

**A PROGRAM EVALUATION OF AN ENGLISH
COURSE FOR TURKISH ERASMUS EXCHANGE
STUDENTS**

**Türk Erasmus Öğrencilerine Yönelik İngilizce Kursunun
Program Değerlendirmesi**

Fatma YUVAYAPAN¹

Abstract

English has turned out to be a lingua franca all over the world. In the era of global education where English has a leading role, students exchange programs are fast becoming a key instrument in the maintenance of global education. Therefore, universities develop language programs for their Erasmus exchange students to provide them opportunities to improve their English so as to survive and study abroad. Program evaluation has become a central issue not only for adequate planning and implementation of a language program regarding the needs and the expectations of all stakeholders but also for the on-going improvement of it. This study aimed to evaluate an English language course for Turkish Erasmus exchange students which lasted one month. The course was basically designed to enhance the listening and the speaking skills of the students with the help of an A1 level skill-based coursebook which focuses on daily life situations in each unit. Process-oriented approach was taken as a basis and each stage of the process was evaluated with the contribution of all stakeholders in the program by means of questionnaires and interviews. Data were collected through questionnaires and semi-structured interviews. The qualitative and quantitative results revealed significant results in that Turkish Erasmus exchange students experienced a number of language problems while they were studying abroad. Thus, language courses designed for these students need to attempt to help them to communicate easily in their daily lives and to be able to study abroad.

Key words: *Program evaluation, English language teaching, Erasmus program.*

Özet

İngilizce tüm dünya genelinde konuşulan ortak dil durumundadır. İngilizcenin önemli bir yeri olan evrensel eğitim çağında öğrenci değişim programları evrensel eğitimi devam ettirmede hızlı bir şekilde kilit unsur olmaktadır. Bundan dolayı, üniversiteler Erasmus değişim öğrencilerinin yurtdışında eğitim görmelerini sağlamak ve yurt dışında kaldıkları sürede günlük hayatlarını kolaylaştırmak için İngilizce dil programları hazırlamaktadırlar. Program değerlendirme sadece tüm ilgili kişilerin ihtiyaçları ve beklentileri doğrultusunda bir dil programının yeterli şekilde planlanması ve uygulanmasında değil aynı zamanda bu programın sürekli gelişimi için de önemli bir konu durumuna gelmiştir. Bu çalışma Türk Erasmus değişim öğrencileri için hazırlanan ve bir ay süren bir İngilizce dil kursunu değerlendirmeyi amaçlamıştır. Bu kurs temel olarak her bir ünitesinde günlük yaşamla ilgili bir duruma ağırlık veren A1 seviyesindeki bir beceri kitabı yardımıyla öğrencilerin dinleme ve konuşma becerilerini geliştirmek için tasarlanmıştır. Sürece dayalı yaklaşım temel alınmıştır ve sürecin her aşaması anketler ve görüşmeler yoluyla programdaki katılımcıların katkısıyla değerlendirilmiştir. Veriler anketler ve yarı-yapılandırılmış görüşmeler yoluyla elde edilmiştir. Nitel ve nicel sonuçlar Erasmus değişim öğrencilerinin yurtdışında eğitim gördükleri süre boyunca bir takım dil sorunları yaşadıklarına dair önemli sonuçlar ortaya çıkarmıştır. Bu yüzden, bu öğrenciler için

¹ Arş. Gör. Kahramanmaraş Sütçü İmam Üniversitesi, e-posta: fvuvayapan@gmail.com

tasarlanan İngilizce dil kurslarının günlük hayatlarında kolaylıkla iletişim kurmalarını ve yurtdışında öğrenim görebilmelerini sağlamaları için yardımcı olmaları gerekmektedir.

Anahtar kelimeler: *Program değerlendirme, İngiliz Dili öğretimi, Erasmus programı.*

1. Introduction

English is increasingly recognized as a lingua franca in today's globalized world. It is used as a means of communicating with other people and keeping up with advances in science, technology or education. Liu et al. (2011) state that owing to globalization English language learning as a second language (ESL) and as a foreign language (EFL) has been improved throughout the world. Courses for English language learning are centered on two categories: English for General Purposes (EGP) and English for Specific Purposes (ESP). The former intends to enhance students' perceptions of learning English while the latter focuses on the learners' reasons for learning English.

English is also used as a medium of international education. In this regard, Erasmus Student Exchange Program is increasingly recognized as an effective way of international studies. Klimova (2014) explains that "Erasmus Project is a student exchange program established in 1987. Currently, there are more than 4000 higher institutions participating in Erasmus across 33 countries and over 2.2 million students have already participated" (p. 153). As the numbers reveal, a great number of students have taken the advantage of studying in a foreign country. Ağrı (2006, cited in Dökü, 2013) reports that Turkey started to take part in Erasmus Program since 1st April, 2004. So far, nearly all Turkish universities are a member of this program.

Students who are engaged in this program study for a period of at least four months in another European country (Dökü, 2013). Thus, European Union Offices of universities offer intensive language courses for exchange students to provide them opportunities to improve their English so as to study abroad. These courses are usually given by English language instructors working at School of Foreign Languages. More recently, these courses have gained fresh prominence within Erasmus Program. However, research on English courses for Erasmus exchange students has been mostly restricted to limited summative evaluation centered on the analysis of questionnaires (Klimova, 2014; Dökü, 2013; Kaypak & Ortaçtepe, 2014). So, it may be not be wrong to state that there has been little discussion about the content and methodology of these intensive English courses. Therefore, this study seeks to evaluate an English language course for Turkish Erasmus exchange students.

