion

115. Being able to write a word according to its pronunciation even though one does not know the word

117. Being able to use resources (internet, reference books, etc.) to compensate for weaknesses about writing

Of these eight sub-skills, the first three (Items 53, 54, and 55) were clearly academic skills needed in the faculty. Skills such as expressing thoughts, synthesizing and transferring knowlegde, paying attention to the introduction, development and conclusion, and being able to use different resources are general sub-skills that could be used both in academic and everyday life (Items 65, 80, 86, and 117). Item 115 is also a global skill that enables learners to write fast, especnially during note taking in both faculties and everyday situations.

The third skill investigated in the interview data was listening. Form the analysis of the data, five listening skills were extracted that could be used in the questionnaire part. These skills were the following:

118. Being able to follow courses (lectures, etc.) in the faculty by listening

127. Being able to follow conversations

133. Being able to follow radio conversations

134. Being able to listen to and follow events by watching new channels and TV programs (e. g. documentaries, interviews)

139. Being able to understand and maintain communication with a foreigner

Among the skills mentioned, the first one (Item 118) was the academic skill being able to follow courses. The remaining four skills (Item 127, 133, 134 and 139) could be considered applicable in both academic and non-academic environments since following conversations and communicating with foreigners, listening to radion conversations and following TV programs including documentaries could be needed in both contexts.

The final skill investigated was speaking. Four sub-skills that could be used in the questionnaire were identified in the interview data. These were the following:

166. Being able to ask questions in classes
180. Being able to speak appropriate to social contexts (introducing oneself, making discussions in social groups, etc.)
186. Being able to maintain oral communication with ease when abroad
212. Being able to express oneself comfortably

The first item in the data (Item 166) was a sub-skill related to studies in faculties. The three remaining ones (Items 180, 186, and 212), which were speaking in scoial contexts, maintaining oral communication abroad and expressing oneself comfortably were applicable both for academic and non-academic contexts. Especially item 212 was the most frequently mentioned sub-skill throughout compositions and interviews in Phase One.

Below are some extracts from the interviews with the faculty students from ESOGU, Engineering Departments. The first extracts reflect the general expectations from the EPPs:

- *"EPPs should prepare students for the faculties."* (Student M)
- "*EPPs should not prepare students only for faculties but should also aim for beyond university."* (Student F)
- *"My expectation was that I could communicate comfortably and get my ideas across easily when I finish prep. But once I started, everything became testing oriented."* (Student E)
- *"Mastering writing and speaking skills is more important than grammar."* (Student M)
- *"There should a be a standardization all over Turkey about EPPs. For instance, my friend finished the EPP in A University, but B University did not accept it. So he had to study there for another year."* (Student B)

- *"There should be faculty related courses in the EPP. They should prepare students for the faculty."* (Student B)

As these views demonstrate, the students mainly believed that EPP do not generally aim at preparing students for faculties but teach more general, everday English. In the interviews, they stated that faculties and EPPs should collaborate and coopearate to build bridges between them and integrate faculty related content to EPPs. Some students believe that EPPs should aim to teach English that would help them beyond tertiary education. Another common concern was the heavy emphasis on grammar-based instruction. The students stated that there should be more focus on productive skills instead of grammar. One student also mentioned about the inequalities between EPPs giving an example of his friend whose EPP training was not accepted by another university. Therefore, he pointed out to the need of standardization.

The following extracts are related to the reading skills:

- *"In my department, Mechanical Engineering, machine use is something international, and the instruction manuals are in English, so we need English. We use computer programs. Their language is English, too."* (Student E)
- *"The most important aim of EPPs should be enabling students to read and understand articles in his field."* (Student M)
- *"When I try to read magazines in English, I cannot read generally. We do not have enough vocabulary. But I can read books in my faculty. We are familiar with technical terms. We don't have problems with coursebooks."* (Student F)
- *"The student should be able to read everything comfortably, be it a departmental article, a newspaper columns, or something related to social life."* (Student E)
- *"Students should be able to newspapers and staged-readers a little above the intermediate level"* (Student B)

The students indicated that as far as reading is concerned, the EPPs should prepare them fot the studies in faculties. However, one student said that since Engineering is a mechanical field, students do not have much difficulty in reading as long as they know the terminology in English, but they problems in reading general English materials. As a result, some said that EPPs should equip them with skills that enable to read in botn academic and non-academic context.

To give examples for the writing skills, the following extracts can be presented from the student interviews:

- *"We take notes in lectures and do exams in English."* (Student B)
- *"When I finish university, I need to able to write formal letters and reports for my employer. The skills taught in the EPP like comparing A city to B city are not useful I think. They should guide more towards professional life and the faculty."* (Student B)
- *"A student should know how to write an essay with its parts."* (Student N)
- *"Students should be able to write articles in their field. This should be one of the fundamental aims of EPPs."* (Student M)
- *"The student should be able to express feeling and comments easily in written form."* (Student E)
- *"Because our faculty is a technical one, we don't write much in our classes."* (Student F)

Similar to the previous two skills above, Student B emphasized the need to work more on faculty-related needs and professional life. Student N and E talked about the necessity to learn how to write essays and articles in EPPs while Student E highlighted the need to express feelings without mentioning a certain genre. On the hand, Student F claimed that they do not write much because their department is a technical one.

Regarding the listening skills, the following extracts are taken from the interview data:

- *"We have weaknesses in practical skills. For instance, we don't have much difficulty in reading resources in the faculty, but in practice, we have difficulty in understanding the teacher."* (Student F)
- *"Due to pronunciation we may not understand the speech. But when the person writes it on the paper, you can understand it."* (Student O)
- *"Students should be able to understand the questions of the teacher. We cannot understand the teacher [in the faculty]."* (Student N)
- *"Our classes are numerical oriented. There are some formulaic expressions such as ... If you know this formula, you can understand it easily. English can be enough for this. But once the teacher starts telling a story about it, we cannot understand. Our listening did not develop enough for this in the EPP."* (Student M)
- *"A student watching a movie in English should be able to decode at least 60% of it."* (Student E)

Related to faculty studies, Students F, O and N expressed that they have difficulty in understanding the teachers. Some said that this due to the insufficient listening practice in the EPP, while a few students mentioned that this might due to the individual talking style and pronunciation of the teachers. Student M said that usually, they understand the language related to formulaic descriptions in the faculty, but when the teacher begins to

talk about everyday life, they have problems understanding him. To give an example of the desired level of listening proficiency, Student E says that they should be able to understand at least 60% of the movies without subtitles.

About the final skill speaking, the student views include the following:

- *"We don't have enough confidence to ask questions to the teacher in the faculty. Even if we do not understand the lesson, we cannot ask questions. We understand only the 40-50% of it. Because of the pronunciation, we do not understand the content. We try to solve this problem later by studying and reading on our own."* (Student O)
- *"In general, we cannot ask questions in the faculty, so we do not ask."* (Student F)
- *"Sometimes we get in touch with people abroad about our studies. We need English to have contact with them both for technical and for social purposes."* (Student E)
- *When a student finishes EPP successfully, I want to emphasize successfully here, he should build communication with others easily and comfortably, and even help other people around to communicate."* (Student E)
- *"Students finishing EPPs should be able to communicate comfortably when they encounter foreigners, engage in conversation about all kinds of subjects."* (Student M)
- *"The EPP was very weak in terms of speaking. The teachers were also right; were they going to teach writing, or grammar, or speaking? There was not enough time, and speaking always came last. Listening was relatively better because it was tested."* (Student B)
- *"We have very weak practical [speaking] skills. The weakest skill is speaking."* (Student F)
- *"I wish we had native speakers and more speaking classes."* (Student O)

With respect to speaking skills, Students F and O mention about the problems that they cannot ask questions in the faculty classes, and often they refrain from asking because they do not have the necessary speaking skills. They try to compensate this weakness reading the course materials later. Student E and M highlight the impoartance of being able to speak in all kinds of contexts, including academic, professional and social ones. Student E emphasizes the desired level as being able to help others around to communicate if necessary. Students B and F stated that the EPP was very weak in teaching speaking skills, and it was often neglecgted. Student O maintained that there should be native speakers who teach this skill and the number of speaking classes should be increased.

Below are some extracts from the interviews with EPP teachers from ESOGU:

- *"The general aim of EPPs is to enable students to follow courses in faculties."* (Teacher G)

- *"They should be able to use the internet easily for communication."* (Teacher M)
- *"They should be able to follow the literature in English."* (Teacher E)
- *"They should be able to write and understand articles."* (Teacher Ö)
- *"They should be able to express themselves when they go abroad."* (Teacher G)
- *"They should know how to quote in writing."* (Teacher Ö)
- *"They should understand most of the foreign TV programs and newspapers."* (Teacher M)

The EPP teachers expressed similar skills as mentioned by faculty students. Therefore, the findings of the semi-structured interviews were were supportive of each other in both groups of stakeholders. Because no new themes and codes appeared in the interviews, the protocols were not taken further than 12 interviewees.

4.3. Findings of Phase Two: Brainstorming Sessions and Focus-Group Discussions

The brainstorming sessions were held in four sessions each lasting about 2-3 hours with the participation of 23 panellists. Each session was allocated for one particular skill. In the first session, the exit criteria opinions for reading skills were obtained by having the panellists write their views on colourful cards as described in the Methodology chapter. This was followed by the writing skill in the afternoon session. The following day, speaking and listening skills were examined.

The brainstorming sessions yielded a total of 208 cards regarding the skills needed for exit conditions. Of this total number, seven cards were more related to suggestions about how to improve the speaking skills rather than exit criteria, so they were excluded from the skills list. These were presented in a separate table in the findings of the speaking skill below. The remaining 201 cards included a mixture of views some of which were both measurable and assessable and some views which cannot be assessed directly. During the Focus Group Discussions, the panellists added a total of nine new ideas (one to writing skills, four to the listening skill, and four to the speaking skill) that were not written on the cards. As a result, excluding the seven suggestion cards in speaking, the collection of 201 cards in Brainstorming and nine additional ideas during the discussions yielded 210 ideas about the skills needed in the EPPs. All these views are presented in the tables below allocated for each skill.

Some cards expressed the same or similar ideas. Most of the ideas elicited in Phase Two were used in Phase Three – the online rating rounds through the questionnaire. If there were modifications during the Focus Group Discussions, these were indicated in the

table. If the ideas were or were not used in Phase Three, they were shown, too. If there were more than one of the same type of idea, they were all marked as 'used in Phase Three' with a checkmark. However, these repeating ideas were represented through one questionnaire item in the online questionnaire in Phase Three. All modifications in the original ideas written on the cards during Brainstorming are explained, including their modifications when they became questionnaire items. Yet, even if some of the views of the participants are not used in Phase Three, they are still worth to consider. Considering the nature of the methodology, each phase in a Delphi yields ideas that are valuable own their own, and they do not have to be rated though a questionnaire. Brainstorming and Focus Group Discussion could have been used as a Delphi study on their own. Therefore, even the eliminated ideas that do not become questionnaire items might reflect the stakeholders' views to make decisions about the exit criteria in EPPs. The reasons that a third phase was added was to reduce the number of ideas to more manageable sizes and prove statistically that they are results of high consensus. The sub-skills for each skill below is presented comparatively whether the ideas generated were or were not used in Phase Three.

Table 4.6. *The Number of Cards Collected During Brainstorming*

Skills	Number of Cards	New ideas Added During FGDs
Reading	44	-
Writing	60	1
Listening	52	4
Speaking	45	4
TOTAL	**201**	**9**

During the Brainstorming sessions, the panellists wrote their opinions on pre-numbered cards in Turkish. The cards were then grouped together in terms of their content. Tables 4.7-4.10 present the translated views of the panellists.

After the cards were collected, they were discussed about during the Focus Group Discussions. In these discussions, the panellists reorganized, edited, or discarded the cards as needed. Before the questionnaire preparation for Phase Three, the ideas collected were turned into skill items by reviewing each with a group of experts in the Faculty of Education at Anadolu University. The items were edited, and organized so that they express one skill at a time. Some skills that are not observable or measurable were deleted. In the next section, the findings for each skill are presented in terms of both Brainstorming

and Focus Group Discussion (FGD) sessions. In the tables, their modifications after the FGDs and by the experts, and whether these items were used or not used in Phase Three are indicated.

The number of cards obtained in each session were 44 pieces for the Reading skill, 60 for Writing, 45 for the Speaking skill (with an additional seven cards which can be considered as suggestions rather than skills), and 52 for Listening (total 201). During the Focus Group Discussions, the panellists made new suggestions for the writing, listening and speaking skills. These new ideas that did not exist in the 201 cards are also included in the tables.

4.3.1. Findings for reading skills

In the Brainstorming Session for the skill reading, a total of 44 cards were collected from the panellists. During Brainstorming, these ideas were grouped and typed under related categories. In the Focus Group Discussions, the panellists organized the cards into the following groups:

Reading Skills
- Comprehension
- Contextual
    - Looking for specific information
    - Inferencing & Interpreting
    - Main ideas
- Text types
- Vocabulary knowledge
- Grammar knowledge
- Attitude

The panellists identified five main groups. The 'Comprehension' group had four sub-groups.

These lists were revised and checked in terms of grouping by two experts – one from the English Language Teaching Department and the other from the Educational Sciences Department – and by the researcher. A few cards which did not belong to the category according to the experts were placed into the relevant group. Some categories were re-named. For instance, the sub-category 'Contextual' under 'Comprehension' actually consisted of 'guessing vocabulary meaning from context' skills. The ideas for

the reading skill are presented in Table 4.7. In the table, the ideas that were the same or similar were listed under the category labels. Each card was given a number before they were given to panellists in order to refer to them during analyses. The table shows how many cards exist under a certain category, the ideas by the panellists (translated into English by the researcher) and the card number.

The cards were grouped by the experts and researcher into the groups of the following:

a- Text types

b- Overall comprehension

c- Reading skills and strategies

- main ideas

- specific ideas

- skimming and scanning

- inferencing

- referring expressions

- identifying the purpose of reading

- interpreting and commenting

- answering questions

- guessing meaning from context

- reading aloud

d- Vocabulary knowledge

e- Grammatical knowledge

f- Dictionary skills

There was only one card about the 'Attitude' category identified by the panellists (Card Number 86). This was integrated into the section 'overall comprehension' after discussions with experts.

Seven types for reading were mentioned by the panellists, as shown in the section 'a- Text types' in the table. Cards Number 57, 7, 16, 56, 13, 40, and 11 were about the text types. Three of them (57, 7, and 211) were related to educational and formal contexts (coursebooks, scientific articles and official correspondence), while three were related to social contexts (No. 56, 13, 40: classical novels, print media, and texts in social life). One panellist maintained that students should be able to read and comprehend any type of texts when they finish EPPs. The educational types were later labelled as 'Academic reading'

in Phase Three – Online Delphi Questionnaire. In the Focus Group Discussions, the panellists commented that ability to read classical novels might not be a necessary skill for EPP students' exit criteria. However, other panellists wrote it as a necessary skill. Also, in the compositions in Phase 1, this sub-skill was commonly referred to. Only Card Number 11, which said 'Students need to able to understand any foreign resource clearly when they finish preparatory school.' was deleted in this part. The expression was vague and did not refer to any specific text type, so it was agreed that it should be deleted. All the sub-skills this except this one in this section were used later in Phase 3.

Seven other cards (No. 18, 43, 1, 21, 5, 100, and 86) were related to overall comprehension levels of texts as mentioned in the 'b- Overall comprehension part.' Although 'Being able to understand about 70-80% of the text' (No. 21) was deleted later in the focus group, it was used in Phase Three combining it with 'Being able to understand the general idea even though the whole text is not understood' (No. 1) after consulting experts because it indicated a rough level of understanding, i.e. by understanding '70-80%' of the material, the majority of the texts should be understood. Card No. 5 'Being able to read at such a speed as to follow and understand what it being read' and Card No. 100 'Being able to understand what is read in a short time' were written during Brainstorming, but these were deleted by the FG panellists. However, both ideas were kept after consulting experts in Phase Three because they expressed the need to read fluently and aimed at comprehending the text while doing so. In addition, Card No. 43 was combined with Card No. 43 (Being able to read a text without hesitation even if it is not as comfortably as in the native language). The combined version became 'Being able follow and understand what is being read fluently even if it is not as comfortably as in the native language.' Two cards in this section (No. 18: 'Being able to understand the message of a text read easily' and No. 86: 'Getting away from the prejudice that he/she will not be able to understand despite reading') were not used in Phase Three even though these were not deleted in the FGDs. The first of these ideas was not easily assessable as 'understanding easily' is difficult to observe. The second idea put forward during brainstorming was related to an attitude rather than a skill. Although the ideas like these that were not observable or measurable were not used in the questionnaire in Phase Three, they still deserve consideration in designing EPP curricula.

Most of the remaining cards were grouped under 'reading skills and strategies.' These consisted of understanding and identifying main ideas (n=3 similar cards, all

combined into one idea in Phase Three); identifying specific information and distinguishing them from main ideas (*n*=2); skimming and scanning (*n*=2); making inferences (*n*=3 similar cards (No. 47, 17, and 52 were combined into one skill in Phase Three); comprehending referring expressions (*n*=1); identifying the purpose of and having a purpose for reading (*n*=2); being able to interpret and make comments on the text (*n*=3); answering questions related to the text (*n*=1); and guessing the meaning of unknown words and idioms from the text without using a dictionary (*n*=8). The most frequently mentioned skill was guessing the meaning of unknown words and idioms with eight mentions. Seven cards (No. 3, 50, 54, 26, 10, 23 and 51) expressed nearly the same idea of guessing meaning from context without using a dictionary using context clues. These were combined into one idea and used in Phase Three. In this 'guessing meaning from context' section, Card No. 145 'Having opinion with ease about idiomatic expressions in a text' was modified and used as in Phase Three as 'Being able to understand the idioms in the text.' Instead of a guessing skill, it became knowledge of idioms in Phase Three. Card No. 90 'Determining the purpose of reading before reading' was deleted by the FG panellists, but it was kept for Phase Three because for an EPP student, having a purpose to read (e.g. to scan to find specific information, to skim to decide whether the text is appropriate for a certain need, to read for pleasure, etc.) might be a useful skill. In this part, Card No. 42 'Being able to interpret the texts read' was edited in FGD as 'Being able to do critical reading.' This edited idea and the two others were all used in Phase Three. The final skill suggested was a card which was not numbered, and it expressed 'Being able to pronounce words fast and correctly while reading aloud.' This idea was used in Phase Three.

Other supporting skills mentioned during the reading session were having rich vocabulary knowledge (n=2); possessing overall knowledge of grammar and being able to analyse and interpret sentences with complex grammatical structures (n=2); and ability to use monolingual dictionaries (n=1).

Table 4.7. *The results of Brainstorming and Focus Group Discussions for reading skills*

Reading sub-skills in Brainstorming and Focus-Group Discussions	Card number	Deleted/ edited by Focus Group	Used in Phase 3
a- Text types			
1 Being able to understand coursebooks in the faculty	57		✓
2 Being able to understand scientific articles (*edited in FGD: … to a certain extend) (** FGD comment deleted)	7	*	✓ **
3 Being able to understand and grasp official correspondence (** 'international correspondence')	16		✓
4 Being able to read and understand classical novels	56		✓
5 Being able to understand materials in print media broadly	13		✓
6 Being able to understand a text read in social life (*edited in FGD: such as letters, menus, maps) (** 'social life' is changed to 'texts about everyday basic needs'	40	*	✓ **
7 Students need to able to understand any foreign resource clearly when they finish preparatory school.	11	deleted	not used
b- Overall comprehension			
1 Being able to understand the message of a text read easily	18		not used
2 Being able to read a text without hesitation even if it is not as comfortably as in the native language (** used in Phase 3 by combining it with card Nr. 5)	43	deleted	✓ **
3 Being able to understand the general idea even though the whole text is not understood	1		✓
4 Being able to understand 70-80% of the text read (** used in Phase 3 by combining it with card Nr. 1)	21	deleted	✓ **
5 Being able to read at such a speed as to follow and understand what is being read	5	deleted	✓
6 Being able to understand what is read in a short time	100	deleted	✓
7 Getting away from the prejudice that he/she will not be able to understand despite reading	86		not used
c- Reading skills and strategies **Main ideas**			
1 Being able to find the main ideas in texts	19		✓
2 Being able to identify the main idea	49		✓
3 Being able to comprehend the main idea	62		✓

Table 4.7. *(cont'd) The results of Brainstorming and Focus Group Discussions for reading skills*

		Card number	Deleted/ edited by Focus Group	Used in Phase 3
	Specific ideas			
1	Being able to find specific information given in the text (*edited in FGD: Scanning) (** Since scanning was another item, the unedited version was used in Phase Three.)	1000	*	✓ **
2	Being able to distinguish sentences that support a main idea	64		✓
	Skimming and scanning			
1	Being able to understand the content of the text quickly through skimming	28		✓
2	Being able to scan the text quickly	14		✓
	Inferencing			
1	Being able to make inferences	47		✓
2	Being able to make inferences using clues in the text	17		✓
3	Being able to decode meaning of what is covertly stated	52		✓
	Referring expressions			
1	Being able to understand what referring expressions refer to	48		✓
	Identifying the purpose of reading			
1	Determining the purpose of reading before reading	90	deleted	✓
2	Understanding the reason for which a text is written	29		✓
	Interpreting and commenting			
1	Being able to interpret the texts read (*edited in FGD: Critical reading)	42	*	✓
2	Being able to read a text carefully and comment on its content	27		✓
3	Being able to interpret abstract concepts in a text	20		✓
	Answering questions			
1	Being able to interpret the text and answer questions correctly	55		✓
	Guessing meaning from context			
1	Being able to guess the unknown word	3		✓
2	Being able to guess the meaning of unknown words from context	50		✓
3	Being able to guess the meaning of unknown words from the text	54		✓
4	The skill of guessing the meaning of unknown words within a text	26		✓
5	The skill of guessing the meaning of unknown words without using a dictionary	10		✓
6	Being able to read without a dictionary	23		✓
7	Being able to understand meaning from context, or rather become aware of what he/she does not know	51		✓

Table 4.7. *(cont'd) The results of Brainstorming and Focus Group Discussions for reading skills*

		Card number	Deleted/ edited by Focus Group	Used in Phase 3
8	Having opinion with ease about idiomatic expressions in a text (** Used as 'Being able to understand the idioms in the text' in Phase3)	145		✓ **
	Reading aloud			
1	Being able to pronounce words fast and correctly while reading aloud	no number		✓
	d- Vocabulary			
1	Knowledge of a rich variety of vocabulary words	2		✓
	e- Grammar			
1	General knowledge of grammar	4		✓
2	Being able to make sentence analysis in long sentences	31		✓
	f- Dictionary skills			
1	Effective dictionary use skills (English-English (*edited in FGD: … in all four skills)I	9	*	✓
	TOTAL 44 cards			

To conclude, the ideas in Table 4.7. were suggested as exit criteria for Reading skills taught at EPPs in the face-to-face Delphi meetings. Some cards referred to the same skill. In order to show their frequencies, all of the cards are presented in the table separately even if they expressed the same ideas. In the preparation of the questionnaire for Phase Three, most of these ideas were used while only three of these cards could not be used since they were not behaviourally observable or assessable. Some ideas were used with little modification in Phase Three. While some others were deleted by the Focus Group panellists, they were included in Phase Three after consulting experts because these were considered important as EPP skills for students.

These themes were later re-organized with the consultation of experts. Since note taking was one of the text types, it was merged under that theme. Organization, pre-writing, and language use became sub-categories under the theme 'writing process.' There was one card under 'attitude' theme which was more related to clarity of writing, so it was added under 'clarity.'

After getting expert opinion, the following themes were organized by the researcher for the idea cards:

a- Academic writing

b- Other text types

c- Writing process

- Generating ideas

- Text structure

- Organization of ideas

- Style

- Unity

- Coherence

- Language use

- Grammar

- Vocabulary

- Clarity

- Paraphrasing and restatement

- Mechanics

d- Other

The ideas on the cards were revised and edited by the Focus Groups panellists and later by the researcher and experts. They were presented in Table 4.8.

There were eight cards in the 'a-academic writing' theme. These ideas were included in Phase Three by combining similar ones into one idea. Card No. 99 expressed the need to consider academic writing rules while writing. Card No. 66 'Being able to prepare papers, presentations, and articles using technical terms' was divided into two different items in Phase Three. One item became 'Being able to do academic writing for research and academic studies (articles, projects, reference, technical notes, etc.) and the other was 'Being able to use appropriate technical terms while writing.' Cards No. 30 and 98 were about the skill summarizing and these were merged into one item in Phase Three and used as 'Being able to summarize the texts studied throughout faculty education.' One of the cards, No. 39, was related to note taking. As the FGD panel expressed it only as 'Note taking', it was modified as 'Being able to take notes of the information presented in the classes.'

The second group of cards (*n*=6) were categorized as 'b- Other texts types.' Three cards were about different types of writing. Card No. 71 'Having a command of text types in various formats' was used in Phase Three. Card No. 154 'Knowing well the text type one is going to write' was changed as 'Being able to use the textual structures and characteristics of the text type one is going to write' in Phase Three. ' Card No. 91 was 'Being able to do correspondence writing in everyday life.' To clarify text types in everyday life, this was modified as 'Being able to write in basic text types such as formal and informal letters and correspondence, e-mails, notes, messages that will enable one to communicate with a purpose' in Phase Three. Three of the cards were related to coping with the speed of the language used while note taking. Cards 8 and 181 were merged into one item as ''Being able to write words fast and accurately without stopping while writing the text' in Phase Three. Card Nr. 180 was 'Being able to write a word according to its pronunciation even though he/she does not know the word.' Even though this was deleted by the FG panellists, it was used in Phase Three since it expressed the skill of not being stuck with unknown words during fast note taking. Correct spelling was also mentioned in these cards, but this was used in the mechanics part in the last section of Table 4.8.

The remaining cards of the 60 total belonged to different aspects of the writing skill. The classification section 'c-Writing process' consisted of the sub-themes of generating ideas, text structure and organization, organization of ideas, unity, coherence, style,

Table 4.8. *The results of Brainstorming and Focus Group Discussions for writing skills*

	Writing sub-skills after Brainstorming and Focus Group Discussions	Card number	Edited/ Deleted by Focus Group	Used in Phase 3
	a-Academic Writing (5 cards)			
1	Being able to express oneself in accordance with Academic Writing rules	99		✓
2	Being able to prepare papers, presentations, and articles using technical terms (** 'Being able to use technical terms' was made a separate item in Phase 3)	66		✓ **
3	Summarizing skills	30		✓
4	Being able to summarize a text in his/her own words (** Cards 30 and 98 were used as 'Being able to summarize the texts studied throughout faculty education' in Phase 3)	98		✓ **
5	Note taking ** Used as 'Being able to take notes of the information presented in the classes' in Phase 3.	39		✓ **
	b-Other text types (6 cards)			
1	Having a command of text types in various formats	71		✓
2	Knowing well the text type one is going to write (** Modified as 'Being able to use the textual structures and characteristics of the text type one is going to write' in Phase 3.)	154		✓ **
3	Being able to do correspondence writing in everyday life (** Modified as 'Being able to write in basic text types such as formal and informal letters and correspondence, e-mails, notes, messages that will enable one to communicate with a purpose'	91		✓ **
4	Being able to write down quickly a text that is being read simultaneously	8		✓
5	Being able to write words correctly without stopping while writing the text (** Used as 'Being able to write words fast and accurately without stopping while writing the text' in Phase 3 merging it with Card 8)	181		✓
6	Being able to write a word according to its pronunciation even though one does not know the word	180	deleted	✓
	c-Writing process **Generating ideas**			
1	Knowing what one wants to say (** Modified as 'Being able to express the purpose of writing clearly' in Phase 3)	35		✓ **
2	Being able to generate ideas (about the subject given)	78		✓

Table 4.8. *(cont'd) The results of Brainstorming and Focus Group Discussions for writing skills*

		Card number	Deleted/ edited by FG	Used in Phase 3
3	Being able to support ideas appropriately	182		✓
	Text structure and organization			
1	Being aware of the paragraph structure and having a command of the concepts 'topic sentence,' 'main idea'	96		✓
2	Taking care of the wholeness of introduction, development and conclusion	185		✓
3	If an essay is written, knowing and using the essay structures and applying them whenever appropriate (** Edited as: 'Knowing and using the essay structures and applying them' in Phase Three)	153		✓ **
	Organization of ideas			
1	Being able to organize ideas according to types of paragraphs	189		✓
2	Classifying ideas	79		✓
3	Being able to classify, i.e. organize ideas	183		✓
4	Being able to express ideas within a certain organization in writing	156		✓
	Unity			
1	Being able to provide unity in the text written (** Merged with 60 below into one item.)	92		✓ **
2	Being able to write without diverting from the subject (** Merged with 92 above into one item.)	60		✓ **
	Coherence			
1	Being able to express ideas in a coherent way (*edited in FDG: ... using linking words) (**Kept closer to the original in Phase 3)	187	*	✓ **
2	Being able to make transitions between ideas using appropriate linking words (** Edited as 'Being able to make transitions and connections between ideas')	190		✓ **
3	Knowing the structures that can provide links and transitions between ideas /** Edited as 'Being able to provide coherence in writing using linkers such as connectors, referring expressions' in Phase 3)	88		✓ **
4	Being able to use linking words in text types such as cause-effect, comparison, etc. (*edited in FGD: … in all text types)	32	*	✓ **
	Style			
1	Being able to express oneself in accordance with the text type	85		✓
2	Knowing the difference between every day and formal correspondence and being able to write accordingly	101		not used
3	Being able to determine the language of writing according to the text type	93		✓
4	Being able to determine the style of language depending on the audience	155		✓
5	Being able to use appropriate expressions that are suitable to the text type	115		✓

Table 4.8. *(cont'd) The results of Brainstorming and Focus Group Discussions for writing skills*

		Card number	Deleted/ edited by FG	Used in Phase 3
6	Being able to use language appropriate to the subject	15		not used
	Language use **- Grammar**			
1	Being able to express ideas using appropriate grammar (**Merged with Card 72 into a single item in Phase 3)	103b		✓ **
2	Having command of sentence structures in the target language independent of native language	103a	deleted	not used
3	He/she should know grammar well	33		✓
4	Not making grammar mistakes while constructing sentences (**Merged with Card 103b) into a single item in Phase 3)	72		✓ **
5	Being able to transfer what he/she wants to say in the native language to the target language considering the rules of the target language	102		✓
6	In writing skills, it is primarily necessary that the students learn grammar very well first.	53		✓
7	Being able to write the parts of speech order as practically as in the native language	46		✓
8	Being able to write long sentences with connectors	38		✓
	**New idea added in FGD: Being able to provide sentence variety by writing simple and complex sentences that suit the target text type			✓ **
	- Vocabulary			
1	Having enough vocabulary knowledge	178		✓
2	Having good command of vocabulary	34		✓
3	Having a wide variety of vocabulary (to avoid repetitive words)	68		✓
4	Using different synonymous words instead of repetitive ones so as not to bore the reader	152		✓
5	Being able to transfer thoughts with correct descriptions	70		✓
6	Being able to express the concept differently even if he/she does not know the technical term needed	69a		✓
7	Being able to describe a word to the reader even if he/she does not remember the word he/she should use	69b		✓
	- Clarity			
1	Being able to express ideas in a simple way avoiding complex and lengthy sentences (** Edited as 'Being able to express thoughts plainly avoiding long and complex sentences when necessary)	162		✓ **
2	Accepting the fact that one does not necessarily need to form complex sentences to express an idea in a good way (Think it simple, do it simple.) (*edited in FDG: Being able to express an idea in a good way)	151	*	not used
3	Being able to express the purpose of writing clearly and intelligibly	94		not used

Table 4.8. *(cont'd) The results of Brainstorming and Focus Group Discussions for writing skills*

		Card number	Deleted/ edited by FG	Used in Phase 3
	- Paraphrasing and restatement			
1	Being able to express the same idea using different structures	184		✓
2	Being able to write the same idea using different expressions	188		✓
3	Being able to express the same thought using different structures and words (restatement & paraphrasing) (Cards 184 and 188 95 were combined into 95 as one item in Phase 3 as 'Being able to express the same idea using different sentences and expressions')	95		✓
4	Being genuine by avoiding too many direct quotations (*edited in FGD: Being able to express quotations in one's own words) (** Used as two separate items in Phase 3 adding expert opinion: 'Being able to write genuinely avoiding too many direct quotations' and 'If quotations are needed, being able to quote avoiding plagiarism'	186	*	✓ **
	- Mechanics			
1	Being able to spell words correctly	116		✓
2	Being able to write according to spelling rules	157		✓
3	Being able to use punctuation marks consciously	37		✓
	Other, unclassified cards			
1	Being able to express oneself setting off from his/her mental picture instead of translating (*edited in FGD: Being able to express oneself thinking in the target language)	36	*	not used
2	Being able to write texts that are far from simplicity	49		not used
	TOTAL 60 cards and one new idea during FGD			

language use (with the sub-themes grammar, vocabulary, clarity, paraphrasing and restatement, mechanics).

The 'Generating ideas' sub-category included three cards which were related to generating ideas. Card No. 35 'Knowing what one wants to say' was reformulated as 'Being able to express the purpose of writing clearly' in Phase Three. Cards 78 and 182 were about the ability to generate ideas and support ideas respectively. Both were used in Phase Three.

In terms of organization, two themes appeared. The first theme was 'text structure and organization,' which was about the overall organization of the whole text, i.e. parts such as introduction, development, and conclusion; the basics such as topic sentence and main ideas; and essay parts ($n=3$). The second theme for organization was more specifically about how ideas are organized depending on types of paragraphs and their classification ($n=4$ cards). All of these seven cards were used in Phase Three. In the text structure and organization part, there were Cards No. 96, 185 and 153. Card 96 was about the awareness of paragraph structure and having a command of the concepts 'topic sentence,' 'main idea.' Card 185 expressed the need to take care of the wholeness of introduction, development and conclusion sections. Card 153 was edited and used as 'Knowing and using the essay structures and applying them' by the researcher to use it in Phase Three. In terms of organization of ideas, Card 79 and 183 were both about 'classifying ideas' for better organization. These were merged as one item in Phase Three. Card 156 was 'Being able to express ideas within a certain organization in writing,' and it was accepted into Phase Three item pool because it was about organizing ideas. Card 189 was 'Being able to organize ideas according to types of paragraphs.' This was included in Phase Three as a separate item because it considered the organization of ideas on the basis of paragraph types.

The next sub-theme in the section 'c-Writing process' was unity. Two cards were about unity in written texts. While Card 92 said 'Being able to provide unity in the text written,' Card 60 said 'Being able to write without diverting from the subject.' These were merged as 'Being able to express what one wants to say without diverting from the topic in the written form' in Phase Three.

Four cards (Card 187, 190, 88 and 32) were about 'coherence.' Card 187 was 'Being able to express ideas in a coherent way,' i.e. focusing on the need for coherence in general. This was edited by the FG panellists by adding '…using linking expressions.'

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As a result, all cards became related to transitions and conjunction by the end of the open-ended Delphi rounds. However, to use them in Phase Three, modifications were made on each card. Card 187 became 'Being able to apply coherence principles during writing.' Card 190 which said 'Being able to make transitions between ideas using appropriate linking words' was edited as 'Being able to make transitions and connections between ideas.' Card 88, which was 'Knowing the structures that can provide links and transitions between ideas,' was used as 'Being able to provide coherence in writing using linkers such as connectors, referring expressions.' Lastly, Card 32 'Being able to use linking words in text types such as cause-effect, comparison, etc.' was edited by FG panellists changing these specific text types into '… in all text types,' and it was further modified for Phase Three as 'Being able to use connectors appropriate to the text and paragraph type'

Next, there were total six cards about the 'style' of writing. These expressed stylistic awareness about text types, formal and everyday writing, subject and audience. These six cards were merged into two items in Phase Three. Cards 85, 93 and 115 were merged as 'Being able to determine the text type and use appropriate expressions.' Card 155 'Being able to determine the style of language according to the audience' was used without change in Phase Three. Card 101 'Knowing the difference between every day and formal correspondence and being able to write accordingly' was not used as it implied the idea in Card 115. Also, Card 15 'Being able to use language appropriate to the subject' was also ignored since choosing the style of language by subject is difficult to teach and assess.

The theme 'language use' consisted of the sub-themes grammar (n=8 cards and a new idea added during FGD), vocabulary (n=7 cards), clarity (n=3), paraphrasing and restatement (n=4), and mechanics (n=3). On the grammar idea cards, the opinions focused on accuracy, appropriacy, having command of a variety of forms so as to express oneself as comfortably as in the native language, and the ability to write complex sentences with conjunctions. Of the eight grammar cards, five ones (Cards 103b, 33, 72, 102, 53) were all about writing accurately in the target language. These were used as a single item in Phase Tree as 'Being able express oneself appropriately and accurately in accordance with the grammar rules of the target language.' Card 46 included 'Being able to write the parts of speech order as practically as in the native language.' This was used in Phase Three without change. Another card, 'Being able to write long sentences with connectors'

was used in Phase Three under the theme 'sentence variety and fluency' without change. This theme did not appear in the Brainstorming session, so it was arranged later under sentence variety. In addition, during FG discussions the panellists added the new idea 'Being able to provide sentence variety by writing simple and complex sentences that suit the target text type.' This was used in Phase Three, too. Card 103a was deleted by FG panellists, and it was not included in Phase Three. The card expressed 'Having command of sentence structures in the target language independent of native language.' This was a skill that is difficult to teach, observe and assess.

In the 'vocabulary' section of the 'language use' theme within the writing process, there were seven cards. Three of these (Card 178 and 34) were about having wide and enough vocabulary repertoire in English. Card 68 was also about variety, but one panellist in the FG wrote 'to avoid repetitive words' as a justification for having large vocabulary. This was similar to Card 152 that mentioned 'Using different synonymous words instead of repetitive ones so as not to bore the reader.' Two cards (Card 69a and 69b) in the vocabulary theme group belonged to coping strategies when the student writer lacks knowledge of or does not remember the right word. In these cases, the desired skill for EPP students was mentioned as 'being able to describe the word' or expressing it other possible ways. A final card (Card 70) was about the accuracy of transferring thoughts using correct descriptions while writing. All these eight idea cards were turned into four items in Phase Three.

The sub-theme 'clarity' included three cards. Two of the cards (Card 162 and 151) were related to the clarity of sentences emphasizing that the sentences do not have to be complex and long for good writing. In the Focus Group Discussions, the panellists clarified this opinion by highlighting that this is particularly applicable for students of science of technical studies rather than humanity or literary department. This card was modified and used in Phase Three as 'Being able to express thoughts plainly avoiding long and complex sentences when necessary.' Originally, Card 151 read 'Think it simple, do it simple." In the FG Discussion, this was modified as 'Being able to express an idea in a good way.' However, this card was too vague, so it was not used in Phase Three. The third clarity card was about being clear to the reader in terms of the purpose of writing. Because this was about the purpose of writing, it was not used in Phase Three.

The next sub-theme group in 'language use' theme was about paraphrasing and restatement skills. All of the four cards in this group expressed the need for being able to

reformulate statements in students' own words. Card 184 was about the use of different structures while paraphrasing whereas Card 188 was about the lexical aspect. Card 95 expressed both of these as a single item by saying 'Being able to express the same thought using different structures and words (restatement & paraphrasing)' This combined version was used in Phase Three questionnaire. There was another card in this category, Card 186, which expressed 'Being genuine by avoiding too many direct quotations.' During FG discussions, this was edited as 'Being able to express quotations in one's own words.' However, this item was kept in the original form in Phase Three, and another similar and extra item was added by consulting experts. This extra card was about plagiarism. The new item was written as 'If quotations are needed, being able to quote avoiding plagiarism.'

The last sub-theme was 'mechanics,' which included three cards. Two of these were about correct spelling, and one was about accurate punctuation. The spelling cards (Card 116 and 157) were used in combination with writing fast in Phase Three as 'Being able to spell words fast and accurately during writing.' Card 37 was about the ability to use punctuation marks correctly, and this was used in Phase Three.

Two cards were not classified initially during the meetings, and these were put into the 'others' theme. However, when they were later analysed by experts and the researcher, these were re-phrased to make their meanings clearer. Card number 36 'Being able to express himself/herself setting off from his/her mental picture instead of translating,' was edited in as 'Being able to express oneself thinking in the target language.' Yet, due to the difficulty to observe this skill, this idea was not used in Phase Three. The second card under this uncategorized theme, Card 49 'Being able to write texts that are far from simplicity' was clarified later by the experts as "Being able to provide sentence variety in texts through the use of simple and compound sentences' and it was used in Phase Three.

In conclusion, of the 60 cards, seven were not used in Phase Three since these were difficult to observe or assess. The cards that expressed the same or similar ideas were merged, and some of them were used with modifications as explained in Table 4.8.

4.3.3. Findings for listening skills

The third session of Brainstorming in Phase Two (Face-to-Face Delphi) was held for the listening skill. In this session, a total of 52 idea cards were collected from the

panellists. During the Focus Group Discussions, four new ideas were added. In the process of Brainstorming, the cards were organized under the following themes during the discussions with panellists:

<u>Listening skills</u>
- Contexts of listening
- Listening for main ideas
- Listening for details
- Ability to react according to the context
- Accent
- Attitude

Of the themes above, the first one, 'Contexts of listening' included many aspects including ranging from purposes and types of listening to physical distractors such as background noise.   The fourth theme above, 'Ability to react according to the context,' was suggested as the expected reaction from the students while listening, such as taking notes, or answering comprehension questions. To resolve the confusion about overlapping themes following the Brainstorming sessions, the panellists in the Focus Group Discussions suggested the following themes:

<u>Listening Skills</u>
- Listening purposes
    - Academic
    - Everyday
- Ability to react according to the context
- Listening for main ideas
- Listening for details
- Vocabulary
- Accent
- Attitude
    - Self-confidence
    - Motivation

Using the theme categories above, the researcher re-organized the themes after getting expert opinion. The finalized categories for the idea cards were the following:
a. Purpose for listening

- Academic listening
- Everyday listening
b. Overall comprehension
c. Listening skills and strategies
- General skills
- Listening for main ideas
- Listening for specific details
- Using context clues
- Understanding accents
- Pronunciation, stress, intonation
- Coping strategies

The ideas classified according to the categorization above are presented in Table 4.9. During the Focus Group Discussions, four new ideas were added to the list of ideas which had been gathered through cards.

As the table shows, the first categorization of themes was made in terms of the purpose of listening. This was divided into two types: Academic and everyday listening. In the academic listening part (n=4 cards), the skills needed were taking notes and answering comprehension questions, which are more typical to faculty course activities. The ability to take notes was mentioned in Phase One as two different items. Cards 134 and 117 were both only about note taking, but the ideas obtained in compositions in Phase One were more specific as they expressed 'Being able to take affective notes during lecture type of talks in faculty lessons' and 'Being able to take notes during academic conversations.' The ability to listen and follow lectures was not written on idea cards during Brainstorming, but it was added by the FG panellists during discussions, and this was used in Phase Three. The ability to answer comprehension questions (Cards 131 and 132) was not used in Phase Three.

In the everyday theme, the skills mentioned were about media and entertainment such as listening to radio programs, songs, watching movies and serials (n=3 cards). Card 214 was about listening to radio programs, Card 76 was about songs, and Card 141 was about watching movies and TV serials without subtitles. This was used in Phase Three with some modification as 'Being able to understand movies without subtitles to a great extent.' During the FG Discussions, two new ideas were added to the every day listening theme. One of them was 'Being able to follow and understand announcements, telephone

conversations, everyday conversations.' Since this suggestion included three skills, these were separated into three items in the questionnaire in Phase Three. These became 'Being able to understand announcements and notices,' 'Being able to understand telephone conversations' and 'Being able to understand and follow dialogues.' The other skill added by FG panellists was 'Being able to take notes on announcements and notifications.' This was also added to the questionnaire in Phase Three.

The second main theme was 'b-overall comprehension,' and it consisted of six idea cards. Under this theme, the ideas on the cards expressed general descriptions of the desired level of understanding using adjectives such as 'understanding with ease' in one card (Card 128), or referred to the speed of understanding in two cards. For instance, Card 87 expressed the speed of understanding as 'the moment one hears' the speech, while Card 166 explained it as 'understanding the content quickly.' However, none of these cards that referred to the speed of understanding were used in Phase Three as these were difficult to assess. Two cards were about the quality of the speech listened to. One of these, Card 161, was about being able to understand fast speech, but it was not used in Phase Three.Phase Three. The other one, Card 196, was about understanding long talks with many connecting expressions. This one was used in Phase Three. The final card in this category, Card 208, was about the rate of the desired comprehension level, which stated that EPP students should be able to understand about the 70% of the listening material. This ideas was used in Phase Three with the modified version 'Being able to get an idea of the talks listened to even if the whole content is not understood.'

The third theme group of themes was 'c-listening skills and strategies.' This theme had seven sub-categories. The first category was labelled as 'global skills' in this study. These included listening skills that were too general such as 'Being able to listen for a purpose purpose' (Card 171) and this was suggested for modification by FG panellists as 'understanding main ideas.' This suggestion was accepted, and this card was merged with the other similar ideas in the next section by modifying it as 'Being able to identify the main idea in the subject listened to' in Phase Three. Thus, the idea of 'Being able to listen for a purpose' was not used. The cards about listening actively (Card 197), and doing focused listening (Card 191) were suggested during Brainstorming, but none of these three cards were used in Phase Three as these were difficult to assess.

Table 4.9. *The results of Brainstorming and Focus Group Discussions for listening skills*

	Listening sub-skills after Brainstorming and Focus Group Discussions	Card number	Edited/Deleted by Focus Group	Used in Phase 3
	a- Purpose for listening			
	Academic listening			
1	Being able to take notes	134		✓
2	Being able to take notes	117		✓
	(**Cards 134 and 117 were used as two different items based on the data collected in Phase One: 'Being able to take effective notes during lecture type of talks in faculty lessons' and 'Being able to take notes during academic conversations.')			**
3	Being able to answer questions by looking at notes	131		not used
4	Being able to answer [comprehension] questions	132		not used
	(*New idea added in FGD: Being able to listen to and follow lectures)		*	✓
	Everyday listening			
1	Being able to listen to radio programs in the target language	214		✓
2	Being able to understand songs	76		✓
3	Being able to watch movies and TV serials without subtitles (**Modified as 'Being able to understand movies without subtitles to a great extend' in Phase 3)	141		✓ **
	(*New ideas added in FGD: 'Being able to follow and understand announcements, telephone conversations, everyday conversations') (**Used as three separate items in Phase 3: 'Being able to understand announcements and notices,' 'Being able to understand telephone conversations' and 'Being able to understand and follow dialogues')		*	✓ **
	(*New idea added in FG discussions: 'Being able to take notes on announcements and notifications.')		*	✓
	b- Overall comprehension			
1	Being able to understand a talk with ease (*edited in FGD suggesting: 'Cards number 128, 87, 166, 161, 196 can all be added to understanding main ideas')	128	*	not used
2	Being able to understand the listened content quickly	87	*	not used
3	Being able to understand sentences the moment one hears them	166	*	not used
4	Being able to understand fast speech	161	*	not used
5	Being able to understand a long talk that includes connected expressions	196		✓

Table 4.9. *(cont'd) The results of Brainstorming and Focus Group Discussions for listening skills*

		Card number	Deleted/ edited by FG	Used in Phase 3
6	Being able to understand 70% of what is listened to (*Modified in FGD as 'Being able to get an idea of the talks listened to even if the whole content is not understood')	208	*	✓
	c- Listening skills and strategies			
	Global skills			
1	Being able to listen for a purpose (*edited in FGD: This could be changed to understanding main ideas) (** FGD idea was accepted in Phase 3. The item used in Phase 3 was 'Being able to identify the main idea in the subject listened to,' so 'listening for a purpose' was not used)	171	*	not used **
2	Being able to listen actively	197	deleted	not used
3	Being able to do focused listening	191		not used
	Listening for main ideas			
1	Being able to understand the main ideas of the listening	222a		✓
2	Being able to identify the main idea of the subject told	168		✓
3	Being able to understand the main ideas in the first sentences	136		not used
	Listening for specific details			
1	Being able to understand the supporting details of the listening	222b		✓
2	Listening carefully to get the targeted points (**Modified as 'Being able to understand important information in the listening')	216		✓ **
	Using context clues			
1	Being able to catch context clues	121		✓
2	Being able to catch context clues	82		✓
3	Being able to catch key words	137		✓
4	Trying to understand the connection between parts of the talk while listening to dialogues	237		not used
5	Trying to understand the speaker's direction of communication (who is it intended to)	239		✓
6	Trying to understand the physical context of the talk	240		not used
7	Being able to understand the speaker's attitude (towards the subject)	170		✓
8	Following body language carefully if available (** Modified in Phase Three: Being able to use visual clues (e. g. the body language of the speaker, visual presentation, etc.) in trying to understand the speech	238		✓ **
9	Paying attention to the body language of the speaker (* New idea added during FGD: Trying to understand messages when visual clues are not present')	228	*	✓ ✓

Table 4.9. *(cont'd) The results of Brainstorming and Focus Group Discussions for listening skills*

		Card number	Deleted/ edited by FG	Used in Phase 3
	Understanding accents			
1	Being able to understand different accents	138		✓
2	Being able to understand different accents	192		✓
3	Being able to understand different accents	133		✓
4	Being able to understand different accents	83		✓
5	Being able to understand different accents	205		✓
6	Being able to understand different accents	213		✓
7	Being able to get an idea even if not able to fully understand when listening to different accents	120		not used
8	Not being discouraged from hearing different accents	175		not used
	Pronunciation, stress, intonation			
1	Being able to understand the correct pronunciation of words	176		✓
2	Having an ear training for different pronunciations	89		not used
3	Paying attention to intonation (** Used in Phase Three as: 'Being able to discriminate meaning differences that result from different patterns of intonation')	207		✓ **
4	Being aware of meaning differences resulting from different stress patterns	201		✓
	Coping strategies			
1	Being able to understand words without thinking about their spelling	61		not used
2	Not getting stuck with words that are not understood (** Merged with card 139)	167		not used **
3	Being able to understand the message without getting stuck with the details (** Merged with card 139)	215		not used **
4	Trying to catch the general message without getting stuck with the parts that are not understood (** Merged with card 139)	235		not used **
5	Being able to figure out the parts that are not understood and missed from the rest of the listening	139		✓
6	Being able to continue listening even if some parts are missed (** Merged with card 139)	172		** not used
7	Being able to understand the content without translating	204		✓
8	Being able to grasp the gist of the subject from the main ideas or words avoiding one-by-one translation of the sentences	44		✓
9	Making use of the gaps between conversations to get ready to the next part of the talk	236		✓
10	Trying to focus on the message in the presence of background noise or voices	113		✓
	TOTAL 52 cards and four new ideas added in FGD			

The next sub-category in the section 'c-listening skills and strategies' was 'listening for main ideas' with the idea cards. Two of these cards (222a and 168) both described the same skill of being able to understand main ideas, and this ability was used in the Phase Three questionnaire. The third card in this category, Card 136, 'being able to understand the main ideas in the first sentences' was not used in Phase Three because the ability to get the gist in the very beginning of the content listened to was not easy to achieve and assess.

