



The identification of difference between achievement levels of optional and compulsory English preparatory class students

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APA Citation:

Aksu Ataç, B., Özgan Sucu, H., Eriçok, B., & Bulut, M. (2018). The identification of difference between achievement levels of optional and compulsory English preparatory class students. *Journal of Language and Linguistic Studies*, 14(3), 269-280.

Submission Date:16/07/2018

Acceptance Date:25/07/2018

Abstract

The purpose of the study is to identify the difference between achievement levels of students in optional and compulsory English preparatory classes at the School of Foreign Languages at the University of Nevşehir Hacı Bektaş Veli. In accordance with this purpose, the mean scores of overall English achievement levels that optional and compulsory preparatory students get are compared. In line with this objective, the mean scores of assessment grades of active participation and portfolio that optional and compulsory preparatory students get through the academic year are compared. Besides, it is also aimed to find the reasons of this difference through views of the English instructors. The study is a mix method research. The study group consists of 170 students who are studying at the optional English preparatory class in the School of Foreign Languages at Nevşehir Hacı Bektaş Veli University in 2017-2018 academic year and 559 compulsory English preparatory class students in the School of Foreign Languages at Nevşehir Hacı Bektaş Veli University in 2015-2016 academic year. Frequency and percentage distributions of descriptive statistical techniques were used to compare mean scores of the study group. The qualitative data about the views of the English instructors were gathered through semi-structured interviews conducted to 30 instructors and content analysis method was used to analyze the questions of the semi-structured interviews. It is concluded that compulsory preparatory class students' level of English achievement, active participation score and portfolio assessment score is lower than that of optional preparatory class students. Besides, according to the qualitative data, it is found out that the change in preparatory class system from compulsory to optional is believed to cause negative results in teaching English by the instructors. Finally, the instructors have evaluated student motivation level to be lower than before since the preparatory class system changed from compulsory to optional in 2015.

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Keywords: Optional and compulsory preparation class; English achievement levels; portfolio; active participation.

1. Introduction

Globalization, increasing scientific and technological developments, travelling and employment opportunities require to know at least a foreign language. That's why millions of people have been involved in foreign language learning process in different ways. Different foreign language teaching

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practices have been put into effect in elementary, secondary and high school levels. Similarly, in higher education, foreign language teaching practices are varied. Today, the preparatory classes are optional in some programs and compulsory in some other programs. Some programs that have optional preparatory classes today, had a compulsory preparatory classes in the past. These differences in preparatory class practices constitute the starting point of this study. In this study, achievement levels, active participation scores and portfolio scores of students in optional and compulsory English preparatory classes are compared. Moreover, foreign language instructors' thoughts on the compulsory and optional preparatory classes were also collected. In this age, the importance of learning another language is much more desirable so it is important to study and find new and effective ways of teaching language. It is thought that this study will contribute to the foreign language teaching literature and this study will give new insight into the field and shed light on future studies.

1.1. Literature review

It can be said that language is a window opened to the world and without language the world would become meaningless and blind. Whong (2011) says that "Language is a tool of mediation, connecting the individual and his/her social environment, or to put it another way, language mediates between the self and the external world, allowing an individual to translate their thoughts into social action." Besides being a social instrument, Fishman & García (2010) see the language as the central feature of human identity and powerful symbol of national and ethnic identity.

It is clear that scientific and technological developments, increase in international relations, travel, employment and educational opportunities have made it necessary to speak foreign languages. Hundreds of millions of people voluntarily attempt to learn languages each year with academic, professional, occupational, vocational or religious purposes (Long, 2009). As a result, the institutions have needed employees that know foreign language(s), educational institutions have begun to provide a wide range of foreign language teaching opportunities and states have entered the race to offer its citizens a high quality foreign language education. Among the foreign languages, English has become a very important and effective tool in communicating with others, finding a job and understanding the world. English has become a communication and education passport and "lingua franca (Harmer, 2001)", which allows millions of people with different mother tongues to agree on each other.

The Council of Europe is at the forefront of the institutions that have emphasized foreign language teaching over the last fifty years. As a result of the efforts of the Council, foreign language teaching / education has started to be seen as a vital value and countries have taken various decisions at the point of teaching foreign languages to their citizens. The focus of these decisions is teaching foreign languages (Günday, 2015). It can be said that in university level, preparatory classes can be thought as the product of these decisions because in university preparatory classes lots of students try to learn languages according to the norms of Europe.