The evaluation is guided by the following research questions:

1. What language problems do Turkish Erasmus exchange students face while they study abroad?
2. What are the perceptions of English instructors and the administrator about the language needs of Turkish Erasmus exchange students?
3. What types of content and activities are appropriate for Turkish Erasmus exchange students?
4. What are the perceptions of Turkish Erasmus exchange students about their language needs?
5. What are the strengths and weaknesses of English course designed for Turkish Erasmus exchange students?

2. Literature Review

Investigating students' needs and the components of the teaching and learning environment is a continuing concern in the evaluation and implementation of ESP courses. Evaluation refers to "the determination of the worth of a thing. It includes obtaining information for use in judging the worth of a program, product, procedure, or object, or the potential utility of alternative approaches designed to attain specified objectives" (Brown, 1989, cited in Brown, 1995, p.218). Similarly, evaluation may be defined as a systematic process which is conducted under certain guiding criteria (Rea-Dickins & Germaine, 1992).

Brown (1995) describes four basic types of evaluation models in education. Product-oriented approaches are graded whether the goals and instructional objectives have been achieved. Although it has the potential of identifying to what extent the goals and the objectives are achieved, the key problem with this model is the behaviorist perspective. Static-characteristics approaches are commonly used to clarify the effectiveness of a program, which is done by an outsider expert. Process-oriented approaches embody the evaluation of a multitude of components in a program by the participation all the stakeholders in that program. Decision-facilitation approaches encompass all the information relevant to a particular program gathered by the evaluators with the purpose of helping administrators and faculty in the program to make their own judgments.

Three purposes of evaluation are identified by Rea-Dickins and Germaine (1992). Evaluation for purposes of accountability gives insights to the administrators or sponsors about the overall outcomes of a particular program. It can also be defined as a summative evaluation which hinges on the outcomes of a program. Teachers play a pivotal role in the evaluation for the purposes of curriculum development. It is mostly equated with the improvement of a program owing to the information gathered by different people engaged in it over a period of time, which is also known as formative evaluation. Finally, the evaluation for purposes of teacher self-development apparently aims to enhance teachers' awareness about teaching and learning context.

Richards (2001) reaches the conclusion that a program evaluation is characterized by the elements in a language program: "needs, goals, teachers, learners, syllabuses, materials and teaching" (p. 286). Likewise, Brown (1989, cited in Brown, 1995) proposes six elements of a program evaluation: "needs, objectives, testing, materials, teaching, and evaluation" under the framework of effectiveness, efficiency and attitudes of the stakeholders of a program (p. 234). As it seems clear, needs analysis is a common component of a program evaluation and plays a pivotal role. Richards (2001) defines needs analysis as "a procedure used to collect information about learners' needs" (p. 51). He further explains that a language curriculum needs to be centered on students' different language needs which are fairly specific.

A considerable amount of literature has been published on a program evaluation of a language course or a specific element of it. Tsou and Chen (2013) evaluated an English program in a university in Taiwan in the light of a recent model for program evaluation. The results emphasized the implementation of topics such as authenticity, learner autonomy, learning transfer, and teachers' participation in an English course. Aiming to figure out the relationship between language learners' perceptions and their progress in speaking skill, Kocaman and Balçioğlu (2013) conducted a study by using a questionnaire. The results revealed that student preferred student-centered classes in which they engage in more pair-work or group work activities which were supported by

peer-correction. Arkin (2010) attempted to evaluate a skill-based language teaching approach. Using a questionnaire and group interviews as data collection tools, she found out that skill-based language courses affected the students' use of strategies in each skill positively.

Several studies investigating program evaluation have been carried out specifically on needs analysis. Mehrdad (2012) examined the language needs of a group of 52 students in a general English course by utilizing a 32 item questionnaire. The results not only showed that the course failed short to meet students' expectations of learning English but also highlighted a revision of the content and syllabus of general English courses. Abiri (2013) worked on the students' needs in an ESP program included in a psychology course by using a questionnaire and interviews with the involvement of both teachers and students. Both of the participant groups reported that students' level of English did not match with the aims of the reading course. Similarly, Dehnad et al. (2010) argued that there was a contradiction between students' conceptions about their own needs and what was actually in the syllabus of ESP post-graduate courses.

Building on the insightful findings from previous studies, the present study aimed to identify the language needs of Turkish Erasmus exchange students who would study abroad and to design an intensive English course based on their specific needs. Efforts were also made to implement the course with appropriate materials pertinent to the needs of the students and to evaluate the whole program. This study which is based on the framework of process-oriented approach follows the evaluation components and viewpoints for evaluation suggested by Brown (1989, cited in Brown, 1995).

3. Methodology

This study made use of both qualitative and quantitative data. Qualitative data were collected through interviews and open-ended questions in the questionnaires whereas the quantitative data were gathered through closed items in the questionnaires.

