



A case study of the needs analysis for an ELT department curriculum in Türkiye

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Abstract

In the 21st century, skills and knowledge of teachers are expected to meet the needs of the 21st century citizens. Therefore, Hacettepe University English Language Teaching (ELT) Department has also decided to redesign its curriculum by taking into account the issues CoHE (2020) has declared. For this purpose, this study aims to examine the opinions of the internal and external stakeholders to determine their needs regarding the new curriculum. In the study, mixed methods research design was adopted based on both qualitative and quantitative data. The participants were composed of internal and external stakeholders of Hacettepe University ELT Department. A total of 284 people, from different stakeholder groups (faculty members, students, alumni, in-service teachers, and employers) participated in the study. Data were obtained from six different data collection tools consisting of various adapted questionnaires and interview forms. Collected data were analyzed separately appropriate to their types. Quantitative data were analyzed with descriptive statistics, and qualitative data were analyzed with content analysis. Findings indicate a consistency in the expectations of the stakeholders as they all demand a more practice-oriented curriculum with extensive content knowledge-based course content, along with a more effective practicum. Even though these findings may reflect the needs of many ELT departments' stakeholders in Türkiye, these should not be interpreted as the total and only needs of every ELT department across Türkiye. Therefore, similar studies should be replicated by institutions as each institution's stakeholders may have context-specific needs.

Keywords: Curriculum development; needs analysis; ELT department; teacher education

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1. Introduction

The Council of Higher Education (CoHE) has commenced a restructuring process of academic, institutional and administrative aspects in higher education (CoHE, 2020). Under the coordination of the CoHE, the first restructuring studies on the Faculties of Education/Educational Sciences and teaching undergraduate programs were carried out

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in 1997-1998 within the scope of the Ministry of National Education (MoNE) National Education Development Project, and partial arrangements were made in 2006 and 2009. Later, with the evolving conditions and needs, new regulations were made regarding the Faculties of Education/Educational Sciences due to the structural changes made in the education system in 2012; departments and undergraduate programs were reviewed and necessary arrangements and updates were made. In 2018, the courses in the revised teaching undergraduate programs were divided into three groups as in previous years: Content knowledge-based (CKB), Pedagogical knowledge-based (PKB), and General culture-based (GCB). The new programs have been implemented since the 2018-2019 academic year (CoHE, 2020).

In 2020, the CoHE has initiated the process of "delegation of authority" to universities, and in this process, it has delegated authority to higher education institutions in many areas, including the establishment of boards such as the Higher Education Programs Advisory Board and the Higher Education Quality Board. With this decision, it has been stated that it is the right choice to develop and update the teaching undergraduate programs of the Faculties of Education/Educational Sciences by the relevant higher education institutions. It has been asserted that, curriculum development in education is a dynamic and continuous process, and the universities in Türkiye have the capacity to manage this dynamic process, and the faculty members have the competence to develop and update programs (CoHE, 2020)

While designing and developing the programs, it has been stipulated to consider the grouping of CKB, PKB, and GKB course categories, and arrange "number of courses, course hours/credit hours and intensity" by taking into account this grouping. Also, it has been recommended that the National Qualifications Framework for Higher Education in Türkiye (NQF-HETR), NQF-HETR Teacher Training and Education Science Qualifications, and General Competencies for Teaching Profession by Ministry of Education of Türkiye (GCTP-MoNE) to be taken into account throughout the curriculum development process (CoHE, 2020). After this delegation of authority, English Language Teaching (ELT) departments all over Türkiye have started to develop their own undergraduate program. In this case, it is of the utmost importance for ELT departments to develop their programs based on their stakeholder's needs within the quality expectations of official institutions to capture and comprise the skills required to be an ELT teacher in the relevant country.

2. Literature Review

2.1. Curriculum Development

Curriculum is the central part of a teaching program. Although it might possess several definitions, traditionally, curriculum can be defined as the content of teaching or the mattering subject that is taught by the teacher (Colwell & Richardson, 2002). According to Print (1993), curriculum has a vital importance to the teacher in professional life. Within

the content of a curriculum, following fundamental questions might be answered related to the teaching program:

- What to teach?
- How to teach?
- When to teach?
- What is the impact of teaching? (Hussain et al., 2011)

The questions above might be classified as the components of a curriculum which specifies the learning and teaching priorities, activity and material selection, methods for assessment. It might be concluded that curriculum plays a vital role for the segments of a teaching and learning process. However, the curriculum is not generalizable. The content and components of it display differences in various contexts as Egan (1978) points out as 'Children's needs or interests are held largely responsible for the selection of curriculum content.' (p.70). This suggests that a curriculum should be designed according to the needs of the target group and it should involve the learning objectives and outcomes including the instruction and assessment. For this purpose, situation analysis or needs analysis might be carried out.