Foreign language teaching in university level is regulated by certain laws. "Regulation on the Principles to be followed in Foreign Language Teaching and Foreign Language Education in Higher Education Institutions" determines the applications with regard to foreign language teaching in Higher Education in Turkey. In this context, the Foreign Language Schools, Preparatory Schools or Foreign Language Departments are the units in which the foreign language instruction is planned and implemented as one year in the Higher Education System. According to the latest regulation, compulsory foreign language preparatory classes have been removed from the programs where teaching language is entirely Turkish. In these programs optional foreign language preparatory classes can be opened upon senatorial resolution of the higher education institution.

In compulsory foreign language preparatory classes, it was required for students to successfully pass and attend the class at the rate of %80. If students fail due to lack of attendance to the class or any other reason, they used to take the same class again. On the other hand, in optional foreign language preparatory classes, even if the students do not successfully pass foreign language examination at the end of the second semester or do not attend the class, they can attend in associate's degree, bachelor's degree or master's degree programs.

This situation creates some advantages and disadvantages in achievement levels of the students. The comparison of the present situation with the old one is important because it's going to contribute to the functioning of the optional preparatory classes, increase the effectiveness of optional preparatory classes and provide better foreign language education to students. In this context, the purpose of the study is to identify the differences in achievement, active participation and portfolio scores of students in optional and compulsory foreign language preparatory classes at the School of Foreign Languages at Nevşehir Hacı Bektaş Veli University.

1.2. Research questions

In accordance with the purpose of identifying the difference between achievement levels of students in optional and compulsory English preparatory classes at the School of Foreign Languages at the University of Nevşehir Hacı Bektaş Veli, the following research questions are developed.

1. Is there any difference between mean scores of optional and compulsory preparatory students' overall English achievement?
2. Is there any difference between active participation mean scores of optional and compulsory preparatory students?
3. Is there any difference between portfolio mean scores of optional and compulsory preparatory students?
4. What are the views of the English instructors about the current situation of optional preparatory English classes at Nevşehir Hacı Bektaş Veli University?"

2. Method

2.1. Research Method

In this study, mixed method which involves both qualitative and quantitative methods was used. Mixed method studies take the advantage of at least two different research methods (Creswell, 2009).

2.2. Sample / Participants

In this study the participants consist of 559 students learned English in compulsory preparatory classes in the academic year of 2015-2016 and 90 students learning English in optional preparatory classes in the academic year of 2017-2018 in Nevşehir Hacı Bektaş Veli University.

2.3. Instruments

The data analysed in this study can be explained in two steps. The first one is the data about compulsory and optional preparatory class students. At this stage, achievement scores, active participation scores and portfolio scores of the students were reached from Nevşehir Hacı Bektaş Veli University School of Foreign Languages.

The second one is the data about the views of foreign language instructors. At this stage, views of foreign language instructors on the optional preparatory class were collected by using the semi-structured interview form which was developed by the researchers.

2.4. Data collection procedures

The first part of the data used in the study relates to the differences in the overall achievement scores, active participation scores and portfolio scores of the students of optional and compulsory preparatory class. For this purpose, all quizzes, midterm exams and year-end exams scores of the students were gathered and analysed.

The second part of the data used in this study relates to the views of the foreign language instructors. For this purpose, interviews were held with the instructors who have been teaching in optional and compulsory preparatory classes. The questions in the semi-structured interview form were asked to the instructors. The advantages and the disadvantages of the optional preparatory classes in the scope of weekly course hours, numbers of the exams and their characteristics, courses, attendance, active participation to the courses, student achievements, and the problems in the courses and the suggestions to the solution of the problems.

2.5. Data Analysis

The quantitative data provided by the School of Foreign Languages constitute the first part. The mean and standard deviation of the students' overall English achievement scores, active participation scores and portfolio scores are analysed. Frequency and percentage distributions of descriptive statistical techniques were used to compare mean scores of the study group. The qualitative data provided by semi-structured interview forms were analysed by content analysis.

3. Findings and Results

Table 1. Descriptive statistics of compulsory preparatory students' overall English achievement

	n	\bar{x}	Minimum	Maximum	Sd
Overall English Achievement (2015)	559	63	,00	94	20
Overall English Achievement (2017)	90	72	,00	92	11

Students' overall English achievement score was derived from the final grades of the students at the end of the academic years of 2015 and 2017. Table 1 shows the mean and standard deviation of the students' overall English achievement score. According to the data, it is understood that compulsory preparation class students' level of English achievement (\bar{x} :63) is lower than that of optional preparatory class students(\bar{x} :72).