3.1. Context

Kahramanmaraş Sütçü İmam University participated in Erasmus Program in 2005. Since then, European Union Office of the university has offered intensive English language courses in each term of an academic year with the coordination of School of Foreign Languages. The ultimate aim of this course including at least 86 hours of classes is to help students to reach a proficiency level of English to survive abroad and to receive courses in an international learning environment. Different English language instructors having MA or PHD degrees give this course every term. Decisions about the choice of the books and the materials are usually taken by the instructors who give the course. Generally, an integrated A1 level coursebook and grammar worksheets are used during the course. All four skills are emphasized but the listening and speaking skill are on the focus. Using communicative language teaching approach, instructors rely heavily on pair-work and group-work activities which include real-life situations.

Obviously, there is not a precise and standart curriculum for the course. Therefore, this study began with identifying the students' needs with the participation of all stakeholders. It was decided by all the stakeholders that the aim of this course was to meet students' social and academic needs when they were abroad. So as to achieve it, an A1 level listening and speaking coursebook named "Real English 1" published by Cambridge University Press was chosen. In addition, some materials including vocabulary

and writing exercises were prepared by 4 English instructors. The classroom activities were mainly based on communicative tasks that require active participation of learners. The core of these tasks were to create a learning environment that students would likely to encounter abroad.

3.2. Participants

Brown (1995) draws our attention on the importance collecting information by using a variety of different users in a needs analysis. These can be labeled as target group, the audience, the needs analysis, and the resource group. In this study; the participants of these groups can be listed as the following:

- a- Target group: 22 exchange students of Kahramanmaraş Sütçü İmam University who attended the intensive English course offered by School of Foreign Languages in the spring term of 2013-2014 academic year made up the target group of the present study.
- b- The audience: Brown (1995) explains that “this group usually consists of teachers, teacher aides, program administrators, and any governing bodies or supervisors in the bureaucracy above the language program” (p. 37). The four English Language instructors who gave the course, the head of the School of Foreign Languages were the audiences.
- c- The needs analysis: The needs analyst who was responsible for conducting the evaluation was the researcher.
- d- The resource group: “The resource group consists of any people who may serve as sources of information about the target group” (Brown, 1995, p. 37). 5 students who had studied abroad and 7 students who were studying abroad in the spring term of 2013-2014 academic year encompassed the resource group of the study in order to learn the language problems of Turkish Erasmus exchange students to design an effective language course for the target group.

3.3. Instruments

In order to conduct a complete needs analysis, questionnaires with different stakeholders were applied and interviews with teachers and the administrators were done. A questionnaire including four open-ended questions was adapted from Klimova (2014) to collect data about language problems of Turkish Erasmus exchange students while they study abroad (Appendix A). The questionnaire was translated into Turkish to cope with possible comprehension problems due to language. Then, an English instructor checked the Turkish version of the questionnaire.

So as to figure out the perceptions of Turkish Erasmus exchange students about their language needs, a questionnaire about the target needs of students was adapted from Ekici (2003) (Appendix B). The original version of the questionnaire included four parts aiming to evaluate a preparatory program. Pertinent to the aims of the present study, only the parts related to students' target needs about listening and speaking skills were used. The questionnaire consisted of 26 items, 13 of which were related to listening skill, and 13 of which were associated with speaking skill. The scale consisted of the following descriptors: 1: Unimportant, 2: Of little importance, 3: Moderately important, 4: Important and 5: Very important. Turkish version of the questionnaire was used to avoid possible misunderstandings by the students, which might affect reliability.

The same questionnaire was applied to four English instructors who gave the course so as to learn about the perceptions of English instructors about the language needs of Erasmus exchange students. All of the items in this questionnaire were the same as the items including the student needs assessment questionnaire. Since they were English instructors, English version of the questionnaire was administered.

Finally, a course evaluation questionnaire adapted from Erozan (2005) was utilized to examine the strengths and weaknesses of the language course (Appendix C). It was a Five-point Likert Scale questionnaire ranging from "strongly disagree" to "strongly agree" with four parts: general background, course aims and objectives, course content and materials, and teaching and learning process. The questionnaire was given in Turkish in order to prevent comprehension problems.

Another data collection used in the study was the interview. An interview was done with the head of the School of Foreign Languages of Kahramanmaraş Sütçü İmam University to learn his expectations about the course at the beginning of the needs analysis process. Semi-structured interviews also were conducted with 3 English instructors who gave the course to learn about their perceptions about what types of content and activities would be useful for this course.

3.4. Procedure

The whole data was collected in the Spring term in 2014. Firstly, 10 Erasmus exchange students who were studying abroad at that time were sent messages via Facebook to learn about their language problems. Based on their experiences, a questionnaire about the language problems of Erasmus students was adapted from Klimova (2014) and the questionnaire was sent to 19 Erasmus exchange students who were studying abroad. Unfortunately, only 7 students replied the mail. In order to get more data, 5 students who had studied abroad in the previous terms were given the questionnaire. Then, the head of the School of Foreign Languages was requested to be interviewed to learn his expectations about the course. The course started at the beginning May and ended at the beginning of June. Therefore, before the course started, 4 English instructors who would give the course were administered the perception questionnaire about the language needs of Turkish Erasmus exchange students at the end of April. In the same week, three of them were interviewed about their perceptions related to the content and activities for this course. The course started at the beginning of May and 14 students filled in the needs assessment questionnaire. At the end of May they received the course evaluation questionnaire and 9 students answered it.