A further sub-category of 'c-listening skills and strategies' was 'Listening for specific details.' This category consisted of two idea cards. Card 222b 'Being able to understand the supporting details of the listening' was used in Phase Three without modification while Card 216 'Listening carefully to get the targeted points was modified as 'Being able to understand important information in the listening' in Phase Three.

Another sub-category under listening skills and strategies was 'using context clues' (*n*=9 cards). Cards 121 and 82 were both 'Being able to catch context clues'. This skill was used in Phase Three, and so was Card 137 'Being able to catch key words' as a different item in Phase Three questionnaire. Card 237 included the idea 'Trying to understand the connection between parts of the talk while listening to dialogues,' and this was not used in Phase Three. Card 239 included 'Trying to understand the speaker's direction of communication (who is it intended to)' and it was used in Phase Three, whereas Card 240 'Trying to understand the physical context of the talk' was not used after consulting the expert panel. Card 170 with the idea 'Being able to understand the speaker's attitude (towards the subject)' was included in the questionnaire in Phase Three. As further context clues, two cards (Card 238 and 228) expressed making use of the body language of the speaker if it is available. This idea underwent some modification during FG discussions by adding other visual clues apart from body language. The new form became 'Being able to use visual clues (e. g. the body language of the speaker, visual presentation, etc.) in trying to understand the speech,' and was used in this form in Phase Three. During the FG Discussions, the panellists felt the need to add the skill 'Trying to understand messages when visual clues are not present.' This new idea was also used in Phase Three.

A new sub-category in 'c-listening skills and strategies' was related to accents. A total of six cards (Cards 138, 192, 133, 83, 205, and 213) expressed the same idea of 'Being able to understand different accents.' Another card suggested 'Being able to get

an idea even if not able to fully understand when listening to different accents (Card 120), while a similar one (Card 175) mentioned 'Not being discouraged from hearing different accents.' These last two cards were not included in Phase Three.

Another group of sub-categories in 'c-listening skills and strategies' was related to pronunciation (*n*=2 cards) and prosodic features such as stress (*n*=1) and intonation (*n*=1). Those related to pronunciation were 'Being able to understand the correct pronunciation of words' (Card 176) and 'Having an ear training for different pronunciations' (Card 89). While the first was used in Phase Three, the second was not used. As for intonation, the idea written on the card was 'Paying attention to intonation' (Card 207). This idea was used in Phase Three with a slight modification as 'Being able to discriminate meaning differences that result from different patterns of intonation.' The last card in this category was about stress. A FG participant expressed this skill as 'Being aware of meaning differences resulting from different stress patterns' (Card 201), and this was used without modification in Phase Three.

The final sub-category in the listening skill area was labelled as 'coping strategies' by the researcher since the ideas on these cards in this group consisted of strategies that could help students to overcome the difficulties of this skill. As a receptive skill that is probably one the most difficult skill for Turkish learners, this category had the highest number of cards. The skills suggested for EPP learners included 'Being able to understand words without thinking about their spelling' (Card 61). This was probably written not to lose track with the listening while thinking about spelling. As this skill is difficult to assess, it was not included in Phase Three. Five cards focused on not getting stuck with some aspects of listening such as unfamiliar words (*n*=1), details that are not understood (*n*=1), or missed parts (*n*=1) and keeping on listening despite these missed parts so as to figure out meaning from the rest or the whole context (*n*=2). All these five cards referred more or less to the idea in Card 139: 'Being able to figure out the parts that are not understood and missed from the rest of the listening.' Therefore, only this idea was used in Phase Three. Further coping strategies included skills of avoiding translation, e. g. 'Being able to understand the content without translating' (Card 204), 'Being able to grasp the gist of the subject from the main ideas or words avoiding one-by-one translation of the sentences' (Card 44). The second one of these cards was the form used in Phase Three. Another coping strategy was 'Making use of the gaps between conversations to get ready to the next part of the talk' (Card 236). This idea was used in Phase Three

considering that this skill might be needed in instances such as listening examinations. The final card was 'Trying to focus on the message in the presence of background noise or voices' (Card 113). In everyday situations trying to focus on the message when interfering noise is present is highly possible, so it was included in Phase Three.

To conclude, in the listening skill of Phase Three, the panellists wrote 52 opinions on cards. Of these cards, some expressed the same ideas, and these were merged into one idea if they were included in Phase Three. Besides, during the Focus Group Discussions, the panellists added four new ideas that they thought would be necessary for EPP students.

4.3.4. Findings for speaking skills

The last session of Brainstorming in Phase Two was held for the skill speaking. In this session, a total of 52 idea cards were collected from the panellists. During Brainstorming, the cards were organized under the following themes with the panellists:
Speaking skills

- Types of speaking

- Structure

- Vocabulary

- Pronunciation

- Fluency

- Intelligibility

- Attitude

- Suggestions to improve speaking

This initial thematic categorization was later organized in the Focus Group Discussions, and they were ordered into the themes below with expert opinion. During these processes, 45 of the cards were sorted into categories and four new ideas were added to the list. On the other hand, seven of the 52 cards written by the panellists were not included in the skills table since they were suggestions to improve speaking rather than being skills and competencies. These were presented in a separate table at the end of this section. The re-ordered version after the FDG and expert opinion was as follows:

a.   Purpose for speaking
-      Academic contexts
-      Everyday contexts
b.   Skill descriptors

- Grammar

- Vocabulary

- Style

- Intelligibility

- Fluency

- Pronunciation, stress, intonation

c. Confidence and affective barriers

The last theme group 'Suggestions to improve speaking' in the initial categorization was not included in the final skills list presented in Table 4.10. Instead, these were listed at the end of this section to demonstrate the ideas suggested by the panellists.

The first group of themes was a-purpose for speaking, which consists of academic contexts and everyday contexts sub-categories. In the 'academic contexts' category, two idea cards were initially written by the panellists during Brainstorming. Card 194 'Being able to make presentations' was modified and used in the questionnaire in Phase Three. It was modified as 'Being able to presentations in symposiums, seminars and conferences.' The second card in this theme was Card 1002 'Being able to communicate with a foreign colleague.' This was edited during FGD into two cards as 'Being able to express oneself in the academic environment,' and 'Being able to communicate with foreign colleagues.' Both of these versions were used in Phase Three. 'Self-expression' or expressing oneself was an overwhelmingly mentioned skill in Phase One. When the questionnaire items were prepared, a new idea was generated by consulting experts in the 'academic' version of Card 129 that is listed in b-Speaking Skills, Vocabulary section in the table. The original card consisted of 'Having enough vocabulary knowledge,' which was first edited in FGD as 'Having repertoire of vocabulary and terminology suitable for social and academic contexts.' However, to distinguish between social and academic contexts, this was further modified in Phase Three by creating two versions as one for social, the other for academic contexts: 'Being able to use appropriate repertoire of vocabulary for social contexts' and 'Being able to use appropriate repertoire of vocabulary and terminology for academic contexts.' Both versions were used in Phase Three in the relevant sections. In the 'everyday contexts' category, there were three cards written during the Brainstorming sessions, and two more ideas were added during the FGDs. The first card was initially written as 'Being able to express every day and not

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overly academic ideas in detail' (Card 22), but in the FGD it was edited as 'Being able to express oneself in a plain way in social and academic contexts.' The panellists thought that the idea 'expressing ideas in detail' was not realistic for EPPs, and they changed it to 'expressing thoughts in a plain way,' which would be easier to achieve. In Phase Three, this idea was further modified as 'Being able to maintain oral communication with foreigners in all (professional and social) contexts' after consulting experts. The second card in this group was Card 149, 'Having the ability to speak in social groups such as discussions, at the theatre, etc. During the FGD, the word 'ability' is changed into 'confidence.' However, by changing this, this idea card actually belonged to the category group 'c- Confidence and affective barriers.' The same happened to card number 160 in the 'everyday contexts' category, which said 'Being able to express oneself within a group.' Rather than emphasizing social groups, it was modified and further clarified as 'Not being shy of expressing oneself within a group' in the Focus Group Discussions. The emphasis shifting on avoiding shyness, the category changed into 'c- Confidence and affective barriers.' However, this category group was difficult to observe and the skill suggestions in category c were not used as discussed below. The two ideas that were added during the Focus Group Discussions focused more on the interactive nature of spoken communication. The first new idea that was added during FGD was 'Being able to comprehend fully the interlocutor during face-to-face conversations and respond appropriately' and the second was 'Being able to comprehend fully the interlocutor during telephone conversations or online conversations and respond appropriately.' Both of these ideas were used in Phase Three questionnaire.

The next main theme was 'b-speaking skills,' which was further grouped under the categories grammar (*n*=3 cards), vocabulary (*n*=2), style (*n*=1), intelligibility (*n*=4), fluency (*n*=10), pronunciation, stress, and intonation (*n*=8). In the grammar category, the cards expressed the needs for simplicity, accuracy and appropriacy of the structures used while speaking. The first card consisted of the idea 'Being able to use simple sentence structures' (Card 226). This skill idea was not used in Phase Three. Instead, both of the next two cards in this category were used in the questionnaire in Phase Three. One of these cards was Card 221 with 'Being able answer questions using appropriate phrases and structures,' which was used without change. The other one was 'Being able to express oneself accurately' (Card 193) which was edited in FGD as 'Being able to use appropriate

grammatical structures in expressing oneself.' This edited version was used in Phase Three questionnaire.

The next sub-category in b-speaking skills was vocabulary. Both idea cards in the vocabulary theme focused on the need to have enough and extensive vocabulary in students' repertoire to maintain conversation in social and academic contexts. Card 129 included 'Having enough vocabulary knowledge,' but this was edited in FGD as 'Having repertoire of vocabulary and terminology suitable for social and academic contexts.' In order to use this skill idea in Phase Three, this was later modified by excluding 'academic contexts' leaving only social contexts considering that most of the academic vocabulary would be gained after EPPs when the students go to their faculties, thus being mostly out of the scope of EPPs. The second card, Card 247, included 'Having extensive vocabulary.' Therefore, it was merged with Card 129 as a single idea.

In the style sub-category, there was one card mentioning the need to take the discourse context into consideration and speak appropriately. The skill on Card 223 was 'Being able to use discourse and pragmatics rules appropriate to the context.' This was used in Phase without modification.

Four cards were written for the next sub-category intelligibility. Card 163 included 'Being intelligible.' This card was not alone in Phase Three but in combination with 'pronunciation skills' in the next sections. Another card in the intelligibility part added the idea of clarity and accuracy by saying 'Being able to express oneself clearly and accurately' (Card 12). This idea was used in Phase Three in combination with Card 148, mentioned 'Being able to express oneself in short but purposeful sentences.' The modified version of these two cards became 'Being able to express oneself simply depending on the purpose' in the Phase Three questionnaire. The final card on increasing intelligibility was Card 250, and it included the idea 'Being able to use body language in a moderate way while speaking,' and this idea was used in the questionnaire without change.

The most commonly written idea cards in the b-speaking skills category referred to fluency with a total of 10 cards. Lack of fluency was also commonly referred to as a problem of Turkish learners in the composition study. Three of these cards expressed the need to be 'fluent' (Card 220: 'Being able to express oneself fluently in the target language;' Card 195: 'Being able to speak fluently;' and Card 126: 'The speech has to be fluent'). These three cards with the same idea were represented by using only Card 220 in its original from in Phase Three. The second group of cards concentrated on 'avoiding disturbing hesitations and silence' to increase fluency. Card 144 suggested 'Being able to avoid disturbing hesitations and silence.' Card 217 suggested a strategy to increase fluency by saying 'Being able to use gap fillers to maintain the fluency of speech.' These two cards were used in Phase Three by blending them as ''Being able to avoid disturbing hesitations and silence by using gestures and expressions (gap fillers) during speech).' On a third card about hesitations, 'Being able to maintain the flow of speech even if one forgets the word or cannot find the right word' was written (Card 244). In Phase Three, this item became 'Being able to maintain fluency of talk even if a word if forgotten by using other words to express thoughts.' During brainstorming, focusing too much on grammar was seen as a major reason hindering fluency (n=3), and the solutions were put forward as using the simplest structures possible and not focusing on accuracy as the prime aim in communication (Cards 123, 248, and 246). Because there were already three items chosen for Phase Three about fluency, these ideas about grammar were not used in the questionnaire. Finally, even though it may not be categorized directly as an indicator of fluency, one panellist wrote 'One should not dwell on a subject for too long and bore the listener' (Card 140). Talking too long about the same subject could be interpreted as factor disrupting the flow of conversation. However, this seemed more like a personal attitude and it was not included in Phase Three questionnaire.

In the final sub-category of b-speaking skills, pronunciation and other articulatory features such as prosody (e.g. stress and intonation) were grouped under the same theme. Six cards were written about the role of accurate, clear and intelligible pronunciation. Cards 243, 229, 77, 125, 218, and 74 were about being careful and intelligible in terms of pronunciation. These were all merged into one item in Phase Three as 'Paying attention to the pronunciation of a word and being able to pronounce accurately and intelligibly.'

Additionally, one card was written for correct stress (Card 74) as 'Being able to use word stress correctly,' while another card (Card 142) was written for intonation as 'Being able to use intonation correctly.' Both of these ideas were used in Phase Three.

The last theme group was a collection of ideas about the need to increase the confidence of learners and to decrease the affective barriers. These were grouped as 'c-confidence and affective barriers' in Table 4.10. This theme had the highest number of cards (n=12). While these ideas were still important and valuable, only two were used in Phase Three even though they are not measurable and observable. The two ideas used in the questionnaire in Phase Three were Card 219 with the idea 'Being comfortable during speaking' and Card 242 that included 'Being able to communicate comfortably with someone who speaks the target language.' These were merged together and used in Phase Three as 'Being able to express oneself comfortably.' In line with the findings in Phase One – Composition Study, Turkish learners need to feel 'comfortable' and more confident to be able to speak. The second idea that was used in Phase Three was related to anxiety of making mistakes. Anxiety, especially which occurred due to being afraid of making grammar mistakes was seen as a common barrier by seven panellists (n=4 mentioned about general fear of making mistakes, n=3 referred to making grammar mistakes in particular). Cards 81, 225, 249 and 119 highlighted diverting from the anxiety of obeying rules, not being afraid of making mistakes and beating fear. Cards 1001, 75, and 233 places special emphasis of the fear of making grammar mistakes while speaking. A panellist wrote on Card 233 'Education with too much grammar focus leads to difficulty in speaking,' which was later edited in FGD as 'Being able to speak without focusing much on grammar.' The cards about anxiety in this category were represented in Phase Three as 'Being able to speak fluently without having the fear of making mistakes' without placing emphasis on grammar. The last group of ideas in the 'c-confidence and affective barriers' sub-category was about self-confidence. Three cards mentioned about the need of being confident while speaking. Card 147 expressed 'Having "confidence" to speak when one passes to his/her faculty,' which was edited in FGD by deleting the part 'when someone passes to his/her faculty.' Another participant wrote 'Self-confidence' only on Card 202. The last card included 'One should be self-confident' (Card 241). Since confidence during speaking was not easy to observe, these were not included in Phase Three.

Table 4.10. *The results of Brainstorming and Focus Group Discussions for speaking skills*

	Speaking sub-skills after Brainstorming and Focus Group Discussions	Card number	Edited/ Deleted by Focus Group	Used in Phase 3
	a- Purpose for speaking **Academic contexts**			
1	Being able to make presentations	194		✓
	(**Modified and used in Phase Three as: Being able to presentations in symposiums, seminars and conferences.)			**
2	Being able to communicate with foreign colleagues	1002	*	✓
	(*Modified into two versions in FGD to include the next idea below)			
	*New idea as a modified version of the previous Card 1002 during FGD: Being able to express oneself in the academic environment)		*	✓
	(**New idea added for Phase Three by experts by generating the academic version of Card 129 in Vocabulary section below: 'Being able to use appropriate repertoire of vocabulary and terminology for academic contexts')			**
	Everyday contexts			
1	Being able to express every day and not overly academic ideas in detail (*edited in FGD: Being able to express oneself in a plain way in social and academic contexts) (**Modified for Phase Three: Being able to maintain oral communication with foreigners in all (professional and social) contexts)	22	*	✓ **
2	Having the ability to speak in social groups such as discussions, at the theatre, etc. (*edited in FGD: 'ability' is changed into 'confidence') (**Modified for Phase Three as: Being able to speak appropriate to social contexts (Introducing oneself, making discussions in social groups, etc.)	149	*	✓ **
3	Being able to express oneself within a group (*edited in FDG: 'being able to express's is changed into 'not being shy of expressing')	160	*	not used
	(*New idea added during FGD: Being able to comprehend fully the interlocutor during face-to-face conversations and respond appropriately)		*	✓
	(*New idea added during FGD: Being able to comprehend fully the interlocutor during telephone conversations or online conversations and respond appropriately)		*	✓
	b- Skill descriptors			
	Grammar			
1	Being able to use simple sentence structures	226		not used

Table 4.10. *(cont'd) The results of Brainstorming and Focus Group Discussions for speaking skills*

		Card number	Edited/ Deleted by FG	Used in Phase 3
2	Being able answer questions using appropriate phrases and structures	221		✓
3	Being able to express oneself accurately (*edited in FGD: Being able to use appropriate grammatical structures in expressing oneself)	193	*	✓
	Vocabulary			
1	Having enough vocabulary knowledge (*edited in FGD: Having repertoire of vocabulary and terminology suitable for social and academic contexts) (** Modified in Phase Three by creating two versions with one for social, the other for academic contexts: 'Being able to use appropriate repertoire of vocabulary for social contexts' and 'Being able to use appropriate repertoire of vocabulary and terminology for academic contexts' as mentioned in the first section 'Academic Purposes')	129	*	✓ **
2	Having extensive vocabulary	247		✓
	Style			
1	Being able to use discourse and pragmatics rules appropriate to the context	223		✓
	Intelligibility			
1	Being intelligible (**This skill is used in combination with the skills in the pronunciation part below.)	163		not used **
2	Being able to express oneself clearly and accurately	12		✓
3	Being able to express oneself in short but purposeful sentences (**Used in Phase Three in combination with Card 12 above as: Being able to express oneself simply depending on the purpose)	148		✓ **
4	Being able to use body language in a moderate way while speaking	250		✓
	Fluency			
1	Being able to express oneself fluently in the target language	220		✓
2	Being able to speak fluently	195		✓
3	The speech has to be fluent	126		✓
4	Being able to avoid disturbing hesitations and pauses (** Used in Phase Three in combination with Card 217 below)	144		✓ **
5	Being able to use gap fillers to maintain the fluency of speech (** Used in combination with Card 144 as: 'Being able to avoid disturbing hesitations and pauses by using gestures and expressions (gap fillers) during speech)	217		✓ **
6	Being able to maintain the flow of speech even if one forgets the word or cannot find the right word (** Modified in Phase Three as: 'Being able to maintain fluency of talk even if a word if forgotten by using other words to express thoughts')	244		✓ **

Table 4.10. *(cont'd) The results of Brainstorming and Focus Group Discussions for speaking skills*

		Card number	Edited/ Deleted by FG	Used in Phase 3
7	Being fluent without grammar obsession	123		not used
8	Being able to start communicating without trying to find the best way to construct a sentence but with the simplest words and structures	248		not used
9	One should not lose time trying to use correct grammar. (This should not affect fluency.) (*edited in FGD: One should not lose time and fluency trying to use correct grammar.)	246	*	not used
10	One should not dwell on a subject for too long and bore the listener.	140		not used
	Pronunciation, stress, intonation			
1	Being able to pay attention to pronunciation and pronounce correctly	243		✓
2	Being able to pay attention to pronunciation	229		✓
3	Being able to pronounce words correctly while speaking	77		✓
4	It is necessary that the pronunciation is successful. The words must be correctly pronounced.	125		✓
5	Being able to pronounce words correctly and clearly	218		✓
6	Intelligible pronunciation (** All six cards including the ones above were merged as: 'Paying attention to the pronunciation of a word and being able to pronounce accurately and intelligibly.' in Phase Three)	80		✓
7	Being able to use word stress correctly	74		✓
8	Being able to use intonation correctly	142		✓
	c- Confidence and affective barriers			
1	Being able to communicate comfortably with someone who speaks the target language	219		✓
2	Being comfortable during speaking (** Modified in Phase Three as: 'Being able to express oneself comfortably')	242		✓ **
3	Diverting from the anxiety of obeying rules	81		✓
4	Not being afraid of making mistakes	225		✓
5	There is no sense of being afraid of making mistakes; beating fear	249		✓
6	Not having the anxiety of making mistakes (** Used in Phase Three as 'Being able to speak fluently without having the fear of making mistakes')	119		✓ **
7	Beating the fear of making grammar mistakes while speaking	1001		not used
8	Being able to speak without the fear of making grammar mistakes	75		not used

Table 4.10. *(cont'd) The results of Brainstorming and Focus Group Discussions for speaking skills*

		Card number	Edited/ Deleted by FG	Used in Phase 3
9	Education with too much grammar focus leads to difficulty in speaking (*edited in FGD: Being able to speak without focusing much on grammar)	233	*	not used
10	Having "confidence" to speak when one passes to his/her faculty (*edited in FGD: 'when someone passes to his/her faculty' is deleted)	147	*	not used
11	Self-confidence	202		not used
12	One should be self-confident	241		not used
	TOTAL 45 cards and four new ideas in FGD			

Apart from the purposes, skills, and confidence issues in Table 4.10, there were also idea cards which included suggestions for the improvement of speaking skills. Even though these were out of the scope of this study, the suggestions made are listed in Table 4.11. Seven cards were written as suggestions for speaking, unlike the previous skills (i.e. reading, writing, listening) whose findings were described. This might be due to the overall result in the study that speaking was the skill in which most Turkish learners felt deficient and wanted to improve the most.

The suggestions included being a good listener, which was edited in the Focus Group Discussions as 'Being able to understand the other speaker fully and respond accordingly.' In order to improve speaking skills, the other recommendations included watching movies and listening to songs in English and not missing any opportunity for speaking practice. There were also some institutional measures that could help EPP students improve speaking. One of these was 'Providing environments that encourage and comfort the student to speak,' which was previously expressed as 'Being in environments that encourage the student to speak' before being edited in the Focus Group Discussions. One of these environments could be providing contexts for dialogue with Erasmus exchange students as mentioned in Card 231. Sending students abroad was the other action suggested for universities. The last card 232 with the edited statement 'Lack of practice in education should be eliminated' is a recommendation for change not limited to the university context but for the whole Turkish education.

Table 4.11. *Suggestions to improve speaking*

Suggestions and barriers for the improvement of speaking skills	Card Number
Being a good listener (*edited in FGD: Being able to understand the other speaker fully and respond accordingly)	130
Watching movies and listening to songs in English	146
Being in environments that encourage the student to speak (*edited in FGD: Providing environments that encourage and comfort the student to speak)	150
Establishing dialogue contexts with Erasmus exchange students	231
It would provide good chance for practice if universities offered more opportunities to go abroad (*edited in FGD: Students should make use of the international opportunities provided by universities.)	230
In order to understand different accents, one should use every speaking opportunity to make plenty of conversations (*edited in FGD: 'conversations' is changed to 'speaking practice')	114
Lack of practice in education (*edited in FDG: '…should be eliminated' is added at the end of the idea)	232

Because these skills were not measurable (e.g. Card 130) and some could not be learning objectives (e.g. Card 150, 231, 230, 114 and 232), these were not included in the exit criteria list and in the questionnaire in Phase Three.

4.4. Findings of Phase Three: Online Delphi

In this three-phase research, compositions, semi-structured interviews, brainstorming and focus group discussion techniques were used to generate a pool of items. Of this pool, a 213-item questionnaire was designed that consisted of the parts reading, writing, listening and speaking skills. The items consisted of 51 reading skills items (five academic reading and 46 both academic and general reading skills), 66 writing skills (11 academic writing and 55 academic and general writing skills), 48 listening skills (8 academic listening and 40 academic and general listening skills) and 48 speaking skills (12 academic speaking and 36 academic and general speaking skills). In other words, of the 213 items, 36 were academic and 177 were general skills.

Table 4.12. *The number of questionnaire items*

	Academic Skills	Academic and General Skills	Total
Reading	5	46	51
Writing	11	55	66
Listening	8	40	48
Speaking	12	36	48
GRAND TOTAL	**36**	**177**	**213**

The questionnaire was designed using the compositions (C) and semi-structured interviews (SSI) in Phase One as well as the ideas gathered during Brainstorming (BS) sessions and Focus Group Discussions (FGD) in Phase Three. Only a few items were added through getting Expert (EO). The sources of the items are presented in Appendix E using these abbreviations.

In the questionnaire of Phase Three, there were a total of 51 items for the reading skill. Five of the academic reading skills items were mentioned in compositions, three were mentioned in semi-structured interviews and two were suggested in Brainstorming sessions. Item 1 'Academic skill: Being able to read the course books, articles and course materials of the department to be able to follow courses in faculty' was mentioned by all

of these three sources. In the 'Other Reading Skills' part, 25 items were elicited from compositions, five were mentioned in semi-structured interviews and 27 were put forward during Brainstorming. There were three new items added by the experts and one item (Item 38: Being able to read at such a speed as to follow and understand what is being read) was added back after it was suggested during Brainstorming but deleted during Focus Group discussions. This item could reveal the need about the speed of reading and comprehension. Two items were mentioned commonly in compositions, semi-structured interviews and Brainstorming. These were Item 16. Being able to understand materials in print media (newspapers, magazines) broadly, and Item 39. Being able to read a text without hesitation and at a speed to follow what is read even if it is not as comfortable as in the native language.

In the writing skills part of the questionnaire, there were a total of 66 items, 11 of these being academic and 55 being general. Nine of the academic writing and 24 of the general items were mentioned in the compositions. In the semi-structured interviews, three academic writing and five general writing skills were suggested. Five academic writing skills and 36 general skills were brought up by the Brainstorming panellists. During the Focus Group Discussions, one item was added to the general skills list. On the other hand, Item 111 'When quotations are needed, being able to quote appropriately avoiding plagiarism' was modified by experts by adding 'plagiarism.' The academic skill with Item 53 'Academic skill: Being able to take notes of the information presented in the classes' was mentioned in three different methods of data collection (C, SSI and BS). In the general part, there were no items that were mentioned in both Phase One and Phase Two.

In the Listening skills part of the questionnaire, there were 48 items. Eight of these skills were academic listening skills and 40 were general skills. Of the eight academic skills items, all eight were mentioned in compositions, while there were only one mentions in the semi-structured interviews, Brainstorming and Focus Group Discussions. Item 118 'Academic skill: Being able to follow courses (lectures, etc.) in the faculty by listening' was mentioned in C, SSI and FGD. In the remaining 40 general skills, 22 items were mentioned in compositions and Brainstorming sessions while four were elicited during semi-structured interviews and five from Focus Group Discussions. Item 127 'Being able to follow conversations' was obtained both from Phase One and Phase Two data collection procedures.

The last skill group Speaking, consisted of 48 questionnaire items. Twelve of these items were academic, and 36 were general skills. Of the 12 academic speaking skills, nine were suggested by composition writers, and one was mentioned by an interviewee in Phase One. In Phase Two, three academic speaking skills were brought up by three panellists and one item was mentioned by the Focus Group Discussion panel. Another item was added by the experts.

In the general skills part for Speaking, of the 36 items mentioned appeared in compositions, and three in semi-structured interviews. In Phase Two, 16 items were highlighted in Brainstorming and another four in Focus Group Discussions. Item 180 'Being able to speak appropriate to social contexts (introducing oneself, making discussions in social groups, etc.)' was mentioned in SSI, BS and FGD. Another item (212. Being able to express oneself comfortably) appeared in both previous phases (C, SSI and BS).

After these items were designed into a questionnaire from a pool, the questionnaire was administered in two independent rounds. The first round aimed at determining not only the skills and competencies that are necessary for students EPPs, but it also asked the participants where these skills should be taught: at the EPPs, at faculties or students should learn them on their own. The results of this round were not shared with the participants as the mean scores were above 3 and there were very few items on which consensus was low. Therefore, this round was only helped to discuss where the skills and competencies can be gained throughout the whole tertiary education. Due to the length of the questionnaire, it was administered in two parts, the first consisting of reading and writing skills and the second of speaking and listening skills. The first part for reading and writing skills was administered between 28.8.2014-13.10.2014 with two reminders sent. The second part for listening and speaking skills was administered between 17.9.2014-27.10-2014, again with two reminders.

The second round consisted of the same 213 questionnaire items. This time, the participants were asked to what extend the skills are necessary for EPP students without discussing where they should be taught. Therefore, this round focused only on the exit criteria in EPPs, which was the main focus of the research. Since most of the participants were already familiar with the questionnaire and the procedure, the questionnaire was sent at once without splitting it to save time. The administration of Round Two Questionnaire took place between 16.12.2014-2.3.2015) (*n*=36) with two reminders.

Both questionnaires were delivered online through Surveymonkey, and the results were analysed using SPSS 11.

In literature, for 5-point Likert scales there are studies in which mean values of $x=3$ or 3,5 are acceptable. However, in this research the mean scores for both rounds of questionnaires were already high, and all 213 items had a mean value over $x=3$. Therefore, to achieve a stronger level of consensus, higher values were set. In Table 4.13, the overall mean and standard deviation values in round two ($n=36$) are presented as an example.

Table 4.13. *The overall mean and standard deviation values for the second online Delphi rating*

Skill area		*Mean*	*S. D.*
Reading	all items	4.0295	.34199
	academic	4.1710	.34709
	general	3.8726	.44987
Writing	all items	3.9288	.40787
	academic	4.0951	.43216
	general	3.7293	.55854
Listening	all items	3.9833	.42465
	academic	4.0608	.44052
	general	3.8903	.55254
Speaking	all items	4.0559	.46791
	academic	4.0932	.48544
	general	4.0062	.54994
All skills	all items	3.9994	.38081
	academic	4.1053	.39178
	general	3.8762	.49267

As can be seen in the table, the mean values for academic skills were higher than the general ones except for the speaking skill, which were both high. This was an indication that academic skills were preferred as exit criteria for EPP students.

Aiming at a more refined level beyond 'somewhat necessary', the mean value for consensus was set to $x=4$, that is, ratings that were equal to 'necessary' and above as 'completely necessary.' The standard deviation criterion was also set as $sd=0.84$. In other words, to determine the level of consensus, the items that had a minimum mean value of $x=4$ and a standard deviation lower than $sd=0.84$ were considered as acceptable sub-skills with the consensus of the panellists. If any of these limits were not achieved, the items could be eliminated. However, there was a possibility that a high standard deviation could be misleading if the high scores accumulated above the mean score. Therefore, the skewness values were also considered when necessary. When there is negative skewness, it means that the data has an asymmetric distribution with the long tail on the negative

side of the peak while the peak is on the right side. The median is often on the right of the mean value and the X <median < mode.

Elimination values:

- x= below 4
- sd= above 0.84
- If x is acceptable but sd is high, skewness= min. -1.5 and above not eliminated

In this study, in the presence of an item that met the mean value x=4 but had a standard deviation higher than 0.84, the item was further examined for skewness. If that item had a skewness coefficient above -1.5, it was not eliminated because it was an indication that the majority of the panellists rated this item above the mean value. As an example, Item 77. "Being able to do written tasks necessary to sustain daily life when abroad" in reading skills had a mean value of 4.1389. However, due to the sd=0.89929, which was above 0.84, it needed to be eliminated. Yet, when the distribution of the ratings were examined for this item, it is possible to see as follows that the participants rated this item mostly 4 and 5, thus creating an asymmetry accumulating with the scores in favour of the skill in question. The frequencies of the answers for Item 177 were:

- 1 (completely unnecessary): 1 participant
- 2 (unnecessary): 1 participant
- 3 (moderately necessary): 3 participants
- 4 (necessary): 18 participants
- 5 (totally necessary): 13 participants

As a result, it was decided to keep this item since the high sd originated from the highly positive answers. As the figure below shows, the data it skewed to the left with the tail on the left side.
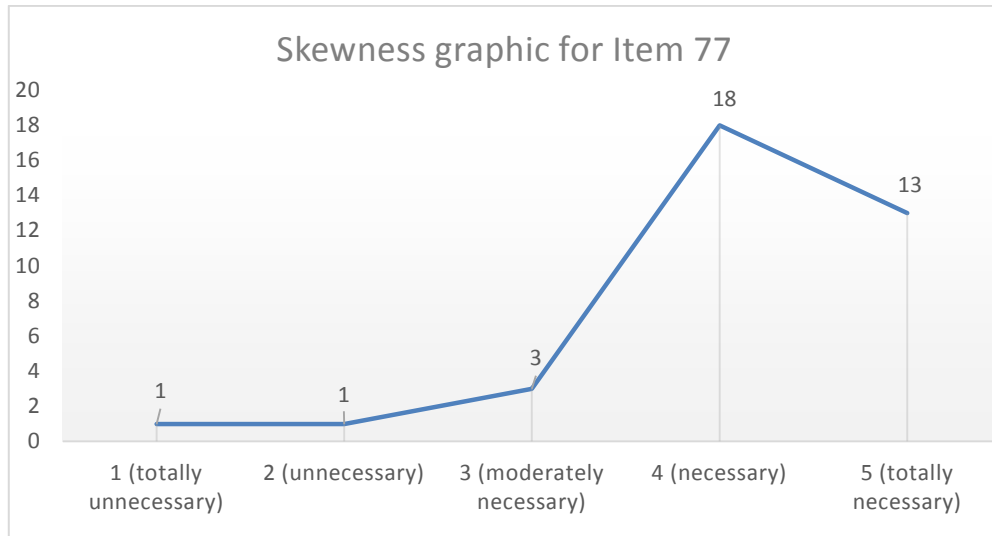
Figure 4.1. *The skewness graphic for Item 77*

The number of the participants was 40 and 36 in first rating and second rating respectively. These numbers were in fact low, and thus, if six panellists out of 36 total rated an item 3 or below, this led to the elimination for this item. As an example, item 58 in the writing skill was 'Being able to express the same thought using different structures and words (restatement & paraphrasing).' The item had a passing mean value (x=4.0556) in the second rating. However, the standard deviation was not within acceptable limits (sd=0.89265). When the skewness coefficient was checked, it was -1.389. Therefore, this item was eliminated. The ratings assigned by the panellists included one 'completely unnecessary' response of 1 points, one 'unnecessary' response of 2 points, and four responses of 'moderately necessary' of 3 points. 19 panellists voted as 'necessary' (4 points on the Likert scale) and 11 as 'completely necessary' (5 points). Yet, the ratings that fell below 3 by six panellists caused the elimination due to the strict elimination values. A number of items were eliminated similarly because of the effects of six negative responses.

After the consultation of experts, it was decided not to repeat the voting for the second rating for several reasons. First, the whole study took place in three lengthy phases, and in each phase ample data were obtained and saturation was reached. The items for the questionnaire were so carefully selected that all items were rated over 3 points, which means they were considered above 'somewhat necessary.' Since the questionnaire was also notably long, the panellists might drop out due to exhaustion after two rounds.

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As a result, after two independent rounds of ratings, the data collection ended. Below are the findings for each questionnaire round.

4.4.1. First rating

The aim of this round was to identify the skills that are needed in the entire tertiary education. Therefore, it did not focus on EPPs, but intended to find out where the skills can be taught if it was possible to include faculties and autonomous learning. Thus, the findings of this round do not suggest exit criteria in the EPPs, but help to discuss where else the skills can be taught since the EPP education is limited in time and scope to teach all possible skills.

In this round, 40 participants rated the items on a 5-point Likert scale ranging from 'completely necessary' as 5 to 'completely unnecessary' as 1 points. Additionally, the participants were asked where this skill should be taught. The choices included 'in EPPs,' 'in the faculties,' which added a dimension beyond EPPs after the students finish these programs and start studying in their own departments, and the third option was 'students should learn these on their own.' This last choice focused on the skills that are necessary but should be gained through autonomous and independent learning by students themselves. The Chronbach's alpha coefficient was calculated as .993 for the first rating round of the questionnaire.

Since this questionnaire added the skills to be achieved by the autonomous learning of students and at the faculties, this first rating questionnaire needs to be considered as independent of the second rating which focused only on EPPs. Therefore, each questionnaire is rated with different purposes. Because the emphasis of the research study is on EPPs, the findings of the second rating reflect the exit criteria, so its findings are described in greater detail in the next section. On the other hand, the first phase results are summarized below presenting the passing and failing skills, and where each skill should be taught, i.e. in the EPP, faculties or at students' own device. In conclusion, the findings of the first round should not be taken as basis of the exit criteria since these results reflect the skills that should be learnt throughout tertiary education including EPPs, faculties and stduents' own efforts.

Table 4.14. *The academic reading skills for the whole tertiary education - round one Delphi*

1. Being able to read the course books, articles and course materials of the department to be able to follow courses in faculty	✓
2. Having the reading ability enough to do research	✓
3. Being able to read and understand examination questions and assignments	✓
4. Being able to read and understand scientific articles	eliminated
5. Being able to read occupational texts	✓

The results indicated that reading scientific articles was eliminated throughout the tertiary education. The respondents also chose where this skill should be taught. The answers are presented in Table 4.15. The first column indicates the frequency of votes by the panellists regarding where each sub-skill should be taught. The first colums are the number of votes for EPPs, the second colums indicate that this skill should be taught in faculties. The votes in the third column mean that this skill should be learnt by the students themselves. The participant were allowed to make more than one choice. Therefore, the high numbers in more than one column might mean that, for instance, one skill can be both taught in the EPP and studied by the students themselves at the same time. Alternatively, high frequencies in both the EPP and the faculty may mean that the students should begin learning the skill in the EPP, but they should continue learning it in the faculty.

Table 4.15. *Where the academic reading skills should be taught during the whole tertiary education - round one Delphi*

	EPP	Faculty	Students
	f	*f*	*f*
1. Being able to read the course books, articles and course materials of the department to be able to follow courses in faculty	20	15	6
2. Having the reading ability enough to do research	21	15	8
3. Being able to read and understand examination questions and assignments	21	8	3
4. Being able to read and understand scientific articles	13	25	9
5. Being able to read occupational texts	5	25	9

According the results, the first three skills for faculty studies should be taught in EPPs according to the majority of the 40 participants. The more professional ones need attention in the faculties.

The results for the reading skills that were rated both as academic and general English are presented in Table 4.16.

Table 4.16. *The academic and general reading skills for the whole tertiary education - round one Delphi*

	Academic	General
6. Being able to read and understand literary work such as classical novels, stories, columns	eliminated	eliminated
7. Being able to understand texts about every day basic needs	✓	✓
8. Being able to determine the purpose of reading before beginning to read	✓	eliminated
9. Being able to do reading for learning	✓	✓
10. Being able to answer questions about the text read	✓	✓
11. Being able to read and understand texts that are within the fields of interests and of familiar subjects	✓	✓
12. Being able to read and understand texts that are outside the fields of interests and are of unfamiliar subjects	eliminated	eliminated
13. Being able to understand and grasp international official correspondence	eliminated	eliminated
14. Being able to understand and grasp correspondence other than official ones	✓	eliminated
15. Being able to make use of print and visual resources	✓	✓
16. Being able to understand materials in print media (newspapers, magazines) broadly	✓	✓
17. Being able to read English publications	✓	✓
18. Understanding the reason for which a text is written	✓	✓
19. Being able to understand summaries	✓	✓
20. Being able to read instruction manuals	eliminated	eliminated
21. Having a rich variety of vocabulary repertoire that enables reading	✓	✓
22. Being able to guess the meaning of unknown words from context without using a dictionary	✓	✓
23. Being able to understand the idioms in the text	eliminated	eliminated
24. Being able to use the dictionary use effectively	✓	✓
25. Being able to guess the meaning of a word from its word formation, root, and affixes	eliminated	eliminated
26. Having general knowledge of grammar to understand the text	✓	✓
27. Being able to make sentence analysis in long sentences	✓	eliminated
28. Being able to understand what referring expressions refer to	✓	✓
29. Being able to decode elements of coherence, cohesion and textual grammar in the text	✓	eliminated
30. Being able to comprehend the main idea in the text	✓	✓
31. Being able to understand the general idea of a text even if the whole text is not understood, comprehending 70-80% of the text read	✓	✓
32. Being able to distinguish the main and important ideas in the text	✓	✓
33. Being able to distinguish specific details in a text	✓	eliminated
34. Being able to distinguish sentences that support a main idea	✓	✓
35. Being able to make connections between ideas in a text	✓	✓
36. Being able to scan a reading text for specific information	✓	✓
37. Being able to understand the content of the text quickly through skimming	✓	eliminated
38. Being able to read at such a speed as to follow and understand what is being read	eliminated	eliminated
39. Being able to read a text without hesitation and at a speed to follow what is read even if it is not as comfortable as in the native language	eliminated	eliminated
40. Being able to read a text carefully and comment on its content	✓	✓

	Academic	General
41. Being able to do critical reading (being able to make analysis, synthesis, evaluation, making interpretations, reacting, using information in other contexts)	✓	eliminated
42. Being able to interpret abstract concepts in a text	✓	eliminated
43. Being able to use reading strategies effectively	✓	✓
44. Being able to pronounce words fast and correctly while reading aloud	eliminated	eliminated
45. Being able to decode meaning of what is covertly stated, being able to make inferences	✓	eliminated
46. Being able to understand the purpose and tone of the writer	✓	eliminated
47. Being able to remember what is read	✓	eliminated
48. Being able to summarize texts	✓	eliminated
49. Being able to make notes of what is read	✓	eliminated
50. Being able to translate texts if necessary	eliminated	eliminated
51. Being able to use the internet for reading	✓	✓

Similar to the findings in the second round, many general English skills were thought to be inappropriate for tertiary education while the same skills were acceptable if they were taught as academic skills.

Concerning where these skills should be taught, the respondents gave the following answers in Table 4.17.

Table 4.17. *Where the academic and general reading skills should be taught during the whole tertiary education - round one Delphi*

	EPP	Faculty	Students
	f	*f*	*f*
6. Being able to read and understand literary work such as classical novels, stories, columns	22	4	6
7. Being able to understand texts about every day basic needs	31	6	8
8. Being able to determine the purpose of reading before beginning to read	24	6	13
9. Being able to do reading for learning	29	5	10
10. Being able to answer questions about the text read	33	5	6
11. Being able to read and understand texts that are within the fields of interests and of familiar subjects	19	9	22
12. Being able to read and understand texts that are outside the fields of interests and are of unfamiliar subjects	22	6	21
13. Being able to understand and grasp international official correspondence	17	15	14
14. Being able to understand and grasp correspondence other than official ones	21	4	20
15. Being able to make use of print and visual resources	26	9	16
16. Being able to understand materials in print media (newspapers, magazines) broadly	19	5	22
17. Being able to read English publications	25	7	17
18. Understanding the reason for which a text is written	28	7	10
19. Being able to understand summaries	26	9	12
20. Being able to read instruction manuals	17	7	18
21. Having a rich variety of vocabulary repertoire that enables reading	26	11	18

	EPP f	Faculty f	Students f
22. Being able to guess the meaning of unknown words from context without using a dictionary	33	7	9
23. Being able to understand the idioms in the text	27	7	16
24. Being able to use the dictionary use effectively	33	7	7
25. Being able to guess the meaning of a word from its word formation, root, and affixes	33	5	6
26. Having general knowledge of grammar to understand the text	36	5	7
27. Being able to make sentence analysis in long sentences	33	7	7
28. Being able to understand what referring expressions refer to	29	9	7
29. Being able to decode elements of coherence, cohesion and textual grammar in the text	32	6	7
30. Being able to comprehend the main idea in the text	25	6	7
31. Being able to understand the general idea of a text even if the whole text is not understood, comprehending 70-80% of the text read	34	8	7
32. Being able to distinguish the main and important ideas in the text	31	8	6
33. Being able to distinguish specific details in a text	29	9	9
34. Being able to distinguish sentences that support a main idea	31	7	9
35. Being able to make connections between ideas in a text	32	6	9
36. Being able to scan a reading text for specific information	32	8	9
37. Being able to understand the content of the text quickly through skimming	33	10	6
38. Being able to read at such a speed as to follow and understand what is being read	27	5	16
39. Being able to read a text without hesitation and at a speed to follow what is read even if it is not as comfortable as in the native language	27	7	15
40. Being able to read a text carefully and comment on its content	29	10	11
41. Being able to do critical reading (being able to make analysis, synthesis, evaluation, making interpretations, reacting, using information in other contexts)	22	12	17
42. Being able to interpret abstract concepts in a text	21	12	20
43. Being able to use reading strategies effectively	32	8	8
44. Being able to pronounce words fast and correctly while reading aloud	33	9	11
45. Being able to decode meaning of what is covertly stated, being able to make inferences	28	10	13
46. Being able to understand the purpose and tone of the writer	26	9	14
47. Being able to remember what is read	21	8	19
48. Being able to summarize texts	28	10	10
49. Being able to make notes of what is read	19	12	11
50. Being able to translate texts if necessary	22	12	15
51. Being able to use the internet for reading	18	8	21

The results demonstrated that the majority of the skills should be taught in the EPPs with the support of students' self-study efforts. The sub-skills that had higher frequencies in terms of students' own learning were Items 11. Being able to read and understand texts that are within the fields of interests and of familiar subjects, Item 16. Being able to understand materials in print media (newspapers, magazines) broadly, Item 20. Being able to read instruction manuals, and Item 51. Being able to use the internet for reading.

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These skills were recommended more for self-directed learning with a support in the EPPs.

The results for the writing skills are presented in Tables 4.18-4.21.

Table 4.18. *The academic writing skills for the whole tertiary education - round one Delphi*

52. Being able to express studies in the faculty in written forms (experiments reports, assignments, technical notes, etc.)	✓
53. Being able to take notes of the information presented in the classes	✓
54. Being able to do academic writing (articles, projects, references, papers, slide presentations, etc.) for research and academic work	✓
55. Being able to provide written answers to examinations in the faculty	✓
56. Being able to present one's own ideas about field related subjects	✓
57. Being able to summarize the texts studied throughout faculty education	✓
58. Being able to express oneself in accordance with Academic Writing rules	✓
59. Being able to use field related technical terms during writing	✓
60. Being able to use common academic vocabulary during writing	✓
61. Being able to apply essay structures in writing	✓
62. Being able to write professional correspondence	✓

The results in the first round showed that none of the academic writing skills should be eliminated if they are taught throughout the whole tertiary education. The locations where these academic writing skills should be learnt are as follows.

Table 4.19. *Where the academic writing skills should be taught during the whole tertiary education - round one Delphi*

	EPP	Faculty	Students
	f	*f*	*f*
52. Being able to express studies in the faculty in written forms (experiments reports, assignments, technical notes, etc.)	20	23	4
53. Being able to take notes of the information presented in the classes	22	12	11
54. Being able to do academic writing (articles, projects, references, papers, slide presentations, etc.) for research and academic work	17	26	7
55. Being able to provide written answers to examinations in the faculty	26	19	6
56. Being able to present one's own ideas about field related subjects	15	26	11
57. Being able to summarize the texts studied throughout faculty education	17	20	7
58. Being able to express oneself in accordance with Academic Writing rules	27	18	8
59. Being able to use field related technical terms during writing	7	34	6
60. Being able to use common academic vocabulary during writing	18	24	7
61. Being able to apply essay structures in writing	34	8	3
62. Being able to write professional correspondence	10	26	12

The results revealed that seven out of 11 academic writing skills should be taught in the faculties if it is possible. These skills were items number 52, 54, 56, 57, 59, 60, and 62. The skills that should be taught in the EPPs were Item 53. Being able to take notes

of the information presented in the classes, Item 55. Being able to provide written answers to examinations in the faculty, Item 58. Being able to express oneself in accordance with Academic Writing rules, and Item 61. Being able to apply essay structures in writing. These skills were considered as those that can be taught in the EPPs if the remaining skills are taught in the faculties. Therefore, the eliminated academic writing items in Round Two should be re-considered taking this viewpoint into account.