Table 2 . Descriptive statistics of compulsory preparatory students' active participation (n=559)

	n	\bar{x}	Minimum	Maximum	Sd
Active Participation (2015)	559	76	,00	100,00	19
Active Participation (2017)	90	79	,00	100,00	23

Students' active participation score was derived throughout an academic year from the students performances in 2015 and 2017. Table 2 shows the mean and standard deviation of the students' active

participation scores. According to Table 2 it is seen that compulsory preparation class students' active participation score (\bar{x} :76) is lower than that of optional preparatory class students (\bar{x} :79).

Table 3. Descriptive statistics of compulsory preparatory students' portfolio (n=559)

	n	\bar{x}	Minimum	Maximum	Sd
Portfolio (2015)	559	72	,00	100,00	21
Portfolio (2017)	90	78	,00	100,00	24

Students' portfolio assessment score was derived throughout an academic year from the students' homework and other written performances in 2015 and 2017. Table 3 shows the mean and standard deviation of the students' portfolio assessment scores. According to Table 3 it is seen that compulsory preparation class students' portfolio assessment score (\bar{x} :72) is lower than that of optional preparatory class students (\bar{x} :78).

In line with the research question “What are the views of the English instructors about the current situation of optional preparatory English classes at the University of Nevşehir Hacı Bektaş Veli?” content analysis method is used to identify the current situation, advantages and disadvantages of optional preparatory classes. The answers to the first research interview question “What do you think about the change in preparatory class system from compulsory to optional?” are categorized in the Table 4.

Table 4. Evaluation of the Change in Preparatory Class System

Question	Answers	f
What do you think about the change in preparatory class system from compulsory to optional?	Positive	4
	Negative	22
	Positive but incomplete	4

Table 4 shows that 22 English instructors state that the change in preparatory class system from compulsory to optional cause negative results in teaching English. Besides, four instructors believe that it is a good decision to have optional classes to teach English rather than compulsory classes while 4 of them believe that the decision is correct but incomplete and needs some more regulations.

The answers to the second interview question “What are the advantages and disadvantages of optional preparatory class system?” are identified and categorized in Table 5.

Table 5. Advantages and disadvantages of optional preparatory class system

Question	Answers	f		
What are the advantages and disadvantages of optional preparatory class system?	Weekly course	Positive (sufficient number of courses)	14	
	hours	Negative (more than adequate number of courses)	16	
	Exams	Number of exams is reasonable.		19
		Number of exams is few.		4
		Number of exams is over.		7

	Pop Quizzes must be applied.	4
Student Motivation	High level of motivation to learn English	5
	Low level of motivation to learn English	21
	Depends on their department	4
Attendance	Students' attendance level is inadequate	30
Active Participation	High level of active participation	4
	Low level of active participation	18
	Student participation depends on their department	8
Achievement	Low level of achievement	30
	Depends on their department	4

Students in optional preparatory classes at the School of Foreign Languages at Nevşehir Hacı Bektaş Veli University have 26 hours of English courses weekly. According to Table 5, 14 English instructors claim that weekly course hour of English preparatory class is sufficient and does not need any change. On the contrary, 16 of the instructors think that weekly course hours is more than adequate and the optimum number is thought to be 24 or 20 hours. They believe that especially the number of reading & writing course is more than adequate. Students in optional preparatory classes at Nevşehir Hacı Bektaş Veli University take six quiz tests, four midterm tests, a final test and a make-up test in an academic year. According to the data gathered from the interviews, it is figured out that 19 of the instructors consider the number of exams as reasonable, four of them think that it is few, seven of them evaluate the number as over, and four instructors insist on having pop quizzes instead of scheduled ones.

It is shown in Table 5 that 21 English instructors evaluate student motivation level to learn English to be lower than enough while five of them think that student motivation level to be higher as the change of preparatory class system from compulsory to optional causes higher level of student motivation. Besides, four instructors claim that students' motivation level varies in terms of their departments. Students studying international trade, public administration and tourist guiding are more conscious about the importance of learning English; therefore their motivation level is believed to be higher by the instructors.