2.2. Needs analysis for curriculum development

The term needs analysis basically 'refers to the techniques for collecting and assessing information relevant to course design: it is the means of establishing the how and what of a course' (Flowerdew, 2013, p. 325). There are some aspects to be taken into consideration during the process of needs analysis such as the backgrounds of the learners, their goals, their readiness, their motivation for taking the courses, even the personalities of the learners (Flowerdew, 2013). When there are so many factors that might influence the components of a curricula, there should be systematic and scientific investigations related to the target group such as their learning styles, behaviors, as well as the learning objectives and outcomes. There are different methods for carrying out a needs analysis. Figure 1 shows the linear and cyclical processes of needs analysis.

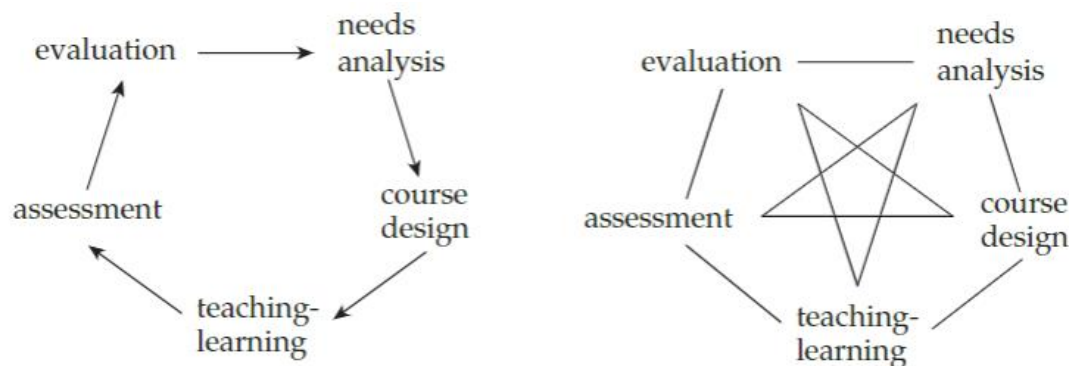


Figure 1. Linear and cyclical processes of needs analysis (Dudley - Evans and St John 1998, p. 121).

As can be concluded from the Figure 1 above, although it has the same stages, needs analysis does not necessarily proceed linearly and in an order. Instead, it might involve the back and forth relations among the stages during the analysis. In this context, the term 'learners' needs' is explained as “identifiable elements” of “students’ target English situations” (p. 299) by (Johns& Dudley- Evans, 1991), as cited in Benesch’s (1996) study. Needs analysis might employ various data collection tools both quantitatively and qualitatively. Surveys related to the backgrounds and objectives of the target group might be administered, consultation might be conducted about the course requirements, observation sessions might be carried out with an aim to understand the insights of the target group in their naturalistic contexts, or more than one techniques might be combined so that the validity and the reliability of the data is ensured (Benesch, 1996; Frodesen, 1995; Johns, 1981; McKenna, 1987; Prior, 1985; Ramani et al., 1998; Tarone, 1989).

2.3. ELT Departments

There have been three critical reforms affecting ELT programs in Türkiye. These reforms took place in 1998, 2007, and finally in 2018. The most recent one has been regulated by CoHE to standardize teacher training nationally. As of the 2018-2019 fall semester, this program has started to be taught by all ELT departments across Türkiye starting from the 1st grade. The content of this program is 48% CKB, 34% PKB, and 18% GCB (Öztürk & Aydın, 2018). Although this program has been regulated and implemented with good intentions, it has been the center of criticism for several different reasons (Öztürk & Aydın, 2018). Among the criticisms are the lack of qualified instructors for the various courses (especially general culture-based), the inability to fully cover teacher qualifications, and the lack of practical courses (Çelik, 2019; Öztürk & Aydın, 2018). Therefore, in 2020, CoHE entrusted educational institutions with curriculum development by stating that this is a dynamic and continuous process and educational institutions are more than equipped to do so. In the new curriculum development process of educational institutions, CoHE particularly emphasized that departments should pay attention to the NQF-HETR (its 6th Cycle-Bachelor's Qualifications), NQF-HETR Teacher Training and Education Science Qualifications (Narrow Field Code: 14), and GCTP-MoNE (CoHE, 2020). After this entrustment, many ELT departments across the country started to develop their new ELT undergraduate programs according to the framework proposed by CoHE.

2.4. Research Questions

The main aim of the current study is to determine the needs and expectations of internal and external stakeholders of Hacettepe University, ELT Department towards an ELT curriculum. With this in mind, following research questions are intended to be answered:

1. “What are the needs and expectations of internal stakeholders of Hacettepe University ELT Department regarding a new curriculum?”

- a. *The views of Faculty Members*
 - b. *The Views of Students of ELT Undergraduate Program*
2. “What are the needs and expectations of external stakeholders of Hacettepe University ELT Department regarding a new curriculum?”
 - a. *The Views of In-service EFL Teachers*
 - b. *The Views of ELT Undergraduate Program Alumni*
 - c. *The Views of Employers of EFL Teachers*

Within this scope, this present study attempts to answer these research questions by comprehensively representing determined internal and external stakeholders' needs and expectations. The following sections display the method, findings and discussions of the study in detail.