The sub-skill that were rated both as academic and general English writing skills were evaluated statistically. When the whole tertiary education was considered, the skills that should be taught in the whole university studies are presented in Table 4.20.

Table 4.20. *The academic and general writing skills for the whole tertiary education - round one Delphi*

	Academic	General
63. Being able to write in basic text types such as formal and informal letters and correspondence, e-mails, notes, messages that will enable one to communicate with a purpose	✓	✓
64. Being able to express opinions about current issues in writing	✓	✓
65. Being able to express thoughts, feelings, views, comments and likes	✓	✓
66. Having a command of text types in various formats	eliminated	eliminated
67. Being able to write in different essay and paragraph types	eliminated	eliminated
68. Being able to use various writing techniques and strategies	eliminated	eliminated
69. Being able to consider the textual characteristics and organization of the genre	eliminated	eliminated
70. Being able to identify the language and use the expressions appropriate to the genre	eliminated	eliminated
71. Being able to express the purpose of writing clearly and openly	✓	✓
72. Being able to use appropriate style of language depending on the audience	eliminated	eliminated
73. Being able to write about familiar subjects or about those within the field of interest	✓	eliminated
74. Being able to write about unfamiliar subjects or those outside the scope of interest	eliminated	eliminated
75. Being able to write discussion and comment type of texts	eliminated	eliminated
76. Being able to translate texts from native language English	eliminated	eliminated
77. Being able to do written tasks necessary to sustain daily life when abroad	eliminated	✓
78. Being able to provide written answers to questions at sentence level	✓	✓
79. Being able to summarize a text read or listened to in his/her own words	✓	✓
80. Being able to synthesize and transfer knowledge that is acquired from various resources	✓	eliminated
81. Being able to generate ideas about the subject	✓	✓
82. Being able to write by classifying ideas	✓	
83. Being able to support ideas generated appropriately	✓	✓
84. Being able to use principles of organization during writing	✓	eliminated
85. Being able to express ideas within a certain organization in writing	✓	✓
86. Taking care of the wholeness of introduction, development and conclusion	✓	eliminated
87. Being able to organize ideas according to types of paragraphs	eliminated	eliminated
88. Being able to apply rules of paragraph structure (having a command of the concepts of topic sentence, main idea, supporting ideas, concluding sentence)	✓	eliminated

	Academic	General
89. Being able to apply principles of coherence in writing	✓	eliminated
90. Being able to provide coherence in text by using linking words, referring expressions, etc. to express ideas in a connected way	✓	eliminated
91. Being able to make transitions and connections between ideas	✓	✓
92. Being able to use linking words appropriate to the text and paragraph type	✓	✓
93. Being able to write without diverting from the subject	✓	✓
94. Being able write opinions appropriately and accurately considering the grammar rules of the target language	eliminated	eliminated
95. Being able to write the parts of speech order as practically as in the native language	eliminated	eliminated
96. Having enough vocabulary knowledge to be able to write	✓	✓
97. Being able to use the words known while writing	✓	✓
98. Being able to write sentences without vocabulary mistakes	✓	eliminated
99. Being able to use different synonymous words to avoid repetitive ones	✓	eliminated
100. Being able to describe a word to the reader if necessary even if he/she does not remember the word he/she should use	✓	✓
101. Being able to spell words correctly	✓	✓
102. Being able to use punctuation marks and apply their rules accurately	✓	eliminated
103. Being able to write clearly and intelligibly	✓	✓
104. Being able to provide sentence variety by writing simple and complex sentences that suit the target text type	✓	eliminated
105. Being able to express thoughts plainly avoiding long and complex sentences when necessary	✓	✓
106. Being able to write long sentences with connectors	eliminated	eliminated
107. Being able to express ideas in writing using concrete, descriptive expressions so that the reader does not need to make inferences	✓	eliminated
108. Being able to transfer thoughts with correct descriptions	✓	✓
109. Being able to express the same idea using different sentences and expressions' (restatement, paraphrasing)	eliminated	✓
110. Being able to write genuinely avoiding too many direct quotations	eliminated	eliminated
111. When quotations are needed, being able to quote appropriately avoiding plagiarism	✓	eliminated
112. Being able to write words fast and accurately without stopping while writing the text	eliminated	eliminated
113. Being able to express oneself thinking in the target language independent of the native language	✓	✓
114. Being able to write down quickly a text that is being read simultaneously, note taking	eliminated	eliminated
115. Being able to write a word according to its pronunciation even though one does not know the word	eliminated	eliminated
116. Being able to write without needing resources or support	eliminated	eliminated
117. Being able to use resources (internet, reference books, etc.) to compensate for weaknesses about writing	✓	✓

Of the 55 writing sub-skills, 20 were eliminated and 35 remained as academic skills. On the other hand, when the same skills were evaluated as general English skills, 31 were elimated and 24 were accepted. Similar to reading skills, most writing skills were

considered unnecessary when general English is in question. Next, where the academic vs. general English writing skills should be taught were asked to panellists (Table 4.21).

Table 4.21. *Where the academic and general writing skills should be taught during the whole tertiary education - round one Delphi*

	EPP	Faculty	Students
	f	*f*	*f*
63. Being able to write in basic text types such as formal and informal letters and correspondence, e-mails, notes, messages that will enable one to communicate with a purpose	30	12	9
64. Being able to express opinions about current issues in writing	24	4	16
65. Being able to express thoughts, feelings, views, comments and likes	27	5	17
66. Having a command of text types in various formats	27	9	16
67. Being able to write in different essay and paragraph types	31	7	10
68. Being able to use various writing techniques and strategies	31	8	9
69. Being able to consider the textual characteristics and organization of the genre	30	9	8
70. Being able to identify the language and use the expressions appropriate to the genre	27	11	11
71. Being able to express the purpose of writing clearly and openly	33	8	8
72. Being able to use appropriate style of language depending on the audience	27	10	11
73. Being able to write about familiar subjects or about those within the field of interest	18	9	20
74. Being able to write about unfamiliar subjects or those outside the scope of interest	17	7	19
75. Being able to write discussion and comment type of texts	25	10	9
76. Being able to translate texts from native language English	21	11	17
77. Being able to do written tasks necessary to sustain daily life when abroad	27	5	17
78. Being able to provide written answers to questions at sentence level	36	4	6
79. Being able to summarize a text read or listened to in his/her own words	27	8	11
80. Being able to synthesize and transfer knowledge that is acquired from various resources	19	22	7
81. Being able to generate ideas about the subject	29	9	12
82. Being able to write by classifying ideas	28	8	10
83. Being able to support ideas generated appropriately	26	11	11
84. Being able to use principles of organization during writing	25	6	11
85. Being able to express ideas within a certain organization in writing	33	6	8
86. Taking care of the wholeness of introduction, development and conclusion	37	3	4
87. Being able to organize ideas according to types of paragraphs	33	5	3
88. Being able to apply rules of paragraph structure (having a command of the concepts of topic sentence, main idea, supporting ideas, concluding sentence)	37	3	2
89. Being able to apply principles of coherence in writing	33	6	4
90. Being able to provide coherence in text by using linking words, referring expressions, etc. to express ideas in a connected way	36	4	3
91. Being able to make transitions and connections between ideas	35	6	5
92. Being able to use linking words appropriate to the text and paragraph type	36	5	4
93. Being able to write without diverting from the subject	31	6	10
94. Being able write opinions appropriately and accurately considering the grammar rules of the target language	34	5	8

	EPP	Faculty	Students
	f	*f*	*f*
95. Being able to write the parts of speech order as practically as in the native language	25	7	11
96. Having enough vocabulary knowledge to be able to write	22	11	16
97. Being able to use the words known while writing	26	8	14
98. Being able to write sentences without vocabulary mistakes	27	3	15
99. Being able to use different synonymous words to avoid repetitive ones	26	9	17
100. Being able to describe a word to the reader if necessary even if he/she does not remember the word he/she should use	23	7	16
101. Being able to spell words correctly	28	5	13
102. Being able to use punctuation marks and apply their rules accurately	39	5	8
103. Being able to write clearly and intelligibly	25	6	14
104. Being able to provide sentence variety by writing simple and complex sentences that suit the target text type	29	7	13
105. Being able to express thoughts plainly avoiding long and complex sentences when necessary	28	7	14
106. Being able to write long sentences with connectors	33	6	9
107. Being able to express ideas in writing using concrete, descriptive expressions so that the reader does not need to make inferences	29	9	9
108. Being able to transfer thoughts with correct descriptions	31	7	14
109. Being able to express the same idea using different sentences and expressions' (restatement, paraphrasing)	32	10	7
110. Being able to write genuinely avoiding too many direct quotations	23	14	11
111. When quotations are needed, being able to quote appropriately avoiding plagiarism	23	18	7
112. Being able to write words fast and accurately without stopping while writing the text	21	4	18
113. Being able to express oneself thinking in the target language independent of the native language	25	9	19
114. Being able to write down quickly a text that is being read simultaneously, note taking	26	9	10
115. Being able to write a word according to its pronunciation even though one does not know the word	25	5	17
116. Being able to write without needing resources or support	20	9	20
117. Being able to use resources (internet, reference books, etc.) to compensate for weaknesses about writing	18	10	25

According to the findings, the majority of the writing skills should be taught at EPPs with a few exceptions. These exceptions that were considered to be taught at faculties included Item 80. Being able to synthesize and transfer knowledge that is acquired from various resources, and those that required more student involvement, which were Item 73. Being able to write about familiar subjects or about those within the field of interest, 74. Being able to write about unfamiliar subjects or those outside the scope of interest, and 117. Being able to use resources (internet, reference books, etc.) to compensate for weaknesses about writing.

The findings for the listening skill are presented in Tables 4.22-2.25.

Table 4.22. *The academic listening skills for the whole tertiary education - round one Delphi*

118. Being able to follow courses (lectures, etc.) in the faculty by listening	✓
119. Being able to follow academic talks and discussions	✓
120. Being able to take notes effectively while listening to lectures in faculty	✓
121. Being able to take notes during academic talks	eliminated
122. Being able to understand and interpret what is listened to in undergraduate education	✓
123. Being able to summarize what is listened to in undergraduate education	✓
124. Being able to understand the audio-visual materials in the faculty (being able to understand lecture materials such as PowerPoint presentations, board, etc. and compare them to what is listened to)	✓
125. Being able to comprehend the talks in conferences	eliminated

Among the eight academic listening skills, two were eliminated by the panellists. These were Item 121. Being able to take notes during academic talks and 125. Being able to comprehend the talks in conferences. Clearly, these could be considered more related to the professional life beyond the scope of tertiary education. Where these academic listening should be taught is presented in Table 4.23.

Table 4.23. *Where the academic listening skills should be taught during the whole tertiary education - round one Delphi*

	EPP	Faculty	Students
	f	*f*	*f*
118. Being able to follow courses (lectures, etc.) in the faculty by listening	34	17	10
119. Being able to follow academic talks and discussions	24	24	15
120. Being able to take notes effectively while listening to lectures in faculty	31	18	9
121. Being able to take notes during academic talks	23	23	15
122. Being able to understand and interpret what is listened to in undergraduate education	27	18	17
123. Being able to summarize what is listened to in undergraduate education	28	18	15
124. Being able to understand the audio-visual materials in the faculty (being able to understand lecture materials such as PowerPoint presentations, board, etc. and compare them to what is listened to)	21	17	16
125. Being able to comprehend the talks in conferences	18	19	20

Of the eight academic listening skills, five had more frequencies in the EPP part. Two items had equal frequencies in both the EPP and the faculty parts. These skills could either be taught in the EPP/in the faculty, or in both. More research is needed to refine the results. These items were Item 119. Being able to follow academic talks and discussions, and 121. Being able to take notes during academic talks. One item (125. Being able to comprehend the talks in conferences) had slightly more votes in the faculty and on students' own learning responsibilities part.

The results for the other listening skills that were possibly both academic and general skills are presented in Table 4.24. First, the accepted and eliminated items are presented.

Table 4.24. *The academic and general writing skills for the whole tertiary education - round one Delphi*

	Academic	General
126. Being able to understand instructions and commands	✓	✓
127. Being able to follow conversations	✓	✓
128. Being able to follow and understand mutual dialogues	✓	✓
129. Being able to understand telephone conversations	elimnated	✓
130. Being able to understand announcements and notifications	elimnated	✓
131. Being able to understand songs	elimnated	elimnated
132. Being able to understand films without subtitles to a great extend	elimnated	elimnated
133. Being able to follow radio conversations	elimnated	elimnated
134. Being able to listen to and follow events by watching new channels and TV programs (e. g. documentaries, interviews)	✓	elimnated
135. Being able to listen to survive in a foreign culture	✓	✓
136. Being able to listen to and comprehend subjects that are within the field of interest	✓	✓
137. Being able to listen to and comprehend subjects that are out of the field of interest	elimnated	elimnated
138. Being able to understand the other speaker during communication	✓	✓
139. Being able to understand and maintain communication with a foreigner	✓	✓
140. Being able to understand different accents	elimnated	elimnated
141. Being able to identify the main idea of the listening content	✓	✓
142. Being able to understand the important ideas in the listening content	✓	✓
143. Being able to identify the speaker's purpose and attitude towards the subject	✓	✓
144. Being able to figure out the parts that are not understood and missed from the rest of the listening	✓	✓
145. Being able to understand what is heard without translating everything one by one, sentence by sentence	✓	✓
146. Being able to grasp the gist of the conversations even if the whole content is not understood	✓	✓
147. Being able to understand the speaker's target audience (who it is intended to)	elimnated	✓
148. Being able to understand a long that includes connected expression	✓	✓
149. Being able to extract important information from the listening content	✓	✓
150. Being able to understand the supporting details of the listening	✓	✓
151. Being able to catch key words	✓	✓
152. Being able to catch context clues	✓	✓
153. Being able to use listening strategies	✓	✓
154. Being able to distinguish meaning differences resulting from intonation patterns	✓	✓
155. Being able to distinguish meaning differences resulting from different stress patterns	elimnated	✓
156. Being able to understand the correct pronunciation of words	✓	✓
157. Being able to react meaningfully to what is listened to	✓	✓
158. Being able to understand the questions asked to him/her	✓	✓
159. Being able to take notes during announcements and notifications	elimnated	elimnated
160. Being able to make use of visual clues (e. g. the body language of the speaker, visual presentations) to comprehend the talk	elimnated	✓
161. Trying to understand the talk without the presence of visual clues	✓	✓

	Academic	General
162. Trying to focus on the message in the presence of background noise or voices	✓	✓
163. Being able to transfer the information gained from listening to other contexts	✓	✓
164. Making use of the gaps between conversations to get ready to the next part of the talk	✓	✓
165. Being able to do critical listening (being able to analyse, synthesize, evaluate, and interpret)	✓	✓

There were 48 listening sub-skills which were assessed for their necessity throughout the whole tertiary education. Of these 48 skills, 11 were eliminated as academic skill leaving 37 acceptable results. On the other hand, seven were eliminated as general English listening skills with 41 accepteptable ones. Unlike reading and writing skills, general English listening skills were viewed as more necessary than academic listening skills. In terms of where these skills should be taught, the results are presented in table 4.25.

Table 4.25. *Where the academic and general listening skills should be taught during the whole tertiary education - round one Delphi*

	EPP	Faculty	Students
	f	*f*	*f*
126. Being able to understand instructions and commands	36	12	8
127. Being able to follow conversations	31	13	19
128. Being able to follow and understand mutual dialogues	34	10	16
129. Being able to understand telephone conversations	27	8	18
130. Being able to understand announcements and notifications	28	6	19
131. Being able to understand songs	15	4	28
132. Being able to understand films without subtitles to a great extend	19	6	26
133. Being able to follow radio conversations	18	3	26
134. Being able to listen to and follow events by watching new channels and TV programs (e. g. documentaries, interviews)	23	6	20
135. Being able to listen to survive in a foreign culture	21	11	27
136. Being able to listen to and comprehend subjects that are within the field of interest	23	10	26
137. Being able to listen to and comprehend subjects that are out of the field of interest	21	7	25
138. Being able to understand the other speaker during communication	34	12	19
139. Being able to understand and maintain communication with a foreigner	30	10	21
140. Being able to understand different accents	23	7	23
141. Being able to identify the main idea of the listening content	36	10	15
142. Being able to understand the important ideas in the listening content	33	11	16
143. Being able to identify the speaker's purpose and attitude towards the subject	33	15	11
144. Being able to figure out the parts that are not understood and missed from the rest of the listening	32	11	20
145. Being able to understand what is heard without translating everything one by one, sentence by sentence	32	9	15

	EPP	Faculty	Students
	f	f	f
146. Being able to grasp the gist of the conversations even if the whole content is not understood	29	7	18
147. Being able to understand the speaker's target audience (who it is intended to)	31	12	16
148. Being able to understand a long that includes connected expression	32	16	16
149. Being able to extract important information from the listening content	30	15	15
150. Being able to understand the supporting details of the listening	34	11	14
151. Being able to catch key words	32	13	14
152. Being able to catch context clues	35	11	12
153. Being able to use listening strategies	33	6	14
154. Being able to distinguish meaning differences resulting from intonation patterns	30	6	19
155. Being able to distinguish meaning differences resulting from different stress patterns	34	15	17
156. Being able to understand the correct pronunciation of words	27	9	21
157. Being able to react meaningfully to what is listened to	34	13	19
158. Being able to understand the questions asked to him/her	26	7	19
159. Being able to take notes during announcements and notifications	23	8	20
160. Being able to make use of visual clues (e. g. the body language of the speaker, visual presentations) to comprehend the talk	23	8	23
161. Trying to understand the talk without the presence of visual clues	27	9	21
162. Trying to focus on the message in the presence of background noise or voices	18	5	24
163. Being able to transfer the information gained from listening to other contexts	27	16	16
164. Making use of the gaps between conversations to get ready to the next part of the talk	26	8	20
165. Being able to do critical listening (being able to analyse, synthesize, evaluate, and interpret)	27	22	22

According to the results, among the 48 listening sub-skills, most were the skills that had more frequencies in the EPPs while three items 131. Being able to understand songs, 132. Being able to understand films without subtitles to a great extend, and 133. Being able to follow radio conversations had more frequencies in the students' own learning parts. These three skills might be considered more likely as targets of autonomous learning. Similarly, Items 135. Being able to listen to survive in a foreign culture, 136. Being able to listen to and comprehend subjects that are within the field of interest, 137. Being able to listen to and comprehend subjects that are out of the field of interest, and 162. Trying to focus on the message in the presence of background noise or voices had more frequencies in the self-directed learning parts. There were no skills that had higher frequencies in the faculty learning.

The findings for the speaking skills are present below in Tables 4.26-4.29.

Table 4.26. *The academic speaking skills for the whole tertiary education - round one Delphi*

166. Being able to ask questions in classes	✓
167. Being able to participate in class discussions	✓
168. Being able to cover a subject in class	✓
169. Being able to express oneself in the academic environment	✓
170. Being able to use oral communication skills in conducting academic studies and research	✓
171. Being able to make presentations in symposiums, seminars and conferences	✓
172. Being able to express k knowledge and experiences in one's own field of expertise	✓
173. Being able to use appropriate vocabulary repertoire and terminology to speak in academic contexts	✓
174. Being able to build oral communication easily with foreigners in professional life	✓
175. Being able to build oral communication in interviews	✓
176. Being able to communicate with foreign colleagues	✓
177. Being able to use technical terminology appropriate to the field while speaking	✓

According to the panellists, all academic speaking skills were considered necessary when they were taught not only in the EPPs, but also in the faculties. In addition, some skills needed to be supported or initiated through autonomous learning by the students themselves. Where these skills should be learned are presented in Table 4.27.

Table 4.27. *Where the academic listening skills should be taught during the whole tertiary education - round one Delphi*

	EPP	Faculty	Students
	f	*f*	*f*
166. Being able to ask questions in classes	31	17	8
167. Being able to participate in class discussions	32	19	7
168. Being able to cover a subject in class	28	22	8
169. Being able to express oneself in the academic environment	26	23	10
170. Being able to use oral communication skills in conducting academic studies and research	20	24	14
171. Being able to make presentations in symposiums, seminars and conferences	16	28	15
172. Being able to express knowledge and experiences in one's own field of expertise	15	28	17
173. Being able to use appropriate vocabulary repertoire and terminology to speak in academic contexts	16	30	18
174. Being able to build oral communication easily with foreigners in professional life	19	22	22
175. Being able to build oral communication in interviews	22	21	20
176. Being able to communicate with foreign colleagues	21	18	21
177. Being able to use technical terminology appropriate to the field while speaking	16	30	17

If it was possible to involve faculties in teaching the academic skills, the sub-skills that were suggested to be taught at faculties were Items 170. Being able to use oral communication skills in conducting academic studies and research, 171. Being able to make presentations in symposiums, seminars and conferences, 172. Being able to express knowledge and experiences in one's own field of expertise, 173. Being able to use appropriate vocabulary repertoire and terminology to speak in academic contexts, 174. Being able to build oral communication easily with foreigners in professional life and 177. Being able to use technical terminology appropriate to the field while speaking (six out of 12). These were considered beyond the scope of EPPs by the majority of the panellists.

When the remaining speaking skills were evaluated both as academic and as general English speaking skills, the sub-skills that were accepted and eliminated for the whole tertiary education are presented in Table 4.28.

Table 4.28. *The academic and general writing skills for the whole tertiary education - round one Delphi*

	Academic	General
178. Being able to speak to meet the basic daily needs	✓	✓
179. Being able to speak about current issues	✓	✓
180. Being able to speak appropriate to social contexts (introducing oneself, making discussions in social groups, etc.)	✓	✓
181. Being able to express likes and dislikes, thoughts through speaking	✓	✓
182. Being able to express one's own opinions trough speaking	✓	✓
183. Being able to make comments	✓	✓
184. Being able to speak about subjects within the field of interest	✓	✓
185. Being able to speak about subject outside the scope of interest	eliminated	eliminated
186. Being able to maintain oral communication with ease when abroad	✓	✓
187. Being able to maintain oral communication with foreigners in all (professional and social) contexts)	✓	✓
188. Being able to explain thoughts about a subject in detail	✓	✓
189. Being able to express opinions orally when asked about opinions	✓	✓
190. Being able to persuade others in spoken language about a subject	✓	✓
191. Being able to answer questions in spoken language	✓	✓
192. Being able to comprehend fully the interlocutor during face-to-face conversations and respond appropriately	✓	✓
193. Being able to comprehend fully the interlocutor during telephone conversations or online conversations and respond appropriately	✓	✓
194. Being able to transfer a message heard to the an interlocutor	✓	✓
195. Being able to ask the interlocutor to repeat what he/she said when one does not understand	✓	✓
196. Being able to build communication with a quality appropriate to the speech context	✓	✓
197. Being able to use discourse and pragmatics rules appropriate to the context	✓	✓
198. Being able to use appropriate repertoire of vocabulary for social context	✓	✓
199. Being able to use expressions and phrases of every day (casual) speech	eliminated	✓
200. Being able to use appropriate grammatical structures in expressing oneself	✓	✓
201. Being able answer questions using appropriate phrases and structures	✓	✓

	Academic	General
202. Being able to use concrete expressions and making descriptions	✓	✓
203. Being able to explain the subject again using other expressions when realizing that one is not understood	✓	✓
204. Being able to use word stress correctly	✓	✓
205. Being able to use intonation correctly	✓	✓
206. Paying attention to the pronunciation of a word and being able to pronounce accurately and intelligibly	✓	✓
207. Being able to express oneself simply depending on the purpose	✓	✓
208. Being able to use body language in a moderate way while speaking	✓	✓
209. Being able to express oneself fluently in the target language	✓	✓
210. Being able to maintain fluency of talk even if a word if forgotten by using other words to express thoughts	✓	✓
211. Being able to avoid disturbing hesitations and pauses by using gestures and expressions (gap fillers) during speech	eliminated	eliminated
212. Being able to express oneself comfortably	✓	✓
213. Being able to speak fluently without having the fear of making mistakes	✓	✓

Unlike the previous three skills, very few speaking skills were eliminated by the panellists in this round when the entire academic studies were considered. The eliminated ones were Item 185. Being able to speak about subject outside the scope of interest, and 211. Being able to avoid disturbing hesitations and pauses by using gestures and expressions (gap fillers) during speech. Also, for Item 199. Being able to use expressions and phrases of every day (casual) speech, only the academic part was eliminated.

For the remaining speaking skills that were evaluated both academically and from the general English perspective, the results revealed the following (Table 4.29).

Table 4.29. *Where the academic and general speaking skills should be taught during the whole tertiary education - round one Delphi*

	EPP *f*	Faculty *f*	Students *f*
178. Being able to speak to meet the basic daily needs	31	6	19
179. Being able to speak about current issues	28	8	19
180. Being able to speak appropriate to social contexts (introducing oneself, making discussions in social groups, etc.)	31	7	19
181. Being able to express likes and dislikes, thoughts through speaking	29	5	20
182. Being able to express one's own opinions trough speaking	32	11	16
183. Being able to make comments	29	16	15
184. Being able to speak about subjects within the field of interest	24	12	19
185. Being able to speak about subject outside the scope of interest	21	5	24
186. Being able to maintain oral communication with ease when abroad	30	8	24
187. Being able to maintain oral communication with foreigners in all (professional and social) contexts	24	10	27
188. Being able to explain thoughts about a subject in detail	26	12	23
189. Being able to express opinions orally when asked about opinions	31	8	18
190. Being able to persuade others in spoken language about a subject	23	12	21
191. Being able to answer questions in spoken language	34	11	17

	EPP f	Faculty f	Students f
192. Being able to comprehend fully the interlocutor during face-to-face conversations and respond appropriately	32	9	16
193. Being able to comprehend fully the interlocutor during telephone conversations or online conversations and respond appropriately	25	5	23
194. Being able to transfer a message heard to the an interlocutor	32	8	18
195. Being able to ask the interlocutor to repeat what he/she said when one does not understand	33	6	13
196. Being able to build communication with a quality appropriate to the speech context	27	11	21
197. Being able to use discourse and pragmatics rules appropriate to the context	31	13	13
198. Being able to use appropriate repertoire of vocabulary for social context	25	9	19
199. Being able to use expressions and phrases of every day (casual) speech	30	8	19
200. Being able to use appropriate grammatical structures in expressing oneself	36	9	13
201. Being able answer questions using appropriate phrases and structures	36	12	13
202. Being able to use concrete expressions and making descriptions	29	9	13
203. Being able to explain the subject again using other expressions when realizing that one is not understood	32	13	15
204. Being able to use word stress correctly	34	7	17
205. Being able to use intonation correctly	34	7	18
206. Paying attention to the pronunciation of a word and being able to pronounce accurately and intelligibly	33	7	19
207. Being able to express oneself simply depending on the purpose	31	7	17
208. Being able to use body language in a moderate way while speaking	20	7	25
209. Being able to express oneself fluently in the target language	30	14	22
210. Being able to maintain fluency of talk even if a word if forgotten by using other words to express thoughts	32	8	19
211. Being able to avoid disturbing hesitations and pauses by using gestures and expressions (gap fillers) during speech	29	8	19
212. Being able to express oneself comfortably	30	14	18
213. Being able to speak fluently without having the fear of making mistakes	27	11	22

Similar to the previous skills, most speaking skills were considered as the targets of EPPs rather than faculties. Some skills had higher frequencies in the students' own learning section, which were Items 185. Being able to speak about subject outside the scope of interest, 187. Being able to maintain oral communication with foreigners in all (professional and social) contexts), and 208. Being able to use body language in a moderate way while speaking.

While these results do not indicate the exit criteria for the EPP because the questionnaire involved faculties and students themselves, the results might be useful in interpreting which skills are needed in the entire tertiary education lives of students, and which skills could be taught in the faculties or left to the students' responsibility. In addition, in the second round of the questionnaire more items were eliminated out of the

exit criteria in the EPPs. The reason for the elimination of some skills might be due to the possibility that these skills can be taught at faculties instead of EPPs.

4.4.2. Second rating

The second round of the rating was independent of the skills to be learnt at faculties, and concentrated only on the skills and competencies to be gained in the EPPs. 12This round was completed with 36 participants between the dates 16.12.2014 - 2.3.2015) (n=36). Two reminders were sent to the panellists, and the 213-item questionnaire was sent as a whole without splitting it into two parts as it was done in the first round using the online programm Surveymonkey. Also, in this round, the participants were not asked to choose where each skill needs to be taught since the questionnaire concentrated on EPPs.

The items were organized as 5-point Likert type scales ranging from 'completely necessary' as 5 points to 'completely unnecessary' as 1 point. The midpoint was 'somewhat necessary' with 3 points.

As it was done in the first rating round, each of the four skills were first rated on purely academic skills, and the items in the general part were rated both for academic and general skills to find out application possibilities for each skill. The results revealed that some skills in these parts were acceptable in academic context but not necessary as general English skills or vice versa.

After the answers were pooled, they were organized as Excel spreadsheets and analysed using the statistical software SPSS 11. The Chronbach's alpha coefficient for this second questionnaire was .993. The data was analysed using the central tendency measures of mean values, standard deviation, and skewness was also used when necessary to determine whether the asymmetry was negative or a positive one in cases when the standard deviation was high.

The results for the rating round for the skills and competencies to be gained in EPPs are below. The tables indicate which skills remained and which ones were eliminated based on the mean values and standard deviations.

Of the five Academic Reading skills, Items '4. Being able to read and understand scientific articles' and '5. Being able to read occupational texts' were eliminated due to mean values below 4. Therefore, these were beyond the scope of EPP exit criteria probably due to being higher level skills gained at faculties. On the other hand, Items '1.

Being able to read the course books, articles and course materials of the department to be able to follow courses in faculty,' '2. Having the reading ability enough to do research' and '3. Being able to read and understand examination questions and assignments' were desired skills for EPP students.

Table 4.30. *The mean values and standard deviations of the academic only items of the reading skills in round two Delphi*

	Mean	S.D.	*E
1. Being able to read the course books, articles and course materials of the department to be able to follow courses in faculty	4.2778	.7786	
2. Having the reading ability enough to do research	4.3056	.70991	
3. Being able to read and understand examination questions and assignments	4.7222	.45426	
4. Being able to read and understand scientific articles	3.6111	.80277	*
5. Being able to read occupational texts	3.9444	.79082	*

Table 4.31. *The mean values and standard deviations of the academic and general reading skills items in round two Delphi*

	Academic			General		
	Mean	S. D.	*E	Mean	S. D.	*E
6. Being able to read and understand literary work such as classical novels, stories, columns	3.4722	.84468	*	3.6111	.59894	*
7. Being able to understand texts about every day basic needs	4.3056	.66845		4.1944	.74907	
8. Being able to determine the purpose of reading before beginning to read	4.4167	.55420		3.9722	.84468	*
9. Being able to do reading for learning	4.6111	.64488		4.1944	.70991	
10. Being able to answer questions about the text read	4.5556	.60684		4.1111	.78478	
11. Being able to read and understand texts that are within the fields of interests and of familiar subjects	4.3333	.58554		4.0833	.69179	
12. Being able to read and understand texts that are outside the fields of interests and are of unfamiliar subjects	3.8056	.85589	*	3.4722	.73625	*
13. Being able to understand and grasp international official correspondence	3.9444	.98400	*	3.3611	.96074	*
14. Being able to understand and grasp correspondence other than official ones	3.8889	.78478	*	3.6389	.72320	*
15. Being able to make use of print and visual resources	4.2778	.56625		4.0000	.75593	
16. Being able to understand materials in print media (newspapers, magazines) broadly	3.9167	.73193	*	3.8611	.76168	*
17. Being able to read English publications	4.2222	.68080		3.8611	.79831	*
18. Understanding the reason for which a text is written	4.3333	.75593		3.9722	1.02779	*
19. Being able to understand summaries	4.3056	.66845		3.9722	.81015	*
20. Being able to read instruction manuals	3.8611	.99003	*	3.8611	.86694	*
21. Having a rich variety of vocabulary repertoire that enables reading	4.2500	.69179		3.9722	.73625	*

	Academic			General		
	Mean	**S. D.**	***E**	**Mean**	**S. D.**	***E**
22. Being able to guess the meaning of unknown words from context without using a dictionary	4.3611	.59295		4.0833	.84092	*
23. Being able to understand the idioms in the text	3.6944	.78629	*	3.5278	.69636	*
24. Being able to use the dictionary use effectively	4.1667	.77460		4.0000	.82808	
25. Being able to guess the meaning of a word from its word formation, root, and affixes	3.7778	1.07201	*	3.5278	.99960	*
26. Having general knowledge of grammar to understand the text	4.4444	.50395		4.1111	.70823	
27. Being able to make sentence analysis in long sentences	4.3889	.54917		3.9722	.65405	*
28. Being able to understand what referring expressions refer to	4.4167	.55420		4.0833	.64918	
29. Being able to decode elements of coherence, cohesion and textual grammar in the text	4.0833	.64918		3.6111	.80277	*
30. Being able to comprehend the main idea in the text	4.5278	.55990		4.3889	.64488	
31. Being able to understand the general idea of a text even if the whole text is not understood, comprehending 70-80% of the text read	4.5556	.55777		4.2778	.56625	
32. Being able to distinguish the main and important ideas in the text	4.5556	.55777		4.3333	.63246	
33. Being able to distinguish specific details in a text	4.3056	.52478		4.0000	.63246	
34. Being able to distinguish sentences that support a main idea	4.2500	.60356		3.8611	.76168	*
35. Being able to make connections between ideas in a text	4.2778	.61464		4.0000	.67612	
36. Being able to scan a reading text for specific information	4.4444	.65222		4.2222	.79682	
37. Being able to understand the content of the text quickly through skimming	4.3889	.59894		4.1944	.62425	
38. Being able to read at such a speed as to follow and understand what is being read	4.0000	.86189	*	3.7778	.79682	*
39. Being able to read a text without hesitation and at a speed to follow what is read even if it is not as comfortable as in the native language	4.0000	.63246		3.7778	.68080	*
40. Being able to read a text carefully and comment on its content	4.2222	.42164		3.8333	.60945	*
41. Being able to do critical reading (being able to make analysis, synthesis, evaluation, making interpretations, reacting, using information in other contexts)	4.2222	.63746		3.7222	.74108	*
42. Being able to interpret abstract concepts in a text	3.8889	.78478	*	3.5000	.69693	*
43. Being able to use reading strategies effectively	4.2222	.68080		3.9167	.73193	*
44. Being able to pronounce words fast and correctly while reading aloud	3.6944	.74907	*	3.4722	.69636	*
45. Being able to decode meaning of what is covertly stated, being able to make inferences	4.0278	.69636		3.7500	.64918	*
46. Being able to understand the purpose and tone of the writer	3.8889	.70823	*	3.5833	.69179	*
47. Being able to remember what is read	4.0556	.75383		3.6667	.95618	*
48. Being able to summarize texts	4.1389	.59295		3.7222	.91374	*
49. Being able to make notes of what is read	4.4167	.60356		3.7778	.86557	*
50. Being able to translate texts if necessary	3.6111	.96445	*	3.2222	.79682	*
51. Being able to use the internet for reading	4.3333	.67612		4.0833	.80623	

There were mixed results when each item was rated both in terms of academic and general English skills. There were 46 items that were assessed from both perspectives. When viewed from the academic perspective, 13 of these items were eliminated, and thus, 33 were accepted. On the other hand, from the general English perspective, 30 of these same items were eliminated while 16 were accepted. There were no items that were accepted as general English but not as academic skills.

The items that were completely eliminated both in terms of academic and general skills were Item '6. Being able to read and understand literary work such as classical novels, stories, columns,' '12. Being able to read and understand texts that are outside the fields of interests and are of unfamiliar subjects,' '13. Being able to understand and grasp international official correspondence,' 14. Being able to understand and grasp correspondence other than official ones,' '16. Being able to understand materials in print media (newspapers, magazines) broadly,' '20. Being able to read instruction manuals,' '23. Being able to understand the idioms in the text,' '25. Being able to guess the meaning of a word from its word formation, root, and affixes,' '38. Being able to read at such a speed as to follow and understand what is being read,' '42. Being able to interpret abstract concepts in a text,' '44. Being able to pronounce words fast and correctly while reading aloud,' '46. Being able to understand the purpose and tone of the writer,' and '50. Being able to translate texts if necessary.' As a result, 13 skills in the general part were totally eliminated leaving 36 skills.

In the remaining general skills, some skills were acceptable as academic ones but not as general skills. These were Items '8. Being able to determine the purpose of reading before beginning to read,' '17. Being able to read English publications,' '18. Understanding the reason for which a text is written,' '19. Being able to understand summaries,' '21. Having a rich variety of vocabulary repertoire that enables reading,' '22. Being able to guess the meaning of unknown words from context without using a dictionary,' '27. Being able to make sentence analysis in long sentences,' '29. Being able to decode elements of coherence, cohesion and textual grammar in the text,' '34. Being able to distinguish sentences that support a main idea,' '39. Being able to read a text without hesitation and at a speed to follow what is read even if it is not as comfortable as in the native language,' '40. Being able to read a text carefully and comment on its content,' '41. Being able to do critical reading (being able to make analysis, synthesis,

evaluation, making interpretations, reacting, using information in other contexts),' '43. Being able to use reading strategies effectively,' '45. Being able to decode meaning of what is covertly stated, being able to make inferences,' '47. Being able to remember what is read,' '48. Being able to summarize texts,' and '49. Being able to make notes of what is read.' It could be concluded that there is partial preference of the participants of these 17 skills to be taught in EPPs. The results demonstrate as a heavy emphasis on studying English by means of academic contexts and as academic skills rather than every day or general English.

The remaining 16 skills were accepted both for academic and general contexts. The results revealed that the participants preferred these items as essential for EPP students: '7. Being able to understand texts about every day basic needs,' '9. Being able to do reading for learning,' '10. Being able to answer questions about the text read,' '11. Being able to read and understand texts that are within the fields of interests and of familiar subjects,' '15. Being able to make use of print and visual resources,' '24. Being able to use the dictionary use effectively,' '26. Having general knowledge of grammar to understand the text,' '28. Being able to understand what referring expressions refer to,' '30. Being able to comprehend the main idea in the text,' '31. Being able to understand the general idea of a text even if the whole text is not understood, comprehending 70-80% of the text read, '32. Being able to distinguish the main and important ideas in the text,' '33. Being able to distinguish specific details in a text,' '35. Being able to make connections between ideas in a text,' '36. Being able to scan a reading text for specific information,' '37. Being able to understand the content of the text quickly through skimming' and '51. Being able to use the internet for reading.' Clearly these were consistent with the basic skills that are commonly taught in many EPPs.

The results for the Writing skills are presented in Tables 4.16 and 4.17. In the first table, the academic skills are demonstrated.

A total of 11 Academic Writing items were rated in the online questionnaire. Based on the pre-determined high-consensus elimination values, six items were decided to be excluded from the EPP exit criteria. The excluded items were mostly skills that are practiced in faculties such as '52. Being able to express studies in the faculty in written forms (experiments reports, assignments, technical notes, etc.)', '54. Being able to do academic writing (articles, projects, references, papers, slide presentations, etc.) for research and academic work,'' '57. Being able to summarize the texts studied throughout

faculty education,' '58. Being able to express oneself in accordance with Academic Writing rules,' and '59. Being able to use field related technical terms during writing.' These skills were not seen among the ones that should be taught in EPP probably because they could be taught in faculties when needed. One skill, which was '62. Being able to write professional correspondence,' might be eliminated because it was more related to professional life after graduation.

Table 4.32. *The mean values and standard deviations of the academic only items of the writing skills in round two Delphi*

	Mean	**S.D.**	***E**
52. Being able to express studies in the faculty in written forms (experiments reports, assignments, technical notes, etc.)	4.1111	.85449	*
53. Being able to take notes of the information presented in the classes	4.4444	.50395	
54. Being able to do academic writing (articles, projects, references, papers, slide presentations, etc.) for research and academic work	3.9167	.90633	*
55. Being able to provide written answers to examinations in the faculty	4.6111	.54917	
56. Being able to present one's own ideas about field related subjects	4.2500	.76997	
57. Being able to summarize the texts studied throughout faculty education	4.1389	.86694	*
58. Being able to express oneself in accordance with Academic Writing rules	4.1111	.94952	*
59. Being able to use field related technical terms during writing	4.0000	1.0141	*
60. Being able to use common academic vocabulary during writing	4.1389	.76168	
61. Being able to apply essay structures in writing	4.1667	.60945	
62. Being able to write professional correspondence	3.8611	.99003	*

The remaining Academic Writing skills which were accepted (*n*=5) for the inclusion of EPPs were '53. Being able to take notes of the information presented in the classes,' '55. Being able to provide written answers to examinations in the faculty,' '56. Being able to present one's own ideas about field related subjects,' '60. Being able to use common academic vocabulary during writing,' and '61. Being able to apply essay structures in writing.' Compared to the eliminated skills such as writing articles, papers, using technical terms, experiment reports, these accepted skills, i.e. note taking, answering exam questions, presenting ideas, using academic vocabulary and essay rules are simpler. As a result, it can be concluded that the expectations of the panellists from the EPPs are more uncomplicated, more modest and easily achievable in terms of Academic Writing skills. The more complex skills could be gained in the faculties.
The remaining 55 general writing items were evaluated both from the possible application in academic and general uses.

Table 4.33. *The mean values and standard deviations of the academic and general writing skills items in round two Delphi*

	Academic			General		
	Mean	S. D.	*E	Mean	S. D.	*E
63. Being able to write in basic text types such as formal and informal letters and correspondence, e-mails, notes, messages that will enable one to communicate with a purpose	4.2222	.72155		3.9722	.77408	*
64. Being able to express opinions about current issues in writing	3.9167	.69179	*	3.8333	.65465	*
65. Being able to express thoughts, feelings, views, comments and likes	4.0556	.67377		4.0556	.67377	
66. Having a command of text types in various formats	3.7500	.73193	*	3.3056	.78629	*
67. Being able to write in different essay and paragraph types	3.7778	.79682	*	3.4167	.80623	*
68. Being able to use various writing techniques and strategies	3.8333	.73679	*	3.3611	.79831	*
69. Being able to consider the textual characteristics and organization of the genre	3.8889	.66667	*	3.3056	.85589	*
70. Being able to identify the language and use the expressions appropriate to the genre	4.0000	.63246		3.6389	.72320	*
71. Being able to express the purpose of writing clearly and openly	4.4444	.50395		4.0833	.64918	
72. Being able to use appropriate style of language depending on the audience	4.1667	.65465		3.8333	.77460	*
73. Being able to write about familiar subjects or about those within the field of interest	4.0833	.69179		3.7222	.74108	*
74. Being able to write about unfamiliar subjects or those outside the scope of interest	3.3333	1.04198	*	3.0556	.95452	*
75. Being able to write discussion and comment type of texts	3.6944	.92023	*	3.1944	.85589	*
76. Being able to translate texts from native language English	3.6944	1.03701	*	3.1944	.98036	*
77. Being able to do written tasks necessary to sustain daily life when abroad	4.1389	.89929	**	4.0833	.87423	*
78. Being able to provide written answers to questions at sentence level	4.5556	.50395		4.3056	.62425	
79. Being able to summarize a text read or listened to in his/her own words	4.3056	.62425		3.9722	.69636	*
80. Being able to synthesize and transfer knowledge that is acquired from various resources	4.2222	.68080		3.6389	.72320	*
81. Being able to generate ideas about the subject	4.0556	.75383		3.5833	.80623	*
82. Being able to write by classifying ideas	4.2500	.60356		3.7222	.84890	*
83. Being able to support ideas generated appropriately	4.2778	.70147		3.6944	.74907	*
84. Being able to use principles of organization during writing	4.2778	.61464		3.7778	.79682	*
85. Being able to express ideas within a certain organization in writing	4.3611	.48714		3.9444	.67377	*
86. Taking care of the wholeness of introduction, development and conclusion	4.4167	.55420		4.0556	.92410	*
87. Being able to organize ideas according to types of paragraphs	4.1944	.66845		3.8889	.85449	*
88. Being able to apply rules of paragraph structure (having a command of the concepts of topic sentence, main idea, supporting ideas, concluding sentence)	4.3056	.57666		3.8889	.85449	*

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	Academic			General		
	Mean	S. D.	*E	Mean	S. D.	*E
89. Being able to apply principles of coherence in writing	4.2778	.51331		3.8889	.74748	*
90. Being able to provide coherence in text by using linking words, referring expressions, etc. to express ideas in a connected way	4.3611	.48714		4.1111	.62234	
91. Being able to make transitions and connections between ideas	4.2778	.70147		3.9722	.69636	*
92. Being able to use linking words appropriate to the text and paragraph type	4.1944	.70991		3.7778	.76012	*
93. Being able to write without diverting from the subject	4.2778	.56625		3.9722	.77408	*
94. Being able write opinions appropriately and accurately considering the grammar rules of the target language	4.1389	.59295		3.7778	.83190	*
95. Being able to write the parts of speech order as practically as in the native language	3.7500	.76997	*	3.4722	.73625	*
96. Having enough vocabulary knowledge to be able to write	4.2778	.65949		4.0278	.69636	
97. Being able to use the words known while writing	4.3056	.62425		4.1111	.66667	
98. Being able to write sentences without vocabulary mistakes	4.1111	.66667		3.8333	.81064	*
99. Being able to use different synonymous words to avoid repetitive ones	4.0000	.82808		3.6111	.90326	*
100. Being able to describe a word to the reader if necessary even if he/she does not remember the word he/she should use	4.0556	.62994		3.9722	.69636	*
101. Being able to spell words correctly	4.1944	.78629		3.8611	.76168	*
102. Being able to use punctuation marks and apply their rules accurately	4.2222	.72155		3.7778	.98883	*
103. Being able to write clearly and intelligibly	4.3333	.47809		4.0278	.65405	
104. Being able to provide sentence variety by writing simple and complex sentences that suit the target text type	3.9167	.76997	*	3.5278	.84468	*
105. Being able to express thoughts plainly avoiding long and complex sentences when necessary	4.2500	.64918		4.0000	.75593	
106. Being able to write long sentences with connectors	3.7500	.99642	*	3.2500	.96732	*
107. Being able to express ideas in writing using concrete, descriptive expressions so that the reader does not need to make inferences	3.9722	.69636	*	3.6667	.71714	*
108. Being able to transfer thoughts with correct descriptions	4.1389	.72320		3.7778	.83190	*
109. Being able to express the same idea using different sentences and expressions' (restatement, paraphrasing)	4.0556	.89265	*	3.6667	1.0141	*
110. Being able to write genuinely avoiding too many direct quotations	3.8889	1.16565	*	3.4167	1.1801	*
111. When quotations are needed, being able to quote appropriately avoiding plagiarism	4.3611	.72320		3.8056	.92023	*
112. Being able to write words fast and accurately without stopping while writing the text	3.8611	.68255	*	3.5556	.69465	*
113. Being able to express oneself thinking in the target language independent of the native language	4.0278	.69636		3.8611	.59295	*
114. Being able to write down quickly a text that is being read simultaneously, note taking	4.0556	.62994		3.6111	.80277	*

	Academic			General		
	Mean	**S. D.**	***E**	**Mean**	**S. D.**	***E**
115. Being able to write a word according to its pronunciation even though one does not know the word	3.4722	1.18288	*	3.2222	1.0720	*
116. Being able to write without needing resources or support	3.4722	1.05522	*	3.0833	1.0247	*
117. Being able to use resources (internet, reference books, etc.) to compensate for weaknesses about writing	4.3056	.70991		3.9444	.71492	*

Of the remaining 55 items that were rated both from academic and general skills perspectives, the items that were mostly viewed as unnecessary were the general English skill, which was a similar finding to the reading. According the elimination criteria, 38 items passed as academic skills while 17 failed. The accepted skills include Item 77 considering the skewness value, which was -1.534. Item 77 "Being able to do written tasks necessary to sustain daily life when abroad" (x=4.1389; SD .89929) was added back to the list of passing items as an academic skill. When assessed as general English skills, 47 of the same items failed while only eight passed.

There were eight items that passed both as academic and general skills, which were "65. Being able to express thoughts, feelings, views, comments and likes," "71. Being able to express the purpose of writing clearly and openly," "78. Being able to provide written answers to questions at sentence level," "90. Being able to provide coherence in text by using linking words, referring expressions, etc. to express ideas in a connected way," "96. Having enough vocabulary knowledge to be able to write," "97. Being able to use the words known while writing," "103. Being able to write clearly and intelligibly," and "105. Being able to express thoughts plainly avoiding long and complex sentences when necessary." Clearly, these were more basic level skills that involve clarity in writing, possession of enough vocabulary, and coherence in the expression of thoughts and feelings. The panellists considered these skills as appropriate to be taught in EPPs. These eight items were the only ones that were considered necessary as general English skills. That is to say, there were no items that were not accepted as academic skills but as general ones.

The skills that were completely eliminated both as academic and general skills were "64. Being able to express opinions about current issues in writing," "66. Having a command of text types in various formats," "67. Being able to write in different essay and paragraph types," "68. Being able to use various writing techniques and strategies," "69.