It is indicated in Table 5 that all the instructors point out that students' attendance level is inadequate. Besides, four of the instructors state that students participate the courses actively while 18 of the instructors imply that students do not participate the courses actively. Eight instructors explain that students of international trade, public administration and tourist guiding departments are more motivated to learn English; therefore their active participation level is higher than the other students. Finally, it is presented in Table 5 that all of instructors evaluate students' level of achievement as low and four of them think that students' level of English achievement is closely related to their departments. Four of the instructors believe that since the students of international trade, public administration and tourist guiding departments are more conscious about the importance of learning English, more motivated to learn English and actively participate in the courses; their level of English achievement at the end of the academic year is higher than the other students.

Finally, English instructors were requested to put forward their suggestions to make the foreign language teaching process more effective. The data gathered from the interviews are categorized in Table 6.

Table 6. Categorized Suggestions of the Instructors

Question	Answers	f
What are your suggestions to make the foreign language teaching process more effective?	Instructors should adapt different methods and techniques to increase students' motivation.	8
	Instructors should join in-service training to develop their teaching skills.	4
	Language teaching activities should be diversified (fun activities, games and competitions).	17
	Regulation about the attendance should be revised.	8
	Weekly course hours should be decreased.	10
	Students should be informed about the process in the preparatory classes and the advantages of learning English.	15
	Students should be grouped homogeneously in terms of their departments.	8
	Instructors should develop better communication ways between students.	4

It is figured out in Table 6 that in order to make the foreign language teaching process more effective at the School of Foreign Languages at Nevşehir Hacı Bektaş Veli University 17 instructors suggest more diversified language teaching activities such as fun activities, games and competitions. Besides, 15 instructors come up with providing student more information about the process in the preparatory classes and the advantages of learning English for an academic year in the preparatory classes. In addition, 10 instructors offer to decrease weekly course hours and eight of the instructors suggest grouping student groups homogeneously in terms of their departments and revising attendance rules in order to solve the mentioned problems. Finally, Table 6 shows that 8 of the instructors suggest their colleagues to adapt different methods and techniques to increase students' motivation and four interviewers suggest them to join in-service training to develop their teaching skills and develop better communication ways between students.

4. Discussion and Conclusion

This study was conducted in order to identify the difference between achievement levels, active participation and portfolio grades of students in optional and compulsory English preparatory classes at the School of Foreign Languages at Nevşehir Hacı Bektaş Veli University and determine the opinions of the lecturers on the optional preparation program.

4.1. Optional and Compulsory Preparatory Students' Overall English Achievement

The data collected has showed that compulsory preparation class students' level of English achievement is lower than that of optional preparatory class students. According to this result, preparation class is effective for the students who choose voluntarily to study as some studies show that students are satisfied with the preparation program (Gerede, 2005; Şen-Ersoy & Kürüm Yapıcıoğlu

2015; Tekin, 2015). Also, it is important to inform and make the students who are at the optional preparatory class aware of language learning process they will have. Thus, students can be more successful. Inal & Aksoy (2014) argued that the content did not include speaking and listening skills sufficiently at the preparatory class. Similarly, based on the data from some instructors, it was suggested providing students with lessons including more listening and speaking activities such as speaking clubs and movie days in the current study.

Overall English achievement of students who study at the optional preparatory class is affected positively. For example, one of the instructors stated that optional preparatory class is more effective than compulsory preparatory class as followed: “Students at the optional preparatory class are more successful than students at the compulsory preparatory class because they are not worried about passing the class or failing. Most of them just care about learning the language and they are motivated.” Similarly, Aydın (2007) argued that there is a significant relationship between motivation, attitudes, perceptions and English achievement of students at English preparatory classes. The other instructor said: “Students at the compulsory preparatory class were unhappy because they wanted to study in their department, most of the students learned to study at the preparatory class when they come to the university and they were shocked when they had learned this situation but the students at the optional preparatory class are more conscious.” Otherwise, some instructors claim that students who were at the compulsory preparatory class were more successful than current students. For example, one of the instructors stated as follows: “Students who were at the compulsory preparatory were more motivated than the students at the optional preparatory class because they tried to pass the class. Thus, they were aware of the importance of the achievement and learning English.” Some instructors claimed that students at the optional preparatory class do not have responsibility to do assignments and participate in the lessons, so these students are not successful. According to some instructors, “students’ absence is also a big problem and because of this, students at the optional preparatory class are not very successful. When compared these students with students at the compulsory preparatory class, compulsory class students had to participate in lessons to pass the class, otherwise, they would study preparatory class again. This situation was a good point for the students’ overall English achievement.”