3.5. Data Analysis

The data gained through interviews and open-ended questions were exposed to content analysis. On the contrary, the quantitative data were analyzed using descriptive statistics because it allows researchers to summarize the data.

4. Findings and Discussion

As stated in the literature review, this study was based on the framework of process-oriented approach following the evaluation components and viewpoints for evaluation suggested by Brown: needs analysis, objectives, testing, materials and teaching (1989, cited in Brown, 1995).

4.1. Needs Analysis

Needs analysis is major area of interest in program evaluation. Thus, the evaluation process in the study started with identifying the needs and the expectations of the stakeholders to determine the goals of the course. It is evident that the participation of all stakeholders in the needs analysis was a key concern of the study.

In order to figure out the first research question regarding the language problems of Turkish Erasmus exchange students while they study abroad, an open-ended questionnaire was applied to the resource group of this study. The first question was about the language problems they faced in their courses. As for listening students' greatest difficulties were in the understanding of foreign language accents of their professors and classmates (75 %) and academic vocabulary (33 %). Surprisingly, 7 % of the students stated that they did not encounter any listening problems. On the one hand, the majority of students (50 %) were facing difficulties in reading academic texts owing to insufficient academic vocabulary while 25% of them responded that they had no problems. Additionally, 25 % students tried to translate the texts to understand it. In the oral speech, students had to deal with different problems. Firstly, 57 % of the students struggled with being able to communicate with their professors and classmates. Some of them commented that their classmates were speaking English fluently. Another problem was the lack of vocabulary (22 %). Finally, 21 % of them feared to speak in the class. Writing skills seemed to be the least difficult skills for the students (67 %). Surprisingly, 25 % students tried to write their assignment by translating while 8 % of them did not know how to write their assignments even though they understand them. The second question in the questionnaire was related to intercultural problems. Most of the students (67 %) indicated difficulties finding appropriate expressions in their daily conversations (e.g. at the market, restaurant...). Besides, 38 % of them explained that it was difficult for them to answer the questions about Turkish culture especially religious issues. There was a mixture of different responses regarding their biggest language problems while they were abroad. Seemingly, 100 % of them stated that they had problems in communicating in English due to not being able to understand accents and pronunciation of the people, lack of vocabulary and confidence, the absence of people knowing English. On the basis of the results of this questionnaire, one can see that the attention in development of English proficiency of Turkish Erasmus exchange students need to be paid to the following issues:

- improvement of daily conversation with respect to the acquisition of vocabulary knowledge
- development of listening and speaking skills both for social and academic purposes.

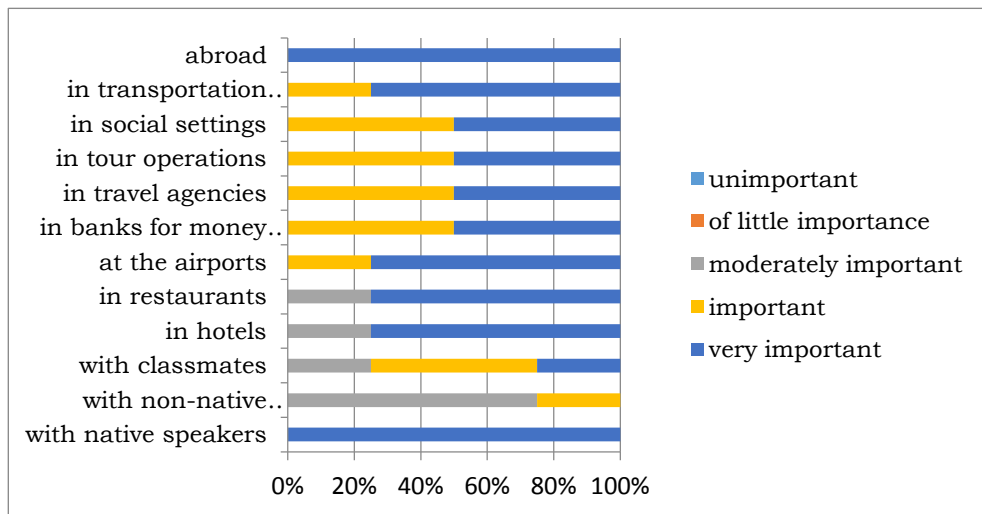
As for the second research question related to the perceptions of English instructors and the administrator about the language needs of Erasmus exchange students, 4 English instructors were given a questionnaire and the administrator was interviewed. They constituted the audience group of this study. In the interview, the head of the School of Foreign Languages of Kahramanmaraş Sütçü İmam University stated his expectations about this course:

"First of all, students' listening and speaking skills must be developed in order to help them to survive when they are abroad. I believe that, grammar and academic vocabulary should be given priority because students usually have difficulties in understanding the

courses and doing their assignments. Since they do a lot of presentations, some strategies about presentation skills should also be taught.”