Being able to consider the textual characteristics and organization of the genre," "74. Being able to write about unfamiliar subjects or those outside the scope of interest," "75. Being able to write discussion and comment type of texts," "76. Being able to translate texts from native language English," "95. Being able to write the parts of speech order as practically as in the native language," "104. Being able to provide sentence variety by writing simple and complex sentences that suit the target text type," and "106. Being able to write long sentences with connectors," "107. Being able to express ideas in writing using concrete, descriptive expressions so that the reader does not need to make inferences," "109. Being able to express the same idea using different sentences and expressions' (restatement, paraphrasing)," "110. Being able to write genuinely avoiding too many direct quotations," "112. Being able to write words fast and accurately without stopping while writing the text," "115. Being able to write a word according to its pronunciation even though one does not know the word," "116. Being able to write without needing resources or support" (*n*=17). These 17 items were voted to be eliminated from the 55 items for general writing skills list.

The remaining items voted as only academically appropriate for EPPs were "63. Being able to write in basic text types such as formal and informal letters and correspondence, e-mails, notes, messages that will enable one to communicate with a purpose," "70. Being able to identify the language and use the expressions appropriate to the genre," "72. Being able to use appropriate style of language depending on the audience," "73. Being able to write about familiar subjects or about those within the field of interest," "77. Being able to do written tasks necessary to sustain daily life when abroad," "79. Being able to summarize a text read or listened to in his/her own words," "80. Being able to synthesize and transfer knowledge that is acquired from various resources," "81. Being able to generate ideas about the subject," "82. Being able to write by classifying ideas," "83. Being able to support ideas generated appropriately," "84. Being able to use principles of organization during writing," "85. Being able to express ideas within a certain organization in writing," " 86. Taking care of the wholeness of introduction, development and conclusion," "87. Being able to organize ideas according to types of paragraphs," "88. Being able to apply rules of paragraph structure (having a command of the concepts of topic sentence, main idea, supporting ideas, concluding sentence)," "89. Being able to apply principles of coherence in writing," "91. Being able to make transitions and connections between ideas," "92. Being able to use linking words

appropriate to the text and paragraph type," "93. Being able to write without diverting from the subject," "94. Being able write opinions appropriately and accurately considering the grammar rules of the target language," "98. Being able to write sentences without vocabulary mistakes," "99. Being able to use different synonymous words to avoid repetitive ones," "100. Being able to describe a word to the reader if necessary even if he/she does not remember the word he/she should use," "101. Being able to spell words correctly," "102. Being able to use punctuation marks and apply their rules accurately," "108. Being able to transfer thoughts with correct descriptions," "111. When quotations are needed, being able to quote appropriately avoiding plagiarism," "113. Being able to express oneself thinking in the target language independent of the native language," "114. Being able to write down quickly a text that is being read simultaneously, note taking," and "117. Being able to use resources (internet, reference books, etc.) to compensate for weaknesses about writing." These 30 items were eliminated as general English skills but voted as necessary as academic skills to be taught in EPPs.

There were eight items that were rated in the questionnaire for the academic listening skills. Only one item was eliminated based on its mean value and standard deviation. This was "125. Being able to comprehend the talks in conferences." This was not viewed as a skill that should be gained in EPPs probably it was seen as a skill beyond the scope of EPPs. All the other seven skills were related to being able to follow courses in the faculties, such as following and interpreting lectures, talks, presentations, and conferences, effective note taking, summarizing the content listened to, and understanding visual content that accompanies the listening material.

Table 4.34. *The mean values and standard deviations of the academic only items of the listening skills in round two Delphi*

	Mean	S.D.	*E
118. Being able to follow courses (lectures, etc.) in the faculty by listening	4.5000	.69693	
119. Being able to follow academic talks and discussions	4.1111	.78478	
120. Being able to take notes effectively while listening to lectures in faculty	4.4167	.64918	
121. Being able to take notes during academic talks	4.0556	.82616	
122. Being able to understand and interpret what is listened to in undergraduate education	4.1667	.65465	
123. Being able to summarize what is listened to in undergraduate education	4.0556	.79082	
124. Being able to understand the audio-visual materials in the faculty (being able to understand lecture materials such as PowerPoint presentations, board, etc. and compare them to what is listened to)	4.2222	.72155	
125. Being able to comprehend the talks in conferences	3.7500	.80623	*

The results for the other skills that were rated whether they were necessary as academic or general skills are presented in Table 4.35.

Table 4.35. *The mean values and standard deviations of the academic and general listening skills items in round two Delphi*

	Academic			General		
	Mean	**S. D.**	***E**	**Mean**	**S. D.**	***E**
126. Being able to understand instructions and commands	4.4444	.60684		4.2500	.80623	
127. Being able to follow conversations	4.3056	.57666		4.1667	.65465	
128. Being able to follow and understand mutual dialogues	4.2222	.63746		4.1389	.63932	
129. Being able to understand telephone conversations	3.8056	.85589	*	3.8889	.74748	*
130. Being able to understand announcements and notifications	3.9444	.86005	*	3.9722	.81015	*
131. Being able to understand songs	2.6667	1.06904	*	3.0278	.99960	*
132. Being able to understand films without subtitles to a great extend	3.2222	.92924	*	3.4722	.81015	*
133. Being able to follow radio conversations	3.2778	.91374	*	3.4167	.80623	*
134. Being able to listen to and follow events by watching new channels and TV program (e. g. documentaries, interviews)	3.5000	.87831	*	3.4722	.77408	*
135. Being able to listen to survive in a foreign culture	3.9444	.79082	*	3.9722	.84468	*
136. Being able to listen to and comprehend subjects that are within the field of interest	4.1111	.62234		3.9167	.76997	*
137. Being able to listen to and comprehend subjects that are out of the field of interest	3.4722	.87786	*	3.4722	.77408	*
138. Being able to understand the other speaker during communication	4.3056	.57666		4.2500	.64918	
139. Being able to understand and maintain communication with a foreigner	4.2778	.61464		4.1944	.74907	
140. Being able to understand different accents	3.5833	.80623	*	3.5278	.90982	*
141. Being able to identify the main idea of the listening content	4.2778	.56625		4.0556	.75383	
142. Being able to understand the important ideas in the listening content	4.3333	.53452		4.0833	.69179	
143. Being able to identify the speaker's purpose and attitude towards the subject	4.1944	.62425		3.9167	.73193	*
144. Being able to figure out the parts that are not understood and missed from the rest of the listening	4.1389	.54263		3.9722	.69636	*
145. Being able to understand what is heard without translating everything one by one, sentence by sentence	4.1944	.78629		3.9722	.77408	*
146. Being able to grasp the gist of the conversations even if the whole content is not understood	4.2500	.55420		4.0833	.69179	
147. Being able to understand the speaker's target audience (who it is intended to)	4.1667	.60945		3.9444	.75383	*
148. Being able to understand a long that includes connected expression	4.0000	.63246		3.6389	.63932	*
149. Being able to extract important information from the listening content	4.3333	.53452		3.9722	.69636	*
150. Being able to understand the supporting details of the listening	4.1389	.63932		3.8333	.69693	*

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	Academic			General		
	Mean	**S. D.**	***E**	**Mean**	**S. D.**	***E**
151. Being able to catch key words	4.3611	.48714		4.0556	.71492	
152. Being able to catch context clues	4.2778	.56625		4.0000	.71714	
153. Being able to use listening strategies	4.2222	.59094		3.8611	.76168	*
154. Being able to distinguish meaning differences resulting from intonation patterns	4.1667	.65465		3.9444	.71492	*
155. Being able to distinguish meaning differences resulting from different stress patterns	4.1111	.70823		3.9722	.69636	*
156. Being able to understand the correct pronunciation of words	4.2222	.59094		3.9722	.69636	*
157. Being able to react meaningfully to what is listened to	4.1667	.56061		4.0833	.73193	
158. Being able to understand the questions asked to him/her	4.4444	.50395		4.2222	.76012	
159. Being able to take notes during announcements and notifications	4.0833	.80623		3.9167	.93732	*
160. Being able to make use of visual clues (e. g. the body language of the speaker, visual presentations) to comprehend the talk	4.2778	.56625		3.9722	.90982	*
161. Trying to understand the talk without the presence of visual clues	4.2778	.45426		4.0278	.73625	
162. Trying to focus on the message in the presence of background noise or voices	3.9444	.79082	*	3.8333	.84515	*
163. Being able to transfer the information gained from listening to other contexts	3.9444	.75383	*	3.7222	.74108	*
164. Making use of the gaps between conversations to get ready to the next part of the talk	4.0000	.82808		3.7500	.87423	*
165. Being able to do critical listening (being able to analyse, synthesize, evaluate, and interpret)	4.0278	.73625		3.6667	.82808	*

Apart from the eight academic listening skills listed in the previous table, a set of 40 items were rated both in terms their necessity of academic and general skills. When rated as academic skills, 11 of the items were eliminated leaving 29 accepted items. On the other hand, from the general English perspective, 27 items did not pass the criteria and 13 of the skills were acceptable. These 13 of 40 items where those that passed the elimination values for both areas with the consensus of the panellists. These items were "126. Being able to understand instructions and commands," "127. Being able to follow conversations," "128. Being able to follow and understand mutual dialogues," "138. Being able to understand the other speaker during communication," "139. Being able to understand and maintain communication with a foreigner," "141. Being able to identify the main idea of the listening content," "142. Being able to understand the important ideas in the listening content," "146. Being able to grasp the gist of the conversations even if the whole content is not understood," "151. Being able to catch key words," "152. Being able to catch context clues," "157. Being able to react meaningfully to what is listened

to," "158. Being able to understand the questions asked to him/her," and "161. Trying to understand the talk without the presence of visual clues." These skills, i.e. understanding and responding to the other speaker, comprehending main and specific ideas and using context clues, can be interpreted as the basic skills needed both in academic and general life.

The skills that were eliminated both academically and as general skills from the EPP exit criteria were a total of 11. The eliminated ones for both areas were "129. Being able to understand telephone conversations," "130. Being able to understand announcements and notifications," "131. Being able to understand songs," "132. Being able to understand films without subtitles to a great extent," "133. Being able to follow radio conversations," "134. Being able to listen to and follow events by watching new channels and TV programs (e. g. documentaries, interviews)," "135. Being able to listen to survive in a foreign culture," "137. Being able to listen to and comprehend subjects that are out of the field of interest," "140. Being able to understand different accents," "162. Trying to focus on the message in the presence of background noise or voices," and "163. Being able to transfer the information gained from listening to other contexts." These skills were mostly more specific to the every day life and living abroad, such as telephoning, radio and TV programs, songs and films, and understanding different accents. These skills were mostly non-academic and related to personal interests of students. Items 162 and 163, i.e. being able to understand messages despite the presence of background noise and transferring the information listened to, were probably considered more advanced listening skills that could be gained after EPPs.

The listening skills that were rated as acceptable as academic skills only (*n*=16) were "136. Being able to listen to and comprehend subjects that are within the field of interest," "143. Being able to identify the speaker's purpose and attitude towards the subject," "144. Being able to figure out the parts that are not understood and missed from the rest of the listening," "145. Being able to understand what is heard without translating everything one by one, sentence by sentence," "147. Being able to understand the speaker's target audience (who it is intended to)," "148. Being able to understand a long that includes connected expression," "149. Being able to extract important information from the listening content," "150. Being able to understand the supporting details of the listening," "153. Being able to use listening strategies," "154. Being able to distinguish meaning differences resulting from intonation patterns," "155. Being able to distinguish

meaning differences resulting from different stress patterns," "156. Being able to understand the correct pronunciation of words," "159. Being able to take notes during announcements and notifications," "160. Being able to make use of visual clues (e. g. the body language of the speaker, visual presentations) to comprehend the talk," "164. Making use of the gaps between conversations to get ready to the next part of the talk," and "165. Being able to do critical listening (being able to analyse, synthesize, evaluate, and interpret)." These skills were eliminated as general skills but accepted to be important as academic skills. There were no skills that were rated high as general skills but unimportant as academic skills.

The last skill area that was sent to gather the opinions of the panellists was speaking. There were a total of 48 items to rate in the questionnaire. Twelve of these were academic skills. The remaining 36 items were rated in terms of both academic English and general English.

Of the twelve items in academic speaking skills, seven were eliminated and five items remained. The skills that passed the elimination criteria were "166. Being able to ask questions in classes," "167. Being able to participate in class discussions," "168. Being able to cover a subject in class," "169. Being able to express oneself in the academic environment," and "172. Being able to express knowledge and experiences in one's own field of expertise."

Table 4.36. *The mean values and standard deviations of the academic only items of the speaking skills in round two Delphi*

	Mean	S.D.	*E
166. Being able to ask questions in classes	4.5556	.60684	
167. Being able to participate in class discussions	4.3611	.72320	
168. Being able to cover a subject in class	4.2222	.63746	
169. Being able to express oneself in the academic environment	4.1944	.78629	
170. Being able to use oral communication skills in conducting academic studies and research	4.0556	.86005	*
171. Being able to make presentations in symposiums, seminars and conferences	3.5278	.90982	*
172. Being able to express knowledge and experiences in one's own field of expertise	4.0000	.82808	
173. Being able to use appropriate vocabulary repertoire and terminology to speak in academic contexts	3.8333	.84515	*
174. Being able to build oral communication easily with foreigners in professional life	3.9722	.84468	*
175. Being able to build oral communication in interviews	3.9722	.77408	*
176. Being able to communicate with foreign colleagues	4.0278	.84468	*
177. Being able to use technical terminology appropriate to the field while speaking	3.7778	.83190	*

The skills that fell below the elimination criteria were "170. Being able to use oral communication skills in conducting academic studies and research," "171. Being able to make presentations in symposiums, seminars and conferences," "173. Being able to use appropriate vocabulary repertoire and terminology to speak in academic contexts," "174. Being able to build oral communication easily with foreigners in professional life," "175. Being able to build oral communication in interviews," "176. Being able to communicate with foreign colleagues," and "177. Being able to use technical terminology appropriate to the field while speaking." When compared to the passing skills, the eliminated skills were more related to professional life such as doing research, attending conferences, communicating with colleagues, interviewing and terminology use. These were clearly seen beyond the scope of EPPs while more basic skills related to following and participating in classes such as asking questions, taking part in discussions, being involved in subject related talks and expressing oneself in field-related subjects were given priority. This finding, which is coherent with the previous skills, suggests that EPPs should focus on more basic rather than highly academic and professional ones.

The results for the 36 remaining speaking skills that were rated both from academic and general perspectives are presented in Table 4.21.

Table 4.37. *The mean values and standard deviations of the academic and general speaking skills items in round two Delphi*

	Academic			General		
	Mean	**S. D.**	***E**	**Mean**	**S. D.**	***E**
178. Being able to speak to meet the basic daily needs	4.3056	.66845		4.3333	.67612	
179. Being able to speak about current issues	4.0556	.71492		4.0000	.82808	
180. Being able to speak appropriate to social contexts (introducing oneself, making discussions in social groups, etc.)	4.3889	.68776		4.3889	.64488	
181. Being able to express likes and dislikes, thoughts through speaking	4.2778	.65949		4.2500	.69179	
182. Being able to express one's own opinions trough speaking	4.3611	.59295		4.2500	.73193	
183. Being able to make comments	4.1111	.66667		4.0000	.67612	
184. Being able to speak about subjects within the field of interest	4.2222	.68080		4.1667	.69693	
185. Being able to speak about subject outside the scope of interest	3.5833	.93732	*	3.5833	.80623	*
186. Being able to maintain oral communication with ease when abroad	4.1667	.81064		4.1667	.73679	
187. Being able to maintain oral communication with foreigners in all (professional and social) contexts)	4.0556	.75383		4.0000	.79282	
188. Being able to explain thoughts about a subject in detail	3.9167	.69179	*	3.8056	.70991	*

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	Academic			General		
	Mean	S. D.	*E	Mean	S. D.	*E
189. Being able to express opinions orally when asked about opinions	4.2222	.68080		4.1111	.70823	
190. Being able to persuade others in spoken language about a subject	3.7778	.86557	*	3.6111	.87105	*
191. Being able to answer questions in spoken language	4.5000	.56061		4.3611	.63932	
192. Being able to comprehend fully the interlocutor during face-to-face conversations and respond appropriately	4.2778	.65949		4.1389	.68255	
193. Being able to comprehend fully the interlocutor during telephone conversations or online conversations and respond appropriately	3.9722	.77408	*	4.0000	.63246	
194. Being able to transfer a message heard to the an interlocutor	4.1111	.57459		4.0000	.67612	
195. Being able to ask the interlocutor to repeat what he/she said when one does not understand	4.3611	.68255		4.2222	.79682	
196. Being able to build communication with a quality appropriate to the speech context	4.1667	.69693		4.0278	.65405	
197. Being able to use discourse and pragmatics rules appropriate to the context	4.0278	.84468		3.7778	.83190	*
198. Being able to use appropriate repertoire of vocabulary for social context	4.0278	.69636		4.1667	.69693	
199. Being able to use expressions and phrases of every day (casual) speech	4.0278	.73625		4.1389	.72320	
200. Being able to use appropriate grammatical structures in expressing oneself	4.0833	.64918		3.9444	.71492	*
201. Being able answer questions using appropriate phrases and structures	4.2222	.63746		3.9722	.73625	*
202. Being able to use concrete expressions and making descriptions	4.1389	.68255		3.9722	.77408	*
203. Being able to explain the subject again using other expressions when realizing that one is not understood	4.1667	.65465		4.0000	.71714	
204. Being able to use word stress correctly	3.9722	.65405	*	3.7222	.70147	*
205. Being able to use intonation correctly	3.9167	.64918	*	3.6944	.66845	*
206. Paying attention to the pronunciation of a word and being able to pronounce accurately and intelligibly	4.1111	.62234		3.8056	.66845	*
207. Being able to express oneself simply depending on the purpose	4.2500	.60356		4.0000	.75593	
208. Being able to use body language in a moderate way while speaking	3.8889	.94952	*	3.9444	.89265	*
209. Being able to express oneself fluently in the target language	3.9722	.69636	*	3.8056	.74907	*
210. Being able to maintain fluency of talk even if a word if forgotten by using other words to express thoughts	4.1111	.66667		4.0000	.71714	
211. Being able to avoid disturbing hesitations and pauses by using gestures and expressions (gap fillers) during speech	3.8889	.97915	*	3.7500	.96732	*
212. Being able to express oneself comfortably	4.2222	.63746		4.0278	.77408	
213. Being able to speak fluently without having the fear of making mistakes	4.1111	.66667		4.0833	.73193	

Twenty-two of the 36 skills passed the elimination criteria for both academic and general English skills. These were "178. Being able to speak to meet the basic daily needs," "179. Being able to speak about current issues," "180. Being able to speak appropriate to social contexts (introducing oneself, making discussions in social groups, etc.)," "181. Being able to express likes and dislikes, thoughts through speaking," "182. Being able to express one's own opinions trough speaking," "183. Being able to make comments," "184. Being able to speak about subjects within the field of interest," "186. Being able to maintain oral communication with ease when abroad," "187. Being able to maintain oral communication with foreigners in all (professional and social) contexts)," "189. Being able to express opinions orally when asked about opinions," "191. Being able to answer questions in spoken language," "192. Being able to comprehend fully the interlocutor during face-to-face conversations and respond appropriately," "194. Being able to transfer a message heard to an interlocutor," "195. Being able to ask the interlocutor to repeat what he/she said when one does not understand," "196. Being able to build communication with a quality appropriate to the speech context," "198. Being able to use appropriate repertoire of vocabulary for social context," "199. Being able to use expressions and phrases of every day (casual) speech," "203. Being able to explain the subject again using other expressions when realizing that one is not understood," "207. Being able to express oneself simply depending on the purpose," "210. Being able to maintain fluency of talk even if a word if forgotten by using other words to express thoughts," "212. Being able to express oneself comfortably," and "213. Being able to speak fluently without having the fear of making mistakes."

The eliminated items for both academic and general English were (n=8) "185. Being able to speak about subject outside the scope of interest," "188. Being able to explain thoughts about a subject in detail," "190. Being able to persuade others in spoken language about a subject," "204. Being able to use word stress correctly," "205. Being able to use intonation correctly," "208. Being able to use body language in a moderate way while speaking," "209. Being able to express oneself fluently in the target language," and "211. Being able to avoid disturbing hesitations and pauses by using gestures and expressions (gap fillers) during speech." Item 209 about fluency was eliminated even though Item 210 "Being able to maintain fluency of talk even if a word if forgotten by using other words to express thoughts," "212. Being able to express oneself comfortably," and "213. Being able to speak fluently without having the fear of making mistakes" were

not eliminated. The use of gap fillers to maintain fluency of speech was also eliminated. Since Item 209 about overall fluency was the only item that did not pass the acceptance criteria set but all the others passed, it can be concluded that fluency is still an important skill to be gained in EPPs. However, correct stress and intonation were considered unimportant according to panellists.

The skills that were accepted as only academically necessary through high consensus were "197. Being able to use discourse and pragmatics rules appropriate to the context," "200. Being able to use appropriate grammatical structures in expressing oneself," "201. Being able answer questions using appropriate phrases and structures," "202. Being able to use concrete expressions and making descriptions," and "206. Paying attention to the pronunciation of a word and being able to pronounce accurately and intelligibly" (n=5). Three of these skills were related to use appropriate structures and expressions considering discourse and grammar. Precision of language in descriptions can be also considered as a sensible decision in academic contexts. Finally, while stress and intonation were eliminated totally for both academic and general English, accurate pronunciation was considered important in academic context but unimportant in general English use, and so was accuracy in grammar. Unlike the previous four skills, one item in the speaking skills passed the elimination values as a general skill only but not as an academic skill. This was the item "193. Being able to comprehend fully the interlocutor during telephone conversations or online conversations and respond appropriately." The respondents of the questionnaire regarded this skill to be important in daily life but not necessary in academic life.

To summarize the findings of the second round of Phase Three – Online Delphi, 213 items were rated according to their degree of necessity by 36 participants. Of these 213 items, 36 were rated as only academic skills due to fact that they were directly relevant to academic studies in faculties. The remaining 177 items were rated both as academic and general English skills as most of these skills were applicable for both. Therefore, these 177 items were rated two times, actually doubling the number of items in this section to 354.The accepted and eliminated number of items are presented in Table 4.22.

Table 4.38. *The eliminated and accepted numbers of skills in round two Delphi*

| | Academic Skills | | | Academic and General English Skills | | | |
| | | | | Academic | | General | |
	N of items	Accepted	Eliminated	N of items	Accepted	Eliminated	Accepted	Eliminated
Reading	**5**	2	3	**46**	33	13	16	30
Writing	**11**	6	5	**55**	38	17	8	47
Listening	**8**	1	7	**40**	29	11	13	27
Speaking	**12**	7	5	**36**	27	9	23	13
Total	**36**	16	20	**177**	127	50	60	117
		44%	56%		71.75%	28.25%	33.9%	66.1%

Less than half (n=16; %44) of the academic only skills (n=36) were accepted as exit level skills for the EPPs by the participants. The remaining 177 items which were evaluated both as academic and general skills revealed contrastive results. When the skills were rated as academic ones, 71.75% (n=127) were rated as necessary for EPPs. However, when the same skills were rated as general English ones, about one thirds only (n=60; 33.9%) were accepted as skills needed for exit criteria. When the passing academic skills in the 'only academic' parts and those assessed in 'both academic and general' parts are combined, the number of skills needed become 143 items, while the passing general English skills are a total of 60. This indicates a 2.38 ratio for the academic ones, which can be interpreted as an indication for the demand of teaching mainly academic skills in EPPs.

4.5. Discussion of the Findings

This study intended to find answers to four research questions in order to describe the exit criteria in the English Preparatory Programs in Turkey by using a three-phase Delphi method. The research was based on gathering the opinions of stakeholders, who were students and teachers in the EPPs and faculites. A number of skills were elicited in each phase, and in round two questionnaire in the last Phase Three, they were rated in terms of their necessity in order to reach a consensus on the exit criteria suggested.

In the first phase, which was conducted in the form of open-ended Delphi, the participants wrote free compositions to describe the desired exit level skills, and some participants volunteered in semi-structured interviews. A total of 116 different sub-skills were identified in 472 compositions with a total of 705 mentions to these skills. During the semi-structured interviews, 21 skills were stated by the participants (*n*=12). In Phase Two of the study, 23 panellists wrote 201 idea cards during Brainstorming sessions about

the skills needed in EPPs. These were reviewed during Focus Group Discussions, and 9 new ideas were added.

In the last phase, the participants (or expert panel) rated the necessity of the skills by means of a 213-item questionnaire which was prepared using the skills suggested in the first two phases. The questionnaire was administered in two rounds. In the first round, the aim was to identify the necessary English skills not only in EPPs, but also in the faculties, and also the skills that students should gain on their own were also asked. In addition, the participants were asked where these skills should be taught. The overall results revealed that most of the academic skills were considered as necessary throughout tertiary education, and most of them needed to be taught in EPPs while those that are highly faculty-related should be taught at faulties. However, because the first questionnaire administration aimed at identifiying the skills throughout university studies, it was necessary to concentrate only on the EPPs by means of a second administration of the same questionnaire. Therefore, in the second round, the participants evaluated the importance of each skill considering the EPPs only. As a result, some skills that were accepted as necessary in the first round were eliminated in the second round when the EPPs only were under focus. This finding demonstrates that if it is possible to cooperate with faculties and involve them by sharing some duties in teaching English, it will be possible to teach more skills that students need. With the present state, EPPs do not have enough time to teach both general and academic English, and they also need more information about the skills needed in the faculties.

The results of the study indicate a dominant preference of academic English rather than general English skills according to the questionnaire analysis in Phase Three. In the second round of this last phase, a total of 36 academic skills were evaluated in the questionnaire. Of these 36 academic only skills, 16 were viewed as necessary. There were also 177 skills which were assessed both as academic and as general English skills. Of these 177 skills, 127 were considered necessary as academic skills, whereas only 60 of these same skills were viewed as necessary when they were evaluated as general English skills. When the 16 purely academic skills are added to the 127 skills that were important academically, the result shows that 143 skills are part of the exit criteria whereas 60 are part as general English skills. The ratio of academic skills to general English skills is anout 2,4 with 70,4% being academic and 29,5% general English skills.

When the EPP teachers in four universities were asked if they were aware about the English needs in faculties in the demographic questionnaire of the compositions, the majority answered that they had 'partial' awareness by 57% while 36% answered 'yes' and 7% answered 'no' in total. The percentages of teachers who replied that they have partial knowledge about faculty English needs were 68% at Eskişehir Osmangazi University, 72% at Anadolu University, 40% at Hacettepe University, and 47% at Middle East Technical University. This indicates that the majority of the EPP teachers have 'an idea' of what linguistic skills the EPP students will need when they go to their faculties. However, the rate of the EPP teachers who said 'yes' meaning that they knew the needs is lower in total (27% at Eskişehir Osmangazi University, 14% at Anadolu University, 53% at Hacettepe University, and 50% at Middle East Technical University). Teachers who did not have any information about faculty needs were 5% at Eskişehir Osmangazi University, 12% at Anadolu University, 7% at Hacettepe University, and 3% at Middle East Technical University. These results show that even though one of the main aims is to prepare students for their studies in faculties, a considerable number of EPP teachers do not know or are partially aware of the needs in faculties. Therefore, there is a need for cooperation in identifying the characteristics of the language that is used as the medium of instruction at faculties. Program designers need to be informed about these linguistic aspects so that they can design courses that can address the needs in faculties.

The need to collaborate with faculites was also mentioned during the semi-structured interviews. In the interviews, it was put forward that EPPs do not generally prepare students for faculties but aim at teaching more general purpose English. While some students are critical of this approach, some believe in the necessity of general English because it would enable them to communicate in social contexts. Yet, there was emphasis on building bridges between faculties and EPPs not only to prepare students linguistically, but also to motivate them by bringing in to EPPs some examples of content they will study in their faculties. This finding is also supported by Göktürk (1982) who stated that students will be able to grasp the value of knowing a foreign language when they are able to use it not pretentiously but for research in their courses and read international resources of information with interest during their studies. Therefore, Göktürk says that the foreign language education should be provided in coordination with some main departmental branches by setting common goals and exchange of information.

Another finding about academic needs is that in Phase One within the compositions and semi-structured inverviews, many students complained about the lack of relevance between the programs in EPPs and their faculties. Students mentioned that the type of English they learn in the EPP is often irrelevant to the courses in their faculties. Some students said that there is a need for technical English or terminology classes in EPPs to prepare them for their departments. This is in line with the findings of the British Council and TEPAV (2015, p. 75) report. According to the report, appropriacy of the programs to the aims of EPPs is an issue, and in order to identify to what extend the EPP addresses this issue there are two ways suggested. While one of them is conducting a needs analysis, the other is gathering students' opinions about how beneficial the EPP is. The findings of the report suggest that, in general, students' perception about the effectiveness of EPPs is low.

To deal with this low level of satisfaction about EPPs, it is suggested in the British Council and TEPAV report (2015, p. 78) that the curriculum should divert from General Purpose English to General Purpose Academic English, and the latter should focus on the Specific Purpose English (ESP) needs of the students. The report also suggests that in the last year of tertiary education, Vocational English should be provided to student to enable them to find jobs. The problems about General Purpose Academic English is that not all teachers may be equipped enough to teach these courses according to the report, or these courses may not fulfil the needs of some students from different fields. Nevertheless, British Council and TEPAV recommend to seek ways to integrate faculty related content to increase motivation in EPPs. As a result, the findings of this study support these recommendations and findings of the British Council and TEPAV report.

Considering the skills needed as exit criteria and the four research questions of the study, in Phase Three the academic reading skills that were accepted into the exit criteria were the ability to read the course books, articles and course materials of the department, follow courses in faculty, reading to do research and to understand examination questions and assignments. There are also a number of skills that are included in the exit criteria. When viewed from the academic perspective, 33 more skills were included in the exit criteria frame, and from a general English perspective, 16 skills were viewed as necessary. Some examples for the other accepted academic skills are reading summaries, guessing meaning from contexts, and being able to make inferences. All general English reading skills that are considered as necessary are also accepted as impoertant when viewed as

adacemic skills. Some skills that were regarded as necessary for both include reading strategies such as skimming and scanning, understanding referring expression and comprehending the main ideas in texts, guessing the meaning of unfamiliar words from context, which are among the global skills and strategies. According to the composition study, the most frequently mentioned skills were 'Being able to read books, articles and course materials in the department/reading to follow courses' (f=59), 'Being able to read publications in English' (f=24) and 'Having reading skills that enable to do studies and research' (f=19). Kırkgöz (2009, p. 87) also found that in the faculties, students are required to read publications such as textbooks, articles and lecture notes, and guess the meanings of unkown words from context. These findings suggest that departmental reading can be integrated into EPP curricula and reading them can be considered as parts of exit criteria.

In terms of the second research question, which was 'What writing skills and competencies are needed for the exit criteria at English Preparatory Programs in universities in Turkey?,' the academic writing skills findings suggest that the ability to take notes of the information presented in the classes, provide written answers to examinations in the faculty, present ideas about field related subjects, use common academic vocabulary during writing and to apply essay structures in writing are important skills for faculty studies. Besides these, expressing thoughts, feelings, views, comments and likes, expressing the purpose of writing clearly and openly, providing written answers to questions at sentence level, maintaining coherence in text by using linking words, referring expressions, etc. to express ideas in a connected way, having enough vocabulary knowledge to be able to write, using the words known while writing, writing clearly and intelligibly, and expressing thoughts plainly avoiding long and complex sentences when necessary were considered as necessary both as academic and general English skills. There were also a number of academic only or general only skills that were accepted into the exit criteria including being able to summarize a text read or listened to in his/her own words as an academic skill. Some of these findings are in line with Kırkgöz's (2009, p. 87) study which revaled that answering exam questions, summarizing texts and taking notes are among the expected writing skills from students in faculties. While in Kırkgöz's (2009, p. 87) study 'writing reports' was another writing skill used in faculties always (10%) or often (36,3%), in this research this skill (i.e. Item 52. Being able to express studies in the faculty in written forms (experiments reports,

assignments, technical notes, etc.)   is eliminated from the exit criteria due to its standard deviation (x=4.1111, sd=.85449). The reason for its elimination is possibly due to the workload in EPPs and the need to teach it in the faculties since this skill was not eliminated in round one questionnaire in Phase Three. In addition, in round one 23 participants said that it should be taught in the faculties whereas 20 said it should be taught in the EPPs. During the compostions study, the most frequently mentioned skills were 'Being able express the studies in the faculty (experiment reports, assignments, technical reports, etc.) in written form' (f=30), 'Being able to do academic writing for research and and studies (e.g. articles, projects, references' (f=24) and 'Being able to write various type of paragraphs and essays' (f=18). Writing essays and paragraphs is taught in many EPPs. However, the first two are usually not taught, so the EPPs might consider integrating these skills into their curriculum.

The third research question was 'What listening skills and competencies are needed for the exit criteria at English Preparatory Programs in universities in Turkey?' In the academic only section of the listening skills, seven skills out of eight were regarded as necessary by the participants. These skills were following courses (lectures, etc.) in the faculty, academic talks and discussions, taking notes effectively while listening to lectures in faculty, taking notes during academic talks, understanding and interpreting what is listened to in undergraduate education, summarizing what is listened to in undergraduate education, and understanding the audio-visual materials in the faculty (being able to understand lecture materials such as PowerPoint presentations, board, etc. and compare them to what is listened to). In the compositions, the most frequently mentioned three skills were 'Being able to listen and follow courses (e. g. lectures) in the faculty' (f=23), 'Being able to understand the interlocutor in a conversation' (f=16) and 'Being able to take notes effectively during the delivery of subjects during classes in the faculty' (f=9). Similarly, Kırkgöz (2009, pp. 87-88) found that students are expected to follow the courses and instructions of the lecturer, to take notes and summarize them in the departments. Besides these, in this study, most of the general English items were eliminated from the exit criteria. There were 40 other items apart from the purely academic skills, and when they were rated both academically and from the general English perspectives, 29 were accepted as academic ones but only thirteen as general English skills. Some of these general skills include the ability to understand instructions and commands, to follow conversations, to follow and understand mutual dialogues, to

understand and maintain communication with a foreigner, and to understand the important ideas in the listening content. To conclude, the listening skills that EPP students should gain include both academic skills that enable them to follow courses and general skills to communicate with others according to the stakeholders.

Concerning the fourth research question of what speaking skills should be taught, the findings suggested five skill out of the other 12 academic only skills as necessary. These were asking questions in classes, participating in class discussions, covering a subject in class, expressing oneself in the academic environment, and expressing knowledge and experiences in one's own field of expertise. In Phase One, the composition data revealed the most frequent three skills as 'Being able to express one's own opnions in spoken language' (f=43), 'Being able to build oral communication with foreigners in all contexts (e.g. professional, social)' (f=32), 'Being able to express oneself and ask questions in the courses at the faculty' and 'Being able to speak fluently' (both f=27). Apart from fluency, self-expression and communication, the academic skill findings are similar to those of Kırköz (2009) who also maintained that being able ask questions in class and being able to join class dicussions are required in faculties. As a result, the stakeholders not only value academic speaking skills, but also highly emphasize general oral communication and fluency during speaking.

In Phase Two, the anxiety of obeying rules and being afraid of making mistakes, especially grammar mistakes while speaking were raised as issues during Brainstorming. As a panellist wrote 'Education with too much grammar focus leads to difficulty in speaking,' and having the fear of making mistakes was viewed as a major barrier for fluency. In fact, fluency was one of the cards with the highest frequency in the Brainstorming sessions in Phase Two with a frequency of 10. Increasing confidence was often brought up in the Phase One in the study. In addition, in the compositions it was mentioned that more productive than receptive skills should be taught in the EPPs. The participants wrote about the necessity of speaking skills the most frequently in the compositions, which was followed by reading and writing next, while listening was the least frequently mentioned skill.

In the composition study, most of the ideas came from EPP teachers, who were the second highest stakeholder group in the study (EPP teachers: 28% of all stakeholders). This might be due to their increased awareness in the field of language teaching because students and faculty teachers may not be aware of linguistic aspects and needs, or they

may have difficulty in expressing the skills. However, in speaking skills, which was mentioned with a frequency of 271, the EPP students wrote about this skill 113 times. This was more than the frequency of EPP teachers (f=107). Students in both faculties and EPPs complained about the heavy emphasis on grammar-based instruction. The students stated that there should be more focus on productive skills instead of grammar. This finding is harmonious with Haznedar (2004) and the British Council and TEPAV report (2015, p. 28, p. 93 and p. 96) that maintain that students lack communicative abilities, so rather than having a traditional grammar and vocabulary-based approach there is need to increase speaking skills. From this perspective, it is clear and supported in the findings of this study about EPPs that Turkish students lack the ability of expressing themselves comfortably when needed.

One reason for the weakness in teaching speaking skills might be the fact that it is not assessed in exit examinations in many EPPs. This might be applicable for all the others skills that are not assessed. Lack of testing of all four skills might lead to teaching to testing and washback effect since if they are not evaluated in the exit examinations, it is likey that these skills might have less emphasis in the curricula. Therefore, as the exit criteria suggested by the stakeholders includes speaking skills, they should be taught effectively in the EPPs.

The problems about EPPs are not limited to the teaching and assessment of particular skills. This study was conducted due to some problems encountered about the EPPs in Turkey. One issue is that the targeted exit levels vary to a great extend among universities. Differences about the exit criteria leads to the problem that some universities to not acknowledge the EPPs of others. This issue was brought up many times in the EPP student compositions. Because this research aimed at identifying the exit level skills, the problems mentioned in the compositions and interviews (Phase One) were not discussed in this study. However, an example in the semi-structured interview is given by quoting one student who mentioned about problems when students want to transfer to other universities. Clearly, lack of comparability is a problem that needs more research and attention. In the British Council (2015, p. 85) report, it is stated that universities should prepare comprehensive and valid examinations, and they should share samples of these as models to other universities as a solution to this problem. Nevertheless, as mentioned in the first chapter of this study, many universities refrain from sharing information about their EPP exit examinations and sample tests.

Another issue is test fairness because some universities set demanding levels as exit criteria in their EPPs. This causes not fear and the risk of failing among EPP students as exit criteria are related to high-stakes testing. In addition, inequalities in the exit levels, the type of skills assessed vary considerably among universities. Students in this research complained about this issue in the compositions and interviews. Thus, it is necessary to initate standardization processes as some stakeholders stated. This finding is similar to the results of British Council and TEPAV report (2015, p. 85). According to the report, all four skills should be evaluated in the exit exams and standarts should be established. This should be supported with national or international accreditation. These points are in line with this study because the findings might help towards determining national standards in the country. Even though initiatives such as DEDAK that aim at standardization in EPPs have recently started, they have not been able to provide solutions to date.

When an attempt to compare the findings of this study was made to the CEFR, a number of problems were encountered. In recent years, the Council of Higher Education maintained that the English level of Bachelor's degree students should be at least B1, while the British Council and TEPAV report (2015, p. 113) suggestad the exit level for EPP students needs be revised as B2+ for linguistically challenging departments and B1+ for those that are non-challenging. Therefore, the findings of this study were compared to the descriptors of the CEFR to demonstrate the similarities and differences.

However, while comparing, the problems that occurred included the lack of the most recent version of the CEFR descriptor manuals. Towards the end of 2017, the Council of Europe was working on a revised and updated manual of CEFR descriptors, and thus, the most recent versions were not available. The comparisons were therefore made with the 2001 version of the CEFR (Council of Europe, 2001). Next, some descriptors were not determined in CEFR for some linguistic areas such as grammar. Therefore, the comparisons were made based on their availability. Another problem was that there were differences between the Common Reference Levels which included the Global Scale and Illustrative Scales. The Global Scale is a one-page table indicating the very broad, four or five sentence descriptions of the language level. The Illustrative Scales are detailed descriptions of the charactersitics of language. When these were used to code the 213 items of this study, some discrepancies and mismatches were observed. A further problems was the use of similar expressions with modifications through the use adjectives

and adverbs (e.g. 'comfortably,' 'with ease') to distinguish levels in CEFR such as in the example of 'summarizing.' To illustrate, while the C2 user 'Is aware of the implications and allusions of what is said and can make notes on them as well as on the actual words used by the speaker,' the C1 user 'Can take detailed notes during a lecture on topics in his/her field of interest, recording the information so accurately and so close to the original that the notes could also be useful to other people.' The B2 user 'Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him/her as important, even though he/she tends to concentrate on the words themselves and therefore to miss some information.' The B1 user 'Can take notes during a lecture, which are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the talk is clear and well structured.' As this example shows, all types of users C2 to B1 can take notes, but the levels are indicated through finer details. In this study, not all of the 213 items rated in the questionnaire were written in detail as in the CEFR descriptors. Therefore, the comparison was made approximating the CEFR descriptors as closely as possible and sometimes by drawing conclusions.

The tables of comparisons include only sample passing academic skills excluding the eliminated items in the study. The items are often not directly stated in CEFR in the same way. The comparisons were made without the inclusion of the lowest level A1. Yet, A2 was added since some items of this study corresponded to some A2 descriptors. Some items did not exist in CEFR directly athough they could be inferred if necessary. These were indicated in the table as NA. The numbers of the passing items were kept unchanged. In some cases, the one level that was most appropriate was indicated. In addition, higher levels naturally include the skills in lower ones. It is necessary to emphasize that these comparisons are only tentative and far from precision because matching and aligning the skills of this study to CERF requires detailed research which is beyond the scope of this study.

As Table 4.39 illustrates, majority of the Academic English items in this study were similar to B2 and C1 level. As the level increases towards C2, the complexity of language, choice of vocabulary, etc. increases in CEFR while the language is more straightforward and simple towards B1 and basic towards A2.

Two of the items that were not found in the CEFR were related to understanding and responding to examination questions in the faculty. Item 60 was related to the use of common academic vocabulary during writing. CEFR did not have an inventory of

academic vocabulary, but it was within the plans of the Council of Europe to design an inventory. Another item that was not directly mentioned was asking questions in classes although 'asking questions' in general is given as A2 and A1 level skills about every day and personal situations. In debates and addressing to public, it is located in B1, B2 and C1 level descriptors. If asking questions during classes might not be different than these, then it might be included in B1 to C1 skills.

Table 4.39. *The comparison of some academic skills findings to CEFR descriptors*

	C2	C1	B2	B1	A2	NA
READING						
1. Being able to read the course books, articles and course materials of the department to be able to follow courses in faculty		**x**				
2. Having the reading ability enough to do research	x	x	x			
3. Being able to read and understand examination questions and assignments						x
WRITING						
53. Being able to take notes of the information presented in the classes	x	x	x	x		
55. Being able to provide written answers to examinations in the faculty						x
56. Being able to present one's own ideas about field related subjects		x				
60. Being able to use common academic vocabulary during writing						x
61. Being able to apply essay structures in writing	x	x	x	x		
LISTENING						
118. Being able to follow courses (lectures, etc.) in the faculty by listening	x	x	x	x		
119. Being able to follow academic talks and discussions		x	x	x		
120. Being able to take notes effectively while listening to lectures in faculty	x	x	x	x		
121. Being able to take notes during academic talks	x	x	x	x		
122. Being able to understand and interpret what is listened to in undergraduate education			x			
123. Being able to summarize what is listened to in undergraduate education	x	x	x	x		
124. Being able to understand the audio-visual materials in the faculty (being able to understand lecture materials such as PowerPoint presentations, board, etc. and compare them to what is listened to)	x	x	x	x		
SPEAKING						
166. Being able to ask questions in classes						x
167. Being able to participate in class discussions	x	x	x	x	x	
168. Being able to cover a subject in class		x				
169. Being able to express oneself in the academic environment		x				
172. Being able to express knowledge and experiences in one's own field of expertise		x	x	x		
TOTAL similar items in CEFR	**9**	**15**	**12**	**10**	**1**	**4**

To conclude, comparing the CEFR scales to the exit criteria was not possible and feasible. First of all, the aim of the CEFR is not mainly academic as it focuses on social/survival skills in general. Second, no descriptors are set for some skills such as the ability to use dictionary in the CEFR. In the same vein, even if a scale is provided for a linguistic area, the descriptors for all levels may not be available. As an example, in the 'understanding interaction between native speakers' section, there are no descriptors for A1 and C2 levels. Third, some descriptors are basically the similar with slight modifications using stronger adverbs or adjectives. Therefore, the descriptors sound vague and matching them to the findings of this research becomes difficult. On the other hand, some descriptors of this study are also too global and need to be refined further. Some examples for these vague expressions in this research are Item 127. Being able to follow conversations, Item 128. Being able to follow and understand mutual dialogues, and 138. Being able to understand the other speaker during communication. The vagueness in these items are obvious because the nature of the conversations, the language level of the interlocutor, the difficulty of linguistic exchange are not indicated. More research is needed to refine these vague exit criteria.

A final discussion about the results regarding this study is the elimination criteria set for the statistics in Phase Three questionnaire. If the elimination values were kept lower and more flexible, more items would be obtained as exit level skills. While in the literature cut off levels for mean scores could be as low as between 3-3,5, in this study it was set as x=4 and with little tolerance of standard deviation. This was done to obtain higher concensus. In addition, the overall mean values for most skill items were already above 3 or 3,5 propably because the questionnaires were designed after two lengthy initial phases. Therefore, accepting a lower level of mean scores would lead to the inclusion of almost all 213 items. For instance, a number of items were eliminated because of the effects of six negative responses out of 36 repondents. In conclusion, it is necessary to further investigate the effects of adopting other measures or statistical analyses.

5. CONCLUSION

5.1. Summary of the Study

This research study was undertaken due to the variety among universities in defining and assessing proficiency in English Preparatory Programs in Turkey. Lack of a nation-wide set of standards as well as lack of research about determining proficiency descriptors poses a number of problems for EPPs and for stakeholders. Therefore, this study intended to investigate and describe the exit criteria in EPPs by gathering the opinions of stakeholders who were students and teachers in the EPPs and faculties.

To investigate the phenomenon of proficiency in EPPs, a three-phase Delphi study was designed. Eleven universities contributed at different phases during the research. Phase One was conducted as open-ended Delphi by collecting the participant opinions through a composition writing task and semi-structured interviews. In this phase, 472 of the compositions collected were analysed and 12 participants were interviewed. Phase Two was desgined as face-to-face Delphi. From 10 universities, a total of 23 participants attended meetings at Anadolu University. Brainstorming ad Focus Group Dicussions were made to identify exit criteria. The findings of these two phases were collected in an item pool which was used to design a questionnaire. In Phase Three, which was planned as online questionnaire Delphi, the 213-item questionnaire was administered with two independent purposes. In the first round, the questionnaire aimed at the skills that are necessary not only in EPPs but also in faculties. Therefore, the participants also indicated where each skill should be taught. In gereral, their choices were EPPs, but for highly academic skills they chose faculties to teach them. In order to determine the exit criteria in EPPs, the questionnaire was administered a second time. This time, all 213 skills were evaluated considering their necessity in EPPs only. The results revealed a heavy emphasis on academic skills when compared to general English skills. In addition, when round one and round two were compared, more skills were eliminated in the second round because in the first one, faculties were considered to share the responsibility of EPPs when some skills were taught there. However, in the second round when the same skills were to be taught only in EPPs, possibly time limitations and lack of expertise to teach highly academic skills led to the elimination of some skills.

The findings of the study revealed that of the 213 items in the questionnaire 16 academic skills that were assessed as academic only were viewed as necessary. The remaining 177 skills were evaluated both as academic and as general English skills. Of

these 177 skills, 127 were viewed to be necessary as academic skills, whereas only 60 of them passed the elimination values as general English skills. These skills were suggested as exit criteria for EPPs in Turkey.

5.2. Conclusion

This study intended to investigate the skills that should be gained in the EPPs in Turkish students taking the views of stakeholders into consideration through a three-phase Dephi study. The results suggested that the stakeholders demand programs with increased academic English skills.

Departmental needs should be considered besides general English while designing the EPP curriculum. Moreover, cooperation and building bridges are recommended to increase students' motivation and to make EPPs more relevant to their needs. For instance, this could be achieved by using materials suggested by or developed with the collaboration of faculty teachers.

It is also necessary to focus on more productive skills, especially speaking and communication in general, and to avoid overemphasizing grammar. Besides, all four skills should be covered in examinations in the exit assessments.

Using international scales for proficiency such as B2 level of CEFR is a commonly accepted policy in describing exit criteria in Turkey. However, it is necessary to investigate to what extend using these scales can address the needs of students in the Turkish context. In addition, the descriptors of these scales are often too broad and may lead to different interpretations by the users. In order make the EPPs more relevant and specifically concentrated on the needs of Turkish students, it is necessary to research what skills are required hearing the immediate stakeholders of EPPs. This study intended to achieve this aim and put forward a list of skills that could help identify these skills. However, there are not enough and comparable research studies yet, and more research is necessary to investigate this issue until the results can be verified.

Universities need to cooperate and be more transparent in their policies for the exit criteria to improve EPPs. It is obvious that some universities strive for higher language levels especially when their instruction is 100% in English. However, for other universities that offer courses courses in English, a set of minimum skills required does not exist. This leads to considerable differences in curriculum design and assessment practices of exit level proficieny among universities. Some steps are necessary to be taken

in order to identify baseline standards in program design and assessment so that universities can build upon these if they aim to achieve more challenging levels. In addition, taking a clearly defined set of skills into account can increase the validity of programs and examination practices.