Some instructors stated that overall English achievement depends on the students as following: “Students’ achievement varies from person to person. Some students are very successful while some of them are not much. Some students study at the optional preparatory class because their parents force them. So, these students do not want to participate in the lesson and they just come to class as they have to do it.”

As a conclusion, motivation, active participation, absence and awareness affects students’ overall achievement. These reasons depend on the students. While some instructors state that optional preparatory class is a good way for students’ overall English achievement, some of them think that compulsory preparatory class was so effective for students’ overall English achievement.

4. 2. Active Participation of Optional and Compulsory Preparatory Students

It is obvious that active participation plays an important role on achievement of the students because learning by doing is crucial in learning a language. Students should be actively involved in the classes, taking into account the individual differences of the students’ levels, interests, skills, needs. Students at the optional preparatory class participate in the activities more voluntarily than students at the compulsory preparatory class. Some instructors think that optional preparatory class is effective on active participation. One of the instructors said about it as follows: “As students at the optional preparatory class want to study voluntarily, they try to do their best and answer the questions. When there is a competition or group work in the class activity, they are very active and happy to join these

activities because they are aware of themselves as achieved and they also learn from each other.” Some instructors stated that: “Students at the compulsory preparatory class were not very motivated to participate in the activities when compared with students at the optional preparatory class. As they want to learn the language well, they are interested in the class activities and they learn by doing.”

On the other hand, some instructors claimed that students at the optional preparatory class do whatever they want in the class, these students do not feel responsible for active participation because they know that they can continue their department and preparatory class failure will not affect them. This is a bad way of the optional preparatory class because some instructors sometimes get worried about the students as they cannot force them to do something. One of the instructors stated “Instructors should make the students motivated by using enjoyable activities and games about language because they are not volunteer to join the lesson. We think that they choose the prep class consciously but when we started the term, we faced the reality. As they do not know why they choose to study preparatory class, their active participation is so low.” Three of the instructors claimed that not concentrating on the lesson is a reason for lack of active participation. As they do not focus on the lesson, they get bored and they do not take part in the activities. While students at the compulsory preparatory class focus on the lesson and take it seriously, students at the optional preparatory class do not care about the lesson.

Meanwhile, some instructors stated: “Active participation is related to instructor-student relationship. If students have a good relationship with their instructor, their active participation is in a high level.” They think that “being compulsory or optional does not affect participation. Active participation of students at compulsory preparatory class can differ from students at optional preparatory class but relationship is also a big factor for this topic because students feel secure in the class if they like the instructor.”

Some instructors claimed that students’ active participation who are at the optional compulsory class changes in time. One of the instructors said: “Students are very volunteer and they try to do what we instruct at the beginning of the term but after a couple of weeks, they stop studying and joining in the activities, some of them feel desperate and reluctant. We as instructors have difficulty in making them active in the class.”

4.3. Portfolio of Optional and Compulsory Preparatory Students

Optional preparatory students feel more responsible than students at compulsory preparatory class because there are some students who really want to learn English and fulfill the necessities of the preparatory class. Portfolio is a good tool to see students’ development, to give responsibility to them and assess them in a meaningful way. While they are preparing portfolio, they will both learn and see what they can do. As it needs a period, they will have a chance to do good thing and feel good because they will be aware of their strengths and weaknesses. Harmer (2001) also stated “However a good teacher might be, students will never learn a language unless they aim to learn outside as well as the class time”. Portfolio is an effective way of learning out of the class.

Some instructors said: “As optional preparatory students are very motivated, they do the assignments and they take the responsibility of the lesson. They feel responsible for learning English well and try to add different assignments to their portfolio because they enjoy doing it.” Also, one of the instructors stated: “Some students aim to be successful and learn the language, they think that it is a free one year course and I will not have such an opportunity in my life, I will manage to do it and I will go abroad, I will prove how much successful to my friends and family.” Portfolio also encourages students. Similarly, Gottlieb (1995) emphasizes the personalization of the portfolio when she says that these “collections are an expression of the students, their lives, and their identities. Otherwise, according to the data, compulsory preparatory students do not prepare portfolios as studiously as optional preparatory

students. One of the instructors asserted as following: “Students at compulsory preparatory class feel obliged to do it to pass the class, so they do not enjoy and they just do as a duty. This situation affects the quality of their portfolios.”

On the other hand, some instructors claimed that compulsory preparatory students prepared better portfolios than optional preparatory students. They think that students tried to get good grades and passed easily by means of portfolio because they knew that it would affect their overall English achievement level. Four of the instructors stated that “Compulsory preparatory students cared what the instructor suggest and give as an assignment. They were more conscious than optional preparatory students.”