3. Method

This mixed-methods study sets out to investigate the needs and expectations of Hacettepe University's stakeholders regarding the ELT undergraduate program. Mixed-methods was preferred due to its nature of combining the strengths of both quantitative and qualitative data to answer the research question (Creswell, 2009). Following titles provide detailed information about adopted methodology.

3.1. Research Design

This mixed-methods study adopts convergent parallel design. This design enables researchers to collect and analyze quantitative and qualitative data simultaneously (Creswell & Clark, 2011). Figure 2 shows the work-flow diagram of the study.

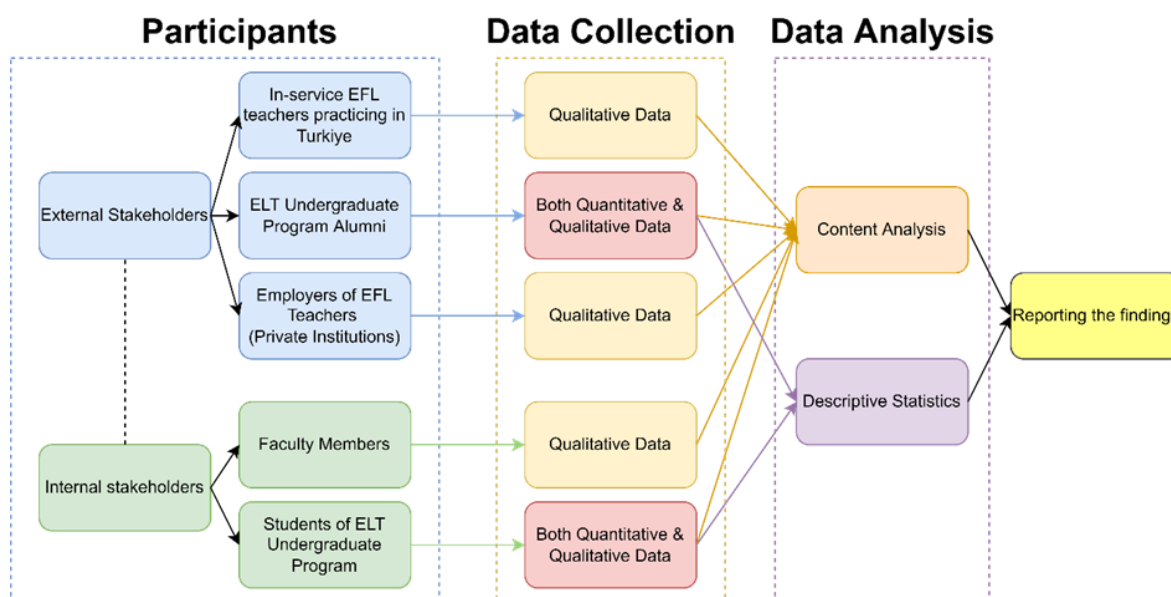


Figure 2. Work-Flow diagram of the study

The procedure started with identifying stakeholders. In this process, stakeholders were divided into two groups namely, internal stakeholders and external stakeholders. These groups were also divided into sub-groups within themselves. The procedure progressed for these groups and sub-groups separately. Internal stakeholders for the study were In-service EFL teachers practicing in Türkiye, ELT undergraduate program alumni and Employers of EFL teachers. These participants had affiliations with the Hacettepe University ELT Department. Internal stakeholders of the study were Faculty members and Students of the ELT undergraduate program of Hacettepe University ELT department. Having a diverse population for the study contributed a lot to this study's findings because it provided researchers with comprehensive data to examine and analyze different participants' views, needs, and expectations to create a new curriculum that has the potential to serve various related areas. These five groups of participants, upon giving consent forms for the study, were contacted by the researchers, and the data collection procedures began for five groups simultaneously. The data collection procedure for internal stakeholders were organized at the Hacettepe University ELT department. The interviews with the faculty members were conducted on an online meeting program. As a result, qualitative data were collected from faculty members. Another internal stakeholder group was the current students of ELT undergraduate program. These students were visited during their class hours, they were informed about the aim of the study and they were asked whether they wanted to volunteer or not. Students who volunteered were delivered a questionnaire including both open-ended and closed-ended questions. Therefore, both qualitative and quantitative data were obtained. As for the external stakeholders, researchers sent an online questionnaire containing both open-ended and closed-ended items to Hacettepe University ELT undergraduate program alumni through their contact information. After this procedure, researchers obtained both qualitative and quantitative data from alumni. Employers of EFL teachers were also delivered an online questionnaire. Additionally, in-service EFL teachers were interviewed by phone after receiving their consent. Qualitative data were collected from both employers of EFL teachers and in-service EFL teachers as a result of these data collection procedures. The qualitative data were analyzed by using content analysis and the quantitative data were analyzed by using descriptive statistics. Lastly, findings were reported and interpreted.

3.2. Participants

Participants were recruited from stakeholders of Hacettepe University. Participants were divided into 5 subgroups within 2 groups as briefly mentioned above. These groups and subgroups are presented in Figure 1. Details are provided within this section.