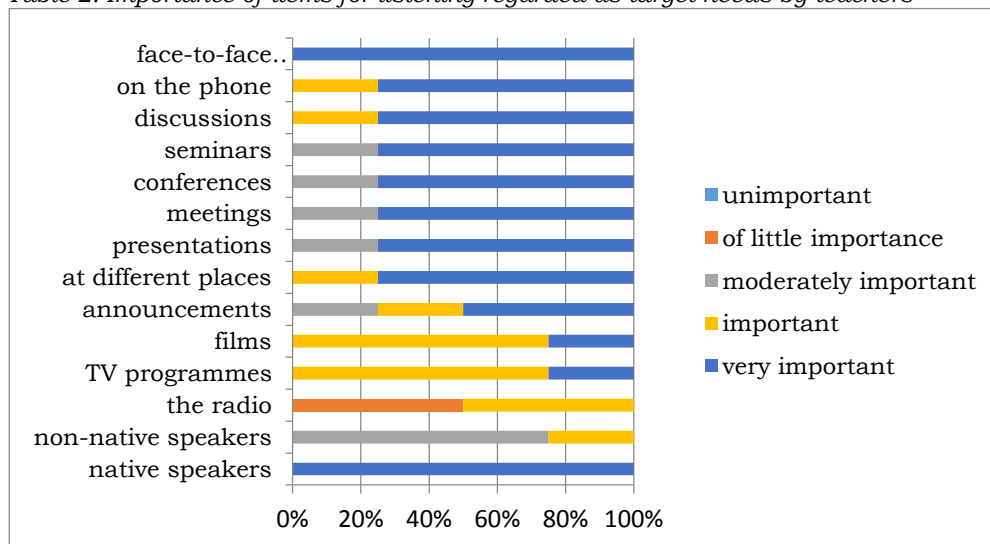
Perceptions of 4 English instructors about the language needs of Turkish Erasmus exchange students were also examined. As shown in Table 1, the items which were attached the greatest importance with respect to speaking skill as target needs were using English abroad, in transportation, at the airports, in restaurants, in hotels and with native speakers.

Table 1: Importance of items for speaking regarded as target needs by teachers



As indicated in Table 2, the items with the highest importance with respect to listening skill as target needs were using English in face-to-face conversations, and with native speakers. Items like using English in conversations on the phone, in discussions, seminars, conferences, meetings, presentations, and at different places were also considered as important by the teachers. Although listening to TV programs was rated high, listening to the radio was the only item with little importance.

Table 2: Importance of items for listening regarded as target needs by teachers



4.2. Objectives and Materials

The third research question of this study was to determine the content and activities appropriate for the language needs of Erasmus exchange students. The interviews done with 3 English instructors revealed two possible aspects of the content of this course: social needs and academic needs. All of them commented that improving listening and speaking skills of the students were the utmost importance of the course. Similarly, they raised the issue to implement activities to help students to explain Turkish culture to foreign people. Breaking their speaking anxiety emerged conspicuously in teachers comments. As for the academic needs, they believed that academic content of the course might include teaching basic academic vocabulary, presentation skills, classroom language and some writing activities to teach them basic academic writing. While trying to upgrade students' proficiency level of English to a survival level with regard to their daily needs, pair work and group work activities would ultimately be beneficial.

After the interviews done individually by 3 English instructors, they hold a meeting with the head of the department and decided that their ultimate goal for this course was to improve students' listening and speaking skills in order to help them to be able to communicate in English in their daily lives while they were abroad. To achieve this, an elementary level of a speaking and listening course book called "Real English 1" which is published by Cambridge University Press was chosen as the main material of the course. The objectives of the course book was centered on the daily language such as at the airport, at the bank, in a restaurant. Additionally, they would use other materials aimed to meet students expected academic needs.

4.3. Testing

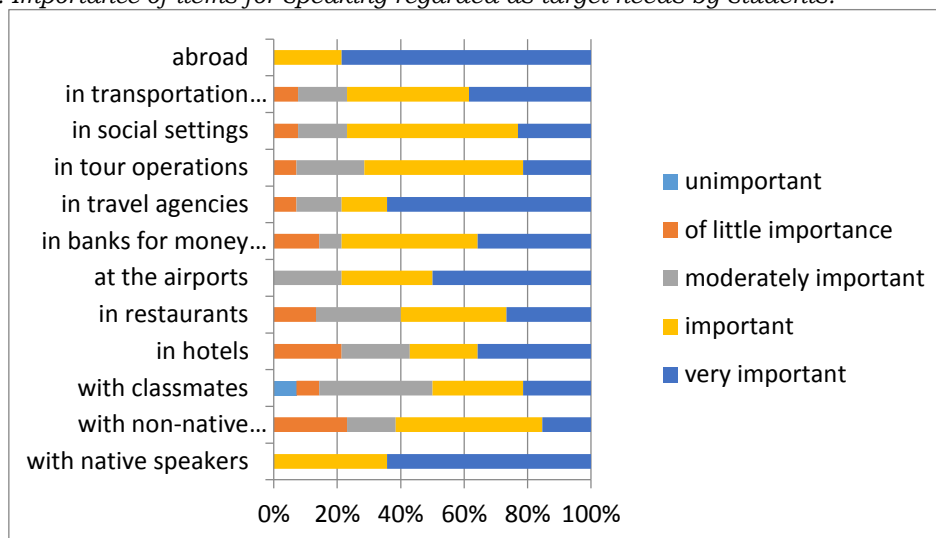
Learners' assessment in this study include: proficiency and achievement tests. The proficiency test in this study was a pre-intermediate level standardized test applied to determine the students who would go abroad. The test was prepared and evaluated by the testing unit of the School of Foreign Languages; however, the decision of which

students would go abroad as an exchange student was made by the European Union Office. An achievement test was also conducted at the end of the course to measure whether the students have improved their speaking and listening skills. Since this course was not compulsory, most of the students preferred not to take this test. Seemingly, assessment might not be considered as a component of the evaluation of this program.