Regarding the findings of this study, the results of the second rating of the last phase are suggested as exit criteria for EPPs. In fact, the opinions of stakeholders throughout all phases are worth to consider. Yet, the findings of the Delphi study aim to describe expert opinion rather than establish facts. The findings of this research can be considered as one of the early steps in identifying exit criteria descriptors. More research is needed for further development and support.

Deterimining the standards in exit criteria will be an important step on a theoretical basis. In the future, it will be necessary to develop action plans about how to put the standards into practice and how to build bridges between theory and practice.

5.3. Suggestions for Further Research

This study attemepted to explore and describe the exit criteria by means of gathering four groups of stakeholder views. Furhter studies can investigate the subject by including different varieties of stakeholders.

Another suggestion would be to compare students of different fields of studies such as humanities versus sciences.

Further investigation is necessary to clarify broadly expressed itmes such as 'Being able to communicate with a foreigner.' Items such as these are still too general to express refined learning goals.

Another possibility for further research is to compare the exit criteria of universities in Turkey. By means of this type of a study, the similarities and differences can be better understood.

In terms of national policies, further reseach such as this study is needed to be able to compare the results. A possibility would be working towards a standardization by drawing upon comparable research studies. Also, a futher area to explore would be implications of this study on assessment and program design practices.

There is still lack of a clear description of what proficiency is in general and how it is assessed. Further studies can investigate the individual contexts and factors that affect the choice how proficiency is decribed theoretically and how it is determined practically.

In other words, what variables predict proficiency in English still remain underinvestigated.

During the first phase of this study, the data collection tools yielded a considerable number of results that were not the intend of the study, such as the problems in EPPs and suggestions for improvement. Further studies can be conducted towards identifying these problems and offering solutions for EPPs as well as for foreign language learning problems in Turkey.

In addition, the present study was conducted by the researcher only. In further studies, working with a team of professionals, field experts and technical staff in the form of a larger projects would be beneficial to gain more insight about the subject.

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APPENDICES

APPENDIX A - RESEARCH PERMISSIONS

Approval by the Anadolu University Ethics Committee

Kayıt Tarihi: 22.05.2012   Protokol No: 10016

ANADOLU ÜNİVERSİTESİ ETİK KURULU KARARI

ÇALIŞMANIN TÜRÜ:	Doktora Tezi
KONU:	Eğitim Bilimleri
BAŞLIK:	An Investigation on the Exit Criteria of English Language Preparatory Programs of Turkish Universities: A Delphi Method Analysis
PROJE/TEZ YÜRÜTÜCÜSÜ:	Prof. Dr. Gül DURMUŞOĞLU KÖSE
TEZ YAZARI:	Ayşe Dilek KESER
ALT KOMİSYON GÖRÜŞÜ:	–
KARAR:	Olumlu

ETİK KURUL ÜYELERİ   İMZA/ TARİH
                                                        05.06.2012

Prof. Dr. Meryem AKOĞLAN KOZAK
Rektör Yardımcısı / Etik Kurul Başkanı

Prof. Dr. Atalay BARKANA
Fen Bil.(Müh.Mim.Fak.)

Prof. Dr. Yusuf ÖZTÜRK
Sağlık Bil.(Ecz.Fak.)

Prof. Dr. Gül DURMUŞOĞLU KÖSE
Eğitim Bil.(Egitim Fak.)

Prof. Dr. Celil KOPARAL
Sos.Bil.(Ikt.ve İd.Bil.Fak.)

Prof. Zeliha AKÇAOĞLU TETİK
Güz.San.(Güz.San.Fak.)

Research Permission by Anadolu University

Sayı   : B.30.2.ANA.0.70.01.00-302.08.01- 740   07./06/2012

Konu   : Uygulama İzni

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi :   22.05.2012 tarihli ve B.30.2.ANA.0.43.01.00-500-175 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Doktora Programı öğrencisi Ayşe Dilek KESER'in, öğretim üyesi Prof. Dr. Gül DURMUŞOĞLU KÖSE'nin danışmanlığında gerçekleştirdiği "An Investigation on the Exit Criteria of English Language Preparatory Programs of Turkish Universities: A Delphi Method Analysis" başlıklı doktora tez çalışması uygulamasını, Üniversitemiz İngilizce hazırlık okulu öğrencileri, okutmanları ve yöneticileri ile İngilizce olarak yürütülen fakültelerdeki öğretmen ve öğretim elemanlarıyla kompozisyon, yarı yapılandırılmış görüşme, odak grup görüşmesi, Delphi tekniği ve anket uygulaması şeklinde gerçekleştirmesi, Rektörlüğümüzce uygun görülmüştür.

Bilgilerinizi rica ederim.

Prof.Dr. Meryem AKOĞLAN KOZAK
Rektör a.
Rektör Yardımcısı

GE . EVRAK

Kayıt Tarihi : 08/06/2012

Kayıt No.su : 1213

Research Permission by Boğaziçi University

T.C. BOĞAZİÇİ ÜNİVERSİTESİ
REKTÖRLÜK

Egitim Bil.

Sayı : B.30.2.BÜN.0.70.03.0 -302·08·01 — 1548

0 3 Ağustos 2012

ANADOLU ÜNİVERSİTESİ REKTÖRLÜĞÜ

İlgi : 06 Haziran 2012 tarih ve B.30.2.ANA.0.70.01.00/302.08.01-735/7036 sayılı yazınız.

İlgi yazıda adı geçen Üniversiteniz Eğitim Bilimleri Enstitüsü, Yabancı Diller Eğitimi Anabilim Dalı, İngilizce Öğretmenliği Doktora Programı öğrencisi Ayşe Dilek Keser'in "An Investigation on the Exit Criteria of English Language Preparatory Programs of Turkish Universities: A Delphi Method Analysis başlıklı tezi gereği olan Delphi tekniği ve anket uygulama talebine , Üniversitemiz Eğitim Fakültesi'nin 23 Temmuz 2012 tarih ve 2012/18 sayılı Yönetim Kurulu Kararı uyarınca "Bölüm başkanı ve bölüm öğretim elemanları ile temasa geçerek ve gönüllülük esası çerçevesinde araştırma, anket ve veri analizi uygulanabileceğine" karar verilmiştir.

Bilgilerinize arz ederim.

Saygılarımla,

Prof. Dr. Yeşim Arat
Rektör Vekili

Anadolu Üniversitesi Rektörlüğü
Evrak Kayıt Servisi
K. TARİHİ: 1 0 Ağustos 2012
K. NOSU: 7390

Ek: Fakülte Yönetim Kurulu Kararı

← Eğit. Bil. Ens. Müd-ne
— Yazı İşl. Müd-ne

GELEN EVRAK
Kayıt Tarihi : 10.08.2012
No su : 1579

02.08.2012

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10.08.2012

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Research Permission by Dokuz Eylül University

T.C.
DOKUZ EYLÜL ÜNİVERSİTESİ REKTÖRLÜĞÜ
Öğrenci İşleri Daire Başkanlığı

Sayı: B.30.2.DEÜ.0.72.02/504-
Konu: Ayşe Dilek KESER

19.07.2012 * 01119

ANADOLU ÜNİVERSİTESİ REKTÖRLÜĞÜNE
ESKİŞEHİR

İlgi: 06.06.2012 tarih ve B.30.2.ANA.0.70.01.00-302.08.01-735/7036 sayılı yazınız.

Üniversiteniz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Doktora öğrencisi Ayşe Dilek KESER' in "An Investigation on the Exit Criteria of English Language Preparatory Programs of Turkish Universities: A Delphi Method Analysis" başlıklı tez çalışması ile ilgili anket uygulama isteği; öğrenci kendisi uyguladığı takdirde, Üniversitemiz İşletme Fakültesi, Mühendislik Fakültesi, Edebiyat Fakültesi, Buca Eğitim Fakültesi, Denizcilik Fakültesi Dekanlığınca ve Reha Midilli Foça Turizm İşletmeciliği ve Otelcilik Yüksekokulu Müdürlüğünce uygun görülmüştür.
Bilgilerinizi ve gereğini arz ederim.

Prof. Dr. Mehmet FÜZÜN
Rektör

Anadolu Üniversitesi Rektörlüğü
Evrak Kayıt Servisi
K. TARİHİ: 2 4 Temmuz 2012
K. NOSU: 6848

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GELEN EVRAK
Kayıt Tarihi : 25.07.2012
Kayıt No.su : 1496

İlgiliye
25.07.2012

Research Permission by Erciyes University

Eğitim Bil.

T.C.
ERCİYES ÜNİVERSİTESİ REKTÖRLÜĞÜ
Öğrenci İşleri Daire Başkanlığı

20/06/2012

Sayı :B.30.2.ERC.0.70.72.00/ *500 - 1099 - 4286*
Konu: Araştırma İzni

ANADOLU ÜNİVERSİTESİ REKTÖRLÜĞÜNE
Yunus Emre Kampüsü
26470-ESKİŞEHİR

İlgi: 06/06/2012 tarihli ve B.30.2.ANA.0.70.01.00-302.08.01-735/7036 sayılı yazınız.

Üniversiteniz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Doktora Programı öğrencisi **Ayşe Dilek KESER**'in "An Invertigation on the Exit Criteria of English Language Preparatory Programs of Turkish Universities: A Delphi Method Analysis" konulu tezini Üniversitemiz Yabancı Diller Yüksekokulu hazırlık öğrencilerine, okutmanlarına ve yöneticilerine ayrıca Üniversitemiz Eğitim Fakültesi Öğretim elemanlarına kompozisyon, yarı yapılandırılmış görüşme, odak grup görüşmesi, Delphi tekniği ve anket uygulamasını yapma isteği bizzat kendisinin gerçekleştirmesi kaydıyla uygun görülmüştür.

Bilgilerinizi arz ederim.

Prof. Dr.M. Metin HULAĞU
Rektör a.
Rektör Yardımcısı

Anadolu Üniversitesi Rektörlüğü
Evrak Kayıt Servisi
K. TARİHİ: 2 5 Haziran 2012
K. NOSU: 6996

GELEN EVRAK
Kayıt Tarihi : 26/06/2012
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Research Permission by Hacettepe University

HACETTEPE ÜNİVERSİTESİ
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Eğitim F.

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Sayı: B.30.2.HAC.0.70.01.00/240 – 4592

1 3 Aralık 2012

ANADOLU ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi: 06.06.2012 tarih ve ANA.0.70.01.00-302.08.01-735/7036 sayılı yazınız.

Üniversiteniz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği doktora programı öğrencisi Ayşe Dilek KESER'in öğretim üyesi **Prof.Dr. Gül DURMUŞOĞLU KÖSE**'nin danışmanlığında yürüttüğü "**An Investigation on the Exit Criteria of English Language Preparatory Programs of Turkish Universities: A Delphi Method Analysis**" konulu tezi kapsamında çalışma yapması, Üniversitemiz Senatosu Etik Komisyonunun **11 Aralık 2012** tarihinde yapmış olduğu toplantıda incelenmiş olup etik açıdan uygun bulunmuştur.

Bilgi edinilmesini arz ederim.

Prof. Dr. Ömer UĞUR
Rektör V.

Anadolu Üniversitesi Rektörlüğü
Evrak Kayıt Servisi
K. TARİHİ: 1 7 Aralık 2012
K. NOSU: 1751

Research Permission by İstanbul Technical University

Eğitim Bil. Ens.

İTÜ

İSTANBUL TEKNİK ÜNİVERSİTESİ

SAYI: B.30.2.İTÜ.0.00.00/302.08.01/9265
KONU: Uygulama İzni

13 Ağustos 2012

T.C.
ANADOLU ÜNİVERSİTESİ REKTÖRLÜĞÜ
Genel Sekreterlik

İLGİ: 06.06.2012 günlü, B.30.2.ANA.0.70.01.00-302.08.01-735/7036 sayılı yazınız.

Üniversiteniz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Doktora Programı öğrencisi Ayşe Dilek KESER'in tez çalışması yapabilmesi için uygulama izni ile ilgili olarak, Üniversitemiz Fen Edebiyat, Makina, Mimarlık, Denizcilik, İşletme, Maden, Kimya Metalurji, İnşaat, Tekstil Teknolojileri ve Tasarımı, Gemi İnşaatı ve Deniz Bilimleri Fakültesi ile Yabancı Diller Yüksekokulu Müdürlüğü'nden alınan yazılar ekte gönderilmiştir.

Bilgilerinize rica ederim.

Prof.Dr.Mehmet KARACA
Rektör

Anadolu Üniversitesi Rektörlüğü
Evrak Kayıt Servisi
K. TARİHİ: 2 4 Ağustos 2012
K. NOSU: 7756

Ek : Yazı (14 sayfa)

GELEN EVRAK
Kayıt Tarihi : 24.08.2012
Kayıt Nosu : 1654

– İlgiliye
24.08.2012

- Eğit. Bol. Ens. Md
- Y. İ Md.

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Eğitim Böl.

MALTEPE ÜNİVERSİTESİ
İstanbul
Türkiye'nin Dünya Okulu
İstanbul
Marmara Eğitim Vakfı

R E K T Ö R L Ü K

SAYI : B302MLT0700000/ 0003 - 551

KONU:Anket

İstanbul, 20.06.2012

ANADOLU ÜNİVERSİTESİ REKTÖRLÜĞÜNE

Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Doktora Programı öğrencisi Ayşe Dilek KESER'in öğretim üyesi Prof. Dr. Gül DURMUŞOĞLU KÖSE'nin danışmanlığında gerçekleştirdiği "An Investigation on the Exit Criteria of English Language Preparatory Programs of Turkish Universities:A Delphi Method Analysis" başlıklı doktora tez çalışması uygulamasını, Üniversitemiz İngilizce hazırlık okulu öğrencileri, okutmanları ve yöneticileri ile İngilizce olarak yürütülen fakültelerdeki öğretmen ve öğretim elemanlarıyla kompozisyon, yarı yapılandırılmış görüşme, odak grup görüşmesi, Delphi tekniği ve anket uygulaması ile gerçekleştirmesi Rektörlüğümüzce uygun görülmüştür.

Bilgilerinizi arz, gereğini rica ederim.

Prof. Dr.Ihsan YILMAZ
Rektör V.

DAĞITIM
GEREĞİ İÇİN
Dekanlıklara
Yabancı Diller Yüksekokulu Md.

BİLGİ İÇİN
Anadolu Üniversitesi Rektörlüğüne

Anadolu Üniversitesi Rektörlüğü
Evrak Kayıt Servisi
K. TARİHİ: 2 1 Haziran 2012
K. NOSU: 6018

GELEN EVRAK
Kayıt Tarihi : 21/06/2012
Kayıt Nosu : 1289

Research Permission by Middle East Technical University

Sayı: B.30.2.ODT.0.AH.00.00/126/149

25 Aralık 2012

015080

Gönderilen: Anadolu Üniversitesi Eğitim Bilimleri
              Enstitüsü Müdürlüğü

Gönderen :   Prof. Dr. Canan Özgen
              IAK Başkan Yardımcısı

İlgi   : Etik Onayı

Enstitünüz İngilizce Öğretmenliği doktora programı öğrencisi Okutman Ayşe Dilek Keser'in "An Investigation on the Exit Criteria of English Language Preparatory Programs of Turkish Universities: A Delphi Method Analysis" başlığı ile yürüttüğü tez çalışması "İnsan Araştırmaları Etik Komitesi" tarafından uygun görülerek gerekli onay verilmiştir.

Bilgilerinize saygılarımla sunarım.

Etik Komite Onayı

Uygundur

25/12/2012

**Prof.Dr. Canan ÖZGEN
Uygulamalı Etik Araştırma Merkezi
(UEAM) Başkanı
ODTÜ 06531 ANKARA**

Research Permission by Eskişehir Osmangazi University

Eğitim Bil

T.C.
ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ
REKTÖRLÜĞÜ

Sayı : B.30.2.OGÜ.0.70.00.00-604/ *1212 - 4032*   **12.06.2012**
Konu: İzin

T.C.
ANADOLU ÜNİVERSİTESİ REKTÖRLÜĞÜ
(Genel Sekreterlik)

İlgi : 06.06.2012 tarih ve B.30.2.ANA.0.70.01.00-302.08.01-735/7036 sayılı yazınız.

Üniversiteniz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Doktora Programı öğrencisi Ayşe Dilek KESER'in öğretim üyesi Prof.Dr.Gül DURMUŞOĞLU KÖSE'nin danışmanlığında gerçekleştirdiği doktora tezi kapsamında Üniversitemizde anket uygulama talebi Üniversitemiz Rektörlüğünce uygun görülmüştür.

Bilgilerinizi ve gereğini arz ederim.

- Eğit. Bil. Ens. Müd -

Prof.Dr.Adnan KONUK
Rektör a.
Rektör Yardımcısı

GELEN EVRAK
Kayıt Tarihi : 15.06.2012
Kayıt No su : 1244

Anadolu Üniversitesi Rektörlüğü
Evrak Kayıt Servisi
K. TARİHİ: 13 Haziran 2012
K. NOSU: 5819

Adres: Meşelik Yerleşkesi   Tel : 0 222 239 37 50 (10 hat)
26480 Eskişehir   Fax: 0 222 229 14 18

Research Permission by Selçuk University

T.C.
SELÇUK ÜNİVERSİTESİ REKTÖRLÜĞÜ
Öğrenci İşleri Daire Başkanlığı

Sayı : B.30.2.SEL.0.72.00.00/200- 912   11.07.2012 * 06584
Konu : Anket İzni

ANADOLU ÜNİVERSİTESİ REKTÖRLÜĞÜNE
ESKİŞEHİR

İlgi: 06/06/2012 tarih ve B.30.2.ANA.0.70.01.00-302.08.01-735/7036 sayılı yazınız.

Üniversiteniz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Doktora Programı öğrencisi Ayşe Dilek KESER'in "An Investigation on the Exit Criteria of English Language Preparatory Programs of Turkish Universities: A Delphi Method Analysis" konulu doktora tezine ilişkin anketini Üniversitemiz Yabancı Diller Yüksekokulu'nda uygulaması Rektörlüğümüzce uygun görülmüştür.

Bilgilerinize arz ederim.

Prof.Dr.Mustafa ŞAHİN
Rektör a.
Rektör Yardımcısı

İlgiliye
16.07.2012

Anadolu Üniversitesi Rektörlüğü
Evrak Kayıt Servisi

K. TARİHİ:	1 6 Temmuz 2012
K. NOSU:	6653

Research Permission by Süleyman Demirel University

T.C.
SÜLEYMAN DEMİREL ÜNİVERSİTESİ
Yabancı Diller Yüksekokulu Müdürlüğü

Sayı : B.30.2.SDÜ.0.Y2.73.00- 044 /534   31/10/2012
Konu: Uygulama İzni

SÜLEYMAN DEMİREL ÜNİVERSİTESI REKTÖRLÜĞÜ
(Genel Sekreterlik Makamına)

İlgi: 13.06.2012 Tarih ve B.30.2.SDÜ.0.70.00.044- 828/11680 sayılı yazı,

İlgi yazınızda bahsi geçen, Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı Ingilizce Öğretmenliği Doktora Programı öğrencisi Ayşe Dilek KESER' in doktora tezi ile ilgili anket çalışmalarını yüksekokulumuz ile iletişim kurarak yapması uygun görülmüştür.
Bilgilerinize arz ederim.

Yrd.Doç.Dr.Ömer ŞEKERCİ
Yüksekokul Müdürü

ELDEN GÖNDERİLMEYEN EVRAK

Research Permission by Yeditepe University

Eğitim. Bl.

T.C.
YEDİTEPE ÜNİVERSİTESİ
REKTÖRLÜĞÜ

1 3 Haziran 2012

SAYI   :B.30.2.YTÜ.0.00.00.00-1000/ 4195
KONU : Uygulama İzni

T.C.
ANADOLU ÜNİVERSİTESİ REKTÖRLÜĞÜNE
Genel Sekreterlik

İlgi: 06/06/2012 tarih B.30.2.ANA.0.70.01.00-302.08.01-735/7036 sayılı yazınız.

Üniversiteniz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği doktora programı öğrencisi Ayşe Dilek KESER'in "An Investigation on the Exit Criteria of English Language Preparatory Programs of Turkish Universities: A Delphi Method Analysis" başlıklı doktora tezini Üniversitemiz İngilizce hazırlık okulu öğrencileri, okutmanları ve yöneticileri ile İngilizce olarak yürütülen fakültelerdeki öğretmen ve öğretim elemanlarıyla kompozisyon, yarı yapılandırılmış görüşme, odak grup görüşmesi, Delphi tekniği ve anket uygulaması talebi Üniversitemiz Rektörlüğünce uygun görülmüştür.

Bilgilerinize arz ve rica ederim.

Prof. Dr. Melih BORAL
Rektör V.

Anadolu Üniversitesi Rektörlüğü
Evrak Kayıt Servisi
K. TARİHİ: 1 8 Haziran 2012
K. NOSU: 5929

GELEN EVRAK
Kayıt Tarihi : 20/06/2012
Kayıt No su : 1279

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Tel: (0 216) 578 00 00 Faks: (0 216) 578 02 99
www.yeditepe.edu.tr

Research Permission by Yıldız Technical University

T.C.
YILDIZ TEKNİK ÜNİVERSİTESİ
Rektör Yardımcılığı (Eğitim - Öğretim)

İSTANBUL
2012

Sayı : B.30.2.YIL.0.03.00/302.08.01-1758

Tarih: 22.06.2012

Konu :

ANADOLU ÜNİVERİTESİ REKTÖRLÜĞÜ
Genel Sekreterliğine

İlgi: 06.06.2012 tarih ve B.30.2.ANA.070.01.00-735/7036 sayılı yazınız.

İlgide kayıtlı yazınızla belirtilen Üniversiteniz Eğitim Bilimleri Yabancı Diller Eğitimi Ana Bilim Dalı İngilizce Öğretmenliği Doktora Programı öğrencisi Ayşe Dilek KESER'in "An Investigation on the Exit Criteria of English Language Preparatory of Turkish Universities: A Delphi Method Analysis" başlıklı doktora tezi kapsamında tez çalışması uygulamasını Üniversitemizin İngilizce hazırlık okulunda isteyen öğrenciler ve öğretim elemanları ile yapması uygundur.

Bilgilerinize arz ederim.

Saygılarımla,

Prof.Dr.Yusuf AYVAZ
Rektör a.
Rektör Yardımcısı

GELEN EVRAK
Kayıt Tarihi : 26/06/2012
Kayıt No : 1320

Anadolu Üniversitesi Rektörlüğü Evrak Kayıt Servisi	
K. TARİHİ:	25.06.2012
K. NOSU:	6095

- Eğt.Bil.Eos.Mü
- Y.İ.Mİ.

Yıldız Kampüsü, 34349 Yıldız / İstanbul **Tel:**(0212) 258 52 70, **Faks:** (0212) 236 41 79, Tlx:26837 IYU
E-mail: webadmin@yildiz.edu.tr **Web:** http//www.yildiz.edu.tr

APPENDIX B - Composition Forms

1) HAZRILIK PROGRAMI ÖĞRENCİLERİ İLE YAPILACAK KOMPOZİSYON ÇALIŞMASI FORMU

Değerli Katılımcı,

Bu çalışma Anadolu Üniversitesi Okutmanlarından Ayşe Dilek Keser'in doktora tezi kapsamında yapılmakta ve Prof. Dr. Gül Durmuşoğlu-Köse'nin danışmanlığında yürütülmektedir. Anadolu Üniversitesi tarafından Bilimsel Araştırma Projesi (BAP) olarak desteklenmekte olan bu çalışmada, İngilizce Hazırlık okullarından mezun/muaf olmak için gereken **yeterlikler** konusunda araştırma yapılmaktadır. Türkiye'deki Hazırlık okullarında İngilizce'de yeterlik tanımının ortaya çıkması için planlanmış bu araştırmanın, Hazırlık okullarında program geliştirme ve iyileştirme, ölçme değerlendirme gibi alanlara katkıda bulunarak bu okullarda daha etkili eğitim verilmesine yardımcı olması hedeflenmektedir. Hazırlık okullarında eğitim gören kişiler olarak sizin bu çalışmaya katılımınız, Türkiye'deki Hazırlık okullarında yeterlik düzeyinin tanımlanmasına çok önemli katkıda bulunacaktır.

Anket iki bölümden oluşmaktadır. Birinci bölümde katılan öğrenciler hakkında 'kişisel bilgiler' kısmı vardır. İkinci bölümde Hazırlık okulunun amacı ve yeterlik kavramı konusunda serbest ve Türkçe bir kompozisyon yazmanız istenmektedir. Bu yazıyı yazarken kompozisyon kurallarına uymanız <u>gerekmemekte</u> olup, önemli olan size verilmiş soruyu içtenlikle ve yansız yanıtlamanızdır. Soruların doğru ya da yanlış yanıtları yoktur ve yalnızca sizin görüşleriniz önemlidir.

Çalışmada yer alan katılımcıların kişisel bilgileri ve isimleri <u>kesinlikle gizli tutulacak</u>, toplanan bilgiler yalnızca bilimsel amaçlar için kullanılacaktır. Araştırma raporunda gerçek isminiz belirtilmeyecektir. Çalışmaya katılımınız tamamen gönüllülük esasına dayanmaktadır. Araştırmanın herhangi bir aşamasında çekilme hakkınız vardır.

Sorulara yanıt vermeniz 30-35 dakika sürmektedir. Bu çalışmaya yapacağınız değerli katkılar için şimdiden teşekkür ederiz. Çalışma ve sonuçları hakkında daha fazla bilgi edinmek isterseniz aşağıdaki e-posta adresinden doktora öğrencisi Ayşe Dilek Keser'e ulaşabilirsiniz:

Araştırma yönergesini okudum ve bu çalışmaya katılmayı kabul ediyorum. İstediğim zaman yarıda kesip bırakabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayınlarda kullanılmasını kabul ediyorum.

Katılımcının adı: _____   İmza: _____ Tarih: ____/____/___
(İsminiz sadece bu sayfada kalacak ve diğer sayfalardan ayrılacaktır.)

ÖNEMLİ: Eğer bu çalışmanın devamında yüz yüze ses kaydı yapılarak görüşmeyi <u>gönüllü</u> olarak kabul ederseniz, lütfen e-posta adresinizi ve/veya telefon numaranızı da ekleyiniz.

Gönüllü olarak yüz yüze görüşmeyi kabul ediyorum. ( ) Evet   ( ) Hayır

E-posta: _____

Telefon: _____

Doktora Öğrencisi
Ayşe Dilek KESER

      Yabancı Diller Yüksekokulu

Tez Danışmanı
Prof. Dr. Gül DURMUŞOĞLU-KÖSE

Adres:
Anadolu Üniversitesi
İki Eylül Kampüsü

C-Blok, Ofis: C-314
Tel: 0-222-335 05 80 (6169 dahili)
e-posta: adkeser@anadolu.edu.tr

I. Bölüm: Kişisel Bilgiler

Sınıfınız: _____

Kurunuz: _____

Daha önceki kurlarınız: _____

A. Cinsiyetiniz: 0. K ( )   1. E ( )

B. Yaşınız:
0.17-18 ( )   1.19-20   ( )   2. 21- üzeri ( )

C. Hazırlık Okulunda zorunlu mu, isteğe bağlı olarak bulunuyorsunuz?
0. Zorunlu ( )   1. İsteğe bağlı ( )

D. Hazırlık Okulunda kaçıncı yılınız?
0. İlk yıl   ( )
1. İkinci yıl   ( )
2. İkiden fazla ( )

E. Bölümünüz Fakülte/Yüksekokul:_____

Bölüm: _____

Bölümüzde derslerin İngilizce işlenme oranı: _____

F. Mezun olduğunuz okul türü
0. Düz lise   ( )
1. Anadolu Lisesi ( )
2. Meslek lisesi   ( )
3. Süper lise   ( )
4. Fen lisesi   ( )
5. Özel lise   ( )
6. Diğer: _____

G. Kaç yıldır İngilizce öğreniyorsunuz? : _____

Şu an sahip olduğunuz İngilizce bilgisi konusunda ne söyleyebilirsiniz?
0. Kötü   ( )
1. Ortanın altında ( )
2. Orta   ( )
3. İyi   ( )

Yorumlarınız:
_____
_____

H. İngilizce yeterlik (proficiency) düzeyi ölçen herhangi bir sınava girdiniz mi?

0. Hayır ( )   1. Evet ( )

I. Girdiyseniz aldığınız puan nedir?
0. Girmedim ( )
1. KPDS   ( ) puan: _____
2. UDS   ( ) puan: _____
3. TOEFL   ( ) puan: _____
4. Diğer   ( ) Sınav adı: _____ puan: _____

J. Hazırlık okulunun yanısıra, İngilizce düzeyinizi geliştirmek için neler yaptınız?:
0. Yurt dışına gittim ( )
1. Kursa gittim   ( )
2. Özel ders aldım   ( )
3. Diğer   ( ) Ne yaptınız?: _____
4. Bunlardan hiçbirini yapmadım ( )

II. Bölüm: Kompozisyon

Açıklama: Bu bölümde yazacağınız yazının amacı size verilen soru hakkında görüşleriniz almaktır. Yazacağınız yazıda kompozisyon ve dilbilgisi kuralları önemli olmayıp, bu konuda herhangi bir değerlendirme yapılmayacaktır. Yazınız görüşleriniz açısından değerlendirilecektir. Sorulara içtenlikle yanıt vermeniz çok önemlidir.

Katılımız için çok teşekkür ederim.

Soru: Türkiye'de özel ve devlet üniversitelerinin sayısı yaklaşık 150 civarında olup, bunların 80 kadarında İngilizce Hazırlık Okulu (Yabancı Diller Yüksekokulu veya benzer birimler) mevcuttur. Ancak Hazırlık okullarından muaf veya mezun olmak için gereken dil düzeyi, yeterlikler ve beceriler konusunda her üniversite kendi kararını vermektedir. Bu konuda Yüksek Öğretim Kurulu (YÖK) tarafından da belirlenmiş bir seviye mevcut değildir.

Sizce, Hazırlık okullarını bitiren veya muaf olan bir öğrenci hangi yeterliklere sahip olmalı? Neleri yapabilmeli? 'Yeterli' olarak adlandırılabilmesi için hangi bilgi ve becerilere ne seviyede sahip olmalı? Hazırlık Okulunda öğrendiğiniz yabancı dili, lisans programında ne amaçla kullanacağınızı düşünüyorsunuz? Bu bağlamda Hazırlık okulunun amacı ne olmalı? Düşüncelerini ayrıntılı olarak yazınız.

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Desteğiniz ve projede yer aldığınız için teşekkür ederiz.

1) COMPOSITION FORM FOR THE EPP STUDENTS

Dear Participant,

This study has been being conducted as a Ph.D. thesis by Ayşe Dilek Keser with her advisor, Prof. Dr. Gül Durmuşoğlu-Köse. This current study which has been supported as a Scientific Research Project (SRP-BAP) by Anadolu University has aimed to study the required proficiency level to be a graduate/exempt from English preparatory schools. This investigation planned to uncover the definition of proficiency at preparatory schools in Turkey. It aims to help preparatory schools give more effective instruction by contributing to the areas such as program development and improvement. As learners studying at preparatory schools, your participation will contribute a lot to define the proficiency level at preparatory schools.

The questionnaire consists of two parts. In the first part, there are personal questions while the second part asks you to write a composition in Turkish about the purpose of "Preparatory School" and the concept of proficiency. While writing your composition, you are NOT expected to follow any composition rules, outline, etc. but it is of great importance to be sincere and objective in your responses. There is no right or wrong answer and only your own ideas are important.

The names and personal information of the participants will be certainly kept confidential. The collected data will be used only for academic purposes. In the research report, your name will be anonymous. Your participation is entirely voluntary-based. You have the right to withdraw from the research at any time.

It will take 30-35 minutes to answer the questions. Thank you for your contribution to the study in advance. For further information, you can contact with Ayşe Dilek Keser through her email below.

I have read the information in this form and I accept to participate in this research. I was told that I can withdraw at any time. I confirm that the information I give to the researcher can be used for academic purposes.

The name of the participant: _____ Signature:_____ Date: _____

(Your name will be only on this page and this page will be taken out from the other pages)

IMPORTANT: If you are a volunteer for a face-to face audio-recording interview, please write your e-mail and/or phone number.

I accept face to face interview voluntarily ( ) YES ( ) NO

E-mail:
Phone:

Ph.D. Student   Address:
Ayşe Dilek Keser   Anadolu University
                                                   İki Eylül Kampüsü
                                                   Yabancı Diller Yüksekokulu
                                                   Office: C-314

Thesis Advisor
Phone: 0-222-335 05 80
(Ext: 6169)

                                                   e-mail: adkeser@anadolu.edu.tr

Part 1: Personal Information

Class: _____

Level: _____

Previous Levels: _____

A. Gender: 0. F ( )   1. M ( )

B. Age:
0.17-18 ( )   1.19-20   ( )   2. 21- over ( )

C. Are you studying prep school on voluntary base or is it compulsory?
0. Compulsory ( )   1. voluntary ( )

D. How long have you been studying at prep school?
0. First year   ( )
1. Second year   ( )
2. More than 2 years ( )

E. Department Faculty/School: _____

Department: _____

Ratio of English medium courses in your own undergraduate program: _____

F. Type of your high school
0. State high school   ( )
1. Anatolian high school   ( )
2. Vocational high school   ( )
3. Super high school   ( )
4. Science high school   ( )
5. Private high school/college ( )
6. Other: _____

G. How long have you been learning English? : _____

How would you define your knowledge of English?
0.   Bad   ( )
1.   Below average   ( )
2.   Average   ( )
3.   Good   ( )

Your comments:

_____
_____

H. Have you ever taken any exam/test measuring English proficiency level?

0. No ( )   1. Yes ( )

I. If yes, what's your score?
0. I haven't taken   ( )
1. KPDS   ( ) score: _____
2. UDS   ( ) score: _____
3. TOEFL   ( ) score: _____
4. Other   ( ) Name of the exam: _____ Score: _____

J. In addition to preparatory school, what have you done to improve your proficiency level?
0. I went abroad   ( )
1. I attended an English course   ( )
2. I took private lessons   ( )
3. Other   ( ) What did you do?: _____
4. I did none of the above   ( )

Part II: Composition

Instruction: The aim of this part is to find out your opinions about the question. In your composition, grammar and composition rules will not be taken into consideration. Also, your composition will not be graded. Your composition will have great value in terms of your ideas. It is of great importance to be sincere and objective in your responses.

Thank you for your participation.

Question: In Turkey, the number of state and private universities is approximately 150. Of 150 universities only 80 universities have English preparatory schools (foreign languages school or similar units). However, each university determines its own regulations about the exempt/graduation level and proficiency level. There is no standard level determined by Yüksek Öğretim Kurumu (YÖK).

According to you, what competencies should a student who exempted or graduated from preparatory schools have? What should this student be able to do? In order to be called "proficient", what kind of knowledge and skills and at which level should such students have? What do you think about the function of the foreign language you learned at preparatory school in your own undergraduate program? Considering your undergraduate program, what function do you think a preparatory school have? Write your ideas in detail.

_____

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Thank you for your support and participation.

2) HAZIRLIK ÖĞRETİM ELEMANLARIYLA YAPILACAK KOMPOZİSYON ÇALIŞMASI FORMU

Değerli Katılımcı,

Bu çalışma Anadolu Üniversitesi Okutmanlarından Ayşe Dilek Keser'in doktora tezi kapsamında yapılmakta ve Prof. Dr. Gül Durmuşoğlu-Köse'nin danışmanlığında yürütülmektedir. Anadolu Üniversitesi tarafından Bilimsel Araştırma Projesi (BAP) olarak desteklenmekte olan bu çalışmada, İngilizce Hazırlık okullarından mezun/muaf olmak için gereken **yeterlikler** konusunda araştırma yapılmaktadır. Türkiye'deki Hazırlık okullarında İngilizce'de yeterlik tanımının ortaya çıkması için planlanmış bu araştırmanın, Hazırlık okullarında program geliştirme ve iyileştirme, ölçme değerlendirme gibi alanlara katkıda bulunarak bu okullarda daha etkili eğitim verilmesine yardımcı olması hedeflenmektedir. Hazırlık okullarında eğitim veren kişiler olarak sizin bu çalışmaya katılımınız, Türkiye'deki Hazırlık okullarında yeterlik düzeyinin tanımlanmasına çok önemli katkıda bulunacaktır.

Anket iki bölümden oluşmaktadır. Birinci bölümde katılan öğrenciler hakkında 'kişisel bilgiler' kısmı vardır. İkinci bölümde Hazırlık okulunun amacı ve yeterlik kavramı konusunda serbest ve Türkçe bir kompozisyon yazmanız istenmektedir. Bu yazıyı yazarken kompozisyon kurallarına uymanız <u>gerekmemekte</u> olup, önemli olan size verilmiş soruyu içtenlikle ve yansız yanıtlamanızdır. Soruların doğru ya da yanlış yanıtları yoktur ve yalnızca sizin görüşleriniz önemlidir.

Çalışmada yer alan katılımcıların kişisel bilgileri ve isimleri <u>kesinlikle gizli tutulacak</u>, toplanan bilgiler yalnızca bilimsel amaçlar için kullanılacaktır. Araştırma raporunda gerçek isiminiz belirtilmeyecektir. Çalışmaya katılımınız tamamen gönüllülük esasına dayanmaktadır. Araştırmanın herhangi bir aşamasında çekilme hakkınız vardır.

Sorulara yanıt vermeniz 30-35 dakika sürmektedir. Bu çalışmaya yapacağınız değerli katkılar için şimdiden teşekkür ederiz. Çalışma ve sonuçları hakkında daha fazla bilgi edinmek isterseniz aşağıdaki e-posta adresinden doktora öğrencisi Ayşe Dilek Keser'e ulaşabilirsiniz:

Araştırma yönergesini okudum ve bu çalışmaya katılmayı kabul ediyorum. İstediğim zaman yarıda kesip bırakabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayınlarda kullanılmasını kabul ediyorum.

Katılımcının adı: _____   İmza: _____ Tarih: ____/____/___
(İsminiz sadece bu sayfada kalacak ve diğer sayfalardan ayrılacaktır.)

ÖNEMLİ: Eğer bu çalışmanın devamında yüz yüze ses kaydı yapılarak görüşmeyi <u>gönüllü</u> olarak kabul ederseniz, lütfen e-posta adresinizi ve/veya telefon numaranızı da ekleyiniz.

Gönüllü olarak yüz yüze görüşmeyi kabul ediyorum. ( ) Evet   ( ) Hayır

E-posta: _____
Telefon: _____

Doktora Öğrencisi   **Adres:**
Ayşe Dilek KESER   Anadolu Üniversitesi
                                                        İki Eylül Kampüsü
      Yabancı Diller Yüksekokulu
Tez Danışmanı   C-Blok, Ofis: C-314
Prof. Dr. Gül DURMUŞOĞLU-KÖSE   Tel: 0-222-335 05 80 (6169 dahili)
                                                        e-posta: adkeser@anadolu.edu.tr

I. Bölüm: Kişisel Bilgiler

Çalıştığınız üniversite: _____

A. Cinsiyetiniz: 0. K ( )   1. E ( )

B. Yaşınız:
0.20-25 ( )   1. 26-30 ( )   2. 31-35 ( )   3. 36-40 ( )   4. 41 ve
üzeri ( )

C. Bu üniversitenin hazırlık biriminde kaçıncı yılınız?
0. 0-5 yıl   ( )
1. 6-10 yıl   ( )
2. 11-15 yıl   ( )
3. 16 yıl ve üzeri ( )

D. İngilizce öğretmeni olarak toplam mesleki tecrübe yılınız:
0. 0-5 yıl   ( )
1. 6-10 yıl   ( )
2. 11-15 yıl   ( )
3. 16 yıl ve üzeri ( )

E. En son mezun olduğunuz okul:
0. Lisans   ( )
1. Yüksek lisans ( )
2. Doktora   ( )
Bölüm: _____

F. Şimdiye kadar derse girdiğiniz program türleri:
0. Hazırlık programı   ( )
1. Modern Diller programı ( )
2. Her ikisi de   ( )

G. İngilizce yeterlik (proficiency) düzeyi ölçen herhangi bir sınava girdiniz mi?
0. Hayır ( )   1. Evet ( )

H. Hangi tür proficiency sınavına girdiniz?
0. Girmedim   ( )
1. KPDS   ( )
2. UDS   ( )
3. TOEFL   ( )
4. Diğer   ( ) Sınav adı: _____

I. İngilizce düzeyinizi geliştirmek için ne tür çalışmalar yaptınız? (birden fazla seçenek işaretleyebilirsiniz):
0. Yurt dışında dil kursuna gittim   ( )
1. Yurt dışında öğretmen eğitimi kursuna gittim ( )
2. Yurt içinde kursa gittim   ( )
3. Hizmet içi eğitim aldım   ( )
4. Diğer   ( ) Ne yaptınız?: _____
5. Bunlardan hiçbirini yapmadım   ( )

J. Hazırlık birimindeki derslerinizin türleri:
0. Skill-based (reading, writing, speaking, listening şeklinde ayrı ayrı dersler) ( )
1. Integrated skills (dört becerinin ortak verildiği dersler)   ( )
2. Her ikisinin karışımı   ( )

K. Öğrettiğiniz beceri türleri/dersler (birden fazla seçenek işaretleyebilirsiniz):
0. Reading ( )
1. Writing ( )
2. Listening ( )
3. Speaking ( )
4. Grammar ( )
5. Mesleki İngilizce ( )
6. Diğer (lütfen yazınız): _____

L. Hazırlık öğrencilerinin bölümlerinde kullanacakları/ihtiyaç duydukları İngilizce konusunda bilginiz var mı?
0. Evet ( )   1. Kısmen var ( )   2. Yok ( )

II. Bölüm: Kompozisyon

Açıklama: Bu bölümde yazacağınız yazının amacı size verilen soru hakkında görüşleriniz almaktır. Yazacağınız yazıda kompozisyon ve dilbilgisi kuralları önemli olmayıp, bu konuda herhangi bir değerlendirme yapılmayacaktır. Yazınız görüşleriniz açısından değerlendirilecektir. Sorulara içtenlikle yanıt vermeniz çok önemlidir.

Katılımız için çok teşekkür ederim.

Soru: Türkiye'de özel ve devlet üniversitelerinin sayısı yaklaşık 150 civarında olup, bunların 80 kadarında İngilizce Hazırlık Okulu (Yabancı Diller Yüksekokulu veya benzer birimler) mevcuttur. Ancak Hazırlık okullarından muaf veya mezun olmak için

gereken dil düzeyi, yeterlikler ve beceriler konusunda her üniversite kendi kararını vermektedir. Bu konuda Yüksek Öğretim Kurulu (YÖK) tarafından da belirlenmiş bir seviye mevcut değildir.

Sizce, Hazırlık okullarını bitiren veya muaf olan bir öğrenci hangi yeterliklere sahip olmalı? Neleri yapabilmeli? 'Yeterli' olarak adlandırılabilmesi için hangi bilgi ve becerilere ne seviyede sahip olmalı? Hazırlık Okulunda öğretilen yabancı dili, öğrencilerin lisans programında ne amaçla kullanacağını düşünüyorsunuz? Bu bağlamda Hazırlık okulunun amacı ne olmalı? Düşüncelerini ayrıntılı olarak yazınız.

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Desteğiniz ve projede yer aldığınız için teşekkür ederiz.

3) BÖLÜM ÖĞRENCİLERİ KOMPOZİSYON ÇALIŞMASI FORMU

Değerli Katılımcı,
Bu çalışma Anadolu Üniversitesi Okutmanlarından Ayşe Dilek Keser'in doktora tezi kapsamında yapılmakta ve Prof. Dr. Gül Durmuşoğlu-Köse'nin danışmanlığında yürütülmektedir. Anadolu Üniversitesi tarafından Bilimsel Araştırma Projesi (BAP) olarak desteklenmekte olan bu çalışmada, İngilizce Hazırlık okullarından mezun/muaf olmak için gereken **yeterlikler** konusunda araştırma yapılmaktadır. Türkiye'deki Hazırlık okullarında İngilizce'de yeterlik tanımının ortaya çıkması için planlanmış bu araştırmanın, Hazırlık okullarında program geliştirme ve iyileştirme, ölçme değerlendirme gibi alanlara katkıda bulunarak bu okullarda daha etkili eğitim verilmesine yardımcı olması hedeflenmektedir. Hazırlık okullarında eğitim görmüş kişiler olarak sizin bu çalışmaya katılımınız, Türkiye'deki Hazırlık okullarında yeterlik düzeyinin tanımlanmasına çok önemli katkıda bulunacaktır.

Anket iki bölümden oluşmaktadır. Birinci bölümde katılan öğrenciler hakkında 'kişisel bilgiler' kısmı vardır. İkinci bölümde Hazırlık okulunun amacı ve yeterlik kavramı konusunda serbest ve Türkçe bir kompozisyon yazmanız istenmektedir. Bu yazıyı yazarken kompozisyon kurallarına uymanız <u>gerekmemekte</u> olup, önemli olan size verilmiş soruyu içtenlikle ve yansız yanıtlamanızdır. Soruların doğru ya da yanlış yanıtları yoktur ve yalnızca sizin görüşleriniz önemlidir.

Çalışmada yer alan katılımcıların kişisel bilgileri ve isimleri <u>kesinlikle gizli tutulacak</u>, toplanan bilgiler yalnızca bilimsel amaçlar için kullanılacaktır. Araştırma raporunda gerçek isiminiz belirtilmeyecektir. Çalışmaya katılımınız tamamen gönüllülük esasına dayanmaktadır. Araştırmanın herhangi bir aşamasında çekilme hakkınız vardır.

Sorulara yanıt vermeniz 30-35 dakika sürmektedir. Bu çalışmaya yapacağınız değerli katkılar için şimdiden teşekkür ederiz. Çalışma ve sonuçları hakkında daha fazla bilgi edinmek isterseniz aşağıdaki e-posta adresinden doktora öğrencisi Ayşe Dilek Keser'e ulaşabilirsiniz:

Araştırma yönergesini okudum ve bu çalışmaya katılmayı kabul ediyorum. İstediğim zaman yarıda kesip bırakabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayınlarda kullanılmasını kabul ediyorum.

Katılımcının adı: _____ İmza: _____ Tarih: ____/____/___
(İsminiz sadece bu sayfada kalacak ve diğer sayfalardan ayrılacaktır.)

ÖNEMLİ: Eğer bu çalışmanın devamında yüz yüze (veya internet aracılığıyla) ses kaydı yapılarak görüşmeyi gönüllü olarak kabul ederseniz, lütfen e-posta adresinizi ve/veya telefon numaranızı da ekleyiniz.
Gönüllü olarak yüz yüze görüşmeyi kabul ediyorum. ( ) Evet   ( ) Hayır

E-posta: _____
Telefon: _____
Eskişehir'de ikamet ediyorum: _____   ( ) Evet   ( ) Hayır

Doktora Öğrencisi	**Adres:**
Ayşe Dilek KESER	Anadolu Üniversitesi
	İki Eylül Kampüsü
Yabancı Diller Yüksekokulu	
Tez Danışmanı	C-Blok, Ofis: C-314
Prof. Dr. Gül DURMUŞOĞLU-KÖSE	Tel: 0-222-335 05 80 (6169 dahili)

I. Bölüm: Kişisel Bilgiler

Fakülteniz: _____

Bölümünüz: _____

Ağırlıklı olarak şu an kaçıncı yarıyıldasınız?: _____

Hazırlıkta hangi kurlarını bitirdiniz?:
_____

_____

A. Cinsiyetiniz: 0. K ( )   1. E ( )

B. Yaşınız:
0.17-18 ( )   1.19-20   ( )   2. 21- üzeri ( )

C. Hazırlık Okulunda zorunlu mu, isteğe bağlı olarak bulundunuz?
0. Zorunlu ( )   1. İsteğe bağlı ( )

D. Bölümüzde İngilizce derslerin oranı:
0. %100 ( )
1. %30 ( )
2. Diğer: _____

E. Mezun olduğunuz okul türü
0. Düz lise   ( )
1. Anadolu Lisesi ( )
2. Meslek lisesi   ( )
3. Süper lise   ( )
4. Fen lisesi   ( )
5. Özel lise   ( )
6. Diğer: _____

F. Kaç yıldır İngilizce öğreniyorsunuz? : _____

Şu an sahip olduğunuz İngilizce bilgisi konusunda ne söyleyebilirsiniz?
0. Kötü   ( )
1. Ortanın altında ( )
2. Orta   ( )
3. İyi   ( )

    Yorumlarınız:
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_____

G. İngilizce yeterlik (proficiency) düzeyi ölçen herhangi bir sınava girdiniz mi?

0. Hayır ( )   1. Evet   ( )

H. Girdiyseniz aldığınız puan nedir?
0. Girmedim   ( )
1. KPDS   ( ) puan: _____
2. UDS   ( ) puan: _____
3. TOEFL   ( ) puan: _____
4. Diğer   ( ) Sınav adı: _____ puan: _____
5. Birden fazla ( ) Lütfen belirtiniz: _____

I. Hazırlık okulunun yanı sıra, İngilizce düzeyinizi geliştirmek için neler yaptınız?:
0. Yurt dışına gittim   ( )
1. Kursa gittim   ( )
2. Özel ders aldım   ( )
3. Diğer   ( ) Ne yaptınız?: _____
4. Birden fazla   ( ) Lütfen belirtiniz: _____
5. Hiçbir şey yapmadım ( )

II. Bölüm: Kompozisyon

Açıklama: Bu bölümde yazacağınız yazının amacı size verilen soru hakkında görüşleriniz almaktır. Yazacağınız yazıda kompozisyon ve dilbilgisi kuralları önemli olmayıp, bu konuda herhangi bir değerlendirme yapılmayacaktır. Yazınız görüşleriniz açısından değerlendirilecektir. Sorulara içtenlikle yanıt vermeniz çok önemlidir.