Table 1 shows the number of participants by groups. A total of 284 people participated in the study. Two types of sampling methods were preferred; convenience sampling and purposive sampling. Table 1 presents the sampling method preferred for each participant subgroup. According to Table 1, while in-service EFL teachers and employers of EFL teachers were determined through convenience sampling, ELT undergraduate program

alumni and students of ELT undergraduate program are determined by using purposive sampling. Criteria for purposive sampling are as follows;

- *For ELT Undergraduate Program Alumni:* Having graduated from ELT Undergraduate Program of Hacettepe University in 2010 and later;
- *For Faculty Members:* Having employed and actively working in ELT Program of Hacettepe University;
- *For Students of ELT Undergraduate Program:* Being a student of ELT Undergraduate Program of Hacettepe University.

Table 1. Information regarding participants and sampling methods

Sampling Method	Sub-groups	N
Convenience Sampling	In-service EFL Teachers	15
Convenience Sampling	Employers of EFL Teachers	8
Purposive Sampling	ELT Undergraduate Program Alumni	143
Purposive Sampling	Faculty Members	8
Purposive Sampling	Students of ELT Undergraduate Program	110
Total		284

Table 2 displays the demographic information of participants. According to Table 2, majority of the participants are between “20-24 ages” (N= 157). Most of them are ELT undergraduate program students. The second most populous age group is the 25-29 age group (N= 73). ELT undergraduate program alumni constitute the majority of this group. “30-34” and “35 and above” age groups have the same number of participants (N= 27 for both). As for gender, the vast majority of participants are women. The number of women is higher in all participant groups except for “Employers of EFL teachers”.

Table 2. Demographic information of participants

Sub-groups	Age				Total
	20-24	25-29	30-34	35 and above	
In-service EFL Teachers	-	6	5	4	15
Employers of EFL Teachers	-	-	-	8	8
ELT Undergraduate Program Alumni	48	67	21	7	143
Faculty Members	-	-	-	8	8
Students of ELT Undergraduate Program	109	-	1	-	110
Total	157	73	27	27	284

Sub-groups	Gender		Total
	Male	Female	
In-service EFL Teachers	6	9	15
Employers of EFL Teachers	6	2	8
ELT Undergraduate Program Alumni	41	102	143
Faculty Members	3	5	8
Students of ELT Undergraduate Program	35	75	110
Total	91	193	284

Table 3 presents the professional information of the participants. ELT undergraduate program students are not included in this table. Most of the participants have been working for “1-4 years”. The majority of them are ELT undergraduate program alumni.

The number of participants with “5-9 years” and “10 years or above” experience is close to each other. All employers of EFL teachers and faculty members have more than 10 years of experience. Additionally, most of the participants are teachers. ELT undergraduate program alumni are the majority of these teacher participants. Academic and school managers are other professions our participants have. Participants that are not working are ELT undergraduate program alumni who are waiting to be appointed by the government. The 'Other' category consists of ELT undergraduate program alumni working in ministry positions. The majority of the participants work in a public institute, and most of them are ELT undergraduate program alumni. Similarly, the participants working in a private institute consist of mostly ELT undergraduate program alumni. Additionally, it is worth to note that the employers of EFL teachers who work at private institutions are currently the principals or leaders for ELT departments of the biggest private educational institutions in Türkiye. The majority of the participants work at the secondary education stage, followed by those who work at the primary education stage. ELT undergraduate program alumni constitute the majority of these two groups. The majority of the participants working in higher education are faculty members.

Table 3. Professional information of participants

Sub-groups	Years of work experience			Total
	1-4	5-9	10 and above	
In-service EFL Teachers	3	8	4	15
Employers of EFL Teachers	-	-	8	8
ELT Undergraduate Program Alumni	104	27	12	143
Faculty Members	-	-	8	8
Total	107	35	32	174

Sub-groups	Profession					Total
	Not working	Teacher	Academic	School Manager	Other	
In-service EFL Teachers	-	15	-	-	-	15
Employers of EFL Teachers	-	-	-	8	-	8
ELT Undergraduate Program Alumni	17	119	5	-	2	143
Faculty Members	-	-	8	-	-	8
Total	17	134	13	8	2	174

Sub-groups	Institution they work at			Total
	Not working	Public	Private	
In-service EFL Teachers	-	9	6	15
Employers of EFL Teachers	-	3	5	8

ELT Undergraduate Program Alumni	17	65	61	143
Faculty Members	-	8	-	8
Total	17	85	71	174
Sub-groups	Educational stage they work at			
	Primary Education	Secondary Education	Higher Education	Total
In-service EFL Teachers	5	6	4	15
Employers of EFL Teachers	3	5	-	8
ELT Undergraduate Program Alumni	41	78	2	121
Faculty Members	-	-	8	8
Total	49	89	14	152

3.3. Data collection tools

This recent study made use of both quantitative and qualitative data. Therefore, different data collection tools have been utilized. These data collection tools are interview forms and questionnaires. These were taken from various sources and adapted in accordance with the new research context. While adapting, the National Qualifications Framework for Higher Education in Türkiye (NQF-HETR) (its 6th Cycle-Bachelor's Qualifications), NQF-HETR Teacher Training and Education Science Qualifications (Narrow Field Code: 14), and General Competencies for Teaching Profession by Ministry of Education of Türkiye (GCTP-MoNE) were taken into consideration. After adaptation, expert opinion was sought. These data collection tools are discussed separately under the following *Qualitative* and *Quantitative* sections.