4.4. Teaching

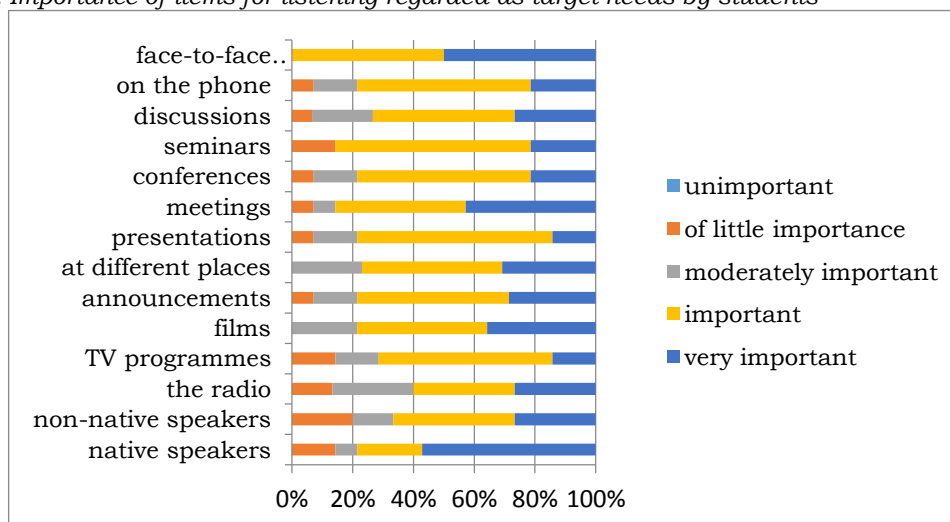
So as to examine the fourth research question pertinent to the perceptions of Turkish Erasmus exchange students about their language needs, a questionnaire was applied in the first week of the course. As mentioned in the instruments part, this questionnaire was the same as the one used to evaluate teachers' perceptions. As shown in Table 3, the items with the highest importance were using English abroad, in travel agencies and with native speakers, which was similar to the results gained from teachers' questionnaire. As it is clear from the percentages, students also considered the other items as important as teachers thought.

Table 3: Importance of items for speaking regarded as target needs by students.



The results related to the importance of items for listening regarded as target needs by students were presented in Table 4. It can be seen from the results that using English with native speakers, in face-to-face conversations, and at meetings were agreed to be the most important items. In social settings, in tour operations, with non-native speakers were also rated as important by the students. As a consequence, although the frequencies were different, the items related to daily conversations were regarded as important by both the teachers and the students. Thus, it would not be wrong to state that the content and the materials which were decided to be used in the course were appropriate for the language needs' of the students.

Table 4: Importance of items for listening regarded as target needs by students



To examine the fifth research question related to the strength and weaknesses of the program, a course evaluation questionnaire was applied to the students. As indicated in Table 5, the results of the course evaluation questionnaire revealed that in general, the students were satisfied with the course and objectives. Concerning the course content and materials, most students expressed that they were sufficient to improve their listening and speaking skills. They also reported that the materials were continuous, related to the content and had a variety. However, the percentages of the students (32%) who were not sure about the content and the materials might suggest that there existed some problems related to the issue. With respect to the teaching and learning process, a great majority of the students claimed that the teaching style of the teacher and the interaction among the students were satisfactory. On the other hand, 24 % of the students were neutral about cooperative relationships among the students while 13 % expressed their disagreement. In addition, 15 % of the students did not believe that a variety of activities was used in the course whereas 17 % were not sure. As a result, although most students' evaluations about the course were positive, the percentages of the students who expressed neutral or negative opinions might indicate that there would have been more student interactions during the course and a variety of activities which offered continuity would have been used.

Table 5: The percentages of the results of course evaluation questionnaire

Course Aims and Objectives	Strongly agree %	Agree %	Not sure %	Disagree %	Strongly disagree %
1.The course met my expectations.	33	56	11		
2. The course met my needs regarding listening skills.	45	44	11		
3. The course met my needs regarding speaking skills.	67	33			
Course Content and Materials					
1.The course materials provided me with what I needed to know or do.	30	50	20		
2. Course materials were sufficient to improve my listening skills.	32	36	22	10	
3. Course materials were sufficient to improve my speaking skills.	38	50	12		
4. The course materials offered continuity (between earlier and later parts).	22	46	32		
5. The materials were in line with the course objectives.	33	35	32		
6. The course materials had variety.	28	63	9		
Teaching and Learning Process					
1.There was an efficient use of time in class.	52	48			
2. It was easy to follow the teacher	30	58	12		
3.There was a good student-teacher interaction in the course.	54	46			
4. The students had cooperative relationships with each other.	30	33	24		13
5. A variety of activities was used in the course.	10	58	17	15	
6. The teacher was teaching in an interesting way.	63	23	14		
7. The teacher's instructions were clear.	42	58			
8. The teaching methodology of the teacher was effective in our learning.	42	58			
9. The teacher was encouraging us to participate in the lessons.	63	37			