Besides, some instructors asserted that preparing portfolio depends on the students. As some students pay attention to give a good assignment, the others just prepare to get a grade or they do not even give.

4. 4. Instructors’ Opinions about Optional Preparatory Class

According to the data obtained, optional preparatory class is thought to be qualified by some instructors while most of them think that compulsory preparatory class is better. Instructors who support its quality state that students at the optional preparatory class are more motivated, responsible and successful. They have enjoyable class environment because students join the activities voluntarily, they can do pair and group works easily. As the students are responsible and motivated, lessons are more qualified.

Otherwise, instructors who evaluate compulsory preparatory class as successful claimed that students at the optional preparatory class misunderstood the meaning of it, they do not care about the lessons, they do not do assignments, they think that they are on holiday for a year and they do not feel responsible for the class.

All in all, data obtained showed that optional preparatory class students are more successful, motivated and responsible but as they do not have any fear of failure because they can continue their education, this situation affects their active participation, motivation, success and absence. This study has just created a perspective about instructors’ opinions on optional preparatory class. According to these findings, it is not possible to reach a definite judgement about the quality of optional preparatory class. Further research may investigate more detailed reasons of failure at the compulsory preparatory class and more detailed effective ways to improve optional preparatory class.

Acknowledgements

The researchers of this study would like to present their appreciations to the Nevşehir H. B. V. University, School of Foreign Languages for their invaluable support especially during the data collection period of the study.

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Zorunlu ve isteğe bağlı hazırlık sınıfı öğrencilerinin başarı düzeyleri arasındaki farkın belirlenmesi

Öz

Bu çalışmanın amacı Nevşehir Hacı Bektaş Veli Üniversitesi Yabancı Diller Yüksekokulu'nda bulunan zorunlu ve isteğe bağlı hazırlık sınıfı öğrencilerinin başarı düzeyleri arasındaki farkı belirlemektir. Bu amaca uygun olarak, seçmeli ve zorunlu hazırlık öğrencilerinin aldıkları genel İngilizce başarı düzeylerinin ortalama puanları karşılaştırılmıştır. Bu hedef doğrultusunda, seçmeli ve zorunlu hazırlık öğrencilerinin akademik yıl boyunca aldıkları aktif katılım ve portfolyo değerlendirme notlarının ortalama puanları karşılaştırılmıştır. Ayrıca, bu farkın nedenleri İngilizce öğretim elemanlarının görüşleriyle de irdelenmeye çalışılmıştır. Araştırmada nitel ve nicel yöntemlerin birlikte kullanıldığı karma yöntem kullanılmıştır. Nevşehir Hacı Bektaş Veli Üniversitesi'nde 2015-2016 eğitim-öğretim yılında zorunlu hazırlık eğitimi alan 559 öğrenci ile 2017-2018 eğitim-öğretim yılında isteğe bağlı hazırlık eğitimi alan 170 öğrenci bu araştırmanın çalışma grubunu oluşturmaktadır. Araştırma grubunun ortalama puanlarının karşılaştırılmasında betimsel istatistik tekniklerinden sıklık ve yüzde dağılımları kullanılmıştır. Öğretim elemanlarının görüşlerine ilişkin nitel veriler yarı yapılandırılmış görüşme yoluyla 30 öğretim elemanından toplanmıştır. Ayrıca yarı yapılandırılmış görüşmelerin çözümlenmesinde içerik analizi yöntemi kullanılmıştır. Araştırma sonucunda zorunlu hazırlık sınıfı öğrencilerinin İngilizce başarı düzeyi, aktif katılım puanı ve portfolyo değerlendirme puanının seçmeli hazırlık sınıfı öğrencilerinin seviyesinden daha düşük

olduğu sonucuna varılmıştır. Öğretim elemanların değerlendirmelerine göre hazırlık sınıflarının zorunlu ve isteğe bağlı olmasında yaşanan değişim İngilizce öğretiminde olumsuz sonuçlara neden olmuştur. Son olarak, öğretim elemanları 2015 yılında hazırlık sınıfı sisteminin isteğe bağlı olarak değiştirilmesinden bu yana, öğrenci motivasyon seviyesini öncekinden daha düşük olarak değerlendirmiştir.

Anahtar sözcükler: Zorunlu ve isteğe bağlı hazırlık sınıfı; İngilizce başarı düzeyi; portfolyo; sınıf içi performans

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