3.3.1. Qualitative data collection tools

There were a total of five different qualitative data collection tools utilized in this study. Details regarding these data collection tools are presented below.

a. Alumni Questionnaire (Adapted)

The Alumni questionnaire was adapted from the study conducted by Omer (2017). The questionnaire consists of 2 parts. The original questionnaire had 22 five-point Likert items. Researchers omitted out last 3 items and included 6 more items which are developed based on NQF-HETR, NQF-HETR-Narrow Field Code:14, and GCTP-MoNE. Later, expert opinion was sought from one experienced professor in the field regarding the adapted version of the questionnaire. As a result, the first part consists of 25 five-point Likert items. The second part consists of 5 open-ended questions developed based on a SWOT analysis. Qualitative data were obtained from the second part.

b. Interview Form for In-service EFL Teachers (Adapted)

The form was adapted from the study of Çelik (2019). It consists of 6 questions. Questions were only altered grammatically according to the expert opinions. Interviews were conducted over the phone with in-service EFL teachers who volunteered and gave consent to participate in the study.

c. Employers, Managers and Professional Organizations Representatives Questionnaire (Adapted)

This questionnaire which was developed within the scope of quality management of another university (Atatürk University Education Coordinator, 2019), has been adapted and used according to the expert opinions. The first part of the survey collects quantitative data and the second part collects qualitative data. Part 1 consists of 5-point Likert items. In the second part, there are 3 open-ended questions.

d. Interview Form for Faculty Members (Adapted)

In order to create the interview form of faculty members, similar studies in Turkish literature were examined in detail, and the studies with the most appropriate interview questions for the purpose of the study were identified. As a result, an interview form was created by adapting the faculty members interview questions in Omer's (2017) and Duman's (2019) studies. The interview form consists of 21 questions in total. Eleven of these questions ask the participants' views on how they evaluate the courses they currently teach, how they conduct the course processes, and what they do to improve the courses. Five of the questions in the interview form were prepared to get the opinions of the participants about the content knowledge based courses given by the department and our 4-year curriculum in general. Two questions are designed to obtain information about the general evaluation of the professional knowledge and general culture knowledge based courses in the current ELT program and how they can be designed more efficiently. The last three questions in the interview form aimed to create a SWOT Analysis about the current situation in the ELT curriculum. In particular, while evaluating the CKB, PKB and GCB courses, the participants were asked to express their opinions on the course list in Baimbetova's (2021) study and the lists of courses currently taught in the ELT department curriculum.

e. Questionnaire for Students of ELT Undergraduate Program

This questionnaire was developed in order to get direct insights from students about the changes to be made on the curriculum more elaborately. A total of 3 open-ended questions developed based on the expert opinions were directed to the ELT undergraduate program students.

3.3.2. Quantitative data collection tools

There were two quantitative data collection tools utilized in this study. The details regarding these tools are shared below.

a. Alumni Questionnaire (Adapted)

As described before in qualitative data collection tool section, this questionnaire originally consisted of 22 five-point Likert items. Researchers omitted out last 3 items and included 6 more items which are developed based on NQF-HETR, NQF-HETR-Narrow Field Code:14, and GCTP-MoNE. After receiving expert opinions about the adapted and developed version of the questionnaire, the first part ended up having 25 five-point Likert items.

b. Questionnaire on ELT Undergraduate Students' Views of the Program's Effectiveness

This questionnaire was developed based on the "Evaluation Form of the Undergraduate Student Teachers Participating in The Teaching Practicum at Educational Institutions Associated with the MoNE" (MoNE, Teacher Training and Development General Directorate, 2019), which was the final evaluation tool used in Teaching Practicum course. Besides, some items involving 21st century skills, education in the post-pandemic world, and intercultural competence were also included. The questionnaire consists of 43 five-point Likert items in 6 parts, namely *Teaching Procedure*, *Communication*, *Evaluation and Recordkeeping*, *Other Professional Competencies*, *21st Century Skills*, and *Intercultural Competence*.

3.4. Data Analysis

Analyzes were conducted in accordance with the data type and the purpose for which the data were collected. The analysis of quantitative and qualitative data are presented under following sections separately.

3.4.1. Analysis of the qualitative data

Content analysis technique was used to analyze the collected qualitative data. Content analysis is a scientific method in which written materials are systematically analyzed and then grouped according to certain criteria to make the information obtained accessible (Fraenkel, Wallen & Hyun, 2012). Therefore, qualitative data collected from the participants were analyzed as themes and codes, and the related themes and codes were tabulated according to their frequencies (Creswell, 2012). Miles and Huberman (1994) model was used to analyze the data. This model consists of three main stages: (1)

organizing or reducing the data, (2) displaying the data, and (3) describing and verifying the results (See Figure 3).