5. Discussion and Conclusion

As English is becoming a language of international communication, it has gained great popularity in recent decades. With this growing popularity, English has also become the main language of international education. In this regard, Erasmus Student Exchange Program has notably been widespread to ensure a safe and an effective international education environment. As mentioned before, Erasmus Project was founded in 1987 and currently more than 4000 higher institutions in 33 countries are involved in this program (Klimova, 2014). This student exchange program mainly aims to create an international learning environment for university students to gain social, cultural and academic experiences. In this regard, European Union Offices of the universities in Turkey give English courses for the exchange students by coordination with School of Foreign Languages. The existing literature reveals that exchange students who go abroad for education within the scope of this program have some language problems (Klimova, 2014; Dökü, 2013; Kaypak and Ortaçtepe, 2014).

It is inarguable that exchange students benefits from this program: (a) they improve the proficiency level of their English in an authentic environment, (b) they gain experiences in social and cultural perspectives. In order to help these students to communicate effectively during their stay abroad, English courses offered by European Union Offices have utmost importance. So as to avoid discrepancy what students need and what they receive in these courses need to be evaluated with a systematic analysis. Identifying students' language needs, designing a curriculum parallel with these needs and preparing materials to satisfy these needs are crucial components of this systematic evaluation.

Taking these into consideration, this study aimed to evaluate an English course for Turkish Erasmus exchange students based on the framework of process-oriented approach following the evaluation components and viewpoints for evaluation suggested by Brown (1989, cited in Brown, 1995). It mainly emphasized to identify the language needs of the students with a careful needs analysis by incorporating with all the stakeholders. As Abiri states (2013) "needs analysis in ESP is the first step to design language courses which are more appropriate and accommodating in meeting learners' needs" (p. 822).

The results of the questionnaire related to language problems of Turkish Erasmus exchange students had provided a base for this study. It revealed that students had experienced many problems in understanding foreign accents. Due to the lack of vocabulary knowledge, they also had difficulties in communicating with people and explaining Turkish culture while they were abroad. The interviews done with the English instructors and the head of the School of Foreign Languages shaped the content and materials used in the course. They expressed a wide range of opinions how to best to improve the proficiency level of students to live and study abroad. It was agreed that the ultimate goal for this course was to improve students' listening and speaking skills in order to help them to be able to communicate in English in their daily lives while they were abroad. It was likely to be beneficial to use other materials aimed to meet students expected academic needs.

Abiri (2013) and Mehrdad (2012) argued that the curriculum of the programs did not match with the needs of students. Contrary to their findings, the results of the perception questionnaires proved that both the English instructors and the students believed in the necessity of communicating in English to be able to survive abroad. The interviews held

with English instructors revealed that the curriculum and the materials planned to be used during the course was appropriate for the students' needs. In considering the results of the course evaluation questionnaire, it can be seen that students expressed positive attitudes about the course, but some problems about the materials and the interactions among the students occurred during the course.

Consequently, the participants of this study expressed the improvement of listening and speaking skills so as to survive and study abroad as the first language need of Erasmus exchange students. Improving their vocabulary knowledge was also recognized as prominent. Thus, the curriculum of language courses designed for these students need to be based on their needs. To further enhance the qualities of such programs, it would be valuable for future research to implement other data collection tools such as self-evaluation forms both for teachers and students and peer-observation. The research of this kind would allow researchers to obtain a more comprehensive understanding of what is going on during the teaching and learning process.

6. References

- Abiri, F. (2013). Exploration of English needs according to teachers and learners in the psychology major Iranian universities. *Procedia, Social and Behavioral Sciences*, 70(2013), 821-826. doi: 10.1016/j.sbspro.2013.01.127.
- Arkin, F. (2010). Program evaluation: Skill-based language teaching in EFL. *Procedia Social and Behavioral Sciences*, 2(2010), 3339–3350. doi:10.1016/j.sbspro.2010.03.513
- Brown, J. R. (1995). *The elements of language curriculum*. Boston, the USA: Heinle & Heinle Publishers.
- Dehnad, A., Bagherzadeh, R., Shoaleh B., Hatami, K., & Hosseini, F. (2010). Syllabus revision: A needs analysis study. *Procedia Social and Behavioral Sciences*, 9 (2010) 1307–1312. doi:10.1016/j.sbspro.2010.12.325.
- Dökü, M. K. (2013). The problems of Erasmus students studying at Akdeniz University. *Procedia - Social and Behavioral Sciences*, 70(2013), 567 – 573. doi: 10.1016/j.sbspro.2013.01.094.
- Ekici, N. (2003). *A needs assessment study on English language needs of the tour guidance students of faculty of applied sciences at Başkent University* (Unpublished master's thesis). Middle East Technical University, Ankara, Turkey.
- Erozan, F. (2005). *Evaluating the language improvement courses in the undergraduate ELT curriculum at Eastern Mediterranean University: A case study* (Unpublished doctorate thesis). Middle East Technical University, Ankara, Turkey.
- Kaypak, E., & Ortaçtepe, D. (2014). Language learner beliefs and study abroad: A study on English as a lingua franca. *System*, 42(2014), 355-367.
- Klimova, B. F. (2014). Czech Erasmus students and their EAP needs. *Procedia - Social and Behavioral Sciences*, 112 (2014), 152 – 157. doi: 10.1016/j.sbspro.2014.01.1150.