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Desteğiniz ve projede yer aldığınız için teşekkür ederiz.

4) ÖĞRETİM GÖREVLİLERİ KOMPOZİSYON ÇALIŞMASI FORMU

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Çalışmada yer alan katılımcıların kişisel bilgileri ve isimleri kesinlikle gizli tutulacak, toplanan bilgiler yalnızca bilimsel amaçlar için kullanılacaktır. Araştırma raporunda gerçek isminiz belirtilmeyecektir. Çalışmaya katılımınız tamamen gönüllülük esasına dayanmaktadır. Araştırmanın herhangi bir aşamasında çekilme hakkınız vardır.

Sorulara yanıt vermeniz 30-35 dakika sürmektedir. Bu çalışmaya yapacağınız değerli katkılar için şimdiden teşekkür ederiz. Çalışma ve sonuçları hakkında daha fazla bilgi edinmek isterseniz aşağıdaki e-posta adresinden doktora öğrencisi Ayşe Dilek Keser'e ulaşabilirsiniz:

Araştırma yönergesini okudum ve bu çalışmaya katılmayı kabul ediyorum. İstediğim zaman yarıda kesip bırakabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayınlarda kullanılmasını kabul ediyorum.

Katılımcının adı: _____ İmza: _____ Tarih: ____/____/___
(İsminiz sadece bu sayfada kalacak ve diğer sayfalardan ayrılacaktır.)

ÖNEMLİ: Eğer bu çalışmanın devamında yüz yüze (veya internet aracılığıyla) ses kaydı yapılarak görüşmeyi gönüllü olarak kabul ederseniz, lütfen e-posta adresinizi ve/veya telefon numaranızı da ekleyiniz.

Gönüllü olarak yüz yüze görüşmeyi kabul ediyorum. ( ) Evet   ( ) Hayır

E-posta: _____
Telefon: _____

Doktora Öğrencisi   **Adres:**
Ayşe Dilek KESER   Anadolu Üniversitesi
                                                                 İki Eylül Kampüsü

Yabancı Diller Yüksekokulu

Tez Danışmanı
Prof. Dr. Gül DURMUŞOĞLU-KÖSE

C-Blok, Ofis: C-314
Tel: 0-222-335 05 80 (6169 dahili)
e-posta: adkeser@anadolu.edu.tr

I. Bölüm: Kişisel Bilgiler

Çalıştığınız üniversite: _____

Akademik unvanınız:_____

A. Cinsiyetiniz: 0. K ( )   1. E ( )

B. Yaşınız:
0.20-25 ( )   1. 26-30 ( )   2. 31-35 ( )   3. 36-40 ( )   4. 41 ve üzeri ( )

C. En son mezun olduğunuz üniversite: _____
En son bitirdiğiniz program /alanınız: _____

D. Bu üniversitede kaç yıldır çalışıyorsunuz?
0. 0-5 yıl   ( )
1. 6-10 yıl   ( )
2. 11-15 yıl   ( )
3. 16 yıl ve üzeri ( )

E. Kaç yıldır İngilizce olarak ders anlatıyorsunuz?
0. 0-5 yıl   ( )
1. 6-10 yıl   ( )
2. 11-15 yıl   ( )
3. 16 yıl ve üzeri ( )

F. Hangi dersleri İngilizce olarak yürütüyorsunuz?

_____
_____
_____

G. İngilizce yeterlik (proficiency) düzeyi ölçen herhangi bir sınava girdiniz mi?
0. Hayır ( )   1. Evet   ( )

H. Hangi tür yeterlik (proficiency) sınavına girdiniz?
0. Girmedim   ( )
1. KPDS   ( )
2. UDS   ( )
3. TOEFL   ( )
4. Diğer   ( ) Sınav adı: _____
5. Birden fazla ( ) Sınavlar: _____

I. İngilizce düzeyinizi geliştirmek için ne tür çalışmalar yaptınız? (birden fazla seçenek işaretleyebilirsiniz):
0. Yurt dışında dil kursuna gittim   ( )
1. Yurt dışında öğretmen eğitimi kursuna gittim   ( )
2. Yurt içinde kursa gittim   ( )

3. Hizmet içi eğitim aldım ( )
4. Diğer ( ) Ne yaptınız?: _____
5. Bunlardan hiçbirini yapmadım ( )
6. Birden fazla seçenek ise hangileri: _____

J. Öğrettiğiniz alan dersinde öğrencilerin dersi takip edebilmek ve sınavlara girebilmek için ihtiyacı olan İngilizce beceri türleri aşağıdakilerden hangisidir? (birden fazla seçenek işaretleyebilirsiniz):
0. Reading ( )
1. Writing ( )
2. Listening ( )
3. Speaking ( )
4. Grammar ( )
5. Mesleki İngilizce ( )
6. Diğer (lütfen yazınız): _____

K. Öğrencilerinin Hazırlık bölümlerinde gördükleri İngilizce dersleri hakkında bilginiz var mı?
0. Evet ( )   1. Kısmen var ( )   2. Yok ( )

II. Bölüm: Kompozisyon

Açıklama: Bu bölümde yazacağınız yazının amacı size verilen soru hakkında görüşleriniz almaktır. Yazacağınız yazıda kompozisyon ve dilbilgisi kuralları önemli olmayıp, bu konuda herhangi bir değerlendirme yapılmayacaktır. Yazınız görüşleriniz açısından değerlendirilecektir. Sorulara içtenlikle yanıt vermeniz çok önemlidir.

Katılımız için çok teşekkür ederim.

Soru: Türkiye'de özel ve devlet üniversitelerinin sayısı yaklaşık 150 civarında olup, bunların 80 kadarında İngilizce Hazırlık Okulu (Yabancı Diller Yüksekokulu veya benzer birimler) mevcuttur. Ancak Hazırlık okullarından muaf veya mezun olmak için gereken dil düzeyi, yeterlikler ve beceriler konusunda her üniversite kendi kararını vermektedir. Bu konuda Yüksek Öğretim Kurulu (YÖK) tarafından da belirlenmiş bir seviye mevcut değildir.

Sizce, Hazırlık okullarını bitiren veya muaf olan bir öğrenci hangi yeterliklere sahip olmalı? Neleri yapabilmeli? 'Yeterli' olarak adlandırılabilmesi için hangi bilgi ve becerilere ne seviyede sahip olmalı? Hazırlık Okulunda öğretilen yabancı dili, öğrencilerin lisans programında ne amaçla kullanacağını düşünüyorsunuz? Bu bağlamda Hazırlık okulunun amacı ne olmalı? Düşüncelerini ayrıntılı olarak yazınız.

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Desteğiniz ve projede yer aldığınız için teşekkür ederiz.

APPENDIX C - Semi-structured Interview Forms

Turkish Versions

1) HAZIRLIK ÖĞRENCİLERİ İ LE YAPILACAK YARI-YAPILANDIRILMIŞ GÖRÜŞME FORMU

Yarı-Yapılandırılmış Görüşme
ÖĞRENCİ GÖRÜŞME FORMU

> **ARAŞTIRMA SORUSU:** Türk Öğrencilerin Üniversite İngilizce Hazırlık sınıflarından muaf/mezun olabilmeleri için gereken yeterlikler ve düzeyleri neler olmalıdır?

Üniversite: _____ **Tarih ve saat (başlangıç-bitiş):** _____/_____
Görüşmeci: _____ _____ **Katılımcı:** _____ _____

GİRİŞ: Merhaba. Benim adım Ayşe Dilek Keser ve Anadolu Üniversitesi'nde görevliyim. İngilizce Hazırlık Programlarında kazandırılması gereken beceriler konusunda bir araştırma yapıyorum ve sizinle okulunuzda uygulanan hazırlık programı ve öğrencilerin sahip olması gereken beceriler konusunda konuşmak istiyorum. Bildiğiniz gibi ülkemizde her üniversitenin İngilizce hazırlık programından mezun veya muaf olma şartları farklı farklıdır. Üniversiteler arasında hazırlığı bitirmek için gerekli dil düzeyi, yeterlikler ve beceriler konusunda ve bunların nasıl ölçüldüğü konusunda bir standart mevcut değildir.

Bu görüşmede amacım, hazırlık programlarını bitiren öğrenciler için bir minimum standartlar çerçevesi oluşturabilmek amacıyla sizin düşündüklerinizi ortaya çıkarmaktır. Çalışma kapsamında öğretmenler, öğrenciler, bölüm hocaları ve idarecilerin görüşlerini almaktayım. Öğrenci görüşleri önemlidir çünkü onlar hazırlık programlarına doğrudan katılan, öğretimin hedeflediği kişilerdir.

Bu araştırmada ortaya çıkacak sonuçların hazırlık programlarının geliştirilmesi ve yeterlik kavramının tanımlanmasında katkıda bulunacağına inanıyorum. Bu nedenle görüşlerinize önem veriyorum. Görüşlerinizi almak için yarı yapılandırılmış görüşme yapmak istiyorum. Görüşme sorularına önceden bakabilirsiniz. Ancak bu sorularla ilgili ek sorular sorabilirim.

Görüşmede ses kaydı yapılacaktır, ancak kaydedilmesi tamamen sizin izninize bağlıdır ve görüşme sonunda verdiğiniz bilgilerden rahatsız olursanız kaydın silinip araştırmada kullanılmamasını talep edebilirsiniz. Araştırmada isminiz kesinlikle gizli tutulacak, kod isimler kullanılacak ve kaydınız sadece bilimsel çalışma için kullanılacaktır. Sorulara yanıt vermeniz yaklaşık **25** dakika sürmektedir. Araştırmayla ilgili sormak istediğiniz sorular varsa bana ulaşabilirsiniz.

Başlamadan önce bu söylediklerimle ilgili belirtmek istediğiniz bir düşünce veya sormak istediğiniz bir soru var mı?

Görüşmeyi izin verirseniz kaydetmek istiyorum. Bunun sizce sakıncası var mı? İzin verirseniz sorulara başlamak istiyorum.

<div align="center">**GÖRÜŞME SORULARI**</div>

A. BİODATA

1. Üniversite adı: _____

2. Hangi kurda öğrenim görüyorsunuz?: _____

4. Adınız: _____

5. Yaşınız: _____

5. Daha önce hangi kurları bitirdiniz?: _____

6. Hangi bölüm öğrencisisiniz?: _____

B. ÇALIŞMA SORULARI

1. Katıldığınız hazırlık programının amacı nedir?

- Niçin bunlar amaçlanmıştır?

- Size amaç açıklandı mı?

- Sizin katılma amacınızla tutarlı mı?

2. Sizce İngilizce hazırlık programlarının temel amacı ne olmalıdır?

- bölümünüz açısından düşündüğünüzde?

- genel açıdan?

3. Katıldığınız hazırlık programında edindiğiniz dil becerilerini nasıl değerlendiriyorsunuz?

- bölümünüzdeki katkıları açısından (yazma, dinleme, konuşma, okuma gibi beceri bazında da düşünebilirsiniz)

- genel açıdan

4. Katıldığınız programın güçlü yönleri nelerdir, nerelerde etkili? Neden?

- zayıf yönleri nelerdir?

- zayıf yönler ne şekilde geliştirilmeli?

- ek bilgiye ihtiyacınız olduğunu düşünüyor musunuz? Varsa nelerdir?

5. Sizin öğrenmeyi istediğiniz bilgi ve becerilerin tümü hazırlık programlarınca sağlanabilir mi?

- Ne kadar süreye ihtiyaç vardır?

6. Siz olsaydınız hazırlıkta nasıl bir çıkış seviyesi hedeflerdiniz?

- "yeterli" düzeye erişmiş ve hazırlığı bitirecek olan bir öğrenci profili nasıl olmalıdır?

- hangi becerilere sahip olmalı, neleri yapabilmeli? (örneğin neyi dinleyip anlayabilmeli, neyi okuyabilmeli, ne konuda konuşabilmeli ve yazabilmeli)

-ne kadar iyi yapabilmeli?

- Bir başka deyişle, tüm hazırlık okullarında bir çıkış standardı kabul edildiğini düşünürsek, bir öğrencinin sahip olması gereken asgari/minimum özellikler neler olmalı?

7. Ek sorular: Kompozisyon formu arkasında araştırmacının notları varsa ilgili sorular.

8. Benim soracaklarım bu kadar. Sizin eklemek istediğiniz bir şey var mı?

English Version – Sample for EPP Students

1) SEMI-STRUCTURED INTERVIEW FORM FOR EPP STUDENTS

      Semi-structured Interview
      Student Interview Form

Research question: What should be the proficiency level/qualifications of Turkish university students in order to exempt from/graduate prep school?

University: _____ Date and hour (start-finish): _____/_____
Interviewer: _____ Interviewee: _____

INTRODUCTION: Hello. My name is Ayşe Dilek Keser and I work at Anadolu University. I carry out a research about the qualifications that should be gained in English preparatory schools and I want to talk to you about the prep school and the qualifications of students. As you all know, every university has different qualifications and graduation requirements in Turkey. There are no standards among the universities on the passing criteria, level, qualifications and evaluation.

My aim, in this study, is to reveal your thoughts in order to create a framework of minimum standards for the students who graduate from prep schools. In this study, I try to get opinions of teachers, students, department teachers and directors. Student thoughts are important because they are the ones who participate in prep programs and they are the focus of teaching.

I believe that results of this study will contribute in improving prep programs and defining the term 'proficiency'. Thus, your thoughts are valuable for me. I want to carry out semi-structured interviews with you to get your opinions. You can have a look at the interview questions in advance. However, I may ask additional questions.

Interviews will be recorded but it depends on your permission and if you feel uncomfortable about your answers, you have a right to demand a cancellation of recording and not to use the recording in the study. Your name will be kept confidential, code names will be used and your recording will only be used fort his scientific study. It takes to answer the questions about 25 minutes. You can contact me if you have further questions about the study.

Before starting, do you have any questions about all the above information or any comments?

I would like to record the interview if you give permission. Do you mind if I record? I would like to start now.

<u>**INTERVIEW QUESTIONS**</u>
A. BIODATA
1. Name of university: _____

2. What is your level?: _____

4. Your name: _____

5. Age? _____

5. Which levels have you finished before?: _____

6. What is your department?: _____

B. QUESTIONS

1. What is the aim of the English Preparatory Programme you attend?

- Why are these aimed?

- Were you given information about the aim?

- Is it consistent with your aim?

2. In your opinion, what should be the aim of EPPs?

o   Considering your field of study

o   Considering your general needs?

3. How would you evaluate the language skills that you gained in the EPP?

o   Considering your field of study

o   Considering your general needs?

4. What were the strengths of the EPP? Why?

   What were the weaknesses?

o   How can these weaknesses be overcome?

o   Do you think you need more information? If yes, what else do you need?

   5. Does EPP provide you with the information and skills you want to gain?

   - What is the minimum time you need?

6. What should a profile of a student who has attained proficient be like?

o   What skills should he/she posses (e.g. what should he/she be able to listen and understand, read, write and talk about?

o   How well should he/she be able to do these?

   - In other words, if some standard minimum exit criteria should be accepted for all EPPs, what would be the minimum characteristics of a student who finished the EPP?

7. Extra questions: If the speaker has some notes, some questions can be asked about these questions.

8. That's all for my part. Would you like to add anything?

2) HAZIRLIK OKULU ÖĞRETMEN GÖRÜŞME FORMU

> **ARAŞTIRMA SORUSU:** Türk Öğrencilerin Üniversite İngilizce Hazırlık sınıflarından muaf/mezun olabilmeleri için gereken yeterlikler ve düzeyleri neler olmalıdır?

Üniversite: _____ **Tarih ve saat (başlangıç-bitiş):** _____/_____
Görüşmeci: _____ ____ **Katılımcı:** _____ _____

GİRİŞ: Merhaba. Benim adım Ayşe Dilek Keser ve Anadolu Üniversitesi'nde görevliyim. İngilizce Hazırlık Programlarında kazandırılması gereken beceriler konusunda bir araştırma yapıyorum ve sizinle okulunuzda uygulanan hazırlık programı ve öğrencilerin sahip olması gereken beceriler konusunda konuşmak istiyorum. Bildiğiniz gibi ülkemizde her üniversitenin İngilizce hazırlık programından mezun veya muaf olma şartları farklı farklıdır. Üniversiteler arasında hazırlığı bitirmek için gerekli dil düzeyi, yeterlikler ve beceriler konusunda ve bunların nasıl ölçüldüğü konusunda bir standart mevcut değildir.

Bu görüşmede amacım, hazırlık programlarını bitiren öğrenciler için bir minimum standartlar çerçevesi oluşturabilmek amacıyla sizin düşündüklerinizi ortaya çıkarmaktır. Çalışma kapsamında öğretmenler, öğrenciler, bölüm hocaları ve idarecilerin görüşlerini almaktayım. Öğretmen görüşleri önemlidir çünkü onlar hazırlık programlarına doğrudan katılan, öğretimi planlayan ve aktaran kimselerdir.

Bu araştırmada ortaya çıkacak sonuçların hazırlık programlarının geliştirilmesi ve yeterlik kavramının tanımlanmasında katkıda bulunacağına inanıyorum. Bu nedenle görüşlerinize önem veriyorum.

Görüşmenin kaydedilmesi tamamen sizin izninize bağlıdır ve görüşme sonunda verdiğiniz bilgilerden rahatsız olursanız kaydın silinip araştırmada kullanılmamasını talep edebilirsiniz.

Araştırmada isminiz kesinlikle gizli tutulacaktır ve kaydınız sadece bilimsel çalışma için kullanılacaktır. Sorulara yanıt vermeniz yaklaşık 25 dakika sürmektedir.

Başlamadan önce bu söylediklerimle ilgili belirtmek istediğiniz bir düşünce veya sormak istediğiniz bir soru var mı?

Görüşmeyi izin verirseniz kaydetmek istiyorum. Bunun sizce sakıncası var mı? İzin verirseniz sorulara başlamak istiyorum.

GÖRÜŞME SORULARI
A. BİODATA
1. Çalıştığınız üniversite adı: _____

2. Adınız: _____

3. Yaşınız: _____

4. Hangi kurlarda ders verdiniz?: _____

6. Hangi dersleri verdiniz?: _____

7. Hangi üniversiteyi bitirdiniz?: _____

B. ÇALIŞMA SORULARI

1. Katıldığınız hazırlık programının amacı nedir?

- Niçin bunlar amaçlanmıştır?

- Size amaç açıklandı mı?

- <u>Siz öğrencilere açıkladınız mı?</u>

- <u>Öğrencilerin</u> katılma amacıyla tutarlı mı?

2. Sizce İngilizce hazırlık programlarının temel amacı ne olmalıdır?

- öğrencilerin bölümleri açısından?

- genel açıdan?

3. Katıldığınız hazırlık programında öğrencilerin edindiği dil becerilerini nasıl değerlendiriyorsunuz?

- bölümünüzdeki katkıları açısından

- genel açıdan

4. Katıldığınız programın güçlü yönleri nelerdir, nerelerde etkili? Neden?

- zayıf yönleri nelerdir?

- zayıf yönler ne şekilde geliştirilmeli?

- öğrencilerim ek bilgiye ihtiyacı olduğunu düşünüyor musunuz? Varsa nelerdir?

5. Sizce öğrencilerin öğrenmesi gereken bilgi ve becerilerin tümü hazırlık programlarınca sağlanabilir mi?

- Ne kadar süreye ihtiyaç vardır?

6. Siz olsaydınız hazırlıkta nasıl bir çıkış seviyesi hedeflerdiniz?

- "yeterli" düzeye erişmiş ve hazırlığı bitirecek olan bir öğrenci profili nasıl olmalıdır?

- hangi becerilere sahip olmalı, neleri yapabilmeli?

-ne kadar iyi yapabilmeli?

- Bir başka deyişle, tüm hazırlık okullarında bir çıkış standardı kabul edildiğini düşünürsek, bir öğrencinin sahip olması gereken asgari/minimum özellikler neler olmalı?

7. Ek sorular: Kompozisyon formu arkasında araştırmacının notları varsa ilgili sorular.
8. Benim soracaklarım bu kadar. Sizin eklemek istediğiniz bir şey var mı?

3) BÖLÜM ÖĞRETİM GÖREVLİLERİ İLE YAPILACAK YARI YAPILANDIRILMIŞ GÖRÜŞME FORMU

Yarı-Yapılandırılmış Görüşme

ÖĞRETİM GÖREVLİLERİ GÖRÜŞME FORMU

> **ARAŞTIRMA SORUSU:** Türk Öğrencilerin Üniversite İngilizce Hazırlık sınıflarından muaf/mezun olabilmeleri için gereken yeterlikler ve düzeyleri neler olmalıdır?

Kompozisyon Formu No: _____   **Ses Kayıt No:** _____

Üniversite: _____ **Tarih ve saat (başlangıç-bitiş):** _____/_____

Görüşmeci: _____ **Katılımcı:** _____

GİRİŞ: Merhaba. Benim adım Ayşe Dilek Keser ve Anadolu Üniversitesi'nde görevliyim. İngilizce Hazırlık Programlarında kazandırılması gereken beceriler konusunda bir araştırma yapıyorum ve sizinle okulunuzda uygulanan hazırlık programı ve öğrencilerin sahip olması gereken beceriler konusunda konuşmak istiyorum. Bildiğiniz gibi ülkemizde her üniversitenin İngilizce hazırlık programından mezun veya muaf olma şartları farklı farklıdır. Üniversiteler arasında hazırlığı bitirmek için gerekli dil düzeyi, yeterlikler ve beceriler konusunda ve bunların nasıl ölçüldüğü konusunda bir standart mevcut değildir.

Bu görüşmede amacım, hazırlık programlarını bitiren öğrenciler için bir minimum standartlar çerçevesi oluşturabilmek amacıyla sizin düşündüklerinizi ortaya çıkarmaktır. Çalışma kapsamında öğretmenler, öğrenciler, bölüm hocaları ve idarecilerin görüşlerini almaktayım. <u>Bölümdeki öğretim görevlilerinin görüşleri önemlidir çünkü onlar hazırlık programlarını bitirmiş öğrencilerin belli bir seviyede İngilizce öğrenmiş olduğunu kabul ederek ders planlayan kişilerdir.</u>

Bu araştırmada ortaya çıkacak sonuçların hazırlık programlarının geliştirilmesi ve yeterlik kavramının tanımlanmasında katkıda bulunacağına inanıyorum. Bu nedenle görüşlerinize önem veriyorum. Görüşlerinizi almak için yarı yapılandırılmış görüşme yapmak istiyorum. Görüşme sorularına önceden bakabilirsiniz. Ancak bu sorularla ilgili ek sorular sorabilirim.

Görüşmede ses kaydı yapılacaktır, ancak kaydedilmesi tamamen sizin izninize bağlıdır ve görüşme sonunda verdiğiniz bilgilerden rahatsız olursanız kaydın silinip araştırmada kullanılmamasını talep edebilirsiniz. Araştırmada isminiz kesinlikle gizli tutulacak, kod isimler kullanılacak ve kaydınız sadece bilimsel çalışma için kullanılacaktır. Sorulara

yanıt vermeniz yaklaşık **25** dakika sürmektedir. Araştırmayla ilgili sormak istediğiniz sorular varsa bana ulaşabilirsiniz.

Başlamadan önce bu söylediklerimle ilgili belirtmek istediğiniz bir düşünce veya sormak istediğiniz bir soru var mı?

Görüşmeyi izin verirseniz kaydetmek istiyorum. Bunun sizce sakıncası var mı? İzin verirseniz sorulara başlamak istiyorum.

NOTLAR:

GÖRÜŞME SORULARI

A. BİODATA

4. Adınız: _____

5. Yaşınız: _____

1. Üniversite adı: _____

2. Hangi fakülte/yüksekokulda görev yapıyorsunuz?: _____

3. Hangi bölümde ders veriyorsunuz? _____

4. Hangi üniversiteden mezunsunuz? _____

5. Hazırlık okudunuz mu? _____

9. Hangi dersleri bölümde İngilizce olarak yürütüyorsunuz?

10. Bu derslerde İngilizce olarak neler yapılıyor?

- Ders içerisinde İngilizce kullanım oranı ne?

B. ÇALIŞMA SORULARI (Size sorulacak olan sorular İngilizce olarak yürütülen derslerle ilgilidir.)

1. Sizce öğrencilerinizin katılmış olduğu hazırlık programının amacı nedir?

- Niçin bunlar amaçlanmıştır?

- Size amaç açıklandı mı?

- Sizin düşündüğünüz katılma amacınızla tutarlı mı? Yani öğrenciler hazırlığa başladığı zaman hazırlık onlara şunları sağlayacaktır şeklinde bir beklentiniz var mıydı?

2. Sizce İngilizce hazırlık programlarının temel amacı ne olmalıdır?

- bölümünüz açısından düşündüğünüzde?

- genel açıdan?

3. Öğrencilerin hazırlık programında edindiği dil becerilerini nasıl değerlendiriyorsunuz?

- bölümünüzdeki katkıları açısından (yazma, dinleme, konuşma, okuma gibi beceri bazında da düşünebilirsiniz)

- genel açıdan

4. Hazırlık programının güçlü yönleri nelerdir, nerelerde etkili? Neden?

- zayıf yönleri nelerdir?

- zayıf yönler ne şekilde geliştirilmeli?

- öğrencilerin ek bilgiye ihtiyacı olduğunu düşünüyor musunuz? Varsa nelerdir?

5. Sizce öğrencilerin öğrenmesini istediğiniz bilgi ve becerilerin tümü hazırlık programlarınca sağlanabilir mi?

- Ne kadar süreye ihtiyaç vardır?

6. Siz olsaydınız hazırlıkta nasıl bir çıkış seviyesi hedeflerdiniz?

- "yeterli" düzeye erişmiş ve hazırlığı bitirecek olan bir öğrenci profili nasıl olmalıdır?

- hangi becerilere sahip olmalı, neleri yapabilmeli? (örneğin neyi dinleyip anlayabilmeli, neyi okuyabilmeli, ne konuda konuşabilmeli ve yazabilmeli)

-ne kadar iyi yapabilmeli?

- Bir başka deyişle, tüm hazırlık okullarında bir çıkış standardı kabul edildiğini düşünürsek, bir öğrencinin sahip olması gereken asgari/minimum özellikler neler olmalı?

7. Ek sorular: Kompozisyon formu arkasında araştırmacının notları varsa ilgili sorular.

8. Öğrencilerin İngilizce hazırlıkta edindiği bilgiler bölüm derslerini takip etmede yeterli oluyor mu?

9. Bu konuda bölümdeki diğer hocalardan / öğrencilerden bir yorum geliyor mu?

10. Benim soracaklarım bu kadar. Sizin eklemek istediğiniz bir şey var mı?

4) BÖLÜM ÖĞRENCİLERİ İLE YAPILACAK YARI YAPILANDIRILMIŞ GÖRÜŞME FORMU

Yarı-Yapılandırılmış Görüşme

GÖRÜŞME FORMU

> **ARAŞTIRMA SORUSU:** Türk Öğrencilerin Üniversite İngilizce Hazırlık sınıflarından muaf/mezun olabilmeleri için gereken yeterlikler ve düzeyleri neler olmalıdır?

Kompozisyon Formu No: _____   **Ses Kayıt No:** _____

Üniversite: _____   **Tarih ve saat (başlangıç-bitiş):** _____/_____

Görüşmeci: _____   **Katılımcı:** _____

GİRİŞ: Merhaba. Benim adım Ayşe Dilek Keser ve Anadolu Üniversitesi'nde görevliyim. İngilizce Hazırlık Programlarında kazandırılması gereken beceriler konusunda bir araştırma yapıyorum ve sizinle okulunuzda uygulanan hazırlık programı ve öğrencilerin sahip olması gereken beceriler konusunda konuşmak istiyorum. Bildiğiniz gibi ülkemizde her üniversitenin İngilizce hazırlık programından mezun veya muaf olma şartları farklı farklıdır. Üniversiteler arasında hazırlığı bitirmek için gerekli dil düzeyi, yeterlikler ve beceriler konusunda ve bunların nasıl ölçüldüğü konusunda bir standart mevcut değildir.

Bu görüşmede amacım, hazırlık programlarını bitiren öğrenciler için bir minimum standartlar çerçevesi oluşturabilmek amacıyla sizin düşündüklerinizi ortaya çıkarmaktır. Çalışma kapsamında öğretmenler, öğrenciler, bölüm hocaları ve idarecilerin görüşlerini almaktayım. Öğrenci görüşleri önemlidir çünkü onlar hazırlık programlarına doğrudan katılan, öğretimin hedeflediği kişilerdir.

Bu araştırmada ortaya çıkacak sonuçların hazırlık programlarının geliştirilmesi ve yeterlik kavramının tanımlanmasında katkıda bulunacağına inanıyorum. Bu nedenle görüşlerinize önem veriyorum. Görüşlerinizi almak için yarı yapılandırılmış görüşme yapmak istiyorum. Görüşme sorularına önceden bakabilirsiniz. Ancak bu sorularla ilgili ek sorular sorabilirim.

Görüşmede ses kaydı yapılacaktır, ancak kaydedilmesi tamamen sizin izninize bağlıdır ve görüşme sonunda verdiğiniz bilgilerden rahatsız olursanız kaydın silinip araştırmada kullanılmamasını talep edebilirsiniz. Araştırmada isminiz kesinlikle gizli tutulacak, kod isimler kullanılacak ve kaydınız sadece bilimsel çalışma için kullanılacaktır. Sorulara

yanıt vermeniz yaklaşık **25** dakika sürmektedir. Araştırmayla ilgili sormak istediğiniz sorular varsa bana ulaşabilirsiniz.

Başlamadan önce bu söylediklerimle ilgili belirtmek istediğiniz bir düşünce veya sormak istediğiniz bir soru var mı?

Görüşmeyi izin verirseniz kaydetmek istiyorum. Bunun sizce sakıncası var mı? İzin verirseniz sorulara başlamak istiyorum.

NOTLAR:

GÖRÜŞME SORULARI

A. BİODATA

1. Üniversite adı: _____

2. Hazırlıkta hangi kurda öğrenim gördünüz?: _____

3. Hangi yıllar arası hazırlıkta okudunuz?

4. Adınız: _____

5. Yaşınız: _____

6. Şu an hangi bölüm öğrencisisiniz?: _____

7. Kaçıncı sınıftasınız?

8. Derslerinizin yüzde kaçı İngilizce?

9. Hangi dersleri bölümde İngilizce olarak görüyorsunuz?

10. Bu derslerde İngilizce olarak neler yapılıyor?

- Ders içerisinde İngilizce kullanım oranı ne?

B. ÇALIŞMA SORULARI

1. Katılmış olduğunuz hazırlık programının amacı neydi?

- Niçin bunlar amaçlanmıştı?

- Size amaç açıklandı mı?

- Sizin katılma amacınızla tutarlı mı? Yani hazırlığa başlayacağınız zaman hazırlık bana şunları sağlayacaktır şeklinde bir beklentiniz var mıydı?

2. Sizce İngilizce hazırlık programlarının temel amacı ne olmalıdır?

- bölümünüz açısından düşündüğünüzde?

- genel açıdan?

3. Katıldığınız hazırlık programında edindiğiniz dil becerilerini nasıl değerlendiriyorsunuz?

- bölümünüzdeki katkıları açısından (yazma, dinleme, konuşma, okuma gibi beceri bazında da düşünebilirsiniz)

- genel açıdan

4. Katıldığınız programın güçlü yönleri nelerdir, nerelerde etkili? Neden?

- zayıf yönleri nelerdir?

- zayıf yönler ne şekilde geliştirilmeli?

- ek bilgiye ihtiyacınız olduğunu düşünüyor musunuz? Varsa nelerdir?

5. Sizin öğrenmeyi istediğiniz bilgi ve becerilerin tümü hazırlık programlarınca sağlanabilir mi?

- Ne kadar süreye ihtiyaç vardır?

6. Siz olsaydınız hazırlıkta nasıl bir çıkış seviyesi hedeflerdiniz?

- "yeterli" düzeye erişmiş ve hazırlığı bitirecek olan bir öğrenci profili nasıl olmalıdır?

- hangi becerilere sahip olmalı, neleri yapabilmeli? (örneğin neyi dinleyip anlayabilmeli, neyi okuyabilmeli, ne konuda konuşabilmeli ve yazabilmeli)

-ne kadar iyi yapabilmeli?

- Bir başka deyişle, tüm hazırlık okullarında bir çıkış standardı kabul edildiğini düşünürsek, bir öğrencinin sahip olması gereken asgari/minimum özellikler neler olmalı?

7. Ek sorular: Kompozisyon formu arkasında araştırmacının notları varsa ilgili sorular.

8. İngilizce hazırlıkta edindiğiniz bilgiler bölüm derslerini takip etmede yeterli oluyor mu?

9. Bu konuda bölümdeki hocalardan bir yorum geliyor mu?

10. Benim soracaklarım bu kadar. Sizin eklemek istediğiniz bir şey var mı?

APPENDIX D - Phase Two Inviation E-Mail with Attachments

Turkish Version

KONU: 22-23 Mart 2014 (Cumartesi-Pazar) tarihlerinde yapılacak olan Odak Grup Paneli'ne davet

Değerli Katılımcı,

Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü, İngiliz Dili Eğitimi Programında doktora yapmaktayım. Aynı zamanda Yabancı Diller Yüksekokulunda görevliyim. Tez başlığım "An Investigation on the Exit Criteria of English Language Preparatory Programs of Turkish Universities: A Delphi Method Analysis" olup, üniversitemizce BAPSO projesi olarak desteklenmektedir. Araştırmanın konusu üniversitelerin İngilizce hazırlık programlarını bitiren öğrencilerin sahip olmaları gereken dil yeterlikleridir. 'Yeterlik' kavramı üniversiteden üniversiteye farklılık göstermektedir ve ülkemizde üniversiteler ve YÖK tarafından kabul edilmiş herhangi bir asgari standart yoktur. Bu eksiklik, adillik, hesap verilebilirlik, yatay geçişler ve akreditasyon gibi konular bakımından sorun teşkil edebilir. İngilizce Hazırlık Programları öğrencileri için 'yeterlik' kavramıyla ilgili yeterince çalışma olmaması nedeniyle bu araştırma yürütülmektedir. Araştırmanın çeşitli evrelerinde toplam 13 farklı üniversiteden katılımcılar yer almaktadır.

İngilizce Hazırlık Programını bitiren öğrenciler bölümlerine gelip İngilizce olarak alan derslerini aldıkları zaman, Hazırlık Programlarından edindikleri dil becerilerinin yeterli olup olmadığı konusunda bir paydaş olarak sizin görüşlerinizin çok değerli olduğuna inanıyoruz. Bu nedenle sizi 22-23 Mart 2014 tarihlerinde (Cumartesi-Pazar) Anadolu Üniversitesi'nde bir Odak Grup Paneli'ne davet ediyoruz. Şehirlerarası yol, 21-22 Mart 2014 tarihli (Cuma ve Cumartesi - iki gece, Pazar çıkışlı) konaklama ve yevmiyeleri proje tarafından karşılanacaktır. Katılmayı kabul ettiğiniz takdirde Anadolu Üniversitesi Rektörlüğü'nde görevlendirme yazısı yazılacaktır.

Ekteki belgelerde çalışmanın konusu, üniversitenizden izin yazısı, panel programı ve katılan üniversiteler ile ilgili ayrıntılı bilgi bulabilirsiniz.

Eğer katılmak isterseniz, en geç 4 Mart 2014 tarihinde yanıtınızı bekleriz. Katılmanız mümkün değil ise, bu mesajı İngilizce alan dersi veren başka bir meslektaşınıza yönlendirip bizi bilgilendirseniz memnun oluruz.

Katılım konusunda değerli yanıtınızı bekler, saygılar sunarız.

Not: 23 Mart'ta YDS sınavı olduğunu hatırlatmak isteriz.

İyi çalışmalar,

Tez Danışmanı: Doktora Öğrencisi:
Prof. Dr. Gül DURMUŞOĞLU-KÖSE   Okt. Ayşe Dilek KESER
Anadolu Üniversitesi   Anadolu Üniversitesi

Eğitim Fakültesi Dekanı   Eğitim Bilimleri Enstitüsü
Eskişehir   İngilizce Öğretmenliği Bölümü Doktora
Öğrencisi
gdurmuso@anadolu.edu.tr   adkeser@anadolu.edu.tr
                                            Tel: 0-5XX-XXX XX XX

Eskişehir hakkında bilgi için :
http://gezipgordum.com/eskisehir-2/
http://eskisehir.neredekal.com/
http://www.eskisehirkulturturizm.gov.tr/Eklenti/9060,rehberpdf.pdf?0

A Sample Invitation Letter to Students – Original Turkish Version

BÖLÜM ÖĞRENCİSİ DAVET MEKTUBU

Değerli Öğrencimiz,

Günümüzde üniversite öğrencilerinin bir yabancı dili bilmesinin vaz geçilmez olduğu bir gerçektir. Gerek üniversitelerde alan derslerinin takibinde, gerekse yabancılarla iletişimde uluslararası geçerliği olan İngilizce bu bağlamda ülkemizde öne çıkan yabancı dildir. Bu nedenle, çoğu üniversitelerde Hazırlık Programlarına alınan öğrencilerden, bu programları bitirip bölümlerine devam edebilmeleri için belirli bir dil yeterliğine sahip olmaları beklenmektedir. Ancak 'yeterlik' kavramı, seviyesi ve yeterliğin ölçülme şekilleri üniversiteden üniversiteye farklılık göstermektedir. Bilindiği üzere, İngilizce yeterliği konusunda ülkemizde üniversiteler ve YÖK tarafından kabul edilmiş herhangi bir standart tanım yoktur. Dil yeterliği konusunda henüz teorik olarak net ortaya konmuş tanımların olmaması ve ülkemizde üniversite İngilizce Hazırlık Programları öğrencileri için 'yeterlik' kavramıyla ilgili yeterince çalışma olmaması nedeniyle, uygulayıcılar bu kavramı farklı farklı yorumlayabilmektedir. Ülkemizdeki üniversitelerde de İngilizce Hazırlık Programlarına devam eden öğrencilerin program sonucunda hangi yeterliklere ulaşacakları konusunda bir fikir birliği olmaması nedeniyle bir araştırma yürütülmektedir.

Konu ile ilgili ülkemizde mevcut çalışma eksikliğinden yola çıkarak, üniversitelerin İngilizce Hazırlık Programlarından 'yeterli' olarak ayrılacak öğrencilerin hangi becerilere ne seviyede sahip olmaları gerektiğini saptamak amacıyla, öncelikle İngilizce Hazırlık Programlarından faydalanan ve sonuçlarından etkilenen paydaşlar olan hazırlık okulu öğrencileri, hazırlık öğretim elemanları, fakültelerde İngilizce olarak alan dersi alan öğrenciler ve İngilizce alan dersi veren öğretim görevlilerinin görüşlerine ihtiyaç vardır.

Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü, İngilizce Öğretmenliği Programı'nda doktora tezi araştırması ve aynı zamanda bir BAP projesi olarak yürütülmekte olan "An Investigation on the Exit Criteria of English Language Preparatory Programs of Turkish Universities: A Delphi Method Analysis" (Türkiye'deki Üniversitelerin İngilizce Hazırlık Programlarındaki Çıkış Kriterleri Üzerine İnceleme: Bir Delphi Metod Analizi) adlı bu proje ile İngilizce Hazırlık Programlarından mezun/muaf olmak için gereken yeterlikler konusunda araştırma yapmaktayız. Araştırma sonuçlarının, İngilizce Hazırlık Programlarında daha etkili eğitim verilmesine katkıda bulunacağını ön görmekteyiz.

Çalışma üç aşamada gerçekleştirilmekte olup, ilk aşamada yukarıda söz edilen İngilizce Hazırlık Programları ve bölümlerdeki dört paydaş gruplarının görüşleri 'İngilizce'de yeterlik' konulu bir kompozisyon çalışmasıyla alınmıştır. Dört üniversiteden (Anadolu Üniversitesi, Eskişehir Osmangazi Üniversitesi, Orta Doğu Teknik Üniversitesi ve Hacettepe Üniversitesi) kompozisyon yoluyla toplanan görüşler incelenmiş olup, ikinci aşama olan yüz yüze Delphi (odak grup görüşme paneli) ve çevrim içi Delphi oylama turlarına başlanacaktır. Söz konusu aşama 22 Mart Cumartesi ve 23 Mart Pazar günleri gerçekleştirilecektir. Katılımcı görüşlerini daha geniş bir tabana yaymak amacıyla, sizin

de bulunduğunuz üniversite dahil toplam 13 üniversiteden (EK 1) gerekli etik kurul ve araştırma izinleri alınmıştır (EK 2). Çalışmanın bu bölümünde, her üniversiteden paydaş görüşlerini dahil edebilmek amacıyla, Fakültelerde İngilizce alan dersi veren bir öğretim görevlisi ve kimi üniversitelerden bölümde ders alan bir öğrenci, Hazırlıkta ders veren bir öğretim elemanı ve bazı Hazırlık Programlarından ders alan bir Hazırlık öğrencisi, üniversitenizden odak grup görüşme paneli yapmak amacıyla Eskişehir'de Anadolu Üniversitesi'ne davet edilmektedir. Toplantı programı ektedir (EK 3). Çeşitli üniversitelerden katılımcılarla iki gün tartışmaya sunulacak olan yeterlik kavramı çalışması için, katılımcıların şehirlerarası ulaşım gideri (otobüs, tren veya yüksek hızlı tren), kahvaltı dahil üniversitemiz misafirhanelerinde konaklama giderleri (21 Mart Cuma ve 22 Mart Cumartesi geceleri), ve günlük yevmiyeleri proje tarafından karşılanacaktır. Panel sonunda ortaya çıkan görüşler, daha sonra proje için oluşturulan web sitesinde Likert usulü oylamaya sunulacak ve birkaç tur (en fazla üç oylama olması beklenmektedir) sonunda uzlaşma sağlanan yeterlikler çerçevesi elde edilecektir.

Hazırlık Programlarında eğitim görmüş ve bölümde okuyan bir öğrenci olarak sizin bu çalışmaya katılımınızın, Türkiye'deki Hazırlık okullarından çıkış düzeyinin tanımlanmasına çok önemli katkıda bulunacağından eminiz. Bu kavramın ulusal boyutta tanımlanması için yapılacak bu çalışma, ortak asgari beceriler ve bunların seviyelerinin tespitine, İngilizce Hazırlık Programlarının şekillendirilmesine ve ölçme-değerlendirme konularına ışık tutabilir. Bu alandaki çalışmaların azlığı ve tez konusunun önemi nedeniyle sizlerin görüşleriniz ve katkılarınız bizim için çok değerlidir.

Alanda önemli bir eksikliği gidermek amacıyla yola çıkılan bu araştırmanın ikici aşaması olan Odak Grup Görüşmesi ve ileride Çevrim Oylama turlarına katılmak üzere zaman ayırarak Eskişehir'e gelmek üzere sizi davet etmekteyiz. Katılmayı kabul ettiğiniz takdirde, eğer mümkünse uygun gördüğünüz bir öğrenciniz ile birlikte ekteki çalışma takviminde sunulan tarihte sizi üniversitemizde konuk etmek istiyoruz. Olumlu veya olumsuz kararınızı en geç 3 Mart günü bildirmenizi rica ederiz. Yanıtınız olumlu ise, lütfen ekteki (EK 4) katılım formunu doldurup en kısa zamanda dönüt verebilirseniz seviniriz. Eğer siz gelemeyecek iseniz İngilizce alan dersi alan bir öğrenci arkadaşınıza da bu mesajı iletebilirseniz memnun oluruz.

Vakit ayırıp mesajı okuduğunuz için teşekkür eder, iyi çalışmalar dileriz.

Sizi üniversitemizde görmekten memnunluk duyacağız.

Tez Danışmanı:	Doktora Öğrencisi:
Prof. Dr. Gül DURMUŞOĞLU-KÖSE	Okt. Ayşe Dilek KESER
Anadolu Üniversitesi	Anadolu Üniversitesi
Eğitim Fakültesi Dekanı	Eğitim Bilimleri Enstitüsü
Eskişehir	İngilizce Öğretmenliği Bölümü Doktora Öğrencisi

gdurmuso@anadolu.edu.tr   adkeser@anadolu.edu.tr

Tel: 0-XXXXXXXXX

Ekler:

1- Çalışmaya davet edilen üniversiteler
2- Araştırma izinleri
3- Odak Grup Panel Programı
4- Katılım kabul formu

EK - 1 Çalışmaya davet edilen üniversiteler

Üniversite	Şehir	Katılımcılar			
		Bölümler		İngilizce Hazırlık Programı	
		Öğretim Görevlisi	Öğrenci	Öğretim Elemanı	Öğrenci
1- Anadolu Üniversitesi	Eskişehir	1	1	1	1
2- Eskişehir Osmangazi Üniversitesi	Eskişehir	1	1	1	
3- Ortadoğu Teknik Üniversitesi	Ankara	1	1	1	1
4-Hacettepe Üniversitesi	Ankara	1	1	1	
5- Boğaziçi Üniversitesi	İstanbul	1	1	1	1
6- Yıldız Teknik Üniversitesi	İstanbul	1	1	1	
7- İstanbul Teknik Üniversitesi	İstanbul	1	1	1	1
8- Yeditepe Üniversitesi	İstanbul	1		1	1
9- Maltepe Üniversitesi	İstanbul	1	1	1	1
10- Dokuz Eylül Üniversitesi	İzmir	1		1	1
11- Süleyman Demirel Üniversitesi	Isparta	1	1	1	1
12- Selçuk Üniversitesi	Konya	1		1	1
13- Erciyes Üniversitesi	Kayseri	1	1	1	1
Toplam 13 üniversite		**13 kişi**	**13 kişi**	**13 kişi**	**7 kişi**

EK 2- Araştırma İzinleri (Örnek)

Eğitim F.

HACETTEPE ÜNİVERSİTESİ
GENEL SEKRETERLİK

YAZI İŞLERİ MÜDÜRLÜĞÜ
06100 Sıhhiye-Ankara
Telefon: 0 (312) 305 1008-1039 • Faks: 0 (312) 310 5552
E-posta: yazimd@hacettepe.edu.tr

Sayı: B.30.2.HAC.0.70.01.00/240 — 4592

1 3 Aralık 2012

ANADOLU ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi: 06.06.2012 tarih ve ANA.0.70.01.00-302.08.01-735/7036 sayılı yazınız.

Üniversiteniz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği doktora programı öğrencisi Ayşe Dilek KESER'in öğretim üyesi **Prof.Dr. Gül DURMUŞOĞLU KÖSE**'nin danışmanlığında yürüttüğü "**An Investigation on the Exit Criteria of English Language Preparatory Programs of Turkish Universities: A Delphi Method Analysis**" konulu tezi kapsamında çalışma yapması, Üniversitemiz Senatosu Etik Komisyonunun **11 Aralık 2012** tarihinde yapmış olduğu toplantıda incelenmiş olup etik açıdan uygun bulunmuştur.

Bilgi edinilmesini arz ederim.

Prof. Dr. Ömer UĞUR
Rektör V.

A yazı İşleri Md.
xx Eğitim Fak Dah.

Anadolu Üniversitesi Rektörlüğü
Evrak Kayıt Servisi
K. TARİHİ: 1 7 Aralık 2012
K. NOSU: 1751

ANADOLU ÜNİVERSİTESİ ETİK KURULU KARARI

ÇALIŞMANIN TÜRÜ:	Doktora Tezi
KONU:	Eğitim Bilimleri
BAŞLIK:	An Investigation on the Exit Criteria of English Language Preparatory Programs of Turkish Universities: A Delphi Method Analysis
PROJE/TEZ YÜRÜTÜCÜSÜ:	Prof. Dr. Gül DURMUŞOĞLU KÖSE
TEZ YAZARI:	Ayşe Dilek KESER
ALT KOMİSYON GÖRÜŞÜ:	–
KARAR:	Olumlu

ETİK KURUL ÜYELERİ

İMZA/ TARİH
05.06.2012

Prof. Dr. Meryem AKOĞLAN KOZAK
Rektör Yardımcısı / Etik Kurul Başkanı

Prof. Dr. Atalay BARKANA
Fen Bil.(Müh.Mim.Fak.)

Prof. Dr. Yusuf ÖZTÜRK
Sağlık Bil.(Ecz.Fak.)

Prof. Dr. Gül DURMUŞOĞLU KÖSE
Eğitim Bil.(Egitim Fak.)

Prof. Dr. Celil KOPARAL
Sos.Bil.(İkt.ve İd.Bil.Fak.)

Prof. Zeliha AKÇAOĞLU TETİK
Güz.San.(Güz.San.Fak.)