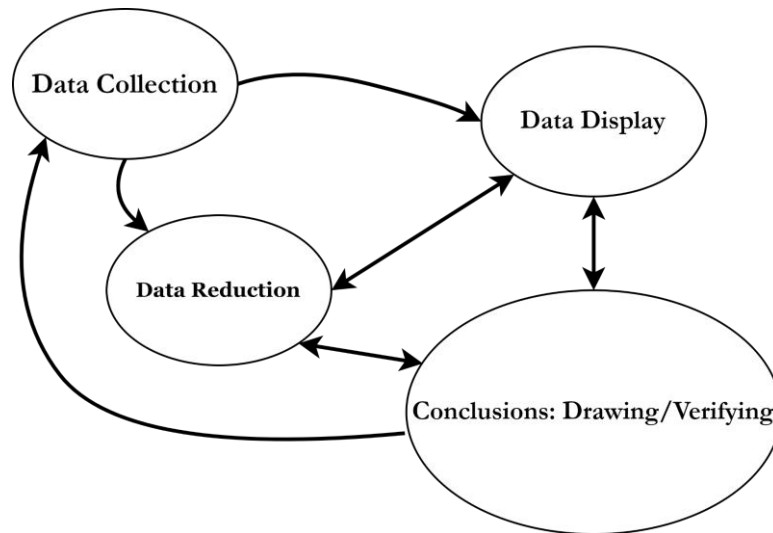


Figure 3. Components of Data Analysis: Interactive Model (Miles & Huberman, 1994, p.12)

According to this model, qualitative data should first be made available for analysis. In this direction, first of all, the interview recordings made with the participants via zoom were re-listened to and the answers given by the participants to each question were noted down by the researchers. Then, considering the objectives of the study, a code pool was created from the answers given with a systematic arrangement. During the coding process, some codes were combined and some codes were reorganized as sub-codes. The thematization method was applied in accordance with these codes. Following this, each theme was analyzed separately by two different researchers, and the emerging themes and codes were checked by another expert from the field to secure inter-rater reliability. They were presented both qualitatively (through quotations) and quantitatively (through frequency tables) in the findings.

3.4.2. Analysis of the quantitative data

Considering that the collected quantitative data is nominal and discrete, descriptive statistics were preferred for the data analysis. Responses of the participants were presented as frequencies in separate tables (Ross, 2017). This enabled researchers to

demonstrate some trends and tendencies concerning the relevant ELT curriculum-related items neatly.

4. Findings

The findings will be reported as two sub-headings based on (i.) qualitative and (ii.) quantitative data coming from both internal and external stakeholders in the following parts to portray the findings and the relevant data in a more concise manner.

4.1. Findings based on the qualitative data

4.1.1. Internal Stakeholders

4.1.1.1. The views of Faculty Members

As a result of the interviews conducted with the faculty members of Hacettepe University, findings were clustered around three main themes. The first one is the opinions about the Content knowledge-based (CKB) courses from the first year to fourth-year courses, the second one is the opinions about the Pedagogical knowledge-based (PKB) courses and the General knowledge-based (GKB) courses. The findings for each main theme is shared below starting with the CKB courses based on a yearly analysis of the curriculum.

a. First Year Courses:

Table 4 presents faculty members' opinions regarding CKB courses for the first-year curriculum.

Table 4. Frequency table of the opinions regarding the 1st year CKB courses

Opinions regarding the 1st year CKB courses	f
English language skills courses (reading, writing, grammar) should be more advanced/academic level	8
English grammar and reading courses should be removed from the program	3
Foreign language courses should be more diversified	3

The faculty members had two main opinions about the first-year courses. The common point regarding language skills is that these courses should be more advanced and academic level oriented. Some of the opinions in this issue are shared below:

“English language skills courses should be given at an advanced level, and their content should be updated for the ELT field as academic reading/writing.

“English grammar should be removed or provided as contextual grammar.”

“Reading skills I and II can be removed. Students already come to the department at a very advanced level.”

In addition, it was stated that foreign language courses (German, French) should be supported by the Modern Languages Unit, both to lighten the course load on the teachers and to make them much more diverse.

“In terms of foreign languages, we cannot offer our students many choices as electives at the moment. If the Modern Languages Unit can be utilized, we can get elective course support and offer opportunities to students in this way.”

b. *Second Year Courses:*

Opinions for the 2nd year courses focused on “Linguistics”, “Language Acquisition”, “English Teaching Curriculum”, “Approaches to Learning and Teaching English”, and “Literature” courses.

Tablo 5. Frequency table of the opinions regarding the 2nd year courses

Opinions regarding the 2nd year courses	f
Language acquisition and linguistics course hours should be increased	5
Morphology, Syntax, Pragmatics courses should also be added	3
Literature courses should be increased	2
The course hours of “Approaches to learning and teaching English” should be increased	2

The participants stated that “Linguistics” and “Language Acquisition” courses are among the main courses. Therefore, they stressed that these courses should be given at least two semesters by increasing the course hours and diversifying their content. Opinions on this issue are shared below:

“The Language Acquisition course needs to be spread over two terms and its hours need to be doubled. It should start from the first year.”