- Kocaman, O., & Balcioglu, L. (2013). Students perceptions on the development of speaking skills: A course evaluation in the preparatory class. *Procedia - Social and Behavioral Sciences*, 106 (2013), 2470 – 2483. doi: 10.1016/j.sbspro.2013.12.284.
- Liu, J., Chang, Y., Yang, F., & Sun, Y. (2011). Is what I need what I want? Reconceptualising college students' needs in English for general and specific/academic purposes. *Journal for Academic Purposes*, 10(2011), 271-280. doi:10.1016/j.jeap.2011.09.002
- Mehrdad, A. G. (2012). A subjective needs assessment of EGP students. *Procedia - Social and Behavioral Sciences*,31(2012), 546-554. doi:10.1016/j.sbspro.2011.12.101.
- Rea-Dickins, P., & Germaine, K. (1992). *Evaluation*. Oxford, the UK: Oxford University Press.
- Richards, J. K. (2001). *Curriculum development in language teaching*. Cambridge, the UK: Cambridge University Press.
- Tsou, W., & Chen, F. (2014). ESP program evaluation framework: Description and evaluation to a Taiwanese university ESP program. *English for Specific Purposes*, 33 (2014), 39-53.

7. Appendices

7.1. Appendix A

The language problems of Erasmus students while studying abroad

1. What language difficulties did you have during your study stay abroad and which do you consider important to master or increase

- a) in the area of listening (e.g. listening to a lecture, news, announcements)?
- b) in the area of reading comprehension (e.g. the reading of professional literature, instructions necessary for the completion of a seminar paper/essay, news)?
- c) in the area of spoken communication (e.g. communication with teachers, every day's communication)?
- d) in the area of written communication (e.g. the writing of seminar papers/essays, formal letters/reports, informal e-mails)?

2. Did you have any difficulties communicating in a foreign language due to cultural differences (e.g. when citing sources, how and when to ask questions). If yes, please explain.

3. What was your main problem while using a foreign language abroad?
(adapted from Klimova, 2004)

7.2. Appendix B**TARGET NEEDS OF ERASMUS STUDENTS**

This questionnaire constitutes an essential part of a curriculum development for Erasmus Language Courses on needs assessment for Erasmus exchange students with respect to the English language skills.

PART I:

Please mark each item by using the following scale.

1=Unimportant; 2=Of little importance; 3=Moderately important; 4=Important;

5=Very important

I. SPEAKING

Students will use the language;

	1	2	3	4	5
1. with native Speakers					
2. with non-native Speakers					
3. with classmates					
4. in hotels					
5. in restaurants					
6. at the airports					
7. in banks for money matters					
8. in travel agencies					
9. in tour operations					
10. in transportation Contexts					
11. in social settings					
12. abroad					

II. LISTENING

	1	2	3	4	5
13. native speakers					
14. non-native speakers					
15. the radio					
16. TV programs					
17. films					
18. announcements					
19. at different places					
20. presentations					
21. meetings					
22. conferences					
23. seminars					
24. discussions					
25. conversations on the phone					
26. face-to-face conversations					

Adapted from Ekici (2003)

7.3. Appendix C

**KAHRAMAMARAS SUTCU IMAM UNIVERSITY
ENGLISH COURSE FOR ERASMUS EXCHANGE STUDENTS
COURSE EVALUATION QUESTIONNAIRE**

Dear Students,
This questionnaire has been designed to collect your opinions about **Erasmus English Course** for evaluation purposes.

It is absolutely essential that you express your views realistically. The data to be collected through your responses will be of great value to the improvement of this language course.

Your identity and individual responses will be kept strictly confidential, and the results of the questionnaire will be used only for research purposes.

Thank you for your participation and cooperation.
FatmaYuvayapan
School of Foreign Languages

1. General Background

Your age:
Your sex: Male ____, Female ____
Did you attend the course regularly? Yes ____, No ____

2. Course Aims and Objectives
Please mark (X) as appropriate.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
1.The course met my expectations.					
2. The course met my needs regarding listening skills.					
3. The course met my needs regarding speaking skills.					

3. Course Content and Materials

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
1.The course materials provided me with what I needed to know or do.					
2. Course materials were sufficient to improve my listening skills.					
3. Course materials were sufficient to improve my speaking skills.					
4. The course materials offered continuity (between earlier and later parts).					
5. The materials were in line with the course objectives.					

6. The course materials had variety.					
4. Teaching and Learning Process					
	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
1. There was an efficient use of time in class.					
2. It was easy to follow the teacher					
3. There was a good student-teacher interaction in the course.					
4. The students had cooperative relationships with each other.					
5. A variety of activities was used in the course.					
6. The teacher was teaching in an interesting way.					
7. The teacher's instructions were clear.					
8. The teaching methodology of the teacher was effective in our learning.					
9. The teacher was encouraging us to participate in the lessons.					