EK-3 Odak Grup Paneli Çalışma Programı

Birinci Gün: 22 Mart 2014 – Cumartesi

Yer: Eğitim Fakültesi

Saat	Etkinlik
10:00	Açılış, tanışma ve bilgilendirme, yeterliklere genel bakış, Beyin Fırtınası ve Odak Grup Görüşme tekniği hakkında bilgilendirme
10:11	Kahve molası
11:15	Okuma becerileri yeterlikleri için Beyin Fırtınası
12:00	Öğle yemeği
13:30	Yazma becerileri yeterlikleri için Beyin Fırtınası
14:45	Kahve molası
15:00	Birinci günün değerlendirilmesi
16:00	1. Gün çalışma sonu

İkinci Gün: 23 Mart 2014 – Pazar

Yer: Anadolu Üniversitesi Konukevi

Saat	Etkinlik
10:00	Dinleme becerileri yeterlikleri için Beyin Fırtınası
11:15	Kahve molası
11:30	Konuşma becerileri yeterlikleri için Beyin Fırtınası
12:30	Öğle yemeği
14:00	Odak Grup Panel Değerlendirmesi
15:00	Kahve molası
15:15	Çevrimiçi Delphi Oylama Turları konusunda bilgilendirme
16:00	Görüş ve öneriler, kapanış

EK 4: Katılım Onayı

Davet mektubundaki açıklamaları okudum anladım. Eskişehir'de gerçekleştirilecek iki günlük Odak Grup Görüşmesi paneline katılmayı kabul ediyorum.

İsim:

Tarih:

İmza:

İletişim Bilgileriniz:

E-posta:

Telefon:

English Translation of Face-to-Face Delphi Inviation Documents

SUBJECT: Invitation to the Focus Group Panel on 22-23 Mach 2014 (Saturday-Sunday)

Dear …,

I am a PhD student of the English Language Teaching Program at Anadolu University, Institute of Educational Sciences. I am also employed at the School of Foreign Languages. The title of my thesis is "An Investigation on the Exit Criteria of English Language Preparatory Programs of Turkish Universities: A Delphi Method Analysis," and it is funded as a Scientific Research Project by our university. The subject of the research is the language skills needed for the proficiency of the students who finish the English Preparatory Programs at universities. The concept 'proficiency' changes from university to university, and in our country there are no minimum standards accepted mutually by universities and the Council of Higher Education. The lack of these standards may lead to problems such as inconsistencies in accountability, lateral transfers of undergraduate students, and accreditation, among others. This research is being conducted due to the lack of studies in the area of 'competencies' of the students of English Preparatory Program. In various phases of the research, participants from 13 different universities are taking part in the study.

After the English Preparatory Programs students finish these programs and take courses through the medium of English, your views as a stakeholder about the adequacy of the skills they gained in the Preparatory Programs become invaluable to us. Therefore, we would kindly like to invite you to the Focus Group Panel on 22-23 March 2014 (Saturday-Sunday) at Anadolu University. The travel expenses, accommodation between the dates 21-22 March 2014 (Friday and Saturday) and the daily subsistence will be funded by the research project. If you agree to participate, the appointment letters by the Rectorate of Anadolu University will be prepared.

In the attached files, you can find information about the research, the permission documents by the universities, the panel program and the participating universities.

If you consider participating, we would like to hear your answer on the 4th of March 2014 the latest. If you are unable to participate, we would be glad if you could forward this message to a faculty member who teaches through the medium of English and inform us.

We are looking forward to your reply about participation.

Regards.

P.S.: We would like to remind you that there is the National Placement Examination to Higher Education on the 23rd of March.

Advisor: PhD Student:
Prof. Dr. Gül DURMUŞOĞLU-KÖSE   Instr. Ayşe Dilek KESER
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For information about Eskişehir:
http://gezipgordum.com/eskisehir-2/
http://eskisehir.neredekal.com/
http://www.eskisehirkulturturizm.gov.tr/Eklenti/9060,rehberpdf.pdf?0

E-mail Attachments:

Sample Letter of Invitation to Faculty Students - English Translation

INVITATION LETTER TO FACULTY STUDENT

Dear Student,

Today, it is an inevtable reality that university students know a foreign language. In this context, English is the dominant and internationally accepted language not only to follow courses, but also in communications with foreigners. Therefore, it its expected that in many universities the students who attend and finish the English Preparatory Programs possess a certain level of proficieny to proceed to their faculties. However, the concept of 'proficiency,' its expected level, and how it is assessed varies among universities. As you might know, there is no standard definition of proficinecy accepted by the Council of Higher Education and by universities. Since language proficiency has not been clearly defined theoretically and there is lack of sufficient research about the competencies of English Preparatory Program students in our country, proificency can be interpreted differently in practice. Thus, a research study is being conducted due to the lack of consensus about the competencies to be achieved by the students upon the completion of English Preparatory Programs.

Based on the lack of sufficient research on the subject in our country, first of all there is a need of the opinions of the stakeholders of the English Preparatory Programs, namely Preparatory Program students and teachers as well as faculty students and teachers who use English as the medium of instruction, in order to determine what skill competencies are needed for students to finish Prepararory Programs.

With this research university-funded project and PhD dissertation entitled "An Investigation on the Exit Criteria of English Language Preparatory Programs of Turkish Universities: A Delphi Method Analysis" which is conducted at Anadolu University, Institute of Educational Sciences, Eğitim Bilimleri Enstitüsü, Program in English Language Teaching, we are investigating the competencies necessary for the completion of /exemption from the English Preparatory Programs. We anticipate that the results of the research will have implications in more efficient instruction in the English Preparatory Programs.

The study is being implemented in three phases, and in the first phase the views of the above-mentioned four groups of stakeholders in English Preparatory Programs and faculties have been collected by means of a 'Competencies in English' composition study. The data collected through compositions from four universities (Anadolu University, Eskişehir Osmangazi University, Middle East Technical University and Hacettepe University) have been analysed, and we are going to begin the second phase, which is the face-to-face Delphi (Focus Group Discussion Panel) and the online Delphi rating tours. The second phase is going to be implemented on 22nd March Saturday and 23rd March

Sunday. In order to gather views on a wider platform, research and ethics comitte permissions from 13 universities, including yours, have been otained (Attachment 1 and 2). In this phase of the study, one academic who teaches the course content in English, one faculty student, a student and a teacher from the English Preparatory Programme are invited to Anadolu University in Eskişehir to take part in the Focus Group discussion Panel. The meeting program is provided in the attachment (Attachment 3). In order to participate the exit criteria study with panellists from differnt universities in two days, the travel expenses (bus, train or high-speed train), accomodation with breakfast (21 March Friday and 22 March Saturday nights) and their daily subsistence will be covered by the project. The opinions collected in the panel are going to be rated online through a Likert-type questionnaire in several rounds (maximum in three rounds) and the competencies frame will be obtained through concensus.

As a student who was trained in the English Preparatory Program and now studing in the faculty, your participation in this study will contribute extensively to the description of the exit criteria in Preparatory Programs in Turkey. In the definition this concept on a national basis, this study can shed light on minimum common skills, the assessment of their levels, the design of English Preparatory Programs and evaluation. The scarcity of these kind of studies and the value of the subject of this dissertation, your views and contributions are of utmost value to us.

We are cordially inviting you to Eskişehir to participate in the second phase, i. e. the Focus Group Discussion and in the Online Rating Rounds of the study, which endeavours to fill a gap in the field. If you agree to particpate, we would like to accomodate you at our university on the dates stated in the meeting plan in the attachment. We would be glad if you inform us about your decision on the 3rd March the latest. If you agree to participate, could you please fill the agreement form (Attachment 4) and reply the soonest possible? If you are unable to participate, we would be glad if you could please forward this message to another student who takes English medium courses and inform us.

Thank you for time for reading this message.

We would be pleased to see you at our university.

Advisor: PhD Student:
Prof. Dr. Gül DURMUŞOĞLU-KÖSE   Instr. Ayşe Dilek KESER
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Attachments:

1- Universities invited to the study

2- Research permissions
3- Focus Group Panel Programı
4- Consent form

Attachment 1 - Universities invited to the study

University	City	PArticipant			
		Faculties		English Programs	Preparatory
		Teacher	Student	Teacher	Student
1- Anadolu University	Eskişehir	1	1	1	1
2- Eskişehir Osmangazi University	Eskişehir	1	1	1	
3- Middle East Technical University	Ankara	1	1	1	1
4-Hacettepe University	Ankara	1	1	1	
5- Boğaziçi University	İstanbul	1	1	1	1
6- Yıldız Technical University	İstanbul	1	1	1	
7- İstanbul Technical University	İstanbul	1	1	1	1
8- Yeditepe University	İstanbul	1		1	1
9- Maltepe University	İstanbul	1	1	1	1
10- Dokuz Eylül University	İzmir	1		1	1
11- Süleyman Demirel University	Isparta	1	1	1	1
12- Selçuk University	Konya	1		1	1
13- Erciyes University	Kayseri	1	1	1	1
Total 13 universities		**13**	**13**	**13**	**7**

Attachment 2- (Sample) Research Permission

HACETTEPE ÜNİVERSİTESİ
GENEL SEKRETERLİK

YAZI İŞLERİ MÜDÜRLÜĞÜ
06100 Sıhhiye-Ankara
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Sayı: B.30.2.HAC.0.70.01.00/240 — 4592

1 3 Aralık 2012

ANADOLU ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi: 06.06.2012 tarih ve ANA.0.70.01.00-302.08.01-735/7036 sayılı yazınız.

Üniversiteniz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği doktora programı öğrencisi Ayşe Dilek KESER'in öğretim üyesi **Prof.Dr. Gül DURMUŞOĞLU KÖSE**'nin danışmanlığında yürüttüğü "**An Investigation on the Exit Criteria of English Language Preparatory Programs of Turkish Universities: A Delphi Method Analysis**" konulu tezi kapsamında çalışma yapması, Üniversitemiz Senatosu Etik Komisyonunun **11 Aralık 2012** tarihinde yapmış olduğu toplantıda incelenmiş olup etik açıdan uygun bulunmuştur.

Bilgi edinilmesini arz ederim.

Prof. Dr. Ömer UĞUR
Rektör V.

ke yazı İşleri Md.
xx eğitim Fak Dek.

Anadolu Üniversitesi Rektörlüğü
Evrak Kayıt Servisi
K. TARİHİ: 1 7 Aralık 2012
K. NOSU: 1751

ANADOLU ÜNİVERSİTESİ ETİK KURULU KARARI

ÇALIŞMANIN TÜRÜ:	Doktora Tezi
KONU:	Eğitim Bilimleri
BAŞLIK:	An Investigation on the Exit Criteria of English Language Preparatory Programs of Turkish Universities: A Delphi Method Analysis
PROJE/TEZ YÜRÜTÜCÜSÜ:	Prof. Dr. Gül DURMUŞOĞLU KÖSE
TEZ YAZARI:	Ayşe Dilek KESER
ALT KOMİSYON GÖRÜŞÜ:	–
KARAR:	Olumlu

ETİK KURUL ÜYELERİ

İMZA/ TARİH

05.06.2012

Prof. Dr. Meryem AKOĞLAN KOZAK
Rektör Yardımcısı / Etik Kurul Başkanı

Prof. Dr. Atalay BARKANA
Fen Bil.(Müh.Mim.Fak.)

Prof. Dr. Yusuf ÖZTÜRK
Sağlık Bil.(Ecz.Fak.)

Prof. Dr. Gül DURMUŞOĞLU KÖSE
Eğitim Bil.(Egitim Fak.)

Prof. Dr. Celil KOPARAL
Sos.Bil.(İkt.ve İd.Bil.Fak.)

Prof. Zeliha AKÇAOĞLU TETİK
Güz.San.(Güz.San.Fak.)

Attachment 3 – Focus Group Panel Schedule

Day One: 22 March 2014 – Saturday

Venue: Faculty of Education

Hour	Activity
10:00	Opening, meeting and briefing, overall view on skills, explanation of Brainstorming and Focus Group methodology
11:00	Coffe break
11:15	Brainstorming on Reading skills
12:00	Lunch break
13:30	Brainstorming on Writing skills
14:45	Kahve molası
15:00	Wrap-up of day one
16:00	End of day one

Second day: 23 March 2014 – Sunday

Venue: Anadolu University Guesthouse

Hour	Activity
10:00	Brainstorming on Listening Skills
11:15	Coffee break
11:30	Brainstorming on Speaking skills
12:30	Lunch break
14:00	Focus Group Discussion Panel
15:00	Coffee break
15:15	Briefing about online Delphi rating
16:00	Closure

Attachment 4 – Consent Form

I read and understood the explanation in the letter of invitation. I agree to participate in the two-day Focus Group Discussion Panel in Eskişehir.

Name:

Date:

Signature:

Contact information:

E-mail:

Telephone:

APPENDIX E - The Sources of Questionnaire Items

C: Compositions

SSI: Semi-structured interviews

BS: Brainstorming

FGD: Focus Group Discussions

EO: Expert opinion

1) Questionnaire Item Sources for Academic Reading Skills

	Source				
	C	SSI	BS	FGD	EO
1. Being able to read the course books, articles and course materials of the department to be able to follow courses in faculty	X	X	X		
2. Having the reading ability enough to do research	X				
3. Being able to read and understand examination questions and assignments	X	X			
4. Being able to read and understand scientific articles		X	X		
5. Being able to read occupational texts	X				
TOTAL	4	3	2		

2) Questionnaire Item Sources for Other Reading Skills

	Source				
	C	SSI	BS	FGD	EO
6. Being able to read and understand literary work such as classical novels, stories, columns.		X	X		
7. Being able to understand texts about every day basic needs	X		X		
8. Being able to determine the purpose of reading before beginning to read			X		
9. Being able to do reading for learning	X				
10. Being able to answer questions about the text read	X		X		
11. Being able to read and understand texts that are within the fields of interests and of familiar subjects	X				
12. Being able to read and understand texts that are outside the fields of interests and are of unfamiliar subjects	X				
13. Being able to understand and grasp international official correspondence			X		
14. Being able to understand and grasp correspondence other than official ones					X
15. Being able to make use of print and visual resources	X				
16. Being able to understand materials in print media (newspapers, magazines) broadly	X	X	X		
17. Being able to read English publications	X				
18. Understanding the reason for which a text is written			X		
19. Being able to understand summaries	X				
20. Being able to read instruction manuals	X	X			

	C	SSI	BS	FGD	EO
21. Having a rich variety of vocabulary repertoire that enables reading			X		
22. Being able to guess the meaning of unknown words from context without using a dictionary	X		X		
23. Being able to understand the idioms in the text			X		
24. Being able to use the dictionary use effectively			X		
25. Being able to guess the meaning of a word from its word formation, root, and affixes	X				
26. Having general knowledge of grammar to understand the text			X		
27. Being able to make sentence analysis in long sentences			X		
28. Being able to understand what referring expressions refer to			X		
29. Being able to decode elements of coherence, cohesion and textual grammar in the text					X
30. Being able to comprehend the main idea in the text	X		X		
31. Being able to understand the general idea of a text even if the whole text is not understood, comprehending 70-80% of the text read			X		
32. Being able to distinguish the main and important ideas in the text	X				
33. Being able to distinguish specific details in a text	X		X		
34. Being able to distinguish sentences that support a main idea			X		
35. Being able to make connections between ideas in a text	X				
36. Being able to scan a reading text for specific information			X		
37. Being able to understand the content of the text quickly through skimming			X		
38. Being able to read at such a speed as to follow and understand what is being read			X		X
39. Being able to read a text without hesitation and at a speed to follow what is read even if it is not as comfortable as in the native language	X	X	X		
40. Being able to read a text carefully and comment on its content			X		
41. Being able to do critical reading (being able to make analysis, synthesis, evaluation, making interpretations, reacting, using information in other contexts)	X		X		
42. Being able to interpret abstract concepts in a text			X		
43. Being able to use reading strategies effectively	X				
44. Being able to pronounce words fast and correctly while reading aloud			X		
45. Being able to decode meaning of what is covertly stated, being able to make inferences	X		X		
46. Being able to understand the purpose and tone of the writer	X				
47. Being able to remember what is read	X				
48. Being able to summarize texts	X				
49. Being able to make notes of what is read	X				
50. Being able to translate texts if necessary	X				
51. Being able to use the internet for reading		X			
TOTAL	25	5	27		3

3) Questionnaire Item Sources for Academic Writing Skills

	Source				
	C	SSI	BS	FGD	EO
52. Being able to express studies in the faculty in written forms (experiments, reports, assignments, technical notes, etc.)	X		X		

	C	SSI	BS	FGD	EO
53. Being able to take notes of the information presented in the classes	X	X	X		
54. Being able to do academic writing (articles, projects, references, papers, slide presentations, etc.) for research and academic work	X	X			
55. Being able to provide written answers to examinations in the faculty	X	X			
56. Being able to present one's own ideas about field related subjects	X				
57. Being able to summarize the texts studied throughout faculty education	X		X		
58. Being able to express oneself in accordance with Academic Writing rules			X		
59. Being able to use field related technical terms during writing	X				
60. Being able to use common academic vocabulary during writing	X				
61. Being able to apply essay structures in writing			X		
62. Being able to write professional correspondence	X				
TOTAL	9	3	5		

4) Questionnaire Item Sources for Other Writing Skills

	Source				
	C	SSI	BS	FGD	EO
63. Being able to write in basic text types such as formal and informal letters and correspondence, e-mails, notes, messages that will enable one to communicate with a purpose	X		X		
64. Being able to express opinions about current issues in writing	X				
65. Being able to express thoughts, feelings, views, comments and likes	X	X			
66. Having a command of text types in various formats			X		
67. Being able to write in different essay and paragraph types	X				
68. Being able to use various writing techniques and strategies	X				
69. Being able to consider the textual characteristics and organization of the genre	X		X		
70. Being able to identify the language and use the expressions appropriate to the genre			X		
71. Being able to express the purpose of writing clearly and openly			X		
72. Being able to use appropriate style of language depending on the audience			X		
73. Being able to write about familiar subjects or about those within the field of interest	X				
74. Being able to write about unfamiliar subjects or those outside the scope of interest	X				
75. Being able to write discussion and comment type of texts	X				
76. Being able to translate texts from native language English	X				
77. Being able to do written tasks necessary to sustain daily life when abroad	X				
78. Being able to provide written answers to questions at sentence level	X				
79. Being able to summarize a text read or listened to in his/her own words			X		

	1	2	3	4	5
80. Being able to synthesize and transfer knowledge that is acquired from various resources	X	X			
81. Being able to generate ideas about the subject	X		X		
82. Being able to write by classifying ideas			X		
83. Being able to support ideas generated appropriately			X		
84. Being able to use principles of organization during writing	X				
85. Being able to express ideas within a certain organization in writing			X		
86. Taking care of the wholeness of introduction, development and conclusion		X	X		
87. Being able to organize ideas according to types of paragraphs			X		
88. Being able to apply rules of paragraph structure (having a command of the concepts of topic sentence, main idea, supporting ideas, concluding sentence)			X		
89. Being able to apply principles of coherence in writing	X		X		
90. Being able to provide coherence in text by using linking words, referring expressions, etc. to express ideas in a connected way	X		X		
91. Being able to make transitions and connections between ideas			X		
92. Being able to use linking words appropriate to the text and paragraph type			X		
93. Being able to write without diverting from the subject			X		
94. Being able write opinions appropriately and accurately considering the grammar rules of the target language			X		
95. Being able to write the parts of speech order as practically as in the native language			X		
96. Having enough vocabulary knowledge to be able to write			X		
97. Being able to use the words known in writing	X				
98. Being able to write sentences without vocabulary mistakes	X				
99. Being able to use different synonymous words to avoid repetitive ones			X		
100. Being able to describe a word to the reader if necessary even if he/she does not remember the word he/she should use			X		
101. Being able to spell words correctly			X		
102. Being able to use punctuation marks and apply their rules accurately			X		
103. Being able to write clearly and intelligibly	X				
104. Being able to provide sentence variety by writing simple and complex sentences that suit the target text type				X new	
105. Being able to express thoughts plainly avoiding long and complex sentences when necessary			X		
106. Being able to write long sentences with connectors			X		
107. Being able to express ideas in writing using concrete, descriptive expressions so that the reader does not need to make inferences	X				
108. Being able to transfer thoughts with correct descriptions			X		
109. Being able to express the same idea using different sentences and expressions' (restatement, paraphrasing)	X		X		
110. Being able to write genuinely avoiding too many direct quotations			X		
111. When quotations are needed, being able to quote appropriately avoiding plagiarism			X		X
112. Being able to write words fast and accurately without stopping while writing the text			X		

	C	SSI	BS	FGD	EO
113. Being able to express oneself thinking in the target language independent of the native language			X		
114. Being able to write down quickly a text that is being read simultaneously, note taking			X		
115. Being able to write a word according to its pronunciation even though one does not know the word		X	X		
116. Being able to write without needing resources or support	X				
117. Being able to use resources (internet, reference books, etc.) to compensate for weaknesses about writing	X	X			
TOTAL	24	5	36	1	1

5) Questionnaire Item Sources for Academic Listening Skills

	Source				
	C	SSI	BS	FGD	EO
118. Being able to follow courses (lectures, etc.) in the faculty by listening	X	X		X	
119. Being able to follow academic talks and discussions	X				
120. Being able to take notes effectively while listening to lectures in faculty	X		X		
121. Being able to take notes during academic talks	X				
122. Being able to understand and interpret what is listened to in undergraduate education	X				
123. Being able to summarize what is listened to in undergraduate education	X				
124. Being able to understand the audio-visual materials in the faculty (being able to understand lecture materials such as PowerPoint presentations, board, etc. and compare them to what is listened to)	X				
125. Being able to comprehend the talks in conferences	X				
TOTAL	8	1	1	1	

6) Questionnaire Item Sources for Other Listening Skills

	Source				
	C	SSI	BS	FGD	EO
126. Being able to understand instructions and commands	X				
127. Being able to follow conversations	X	X		X	
128. Being able to follow and understand mutual dialogues	C bak			X	
129. Being able to understand telephone conversations				X	
130. Being able to understand announcements and notifications	X			X	
131. Being able to understand songs			X		
132. Being able to understand films without subtitles to a great extend			X		
133. Being able to follow radio conversations		X	X		
134. Being able to listen to and follow events by watching new channels and TV programmes (e. g. documentaries, interviews)	X	X			
135. Being able to listen to survive in a foreign culture	X				
136. Being able to listen to and comprehend subjects that are within the field of interest	X				
137. Being able to listen to and comprehend subjects that are out of the field of interest	X				

138. Being able to understand the other speaker during communication	X				
139. Being able to understand and maintain communication with a foreigner	X	X			
140. Being able to understand different accents	X		X		
141. Being able to identify the main idea of the listening content	X		X		
142. Being able to understand the important ideas in the listening content	X		X		
143. Being able to identify the speaker's purpose and attitude towards the subject	X		X		
144. Being able to figure out the parts that are not understood and missed from the rest of the listening			X		
145. Being able to understand what is heard without translating everything one by one, sentence by sentence			X		
146. Being able to grasp the gist of the conversations even if the whole content is not understood			X		
147. Being able to understand the speaker's target audience (who it is intended to)			X		
148. Being able to understand a long that includes connected expression			X		
149. Being able to extract important information from the listening content	X				
150. Being able to understand the supporting details of the listening			X		
151. Being able to catch key words			X		
152. Being able to catch context clues			X		
153. Being able to use listening strategies	X				
154. Being able to distinguish meaning differences resulting from intonation patterns	X		X		
155. Being able to distinguish meaning differences resulting from different stress patterns			X		
156. Being able to understand the correct pronunciation of words			X		
157. Being able to react meaningfully to what is listened to	X				
158. Being able to understand the questions asked to him/her	X				
159. Being able to take notes during announcements and notifications	X		X		
160. Being able to make use of visual clues (e. g. the body language of the speaker, visual presentations) to comprehend the talk			X		
161. Trying to understand the talk without the presence of visual clues				X	
162. Trying to focus on the message in the presence of background noise or voices			X		
163. Being able to transfer the information gained from listening to other contexts	X				
164. Making use of the gaps between conversations to get ready to the next part of the talk			X		
165. Being able to do critical listening (being able to analyse, synthesize, evaluate, and interpret)	X				
TOTAL	22	4	22	5	

7) Questionnaire Item Sources for Academic Speaking Skills

	Source				
	C	SSI	BS	FGD	EO
166. Academic skill: Being able to ask questions in classes	X	X			
167. Academic skill: Being able to participate in class discussions	X				
168. Academic skill: Being able to cover a subject in class	X				
169. Academic skill: Being able to express oneself in the academic environment	X			X	
170. Academic skill: Being able to use oral communication skills in conducting academic studies and research	X				
171. Academic skill: Being able to make presentations in symposiums, seminars and conferences	X		X		
172. Academic skill: Being able to express k knowledge and experiences in one's own field of expertise	X				
173. Academic skill: Being able to use appropriate vocabulary repertoire and terminology to speak in academic contexts			X	X	
174. Academic skill: Being able to build oral communication easily with foreigners in professional life	X				
175. Academic skill: Being able to build oral communication in interviews	X				
176. Academic skill: Being able to communicate with foreign colleagues			X		
177. Academic skill: Being able to use technical terminology appropriate to the field while speaking					X
TOTAL	9	1	3	2	1

8) Questionnaire Item Sources for Other Speaking Skills

	Source				
	C	SSI	BS	FGD	EO
178. Being able to speak to meet the basic daily needs	X				
179. Being able to speak about current issues	X				
180. Being able to speak appropriate to social contexts (introducing oneself, making discussions in social groups, etc.)		X	X	X	
181. Being able to express likes and dislikes, thoughts through speaking	X				
182. Being able to express one's own opinions trough speaking	X				
183. Being able to make comments	X				
184. Being able to speak about subjects within the field of interest	X				
185. Being able to speak about subject outside the scope of interest	X				
186. Being able to maintain oral communication with ease when abroad	X	X			
187. Being able to maintain oral communication with foreigners in all (professional and social) contexts)	X		X		
188. Being able to explain thoughts about a subject in detail	X				
189. Being able to express opinions orally when asked about opinions	X				
190. Being able to persuade others in spoken language about a subject	X				
191. Being able to answer questions in spoken language	X			X	

192. Being able to comprehend fully the interlocutor during face-to-face conversations and respond appropriately	X			X	
193. Being able to comprehend fully the interlocutor during telephone conversations or online conversations and respond appropriately				X	
194. Being able to transfer a message heard to the an interlocutor	X				
195. Being able to ask the interlocutor to repeat what he/she said when one does not understand	X				
196. Being able to build communication with a quality appropriate to the speech context	X				
197. Being able to use discourse and pragmatics rules appropriate to the context			X		
198. Being able to use appropriate repertoire of vocabulary for social context			X		
199. Being able to use expressions and phrases of every day (casual) speech	X				
200. Being able to use appropriate grammatical structures in expressing oneself			X		
201. Being able answer questions using appropriate phrases and structures			X		
202. Being able to use concrete expressions and making descriptions	X				
203. Being able to explain the subject again using other expressions when realizing that one is not understood	X				
204. Being able to use word stress correctly			X		
205. Being able to use intonation correctly			X		
206. Paying attention to the pronunciation of a word and being able to pronounce accurately and intelligibly	X		X		
207. Being able to express oneself simply depending on the purpose			X		
208. Being able to use body language in a moderate way while speaking			X		
209. Being able to express oneself fluently in the target language	X		X		
210. Being able to maintain fluency of talk even if a word if forgotten by using other words to express thoughts			X		
211. Being able to avoid disturbing hesitations and pauses by using gestures and expressions (gap fillers) during speech			X		
212. Being able to express oneself comfortably	X	X	X		
213. Being able to speak fluently without having the fear of making mistakes			X		
TOTAL	23	3	16	4	

APPENDIX F - Online Delphi Rating Rounds Invitation Letter

Değerli Katılımcımız,

Bu çalışma Anadolu Üniversitesi Okutmanı Ayşe Dilek Keser'in doktora tezi kapsamında yapılmakta ve Prof. Dr. Gül Durmuşoğlu-Köse'nin danışmanlığında yürütülmektedir. Üniversite tarafından Bilimsel Araştırma Projesi (BAP) olarak desteklenmekte olan bu çalışmada, İngilizce Hazırlık okullarından mezun/muaf olmak için gereken yeterlikler konusu araştırılmaktadır.

Türkiye'deki Hazırlık okulları için İngilizce'de yeterlik tanımının ortaya çıkarılması, Hazırlık okullarında program geliştirme ve iyileştirme, ölçme değerlendirme gibi alanlara katkıda bulunabilir ve bu okullarda daha etkili eğitim verilmesine yardımcı olabilir. Hazırlık okullarında verilen eğitimden doğrudan veya dolaylı olarak etkilenen bir paydaş olarak sizin bu araştırmaya katılımınız, Türkiye'deki Hazırlık okullarında yeterlik düzeyinin tanımlanmasına çok önemli katkıda bulunacaktır.

Aşağıdaki linkte bulacağınız ankette, İngilizce hazırlık okulunu bitiren bir öğrencinin dört temel beceride yeterli olması için gerekli göstergeler ile ilgili görüşler yer almaktadır. Bu görüşler, çeşitli üniversitelerdeki çok sayıda katılımcılardan kompozisyon, yarı-yapılandırılmış görüşmeler ve odak grup görüşmeleri yoluyla elde edilmiştir.

Dört temel beceriden Okuma ve Yazma ile ilgili yeterlik görüşleri ile ilgili anketimiz, aşağıdaki linkte yer almaktadır. Daha sonra Dinleme ve Konuşma beceriler ayrı bir anket olarak gönderilecektir. Sizden ricamız, ilk anketi 13 Ekim 2014 tarihine kadar yanıtlamanızdır.

Değerli zamanınızı bu çalışmaya ayırarak yapacağınız katkılar için teşekkür eder, saygılar sunarız.

Tez Danışmanı Prof. Dr. Gül DURMUŞOĞLU-KÖSE

Doktora Öğrencisi Ayşe Dilek KESER

TEKNİK NOT: Anketi yanıtlarken ara verip çalışmaya tekrar devam etmek isterseniz, çalıştığınız sayfayı tamamlayıp 'ileri' tuşuna bastığınız taktirde önceki yanıtlarınız

kaydedilmiş olacaktır. Aşağıdaki anket linkine tıkladığınızda kaldığınız sayfadan devam edebilirsiniz.

Ankete katılma linki aşağıdadır:

(Anket linki)

Bu link sadece bu ankete ve sizin eposta adresinize bağlanmıştır. Lütfen bu mesajı başkalarına iletmeyin.

Katılımınız için teşekkür ederiz!

APPENDIX G - Online Delphi Rating Round One Questionnaire

Turkish Version

İngilizce Hazırlıkta Yeterlik 1. Tur Anket: Okuma ve Yazma Becerileri

Delphi Anket Oylama Çalışması İçin Katılım Kabul Formu

Değerli Katılımcı,

Bu araştırma Anadolu Üniversitesi Okutmanı Ayşe Dilek Keser'in doktora tezi kapsamında yapılmakta ve Prof. Dr. Gül Durmuşoğlu-Köse'nin danışmanlığında yürütülmektedir. Araştırmanın konusu, ülkemiz üniversitelerindeki İngilizce Hazırlık okullarından mezun/muaf olmak için gereken yeterlikleri ortaya çıkarmaktır. Hazırlık okullarının verdiğin eğitimden doğrudan ya da dolaylı olarak yararlanan bireyler olarak sizin bu çalışmaya katılımınız, Türkiye'deki Hazırlık okullarında yeterlik düzeyinin tanımlanmasına çok önemli katkıda bulunacaktır. Çalışma, Anadolu Üniversitesi tarafından bir Bilimsel Araştırma Projesi (BAP) olarak desteklenmektedir.

YÖNTEM: Anket 'Yazma,' 'Okuma,' 'Dinleme' ve 'Konuşma' becerileri olmak üzere dört bölümden oluşmaktadır. Bugüne kadar kompozisyon ve odak grup görüşmeleri yolu ile elde edilen görüşler toplanarak bir madde havuzu oluşturulmuştur. Her bölümde 50-60 kadar madde olup toplam 213 kadar anket maddesi olduğundan, anket ikiye bölünmüştür.

İlk ankette sadece Okuma ve Yazma becerileri ile ilgili 117 madde vardır. Bu anket tamamlandıktan sonra devamındaki ikinci ankette Dinleme ve Konuşma becerilerine ait 96 madde yer alacaktır. Buradaki yeterlikler oylandıktan sonra ilk tur tamamlanacaktır.

İlk tur oylamasından sonra, yapılacak istatistiksel analizlerle, maddelerdeki görüş birliği durumuna bakılacaktır. İkinci tur oylama, birinci turdaki gibi olacaktır. Ancak, farklı olarak her maddenin ilk turda aldığı oy oranı size bildirilecek, görüşünüzü değiştirip değiştirmek istemediğiniz sorulacaktır. Dilerseniz yorum da ekleyebilirsiniz.

Her beceri anketinin ilk soruları, belirgin şekilde 'akademik' olarak öne çıkan becerilerden oluşmaktadır. Buradaki her bir madde için 'ne kadar gerekli' olduğu konusunda görüşünüz istenmektedir. 'Kesinlikle gerekli (5),' 'gerekli (4),' 'orta düzeyde gerekli (3)',

'gereksiz (2),' ve 'kesinlikle gereksiz (1)' olmak üzere beşlik Likert ölçeği üzerinden her bir maddenin oylanması beklenmektedir.

Alttaki yorum kutucuğunda 'bu beceri nerede öğretilmeli?' sorusunu vardır. Tüm becerilerin hazırlıkta öğretilmesi zaman açısından mümkün olmayabilir. Bu nedenle her bir beceri için '1- hazırlıkta öğretilmeli,' '2-kendi bölümünde öğretilmeli' ve '3-öğrenci kendi imkanlarıyla öğrenmeli' maddelerinden en uygun gördüğünüzün numarasını (1,2, veya 3) kutuya yazmanız yeterlidir.

Akademik beceri olduğu belirgin olarak öne çıkan becerilerden sonra, genel İngilizce için de (günlük yaşam, vb.) geçerli olabilecek becerilerin olduğu maddeler listesi devam edecektir. Buradaki her bir maddeyi ilk olarak 'akademik yaşam' ve ikinci olarak 'genel İngilizce' açısından yukarıdaki gibi beşlik ölçek üzerinden oylamanız ve nerede öğretilebileceğini konusunda görüşünüz istenmektedir.

Daha sonraki sayfada, katılımcıların iş ve öğrenim yaşantılarına ait bazı bilgilerin istendiği bir katılımcı bilgi formu mevcuttur. Katılımcı bilgi formunda verdiğiniz bilgiler istatistiksel amaçlı olup çalışmada gerçek isminiz ve kişisel bilgileriniz kullanılmayacaktır.

İki beceriden oluşan birinci anket bölümüne sorulara yanıt vermeniz yaklaşık 45 dakika sürmektedir. Çalışmayla ilgili sorularınız olursa araştırmacıya adkeser@anadolu.edu.tr adresinden ulaşabilirsiniz.

ARAŞTIRMADA SİZDEN BEKLENENLER: Sizden beklenen, her bir yeterlik için 'ne kadar gerekli' olduğunu düşünerek içten ve yansız tercihler yapmanızdır. Katılımcıların anket yanıtlama süresine uymaları rica olunur.

GİZLİLİK: Araştırmada gizlilik önemlidir. Bu çalışmada anket kısmındaki isim ve kimlik bilgileriniz açık olarak paylaşılmayacak, isimleriniz yerine kod kullanılacak olup, sunduğunuz yanıt ve görüşleriniz yalnızca bilimsel amaçlar için kullanılacaktır.

HAKLARINIZ: Çalışmaya katılımınız tamamen gönüllülük esasına dayanmaktadır. Araştırmanın herhangi bir aşamasında çekilme hakkınız vardır

KATILIM KABULÜ: Bu çalışmaya katkıda bulunmak isterseniz, lütfen aşağıdaki soruyu 'kabul ediyorum' olarak işaretleyiniz.

1- "Araştırma yönergesini okudum ve bu çalışmaya katılmayı kabul ediyorum. İstediğim zaman yarıda kesip bırakabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı kullanılmasını kabul ediyorum."

o "Evet - çalışmaya yer almayı kabul ediyorum."
o "Hayır - çalışmada yer almayı kabul etmiyorum."

DEMOGRAFIK BILGILER: Bu sayfada, katılımcıların iş ve öğrenim yaşantılarına ait bazı bilgilerin istendiği bir bilgi formu mevcuttur. Katılımcı bilgi formunda verdiğiniz bilgiler istatistiksel amaçlı olup çalışmada gerçek isminiz ve kişisel bilgileriniz kullanılmayacaktır.

2- Adınız:

3- Üniversiteniz:

4- Fakülteniz ve Bölümünüz:

5- Öğretim elemanı iseniz göreviniz ve unvanınız / Öğrenci iseniz en son bitirdiğiniz sınıf (örn. hazırlık, fakültede 2. sınıf)

6- Bölümünüzde hangi dersleri İngilizce olarak veriyorsunuz/alıyorsunuz? (Hazırlıktan katılımcılar 'hazırlıktayım' yazabilirler)

7- Cinsiyetiniz:

o Bayan
o Erkek

8- Yaşınız:

o 17-19
o 20-22
o 23-25
o 26-30
o 30-40
o 40 ve üzeri

Online Round One Questionnaire Snapshot for Academic Skills – See Appendix H for full questionnaire items

OKUMA BECERİLERİ

Lütfen her bir maddeyi 'Kesinlikle gerekli (5),' 'gerekli (4),' 'orta düzeyde gerekli (3)', 'gereksiz (2),' ve 'kesinlikle gereksiz (1)' olarak oylayınız. Daha sonra yorum kutusunda nerede öğretilebileceğini tek bir seçenek işaretleyerek belirtiniz.

* 9. Akademik beceri: Dersleri takip edebilmek için bölümün kitap ve makalelerini, ders materyallerini okuyabilme

○ kesinlikle gerekli

○ gerekli

○ orta düzeyde gerekli

○ gereksiz

○ kesinlikle gereksiz

Nerede öğretilmeli (lütfen belirtin): 1-hazırlıkta, 2-bölümde, 3- öğrenci kendisi öğrenmeli. Varsa bu madde ile ilgili diğer görüşlerinizi ekleyin.

Online Questionnaire Snapshot for Academic and General Skills

Diğer okuma becerileri

Aşağıdaki beceriler hem akademik alanda, hem de genel İngilizce olarak günlük yaşamda gerekebilir. Buradaki her bir maddeyi ilk olarak 'akademik yaşam' ve ikinci olarak 'genel İngilizce' açısından yukarıdaki gibi beşlik ölçek olarak ('Kesinlikle gerekli (5),' 'gerekli (4),' 'orta düzeyde gerekli (3)', 'gereksiz (2),' ve 'kesinlikle gereksiz (1)') olarak lütfen oylayınız.

Lütfen HEM AKADEMİK, HEM DE GENEL İNGİLİZCE İÇİN uygun seçeneği işaretleyiniz (2 İŞARETLEME YAPINIZ. Yalnızca bir işaretleme yaptığınız takdirde anket sizi uyaracaktır.

Nerede öğretilebileceğini yine yorum kutusunda lütfen belirtiniz.

* 14. Klasik romanlar, hikayeler ve köşe yazıları gibi edebi eserleri okuyup anlayabilme

	kesinlikle gerekli	gerekli	orta düzeyde gerekli	gereksiz	kesinlikle gereksiz
Akademik	○	○	○	○	○
Genel	○	○	○	○	○

Nerede öğretilmeli (lütfen belirtin): 1-hazırlıkta, 2-bölümde, 3- öğrenci kendisi öğrenmeli. Varsa bu madde ile ilgili diğer görüşlerinizi ekleyin.

2. Tur İngilizce Hazırlıkta Yeterlik

Hazırlık Okulları için Delphi Anket Oylama Çalışması

GİRİŞ

Değerli Katılımcımız,

Bildiğiniz gibi, araştırmanın konusu, ülkemiz üniversitelerindeki İngilizce Hazırlık okullarından mezun/muaf olmak için gereken yeterlikleri ortaya çıkarmaktır.

Önceki ankette, bir üniversite öğrencisi için genel olarak 'İngilizce'de yeterli olma' kavramı Hazırlık okulları, bölümde verilebilecek İngilizce dersleri ve öğrencinin kendi çabasına bağlı olarak geliştirebileceği dil yeterlikleri göz önüne alınarak irdelenmiş ve sonuçları değerlendirilmiştir.

Anketin bu bölümünde SADECE 'HAZIRLIK OKULLARINI BİTİRME YETERLİĞİ' üzerinde durulacaktır. Sorular önceki anket ile aynıdır, ancak bu ankette her bir becerinin nerede öğretilebileceği ile ilgili yorum kutusu yoktur. Bu nedenle soruları yanıtlarken, Hazırlık okulları üzerinde yoğunlaşıp, her bir becerinin Hazırlığı bitirme koşulu olarak ne kadar gerekli olduğunu düşünmemiz gerekmektedir.

Anket 'Yazma,' 'Okuma,' 'Dinleme' ve 'Konuşma' becerileri olmak üzere dört bölümden oluşmaktadır. Toplam 213 maddeden oluşan anketi yanıtlarken, bir sonraki sayfaya geçişte önceki sayfa kaydedilmektedir. Bu nedenle anketin tamamı bu defa tek seferde gönderilmiştir. Diğer bölümlere geçerken ankete ara verdiğinizde, kaldığınız yerden devam edebilirsiniz.

Her bir bölümde, akademik beceri olduğu belirgin olarak öne çıkan becerilerden yine önce verilmiş, diğer yandan hem akademik hem genel İngilizce için de (günlük yaşam, vb.) geçerli olabilecek becerilerin olduğu maddeler ise ayrı olarak toplanmıştır. Buradaki her bir maddeyi 'akademik yaşam' ve ikinci olarak 'genel İngilizce' açısından beşli Likert ölçeği üzerinden oylamanız önemlidir:

'Kesinlikle gerekli (5),' 'gerekli (4),' 'orta düzeyde gerekli (3)', 'gereksiz (2),' ve 'kesinlikle gereksiz (1)'

Anket tamamına yanıt vermeniz yaklaşık 70 dakika sürmektedir. Çalışmayla ilgili sorularınız olursa araştırmacıya adkeser@anadolu.edu.tr adresinden ulaşabilirsiniz

Doktora tez araştırması kapsamında yürütülen bu çalışmaya destek verdiğiniz ve zaman ayırdığınız için çok teşekkür ederiz.

Bu ankette, hazırlığı yeterli olarak bitirebilecek öğrencilerin nitelikleri araştırılmaktadır.

Lütfen her bir maddeyi SADECE HAZIRLIKTA KAZANILACAK YETERLİKLERİ göz önüne alarak 'Kesinlikle gerekli (5),' 'gerekli (4),' 'orta düzeyde gerekli (3)', 'gereksiz (2),' ve 'kesinlikle gereksiz (1)' olarak oylayınız.