“Linguistics courses are very inadequate. Lesson hours should be increased.”

“Morphology, Syntax, Pragmatics courses should be added to the curriculum.”

There are different opinions about “Literature” courses. When these views are evaluated, one view is about intensifying and increasing the literature courses, and another view suggests that diversity should be provided in these courses.

“English Literature courses should be increased. Courses such as Introduction to literature, Novel, Short story, Drama can be added. There should be at least 4 literature courses in total in the 4-year ELT program. Students' horizons would be broadened and the curriculum would become stronger.”

“Instead of offering two semesters of British Literature, it would be better to offer one semester of British Literature and one semester of American Literature.”

The common opinion about “Approaches to English Language Learning and Teaching” and “English Teaching Curriculum” courses is that these courses are among the most

important courses of the ELT department. It is recommended that these courses should be transformed into a course called “English Language Teaching Pedagogy”, its content should be enriched and modularized.

“These courses should be at least 3 hours and 2 semesters. It is very difficult to cover all of the course contents.”

“These courses should be transformed into a bigger course called ‘English Language Teaching Pedagogy’”

c. *Third Year Courses:*

In relation to the third year courses, the faculty members generally stated that they endorsed the courses and the contents. That’s why, they did not give specific details about the current courses to change or update. However, two faculty members commented on “Teaching English to Young Learners (TEYL)” and “Teaching Language Skills” courses as below.

Table 6. Frequency table for 3rd grade lessons

Opinions on 3rd grade lessons	f
“Teaching English to Young Learners” course hours should be increased (as Theory + Practice)	1
“Teaching Language Skills” course hours should be increased (as Theory + Practice)	1

As for the TEYL, the main points were that the current version of this course is insufficient in terms of transferring the content, that the course should be updated theoretically and practically, and that it should be delivered in a face-to-face fashion, rather than online.

“TEYL course needs to be two hours of theory and two hours of practice, and it has to be two semesters. This course should not be online, it is difficult to focus efficiently because it is an application-oriented course with very little participation in micro-teaching and practice while teaching.”

About the Teaching Language Skills course, it was stated that the content of this course is very wide, including grammar, vocabulary and pronunciation teaching, the current version of this course should be revisited and the course hours should be increased.

“When the Special Teaching Methods course was removed, the course got more intense, but the lesson hours decreased. Since it is an intensive course, this course intensity can reduce the efficiency. I need practice hours in this sense.”

d. *Fourth Year Courses:*

Opinions on the 4th grade courses emerged about “Translation”, “Testing in English Language Teaching”, “English Course Book Evaluation”, “Community Service” and

“Teaching Practicum” courses. The faculty members’ ideas on the “Teaching Practicum” course was varied in terms of its timing, content, and practice, which is shared in Table 7.

Table 7. Frequency table for 4th grade lessons

Opinions about 4th grade lessons	f
The scope of “Testing in English Language Teaching” course should be expanded	4
“Community Service” course should be organized more efficiently	3
“English Course Book Evaluation” course should be given under a course like “Language Teaching Pedagogy”	2

For the fourth-grade courses, much attention was paid to the “Testing in English Language Teaching” course. It was mentioned that this course is one of the most important courses in the field and it is possible to transform the course into a larger course like “Language Assessment” or to offer it as two sub-courses like “Testing and Evaluation” and “Language Assessment”. By doing so, its efficiency can be increased.

“The Testing course needs to be turned into a big Language Assessment course.”

About “English Course Book Evaluation”, it was stated that this course can be presented by connecting its content to an already existing course that will be offered, like Language Teaching Pedagogy.

“‘English Course Book Evaluation’ course can be integrated into the content of the Language Teaching Pedagogy course.”

As for the “Community Service” course, the faculty members claimed that this course can be used much more productively. It was stated that this course could contribute to the student teachers in terms of gaining different teaching experiences by organizing non-funded teaching projects and by requiring them to take this course in earlier semesters.

“We should use the courses on Community Service practices much more efficiently.”

“Community Service Practices course needs to be taken earlier. There is no point in suggesting it in the last year, it can be taken in the 1st grade in order to raise awareness or to see different educational institutions.”

“Teaching Practicum” course is one of the most important courses of English Language departments. The opinions of the faculty members about this course emerged under three main headings. The first of these is the opinions on school selection, the second is on provision of different practicum schools, and the third is on the practice itself. General tendency towards the application of “Teaching Practicum” courses are in the table below.

Table 8. Frequency table for teaching practice

Opinions about teaching practice	f
Student teachers should be directed to schools at different levels during practicum	4
Practicum should start in earlier years	2
A standardization should be established for Practicum	2
The inadequate number of faculty members	2

Opinions on School Selection

About the selection of schools, it was revealed that the selection of schools to which the student teachers are directed should be made meticulously and that it is a necessity in terms of the functionality and efficiency of the “Teaching Practicum” course.