Anket

AKADEMİK OKUMA BECERİLERİ

	Kesinlikle gerekli	Gerekli	Orta düzeyde gerekli	Gereksiz	Kesinlikle gereksiz
1. Akademik beceri: Dersleri takip edebilmek için bölümün kitap ve makalelerini, ders materyallerini okuyabilme					
2. Akademik beceri: Araştırma yapabilecek düzeyde okuma becerisine sahip olabilme					
3. Akademik beceri: Sınav ve ödev sorularını okuyup anlayabilme					
4. Akademik beceri: Bilimsel makaleleri okuyup anlayabilme					
5. Akademik beceri: Mesleki metinleri okuyabilme					

DİĞER OKUMA BECERİLERİ

	Kesinlikle gerekli	Gerekli	Orta düzeyde gerekli	Gereksiz	Kesinlikle gereksiz
6. Klasik romanlar, hikayeler ve köşe yazıları gibi edebi eserleri okuyup anlayabilme					
7. Temel ihtiyaçlarla ilgili metinleri anlayabilme					
8. Okuma öncesinde okuma amacını belirleyebilme					
9. Öğrenme için okuma (reading for learning) yapabilme					
10. Okuduğu metin ile ilgili soruları cevaplayabilme					
11. İlgi alanına giren ve bildiği konulardaki metinleri okuyup anlayabilme					
12. İlgi alanı dışındaki ve bilmediği konularda metinleri okuyup anlayabilme					
13. Uluslararası resmi yazışmaları anlayabilme					
14. Resmi yazışmaların dışındaki yazışmaları anlayabilme					
15. Yazılı ve görsel kaynaklardan yararlanabilme					
16. Yazılı basındaki materyalleri (gazete, dergi), haberleri genel olarak anlayabilme					
17. İngilizce yayınları okuyabilme					
18. Bir metnin hangi amaç için yazıldığını anlayabilme					
19. Özet metinleri anlayabilme					
20. Kullanma kılavuzu okuyabilme					
21. Okumasını sağlayacak zengin sözcük bilgisine sahip olma					
22. Anlamadığı sözcüklerin anlamlarını sözlük kullanmadan metindeki bağlamdan çıkarabilme					
23. Metinde geçen deyimleri anlayabilme					
24. Sözlüğü etkili biçimde kullanabilme					
25. Sözcük yapısından, kök ve eklerinden kelimenin ne anlama geldiğini bilme					
26. Metni anlayacak şekilde genel gramer bilgisine sahip olma					
27. Uzun tümcelerde tümce analizi yapabilme					
28. Atıfta bulunulan sözcüklerin (referans) neyi açıkladığını anlayabilme					
29. Metinde bütünlük (coherence), bağdaşıklık (cohesion) ve metinsel dilbilgisi (textual grammar) ögelerini çözümleyebilme					
30. Metindeki ana fikri anlayabilme					
31. Tüm parçayı anlamasa da genel fikri anlayabilme, okuduğu metnin %70-80 'ini anlayabilme					
32. Metindeki temel ve önemli düşünceleri çıkarabilme					
33. Metinlerdeki belirli ayrıntılı bilgileri ayırt edebilme					
34. Bir ana fikri destekleyen cümleleri ayırt edebilme					
35. Metindeki fikirler arasında bağlantı kurabilme					
36. Okuma metnini belli bir bilgi için hızlıca tarayabilme (scanning)					
37. Bir metne hızla göz atıp içeriğini kısa sürede anlayabilme (skimming)					
38. Okunanı takip edecek hızda okuyabilme					
39. Anadili kadar olmasa dahi bir metni takılmadan, okuduğunu takip edip anlayacak hızda okuyabilme					
40. Bir metni dikkatle okuyup içeriği hakkında yorum yapabilme					

41. Eleştirel okuma yapabilme (analiz, sentez, değerlendirme, yorumlama yapabilme, tepki verebilme, bilgiyi başka bağlamda kullanabilme)					
42. Metinlerdeki soyut kavramları yorumlayabilme					
43. Okuma stratejilerini etkili olarak kullanabilme					
44. Sesli okuma sırasında okuduğu sözcükleri hızlı ve doğru telaffuz edebilme					
45. Okuduğu metindeki üstü kapalı anlamları çözebilmeli, çıkarım yapabilme					
46. Yazarın amacını, tonunu (tone of writer) anlayabilme					
47. Okuduğunu hatırlayabilme					
48. Metinlerden özet çıkarabilme					
49. Okuduğundan not çıkarabilme					
50. Okuduğu metinleri gerektiğinde ana dile çevirebilme					
51. İnterneti okuma amacıyla kullanabilme					

AKADEMİK YAZMA BECERİLERİ

	Kesinlikle gerekli	Gerekli	Orta düzeyde gerekli	Gereksiz	Kesinlikle gereksiz
52. Akademik beceri: Bölümde, lisans düzeyinde yaptıkları çalışmaları (deney raporu, ödev, teknik açıklama, vb.) yazılı olarak ifade edebilme					
53. Akademik beceri: Derste sunulan bilgilerden not alabilme					
54. Akademik beceri: Araştırma ve akademik çalışmalar için akademik yazı (makale, proje, referans, bildiri, slayt, vb.) yazabilme					
55. Akademik beceri: Bölümde yapılan sınavlara yazılı olarak yanıtlar verebilme					
56. Akademik beceri: Alanı ile ilgili konularda kendi görüşlerini yazılı olarak sunabilme					
57. Akademik beceri: Lisans eğitimi sürecinde incelediği metinin özetini yazabilme					
58. Akademik beceri: Akademik yazma kurallarına uygun olarak kendini ifade edebilme					
59. Akademik beceri: Yazarken alanına uygun teknik terimleri kullanabilme					
60. Akademik beceri: Akademik olarak yaygın kullanılan kelimeleri yazmada kullanabilme					
61. Akademik beceri: Kompozisyon (essay) kalıplarını yazılı olarak uygulayabilme					
62. Akademik beceri: Mesleğine ilişkin yazışmalar yapabilme					

DİĞER YAZMA BECERİLERİ

	Kesinlikle gerekli	Gerekli	Orta düzeyde gerekli	Gereksiz	Kesinlikle gereksiz
63. Dilekçe, özgeçmiş, mektup, resmi yazışma, e-posta, not, mesaj gibi amaca yönelik iletişim kurabilmesini sağlayan temel metin türlerinde yazabilme					
64. Güncel konularda düşünce ve görüşlerini yazılı olarak ifade edebilme					
65. Duygu, düşünce, görüş, yorum ve beğenilerini ifade edebilme					
66. Değişik formatlardaki yazı türüne hakim olma					
67. Farklı türlerde kompozisyonlar ve paragraflar yazabilme					
68. Farklı yazma teknik ve stratejilerini uygulayabilme					
69. Yazın türünün gerektirdiği özellikleri ve metin yapılarını göz önünde bulundurabilme					
70. Metin türüne göre yazı dilini belirleyip uygun ifadeler kullanabilme					
71. Yazma amacını açık ve net bir biçimde ifade edebilme					
72. Yazdığı okuyucu kitlesine uygun dil kullanabilme					
73. İlgi alanına giren ve bildiği konularda yazı yazabilme					
74. İlgi alanı dışındaki ve bilmediği konularda yazı yazabilme					
75. Tartışma ve yorum türünden yazılar yazabilme					
76. Ana dildeki metni İngilizce'ye çevirebilme					
77. Yurt dışına çıktığında yaşamını sürdürmek için gerekli yazıları yazabilme					
78. Cümle düzeyinde sorulan sorulara cevap yazabilme					
79. Kendi ifadeleriyle okuduğu/dinlediği bir metni özetleyebilme					
80. Çeşitli kaynaklardan edindiği bilgileri sentezleyerek aktarabilme					
81. Yazma için bir konu hakkında fikir üretebilme					
82. Fikirlerini sınıflandırarak yazabilme					
83. Üretilen fikirleri uygun şekilde destekleyebilme					
84. Yazılarında organizasyon ilkelerini uygulayabilme					
85. Fikirlerini belli bir düzen içinde yazılı olarak ifade edebilme					
86. Metin içinde giriş, gelişme ve sonuç bütünlüğünü gözetebilme					
87. Farklı paragraf türlerine göre fikirlerini organize edebilme					
88. Paragraf yapısı kurallarını uygulayabilme (topic sentence, main idea, supporting ideas, concluding sentence gibi kavramlara hakim olma)					
89. Yazıda bütünlük (coherence) ilkelerini uygulayarak yazı yazabilme					
90. Bağlaçlar, işaret zamirleri (referring expressions) gibi araçlarla fikirleri birbirleriyle bağlantılı olarak ifade ederek yazıda bağdaşıklık (cohesion) sağlayabilme					
91. Fikirler arasında bağlantı ve geçiş sağlayabilme					
92. Metin ve paragraf türüne uygun bağlaçlar kullanabilme					
93. Anlatmak istediğini konudan sapmadan yazılı olarak ifade edebilme					
94. İfade etmek istediklerini hedef dilin dil bilgisi kurallarına uygun ve hatasız şekilde yazabilme					
95. Öğe sıralamasını ana dilinde yazar gibi pratik bir şekilde yazabilme					
96. Yazabilmek için yeterli sözcük bilgisine sahip olma					
97. Bildiği sözcükleri yazılı anlatımda kullanabilme					

98. Cümle kurarken sözcük hatası yapmadan yazabilme					
99. Tekrar eden sözcüklerden kaçınarak eş anlamlı farklı kelimeler kullanabilme					
100. Kullanması gereken sözcüğü hatırlamasa veya bilmese bile, bunu gerekirse tarif ederek okuyucuya aktarabilme					
101. Sözcükleri doğru şekilde yazabilme					
102. Noktalama işaretlerini ve kurallarını doğru olarak kullanabilme					
103. Yazının açık ve anlaşılır olmasını sağlama					
104. Amaca yönelik metin türünün gerektirdiği özellikte gerektiğinde basit veya bileşik cümle kurarak cümle çeşitliliğini sağlayabilme					
105. Gerektiğinde karmaşık ve uzun cümlelerden kaçınarak fikirlerini yalın anlatabilme					
106. Bağlaçlar kullanarak uzun cümleler yazabilme					
107. Somut ve tasvir edici ifadelerle, okuyan kişinin çıkarım yapmasına gerek kalmadan yazılı anlatım yapabilme					
108. Düşüncelerini doğru nitelemelerle aktarabilme					
109. Aynı yargıyı farklı yapıda cümleler ve ifadelerle yazabilme (restatement, paraphrasing)					
110. Yazarken çok fazla alıntıdan kaçınarak özgün olabilme					
111. Alıntı yapması gerektiğinde doğru bir şekilde, intihalden (plagiarism) kaçınarak aktarabilme					
112. Metin yazarken kelimeleri hızlı ve doğru bir şekilde yazabilme					
113. Anadilden bağımsız olarak hedef dilde düşünerek kendini ifade edebilme					
114. Okunan veya duyduğu bir metni aynı anda hızlıca yazıya dökme, not alabilme					
115. Duyduğu bir kelimeyi bilmese dahi okunuşuna göre yazabilme					
116. Kaynak ve desteğe ihtiyaç duymadan yazabilme					
117. Yazma konusundaki eksikliklerini giderebilmek için gerekli kaynakları (internet, başvuru kitapları, vs.) kullanabilme					

DİNLEME BECERİLERİ

	Kesinlikle gerekli	Gerekli	Orta düzeyde gerekli	Gereksiz	Kesinlikle gereksiz
118. Akademik beceri: Bölümde dersleri (ders anlatımı vb.) dinleyerek takip edebilme					
119. Akademik beceri: Akademik konuşmaları ve tartışmaları takip edebilme					
120. Akademik beceri: Bölümde ders anlatımı türündeki konuşmalarda etkili not alabilme					
121. Akademik beceri: Akademik konuşmalarda not alabilme					
122. Akademik beceri: Lisans eğitiminde dinlediklerini anlayarak yorumlayabilme					
123. Akademik beceri: Lisans eğitiminde dinlediklerine dayalı olarak özet yapabilme					
124. Akademik beceri: Bölümdeki görsel-işitsel gereçleri anlayabilme (PowerPoint, tahta gibi anlatım teknolojilerini anlayıp dinlediği ile karşılaştırabilme)					

	Kesinlikle gerekli	Gerekli	Orta düzeyde gerekli	Gereksiz	Kesinlikle gereksiz
125. Akademik beceri: Konferanslarda anlatılanları anlayabilme					

DİĞER DİNLEME BECERİLERİ

	Kesinlikle gerekli	Gerekli	Orta düzeyde gerekli	Gereksiz	Kesinlikle gereksiz
126. Yönerge ve komutları anlayabilme					
127. Konuşmaları takip edebilme					
128. Karşılıklı diyalogları anlayıp takip edebilme					
129. Telefon konuşmalarını anlayabilme					
130. Anonsları ve duyuruları anlayabilme					
131. Şarkıları anlayabilme					
132. Alt yazısız filmleri büyük ölçüde anlayabilme					
133. Radyo konuşmalarını anlayabilme					
134. Haber kanallarını, TV programlarını (belgesel, röportaj, vb.) dinleyerek olayları takip edebilme					
135. Yabancı kültürde yaşamını sürdürecek biçimde dinleyebilme					
136. İlgi alanındaki konuları dinleyerek anlayabilme					
137. İlgi alanı dışındaki konuları dinleyerek anlayabilme					
138. İletişim halindeyken karşısındakini anlayabilme					
139. Yabancı birini anlayıp iletişim kurabilme					
140. Farklı aksanları anlayabilme					
141. Dinlediği konunun ana fikrini belirleyebilme					
142. Dinlediklerindeki önemli bilgileri anlayabilme					
143. Konuşmacının amacını ve konuya yönelik tutumunu anlayabilme					
144. Dinlerken bir yeri kaçırıp anlamasa bile onu dinlemenin devamından çıkarabilme					
145. Duyduklarını tek tek, cümle cümle çeviri yapmadan anlayabilme					
146. Dinlediği konuşmaları tam olarak anlamasa da fikir edinebilme					
147. Konuşanın iletişim hedefini (kime yönelik olduğunu) anlayabilme					
148. Uzun ve bağlantılı ifadeler içeren bir konuşmayı anlayabilme					
149. Dinlediği bilgiler içinden önemli olanları çıkarabilme					
150. Dinlediği bilgiler içinde yardımcı fikirlerini anlayabilme					
151. Anahtar sözcükleri (key words) yakalayabilme					
152. İpuçlarını yakalayabilme					
153. Dinleme stratejilerini kullanabilme					
154. Tonlamalarla oluşan anlam farklılıklarını ayırt edebilme					
155. Değişik vurgularla oluşan anlam farklılıkların anlayabilme					
156. Sözcüklerin doğru telaffuzlarını anlayabilme					
157. Dinlediklerine anlamlı tepki verebilme					
158. Kendisine sorulan soruları anlayabilme					
159. Anons, duyurular gibi durumlarda not alabilme					
160. Görsel ipuçlarını kullanarak (örn. konuşan kişinin beden dili, görsel sunum, vb.) konuşmayı anlamaya çalışma					
161. Görsel ipuçlarının olmadığı durumlarda konuşmayı anlamaya çalışma					
162. Görsel ipuçlarının olmadığı durumlarda konuşmayı anlamaya çalışma					

	Kesinlikle gerekli	Gerekli	Orta düzeyde gerekli	Gereksiz	Kesinlikle gereksiz
163. Dinleyerek edindiği bilgileri farklı bağlamlara aktarabilme					
164. Konuşmalar arasındaki boşlukları değerlendirip, bir sonraki ifadeye/konuşmaya hazırlıklı olma					
165. Eleştirel dinleme yapabilme (analiz, sentez, değerlendirme, yorumlama yapabilme)					

AKADEMİK KONUŞMA BECERİLERİ

	Kesinlikle gerekli	Gerekli	Orta düzeyde gerekli	Gereksiz	Kesinlikle gereksiz
166. Akademik beceri: Derslerde soru sorabilme					
167. Akademik beceri: Sınıf içi tartışmalara katılabilme					
168. Akademik beceri: Sınıfta konu anlatabilme					
169. Akademik beceri: Akademik ortamlarda görüşlerini sözlü olarak sunabilme					
170. Akademik beceri: Akademik çalışmaları ve araştırmaları yürütebilmede sözel becerileri kullanabilme					
171. Akademik beceri: Sempozyum, seminer ve konferanslarda sunum yapabilme					
172. Akademik beceri: Kendi uzmanlık alanındaki bilgi ve deneyimlerini anlatabilme					
173. Akademik beceri: Akademik ortamda konuşmak için uygun sözcük dağarcığı ve terminoloji kullanabilme					
174. Akademik beceri: İş yaşamında yabancılarla kolaylıkla sözel iletişim kurabilme					
175. Akademik beceri: Görüşmelere katılabilecek düzeyde sözlü iletişim kurabilme					
176. Akademik beceri: Yabancı meslektaşlarıyla iletişim kurabilme					
177. Akademik beceri: Konuşurken alanına uygun teknik terimler kullanabilme					

DİĞER KONUŞMA BECERİLERİ

	Kesinlikle gerekli	Gerekli	Orta düzeyde gerekli	Gereksiz	Kesinlikle gereksiz
178. Günlük temel ihtiyaçlarını karşılayabilecek türde konuşabilme					
179. Güncel konularda konuşabilme					
180. Sosyal ortamlara uygun konuşma yapabilme (kendini tanıtabilme, toplumsal gruplar içinde tartışma, vb. yapabilme)					

181. Beğeni, duygu ve düşüncelerini sözlü olarak açıklayabilme					
182. Kendi görüşlerini sözlü olarak ifade edebilme					
183. Yorumsal açıklamalarda bulunabilme					
184. İlgi alanındaki konularda konuşabilme					
185. İlgi alanı dışındaki konularda konuşabilme					
186. Yurt dışına çıktığında kolaylıkla sözle iletişim kurabilme					
187. Yabancılarla her ortamda (mesleki, sosyal düzeyde) sözlü iletişim kurabilme					
188. Belli bir konuda detaylı olarak fikrini açıklayabilme					
189. Fikri sorulduğunda sözlü olarak fikirlerini açıklayabilme					
190. Karşısındakileri sözlü olarak bir konuda ikna edebilme					
191. Sorulan sorulara sözlü yanıt verebilme					
192. Yüz yüze karşılıklı konuşmalarda, karşı tarafı tam olarak anlayıp uygun cevap verebilme					
193. Telefonla ve internet ortamındaki karşılıklı konuşmalarda karşı tarafı tam olarak anlayıp uygun cevap verebilme					
194. Dinlediğini karşısındakine aktarabilme					
195. Karşısındakinin konuşmaların anlamadığında tekrar etmesini isteyebilme					
196. Konuşma sırasında bulunduğu ortama uygun nitelikte iletişim kurabilme					
197. Duruma uygun söylem ve edim bilim kurallarını uygulayabilme					
198. Sosyal ortamda konuşmak için uygun sözcük dağarcığı kullanabilme					
199. Günlük konuşma diline ait ifade ve kalıplar kullanabilme					
200. Kendini ifade etmede uygun dil bilgisi yapılarını kullanabilme					
201. Kendisine yöneltilen soruya uygun kalıpları kullanarak karşılık verebilme					
202. Sözlü olarak somut ifadeler kullanabilme ve tasvirlerde bunabilme					
203. Anlaşılmadığını anladığı zaman konuyu farklı biçimde açıklayabilme					
204. Sözcüklerdeki vurgulamaları doğru yapabilme					
205. Sözcüklerde doğru tonlama yapabilme					
206. Sözcüğün okunuşuna dikkat edip, doğru ve anlaşılır telaffuz edebilme					
207. Sözcüğün okunuşuna dikkat edip, doğru ve anlaşılır telaffuz edebilme					
208. Konuşurken beden dilinden de ölçülü şekilde yararlanabilme					
209. Hedef dilde kendisini akıcı bir şekilde ifade edebilme					
210. Söyleyeceği sözcüğü unutsa bile düşüncelerini farklı sözcüklerle ifade edip konuşmanın akışını bozmama					
211. Konuşma sırasındaki duraksamalarda rahatsız edici sessizliklerden kaçınarak o boşluğu dolduracak tavır ve ifadeler (gap filler) kullanma					
212. Rahatlıkla kendini ifade edebilme					
213. Hata yapma korkusu olmadan akıcı konuşabilme					

English Translation

2nd Round Proficiency in English Preparatory School

Delphi Questionnaire Rating Study for Preparatory Schools

INTRODUCTION

Dear Participant,

As you know, the topic of this study is to find out the proficiencies required to graduate/exempt from English preparatory schools at universities in our country.

In the previous questionnaire, the concept of 'being proficient in English' in general for a university student was examined and evaluated considering preparatory schools, English courses to be taught at departments and language proficiencies a student may develop with his/her own efforts.

In this part of the questionnaire, the focus will only be on the "PROFICICENCY TO COMPLETE PREPARATORY SCHOOLS". The questions are the same as in the previous questionnaire, but in this section there is no comment box for where each skill can be taught. Therefore, while answering the questions, you need to focus entirely on preparatory schools and think of how relevant each skill is as a requirement to complete a preparatory school.

In each section, the significantly academic skills are given in the first part of the questionnaire, on the other hand, items related to both academic and general English (daily life, etc.) were grouped separately. It is important that you rate each item as 'academic life' and secondly as 'general English' on the 5 point Likert scale.

'Certainly necessary' (5)', 'necessary (4)', 'of average necessity (3)', 'unnecessary (2), and 'certainly unnecessary (1)'.

The questionnaire will take about 70 minutes to complete. Should you have any queries about the study, you may contact the researcher at adkeser@anadolu.edu.tr.

Thank you very much for supporting this study conducted for a doctoral dissertation.

The Questionnaire

ACADEMIC READING SKILLS

	Absolutely necessary	Necessary	Moderately necessary	Unnecessary	Absolutely unnecessary
1. Being able to read the course books, articles and course materials of the department to be able to follow courses in faculty					
2. Having the reading ability enough to do research					
3. Being able to read and understand examination questions and assignments					
4.: Being able to read and understand scientific articles					
5. Being able to read occupational texts					

OTHER READING SKILLS

	Absolutely necessary	Necessary	Moderately necessary	Unnecessary	Absolutely unnecessary
6. Being able to read and understand literary work such as classical novels, stories, columns.					
7. Being able to understand texts about every day basic needs					
8. Being able to determine the purpose of reading before beginning to read					
9. Being able to do reading for learning					
10. Being able to answer questions about the text read					
11. Being able to read and understand texts that are within the fields of interests and of familiar subjects					
12. Being able to read and understand texts that are outside the fields of interests and are of unfamiliar subjects					
13. Being able to understand and grasp international official correspondence					
14. Being able to understand and grasp correspondence other than official ones					
15. Being able to make use of print and visual resources					
16. Being able to understand materials in print media (newspapers, magazines) broadly					
17. Being able to read English publications					
18. Understanding the reason for which a text is written					
19. Being able to understand summaries					
20. Being able to read instruction manuals					

	Absolutely necessary	Necessary	Moderately necessary	Unnecessary	Absolutely unnecessary
21. Having a rich variety of vocabulary repertoire that enables reading					
22. Being able to guess the meaning of unknown words from context without using a dictionary					
23. Being able to understand the idioms in the text					
24. Being able to use the dictionary use effectively					
25. Being able to guess the meaning of a word from its word formation, root, and affixes					
26. Having general knowledge of grammar to understand the text					
27. Being able to make sentence analysis in long sentences					
28. Being able to understand what referring expressions refer to					
29. Being able to decode elements of coherence, cohesion and textual grammar in the text					
30. Being able to comprehend the main idea in the text					
31. Being able to understand the general idea of a text even if the whole text is not understood, comprehending 70-80% of the text read					
32. Being able to distinguish the main and important ideas in the text					
33. Being able to distinguish specific details in a text					
34. Being able to distinguish sentences that support a main idea					
35. Being able to make connections between ideas in a text					
36. Being able to scan a reading text for specific information					
37. Being able to understand the content of the text quickly through skimming					
38. Being able to read at such a speed as to follow and understand what is being read					
39. Being able to read a text without hesitation and at a speed to follow what is read even if it is not as comfortable as in the native language					
40. Being able to read a text carefully and comment on its content					
41. Being able to do critical reading (being able to make analysis, synthesis, evaluation, making interpretations, reacting, using information in other contexts)					
42. Being able to interpret abstract concepts in a text					
43. Being able to use reading strategies effectively					
44. Being able to pronounce words fast and correctly while reading aloud					
45. Being able to decode meaning of what is covertly stated, being able to make inferences					
46. Being able to understand the purpose and tone of the writer					
47. Being able to remember what is read					
48. Being able to summarize texts					
49. Being able to make notes of what is read					
50. Being able to translate texts if necessary					
51. Being able to use the internet for reading					

ACADEMIC WRITING SKILLS

	Absolutely necessary	Necessary	Moderately necessary	Unnecessary	Absolutely unnecessary
52. Being able to express studies in the faculty in written forms (experiments, reports, assignments, technical notes, etc.)					
53. Being able to take notes of the information presented in the classes					

	Absolutely necessary	Necessary	Moderately necessary	Unnecessary	Absolutely unnecessary
54. Being able to do academic writing (articles, projects, references, papers, slide presentations, etc.) for research and academic work					
55. Being able to provide written answers to examinations in the faculty					
56. Being able to present one's own ideas about field related subjects					
57. Being able to summarize the texts studied throughout faculty education					
58. Being able to express oneself in accordance with Academic Writing rules					
59. Being able to use field related technical terms during writing					
60. Being able to use common academic vocabulary during writing					
61. Being able to apply essay structures in writing					
62. Being able to write professional correspondence					

OTHER WRITING SKILLS

	Absolutely necessary	Necessary	Moderately necessary	Unnecessary	Absolutely unnecessary
63. Being able to write in basic text types such as formal and informal letters and correspondence, e-mails, notes, messages that will enable one to communicate with a purpose					
64. Being able to express opinions about current issues in writing					
65. Being able to express thoughts, feelings, views, comments and likes					
66. Having a command of text types in various formats					
67. Being able to write in different essay and paragraph types					
68. Being able to use various writing techniques and strategies					
69. Being able to consider the textual characteristics and organization of the genre					
70. Being able to identify the language and use the expressions appropriate to the genre					
71. Being able to express the purpose of writing clearly and openly					
72. Being able to use appropriate style of language depending on the audience					
73. Being able to write about familiar subjects or about those within the field of interest					
74. Being able to write about unfamiliar subjects or those outside the scope of interest					
75. Being able to write discussion and comment type of texts					
76. Being able to translate texts from native language English					
77. Being able to do written tasks necessary to sustain daily life when abroad					
78. Being able to provide written answers to questions at sentence level					
79. Being able to summarize a text read or listened to in his/her own words					
80. Being able to synthesize and transfer knowledge that is acquired from various resources					
81. Being able to generate ideas about the subject					
82. Being able to write by classifying ideas					

83. Being able to support ideas generated appropriately					
84. Being able to use principles of organization during writing					
85. Being able to express ideas within a certain organization in writing					
86. Taking care of the wholeness of introduction, development and conclusion					
87. Being able to organize ideas according to types of paragraphs					
88. Being able to apply rules of paragraph structure (having a command of the concepts of topic sentence, main idea, supporting ideas, concluding sentence)					
89. Being able to apply principles of coherence in writing					
90. Being able to provide coherence in text by using linking words, referring expressions, etc. to express ideas in a connected way					
91. Being able to make transitions and connections between ideas					
92. Being able to use linking words appropriate to the text and paragraph type					
93. Being able to write without diverting from the subject					
94. Being able write opinions appropriately and accurately considering the grammar rules of the target language					
95. Being able to write the parts of speech order as practically as in the native language					
96. Having enough vocabulary knowledge to be able to write					
97. Being able to use the words known in writing					
98. Being able to write sentences without vocabulary mistakes					
99. Being able to use different synonymous words to avoid repetitive ones					
100. Being able to describe a word to the reader if necessary even if he/she does not remember the word he/she should use					
101. Being able to spell words correctly					
102. Being able to use punctuation marks and apply their rules accurately					
103. Being able to write clearly and intelligibly					
104. Being able to provide sentence variety by writing simple and complex sentences that suit the target text type					
105. Being able to express thoughts plainly avoiding long and complex sentences when necessary					
106. Being able to write long sentences with connectors					
107. Being able to express ideas in writing using concrete, descriptive expressions so that the reader does not need to make inferences					
108. Being able to transfer thoughts with correct descriptions					
109. Being able to express the same idea using different sentences and expressions' (restatement, paraphrasing)					
110. Being able to write genuinely avoiding too many direct quotations					
111. When quotations are needed, being able to quote appropriately avoiding plagiarism					
112. Being able to write words fast and accurately without stopping while writing the text					
113. Being able to express oneself thinking in the target language independent of the native language					
114. Being able to write down quickly a text that is being read simultaneously, note taking					
115. Being able to write a word according to its pronunciation even though one does not know the word					
116. Being able to write without needing resources or support					
117. Being able to use resources (internet, reference books, etc.) to compensate for weaknesses about writing					

LISTENING SKILLS

	Absolutely necessary	Necessary	Moderately necessary	Unnecessary	Absolutely unnecessary
118. Being able to follow courses (lectures, etc.) in the faculty by listening					
119. Being able to follow academic talks and discussions					
120. Being able to take notes effectively while listening to lectures in faculty					
121. Being able to take notes during academic talks					
122. Being able to understand and interpret what is listened to in undergraduate education					
123. Being able to summarize what is listened to in undergraduate education					
124. Being able to understand the audio-visual materials in the faculty (being able to understand lecture materials such as PowerPoint presentations, board, etc. and compare them to what is listened to)					
125. Being able to comprehend the talks in conferences					

OTHER LISTENING SKILLS

	Absolutely necessary	Necessary	Moderately necessary	Unnecessary	Absolutely unnecessary
126. Being able to understand instructions and commands					
127. Being able to follow conversations					
128. Being able to follow and understand mutual dialogues					
129. Being able to understand telephone conversations					
130. Being able to understand announcements and notifications					
131. Being able to understand songs					
132. Being able to understand films without subtitles to a great extend					
133. Being able to follow radio conversations					
134. Being able to listen to and follow events by watching new channels and TV programmes (e. g. documentaries, interviews)					
135. Being able to listen to survive in a foreign culture					
136. Being able to listen to and comprehend subjects that are within the field of interest					
137. Being able to listen to and comprehend subjects that are out of the field of interest					
138. Being able to understand the other speaker during communication					
139. Being able to understand and maintain communication with a foreigner					

140. Being able to understand different accents					
141. Being able to identify the main idea of the listening content					
142. Being able to understand the important ideas in the listening content					
143. Being able to identify the speaker's purpose and attitude towards the subject					
144. Being able to figure out the parts that are not understood and missed from the rest of the listening					
145. Being able to understand what is heard without translating everything one by one, sentence by sentence					
146. Being able to grasp the gist of the conversations even if the whole content is not understood					
147. Being able to understand the speaker's target audience (who it is intended to)					
148. Being able to understand a long that includes connected expression					
149. Being able to extract important information from the listening content					
150. Being able to understand the supporting details of the listening					
151. Being able to catch key words					
152. Being able to catch context clues					
153. Being able to use listening strategies					
154. Being able to distinguish meaning differences resulting from intonation patterns					
155. Being able to distinguish meaning differences resulting from different stress patterns					
156. Being able to understand the correct pronunciation of words					
157. Being able to react meaningfully to what is listened to					
158. Being able to understand the questions asked to him/her					
159. Being able to take notes during announcements and notifications					
160. Being able to make use of visual clues (e. g. the body language of the speaker, visual presentations) to comprehend the talk					
161. Trying to understand the talk without the presence of visual clues					
162. Trying to focus on the message in the presence of background noise or voices					
163. Being able to transfer the information gained from listening to other contexts					
164. Making use of the gaps between conversations to get ready to the next part of the talk					
165. Being able to do critical listening (being able to analyse, synthesize, evaluate, and interpret)					

ACADEMIC SPEAKING SKILLS

	Absolutely necessary	Necessary	Moderately necessary	Unnecessary	Absolutely unnecessary
166. Academic skill: Being able to ask questions in classes					
167. Academic skill: Being able to participate in class discussions					
168. Academic skill: Being able to cover a subject in class					

169. Academic skill: Being able to express oneself in the academic environment					
170. Academic skill: Being able to use oral communication skills in conducting academic studies and research					
171. Academic skill: Being able to make presentations in symposiums, seminars and conferences					
172. Academic skill: Being able to express k knowledge and experiences in one's own field of expertise					
173. Academic skill: Being able to use appropriate vocabulary repertoire and terminology to speak in academic contexts					
174. Academic skill: Being able to build oral communication easily with foreigners in professional life					
175. Academic skill: Being able to build oral communication in interviews					
176. Academic skill: Being able to communicate with foreign colleagues					
177. Academic skill: Being able to use technical terminology appropriate to the field while speaking					

OTHER SPEAKING SKILLS

	Absolutely necessary	Necessary	Moderately necessary	Unnecessary	Absolutely unnecessary
178. Being able to speak to meet the basic daily needs					
179. Being able to speak about current issues					
180. Being able to speak appropriate to social contexts (introducing oneself, making discussions in social groups, etc.)					
181. Being able to express likes and dislikes, thoughts through speaking					
182. Being able to express one's own opinions trough speaking					
183. Being able to make comments					
184. Being able to speak about subjects within the field of interest					
185. Being able to speak about subject outside the scope of interest					
186. Being able to maintain oral communication with ease when abroad					
187. Being able to maintain oral communication with foreigners in all (professional and social) contexts)					
188. Being able to explain thoughts about a subject in detail					
189. Being able to express opinions orally when asked about opinions					
190. Being able to persuade others in spoken language about a subject					
191. Being able to answer questions in spoken language					
192. Being able to comprehend fully the interlocutor during face-to-face conversations and respond appropriately					
193. Being able to comprehend fully the interlocutor during telephone conversations or online conversations and respond appropriately					
194. Being able to transfer a message heard to the an interlocutor					

195. Being able to ask the interlocutor to repeat what he/she said when one does not understand					
196. Being able to build communication with a quality appropriate to the speech context					
197. Being able to use discourse and pragmatics rules appropriate to the context					
198. Being able to use appropriate repertoire of vocabulary for social context					
199. Being able to use expressions and phrases of every day (casual) speech					
200. Being able to use appropriate grammatical structures in expressing oneself					
201. Being able answer questions using appropriate phrases and structures					
202. Being able to use concrete expressions and making descriptions					
203. Being able to explain the subject again using other expressions when realizing that one is not understood					
204. Being able to use word stress correctly					
205. Being able to use intonation correctly					
206. Paying attention to the pronunciation of a word and being able to pronounce accurately and intelligibly					
207. Being able to express oneself simply depending on the purpose					
208. Being able to use body language in a moderate way while speaking					
209. Being able to express oneself fluently in the target language					
210. Being able to maintain fluency of talk even if a word if forgotten by using other words to express thoughts					
211. Being able to avoid disturbing hesitations and pauses by using gestures and expressions (gap fillers) during speech					
212. Being able to express oneself comfortably					
213. Being able to speak fluently without having the fear of making mistakes					

APPENDIX I - Round One Results

Elimination values:
Mean = < 4; S.D. > 0.84

The mean values and standard deviations of the academic only items of the reading skills in round one Delphi

	x	*sd.*
1. Being able to read the course books, articles and course materials of the department to be able to follow courses in faculty	4.70	0.52
2. Having the reading ability enough to do research	4.50	0.75
3. Being able to read and understand examination questions and assignments	4.80	0.46
4. Being able to read and understand scientific articles	3.90	0.84
5. Being able to read occupational texts	4.43	0.81

The mean values and standard deviations of the academic and general reading skills items in round two Delphi

	Academic		*General*	
	x	*sd*	*x*	*sd*
6. Being able to read and understand literary work such as classical novels, stories, columns	3.55	1.04	3.83	0.75
7. Being able to understand texts about every day basic needs	4.50	0.64	4.50	0.68
8. Being able to determine the purpose of reading before beginning to read	4.45	0.75	4.20	0.88
9. Being able to do reading for learning	4.73	0.64	4.50	0.64
10. Being able to answer questions about the text read	4.70	0.61	4.48	0.64
11. Being able to read and understand texts that are within the fields of interests and of familiar subjects	4.38	0.59	4.35	0.62
12. Being able to read and understand texts that are outside the fields of interests and are of unfamiliar subjects	3.83	0.81	3.70	0.82
13. Being able to understand and grasp international official correspondence	4.03	1.03	3.60	1.03
14. Being able to understand and grasp correspondence other than official ones	4.05	0.81	3.90	0.93
15. Being able to make use of print and visual resources	4.63	0.54	4.43	0.71
16. Being able to understand materials in print media (newspapers, magazines) broadly	4.05	0.75	4.10	0.71
17. Being able to read English publications	4.45	0.60	4.10	0.71
18. Understanding the reason for which a text is written	4.60	0.78	4.33	0.89
19. Being able to understand summaries	4.55	0.71	4.25	0.84
20. Being able to read instruction manuals	4.08	1.00	4.03	0.86
21. Having a rich variety of vocabulary repertoire that enables reading	4.60	0.63	4.40	0.71
22. Being able to guess the meaning of unknown words from context without using a dictionary	4.55	0.81	4.53	0.68
23. Being able to understand the idioms in the text	3.88	0.88	3.95	0.85
24. Being able to use the dictionary use effectively	4.53	0.68	4.45	0.68
25. Being able to guess the meaning of a word from its word formation, root, and affixes	3.98	0.92	3.98	1.00
26. Having general knowledge of grammar to understand the text	4.45	0.64	4.38	0.63
27. Being able to make sentence analysis in long sentences	4.28	0.82	4.00	0.85
28. Being able to understand what referring expressions refer to	4.50	0.64	4.18	0.75
29. Being able to decode elements of coherence, cohesion and textual grammar in the text	4.18	0.81	3.88	0.79

30. Being able to comprehend the main idea in the text	4.65	0.58	4.48	0.64
31. Being able to understand the general idea of a text even if the whole text is not understood, comprehending 70-80% of the text read	4.73	0.55	4.55	0.68
32. Being able to distinguish the main and important ideas in the text	4.73	0.51	4.50	0.60
33. Being able to distinguish specific details in a text	4.35	0.70	3.98	0.73
34. Being able to distinguish sentences that support a main idea	4.35	0.70	4.23	0.66
35. Being able to make connections between ideas in a text	4.45	0.75	4.25	0.63
36. Being able to scan a reading text for specific information	4.68	0.57	4.28	0.82
37. Being able to understand the content of the text quickly through skimming	4.70	0.56	4.30	0.85
38. Being able to read at such a speed as to follow and understand what is being read	4.23	0.89	4.05	0.96
39. Being able to read a text without hesitation and at a speed to follow what is read even if it is not as comfortable as in the native language	4.13	0.88	4.00	0.85
40. Being able to read a text carefully and comment on its content	4.50	0.60	4.23	0.70
41. Being able to do critical reading (being able to make analysis, synthesis, evaluation, making interpretations, reacting, using information in other contexts)	4.48	0.68	3.98	0.92
42. Being able to interpret abstract concepts in a text	4.23	0.73	3.88	0.94
43. Being able to use reading strategies effectively	4.58	0.64	4.33	0.80
44. Being able to pronounce words fast and correctly while reading aloud	3.88	0.99	3.80	0.82
45. Being able to decode meaning of what is covertly stated, being able to make inferences	4.20	0.69	3.95	0.78
46. Being able to understand the purpose and tone of the writer	4.20	0.79	4.05	0.85
47. Being able to remember what is read	4.23	0.77	4.00	0.93
48. Being able to summarize texts	4.38	0.74	3.88	0.97
49. Being able to make notes of what is read	4.65	0.58	4.18	0.84
50. Being able to translate texts if necessary	3.85	1.10	3.43	1.01
51. Being able to use the internet for reading	4.40	0.90	4.25	0.95

The mean values and standard deviations of the academic only items of the writing skills in round two Delphi

	x	*sd*
52. Being able to express studies in the faculty in written forms (experiments reports, assignments, technical notes, etc.)	4.73	0.51
53. Being able to take notes of the information presented in the classes	4.73	0.45
54. Being able to do academic writing (articles, projects, references, papers, slide presentations, etc.) for research and academic work	4.33	0.76
55. Being able to provide written answers to examinations in the faculty	4.80	0.41
56. Being able to present one's own ideas about field related subjects	4.48	0.64
57. Being able to summarize the texts studied throughout faculty education	4.30	0.72
58. Being able to express oneself in accordance with Academic Writing rules	4.38	0.77
59. Being able to use field related technical terms during writing	4.48	0.64
60. Being able to use common academic vocabulary during writing	4.45	0.75
61. Being able to apply essay structures in writing	4.38	0.63
62. Being able to write professional correspondence	4.30	0.69

Table 4.33. *The mean values and standard deviations of the academic and general writing skills items in round two Delphi*

	Academic		General	
	x	*sd*	*x*	*sd*
63. Being able to write in basic text types such as formal and informal letters and correspondence, e-mails, notes, messages that will enable one to communicate with a purpose	4.33	0.66	4.28	0.72
64. Being able to express opinions about current issues in writing	4.05	0.81	4.03	0.80
65. Being able to express thoughts, feelings, views, comments and likes	4.23	0.70	4.33	0.73
66. Having a command of text types in various formats	3.90	0.90	3.75	0.95
67. Being able to write in different essay and paragraph types	3.98	0.97	3.83	0.98
68. Being able to use various writing techniques and strategies	4.03	1.07	3.80	1.07
69. Being able to consider the textual characteristics and organization of the genre	4.03	1.03	3.83	0.93
70. Being able to identify the language and use the expressions appropriate to the genre	4.15	0.98	3.93	0.94
71. Being able to express the purpose of writing clearly and openly	4.55	0.64	4.35	0.70
72. Being able to use appropriate style of language depending on the audience	4.30	0.91	4.03	0.95
73. Being able to write about familiar subjects or about those within the field of interest	4.25	0.78	3.98	0.73
74. Being able to write about unfamiliar subjects or those outside the scope of interest	3.25	1.01	3.15	0.98
75. Being able to write discussion and comment type of texts	4.08	0.92	3.58	0.96
76. Being able to translate texts from native language English	4.03	1.00	3.45	0.96
77. Being able to do written tasks necessary to sustain daily life when abroad	4.33	0.86	4.38	0.84
78. Being able to provide written answers to questions at sentence level	4.50	0.75	4.35	0.74
79. Being able to summarize a text read or listened to in his/her own words	4.40	0.71	4.13	0.82
80. Being able to synthesize and transfer knowledge that is acquired from various resources	4.55	0.75	3.98	0.95
81. Being able to generate ideas about the subject	4.28	0.91	4.03	0.92
82. Being able to write by classifying ideas	4.43	0.84	4.10	0.90
83. Being able to support ideas generated appropriately	4.48	0.75	4.18	0.78
84. Being able to use principles of organization during writing	4.33	0.80	4.15	0.89
85. Being able to express ideas within a certain organization in writing	4.53	0.68	4.15	0.83
86. Taking care of the wholeness of introduction, development and conclusion	4.58	0.68	4.15	0.86
87. Being able to organize ideas according to types of paragraphs	4.28	0.93	4.05	0.90
88. Being able to apply rules of paragraph structure (having a command of the concepts of topic sentence, main idea, supporting ideas, concluding sentence)	4.53	0.78	4.13	0.97
89. Being able to apply principles of coherence in writing	4.53	0.60	4.10	0.87
90. Being able to provide coherence in text by using linking words, referring expressions, etc. to express ideas in a connected way	4.53	0.64	4.13	0.88
91. Being able to make transitions and connections between ideas	4.48	0.64	4.25	0.63
92. Being able to use linking words appropriate to the text and paragraph type	4.55	0.60	4.23	0.83
93. Being able to write without diverting from the subject	4.60	0.63	4.30	0.79
94. Being able write opinions appropriately and accurately considering the grammar rules of the target language	4.40	0.87	3.90	1.08

95. Being able to write the parts of speech order as practically as in the native language	3.98	0.92	3.60	0.96
96. Having enough vocabulary knowledge to be able to write	4.43	0.68	4.28	0.68
97. Being able to use the words known while writing	4.55	0.60	4.40	0.67
98. Being able to write sentences without vocabulary mistakes	4.33	0.73	4.00	0.96
99. Being able to use different synonymous words to avoid repetitive ones	4.15	0.83	3.95	0.78
100. Being able to describe a word to the reader if necessary even if he/she does not remember the word he/she should use	4.25	0.84	4.33	0.69
101. Being able to spell words correctly	4.48	0.64	4.13	0.79
102. Being able to use punctuation marks and apply their rules accurately	4.25	0.74	3.90	0.93
103. Being able to write clearly and intelligibly	4.53	0.60	4.30	0.69
104. Being able to provide sentence variety by writing simple and complex sentences that suit the target text type	4.23	0.95	3.95	0.88
105. Being able to express thoughts plainly avoiding long and complex sentences when necessary	4.48	0.72	4.18	0.75
106. Being able to write long sentences with connectors	3.95	0.99	3.53	0.93
107. Being able to express ideas in writing using concrete, descriptive expressions so that the reader does not need to make inferences	4.13	0.82	3.83	0.81
108. Being able to transfer thoughts with correct descriptions	4.50	0.60	4.28	0.68
109. Being able to express the same idea using different sentences and expressions' (restatement, paraphrasing)	4.33	0.86	4.03	0.77
110. Being able to write genuinely avoiding too many direct quotations	4.15	0.95	3.90	0.87
111. When quotations are needed, being able to quote appropriately avoiding plagiarism	4.68	0.66	4.15	1.03
112. Being able to write words fast and accurately without stopping while writing the text	3.80	0.91	3.65	0.83
113. Being able to express oneself thinking in the target language independent of the native language	4.18	0.71	4.13	0.65
114. Being able to write down quickly a text that is being read simultaneously, note taking	4.23	0.83	3.78	0.83
115. Being able to write a word according to its pronunciation even though one does not know the word	3.78	0.89	3.40	0.84
116. Being able to write without needing resources or support	3.80	0.91	3.60	0.90
117. Being able to use resources (internet, reference books, etc.) to compensate for weaknesses about writing	4.63	0.54	4.28	0.78

The mean values and standard deviations of the academic only items of the listening skills in round two Delphi

	x	sd
118. Being able to follow courses (lectures, etc.) in the faculty by listening	4.68	0.57
119. Being able to follow academic talks and discussions	4.35	0.80
120. Being able to take notes effectively while listening to lectures in faculty	4.45	0.68
121. Being able to take notes during academic talks	4.10	0.87
122. Being able to understand and interpret what is listened to in undergraduate education	4.45	0.60
123. Being able to summarize what is listened to in undergraduate education	4.30	0.76
124. Being able to understand the audio-visual materials in the faculty (being able to understand lecture materials such as PowerPoint presentations, board, etc. and compare them to what is listened to)	4.38	0.84
125. Being able to comprehend the talks in conferences	3.90	0.93

The mean values and standard deviations of the academic and general listening skills items in round two Delphi

	Academic		General	
	x	*sd*	*x*	*sd*
126. Being able to understand instructions and commands	4.68	0.57	4.50	0.60
127. Being able to follow conversations	4.68	0.53	4.65	0.53
128. Being able to follow and understand mutual dialogues	4.50	0.72	4.55	0.60
129. Being able to understand telephone conversations	3.98	0.83	4.25	0.67
130. Being able to understand announcements and notifications	4.08	0.92	4.28	0.75
131. Being able to understand songs	2.78	1.00	3.53	0.96
132. Being able to understand films without subtitles to a great extend	3.65	1.08	3.90	0.84
133. Being able to follow radio conversations	3.43	0.96	3.73	0.78
134. Being able to listen to and follow events by watching new channels and TV programmes (e. g. documentaries, interviews)	4.00	0.64	3.93	0.73
135. Being able to listen to survive in a foreign culture	4.18	0.78	4.35	0.77
136. Being able to listen to and comprehend subjects that are within the field of interest	4.43	0.55	4.33	0.66
137. Being able to listen to and comprehend subjects that are out of the field of interest	3.78	0.92	3.65	0.92
138. Being able to understand the other speaker during communication	4.53	0.68	4.48	0.68
139. Being able to understand and maintain communication with a foreigner	4.50	0.64	4.53	0.64
140. Being able to understand different accents	3.65	0.86	3.68	0.89
141. Being able to identify the main idea of the listening content	4.50	0.55	4.33	0.69
142. Being able to understand the important ideas in the listening content	4.55	0.68	4.40	0.67
143. Being able to identify the speaker's purpose and attitude towards the subject	4.45	0.64	4.30	0.72
144. Being able to figure out the parts that are not understood and missed from the rest of the listening	4.40	0.71	4.35	0.74
145. Being able to understand what is heard without translating everything one by one, sentence by sentence	4.43	0.68	4.33	0.76
146. Being able to grasp the gist of the conversations even if the whole content is not understood	4.40	0.71	4.43	0.55
147. Being able to understand the speaker's target audience (who it is intended to)	4.40	0.87	4.33	0.73
148. Being able to understand a long that includes connected expression	4.20	0.65	4.00	0.75
149. Being able to extract important information from the listening content	4.55	0.55	4.35	0.62
150. Being able to understand the supporting details of the listening	4.25	0.71	4.03	0.73
151. Being able to catch key words	4.60	0.67	4.43	0.75
152. Being able to catch context clues	4.43	0.64	4.30	0.72
153. Being able to use listening strategies	4.43	0.71	4.20	0.72
154. Being able to distinguish meaning differences resulting from intonation patterns	4.10	0.81	4.23	0.73
155. Being able to distinguish meaning differences resulting from different stress patterns	3.98	0.92	4.10	0.81
156. Being able to understand the correct pronunciation of words	4.45	0.64	4.33	0.62
157. Being able to react meaningfully to what is listened to	4.28	0.78	4.25	0.78
158. Being able to understand the questions asked to him/her	4.70	0.52	4.55	0.60
159. Being able to take notes during announcements and notifications	3.80	0.82	3.90	0.71

160. Being able to make use of visual clues (e. g. the body language of the speaker, visual presentations) to comprehend the talk	4.13	0.85	4.23	0.80
161. Trying to understand the talk without the presence of visual clues	4.18	0.64	4.10	0.67
162. Trying to focus on the message in the presence of background noise or voices	4.25	0.78	4.08	0.76
163. Being able to transfer the information gained from listening to other contexts	4.28	0.68	4.03	0.62
164. Making use of the gaps between conversations to get ready to the next part of the talk	4.08	0.80	4.03	0.73
165. Being able to do critical listening (being able to analyse, synthesize, evaluate, and interpret)	4.45	0.60	4.10	0.74

The mean values and standard deviations of the academic only items of the speaking skills in round two Delphi

	x	sd
166. Being able to ask questions in classes	4.63	0.59
167. Being able to participate in class discussions	4.55	0.68
168. Being able to cover a subject in class	4.35	0.80
169. Being able to express oneself in the academic environment	4.48	0.55
170. Being able to use oral communication skills in conducting academic studies and research	4.35	0.70
171. Being able to make presentations in symposiums, seminars and conferences	4.15	0.83
172. Being able to express knowledge and experiences in one's own field of expertise	4.48	0.68
173. Being able to use appropriate vocabulary repertoire and terminology to speak in academic contexts	4.50	0.60
174. Being able to build oral communication easily with foreigners in professional life	4.40	0.67
175. Being able to build oral communication in interviews	4.35	0.80
176. Being able to communicate with foreign colleagues	4.55	0.64
177. Being able to use technical terminology appropriate to the field while speaking	4.45	0.60

The mean values and standard deviations of the academic and general speaking skills items in round two Delphi

	Academic		General	
	x	sd	x	sd
178. Being able to speak to meet the basic daily needs	4.20	0.76	4.48	0.60
179. Being able to speak about current issues	4.23	0.73	4.43	0.55
180. Being able to speak appropriate to social contexts (introducing oneself, making discussions in social groups, etc.)	4.45	0.71	4.48	0.60
181. Being able to express likes and dislikes, thoughts through speaking	4.50	0.60	4.50	0.60
182. Being able to express one's own opinions trough speaking	4.60	0.59	4.53	0.55
183. Being able to make comments	4.53	0.68	4.30	0.76
184. Being able to speak about subjects within the field of interest	4.53	0.60	4.48	0.60
185. Being able to speak about subject outside the scope of interest	3.93	0.94	3.93	0.86
186. Being able to maintain oral communication with ease when abroad	4.50	0.68	4.53	0.68
187. Being able to maintain oral communication with foreigners in all (professional and social) contexts)	4.40	0.67	4.38	0.70

188. Being able to explain thoughts about a subject in detail	4.43	0.68	4.25	0.74
189. Being able to express opinions orally when asked about opinions	4.58	0.55	4.48	0.60
190. Being able to persuade others in spoken language about a subject	4.20	0.76	4.15	0.66
191. Being able to answer questions in spoken language	4.55	0.55	4.45	0.60
192. Being able to comprehend fully the interlocutor during face-to-face conversations and respond appropriately	4.48	0.68	4.45	0.64
193. Being able to comprehend fully the interlocutor during telephone conversations or online conversations and respond appropriately	4.23	0.73	4.20	0.65
194. Being able to transfer a message heard to the an interlocutor	4.28	0.68	4.25	0.67
195. Being able to ask the interlocutor to repeat what he/she said when one does not understand	4.65	0.53	4.58	0.59
196. Being able to build communication with a quality appropriate to the speech context	4.45	0.60	4.33	0.57
197. Being able to use discourse and pragmatics rules appropriate to the context	4.35	0.74	4.23	0.66
198. Being able to use appropriate repertoire of vocabulary for social context	4.30	0.69	4.33	0.73
199. Being able to use expressions and phrases of every day (casual) speech	3.93	0.86	4.30	0.76
200. Being able to use appropriate grammatical structures in expressing oneself	4.35	0.66	4.15	0.74
201. Being able answer questions using appropriate phrases and structures	4.38	0.63	4.23	0.73
202. Being able to use concrete expressions and making descriptions	4.30	0.65	4.10	0.78
203. Being able to explain the subject again using other expressions when realizing that one is not understood	4.50	0.60	4.33	0.62
204. Being able to use word stress correctly	4.20	0.76	4.13	0.76
205. Being able to use intonation correctly	4.23	0.70	4.18	0.78
206. Paying attention to the pronunciation of a word and being able to pronounce accurately and intelligibly	4.40	0.67	4.40	0.67
207. Being able to express oneself simply depending on the purpose	4.35	0.58	4.33	0.62
208. Being able to use body language in a moderate way while speaking	4.23	0.73	4.23	0.66
209. Being able to express oneself fluently in the target language	4.40	0.59	4.20	0.69
210. Being able to maintain fluency of talk even if a word if forgotten by using other words to express thoughts	4.45	0.64	4.30	0.69
211. Being able to avoid disturbing hesitations and pauses by using gestures and expressions (gap fillers) during speech	4.13	0.88	4.18	0.84
212. Being able to express oneself comfortably	4.45	0.55	4.38	0.63
213. Being able to speak fluently without having the fear of making mistakes	4.50	0.55	4.38	0.63

| 09.12.2015- | Yabancı Dil Öğrenim ve Öğretiminde Akıllı Tahta Kullanımı No: 1602E042 - Anadolu Üniversitesi Bilimsel Araştırma Projesinde Araştırmacı |

Biten Projeler

| 01.10.2014 -23.12.2016 | Üniversite ve Sektör Arasındaki Eğitim İşbirliğinin Değerlendirilmesi SWOT Analizi, No: 1407E332 - Anadolu Üniversitesi Bilimsel Araştırma Projesinde Araştırmacı |
| 01.10.2013– 31.01.2017 | Reinforce The Labour Efficiency Of Tertiary Adult Education At Universities LETAE No: 539382-LLP-1-2013-1-ES-ERASMUS-EQR - Uluslararası Avrupa Birliği Multilateral Projesinde Araştırmacı |

Bildiriler ve Posterler

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Arıkan, N., Ceylan, M., Keser, A. D., ve Keçik, İ. (2009). *Öğrenci Bakış Açısından Türkçe, Öğretmenlerinin Tükenmişlik*. II. Uluslararası Türkçenin Eğitimi-Öğretimi Kurultayı'nda sunulan sözlü bildiri. Ürgüp, Nevşehir, Türkiye.

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