“School selection is very important. Students were going to Industrial Vocational High School beforehand and it was very bad there. I think the students should not be directed to such schools. But, now we are going to Beytepe Secondary School. I am happy there, the students are also satisfied. The teachers are also very diligent. It would be nice if they went to private schools also.”

Provision of Different Practicum School

In English Language Departments, the students generally do their practicum at the same school for two semesters. This situation was problematized by the faculty members and it was suggested that the student teachers should have the chance to gain experience in schools from different levels as much as possible. In this sense, it was mentioned that the student teachers should be directed to different schools instead of going to the same school for two semesters. This would provide opportunities to work with students from different age groups. It was also added that the student teachers’ practicum opportunities in terms of higher education level are quite limited, and new attempts should be made to provide tertiary level teaching experience for the student teachers.

“Two semesters of practicum and they go to the same school students; but ideally, I think if they go to primary school in the first term, they should go to high school in the second term. Students should be able to see two different groups in order to have different experiences.”
“They need to see students from different age groups. It can even start from the 3rd grade, and we need to offer this diversity to our students.”

Opinions on the application process of the Practicum

The faculty members also stressed some issues on the application process of the Practicum which are more related to the organizational structure of the “Teaching Practicum” course. There are three points that they asserted. The first one was the inadequate number of the faculty members in the department, the second one was about the problems in setting up standards in practice, and the third one was about the starting period of the Teaching Practicum course.

The opinions of the faculty members on *the inadequate number of the faculty members* are also associated with the inadequacy of feedback provision for the student teachers, because the student teachers have to work with Practicum instructors from different departments due to the inadequate number of faculty members. This causes the student teachers to

receive feedback sometimes only on pedagogical knowledge, rather than the field knowledge, eventually resulting in an imbalanced learning opportunities.

“The Teaching Practicum course has been better for the last year with the arrangement made by the dean. But not enough. Our main problem in the internship is the lack of instructors. We hire external instructors from chemistry, biology departments etc. These instructors organize students during Practicum. These instructors have almost no knowledge about teaching English. While some students go to internships with experienced faculty members in our department, some go with instructors from other departments. This situation causes inequality and injustice in terms of students' feedback and learning point.”

Standardization in practicum was another problematic point by the faculty members. It emerged as the absence of a specific standard for the implementation of the “Teaching Practicum” course. It was asserted that some of the faculty members and instructors made on-site observations, some of them made observations by recording and some did both practices. Therefore, the lack of a certain standard in terms of conducting the practicum process was a criticized point by the faculty members.

“Another problem is that there is a lack of systematicity. For example, I make recordings, reflective practice etc. I make students do it. But the instructors in the other departments only make two observations, for example, they cannot evaluate or give feedback on the basis of teaching English. We do not have a fixed practice among ourselves.”

The starting point for the Teaching Practicum course was also regarded as a problem based on the views of the faculty members. Teaching Practicum course in the current program is provided for the student teachers in the seventh and eight semesters (i.e. 4th year in the program). The faculty members asserted that the student teachers should be directed to the schools before the fourth grade to make school and class observations before doing their practicum in the fourth year. Thereby, they would explore and analyze the school environment and they could do their teaching from the seventh semester on (because they do actual teaching only on the eight semester in the current program). This would increase the effectiveness and impact of the observation and application processes in relation to the Teaching Practicum course. One of the views of the faculty members is shared below.

“I think that observation should be made from the first year, at the latest from the second year. When we consider it as a process, students should make reflective observations and prepare for real teaching just before teaching.”

In addition to what faculty members suggested in terms of four-year ELT curriculum courses, they also provided their views on what specific CKB and elective courses should be presented for the student teachers in the ELT programs. The results were diverse, but there were some common points drawn from the collection of the views. As the first important point, the faculty members asserted that content knowledge-based and elective

courses should be as rich, diverse and comprehensive as possible and that the student teachers should be given the freedom to choose any interdisciplinary course from any department because they cannot take the courses from sociology, psychology, anthropology, and any other departments freely in the current program. Another point stated by the faculty members was that the number of courses integrating technology and English language teaching, 21st century skills, and the Common European Framework of Reference for Languages should be increased to keep up with the recent developments and trends in the field.

Table 9. Frequency table of opinions on elective courses

Opinions on content knowledge-based and elective courses	f
Area elective courses pool should be expanded	8
Technology and ELT courses should be provided	4
CEFR and 21 st century skills should be integrated with the current program more effectively	5
The student teachers should be freely choosing any course that they want from any program	5

As a result of the interviews with the faculty members of the department about the PKB and GCB courses, the necessity to integrate the content of pedagogical knowledge-based courses with the content knowledge was emphasized. That is, based on the participants' views, it was revealed that the PKB courses should be fully aligned with the practices of English Language teaching. As for the GCB courses, it was seen that the faculty members calls for a change in the current program and they claim that the student teachers should decide on what GCB courses they want to take and they should be able to select any course from any program for their own purposes similar to the view on these courses. Normally, the ratio for the GCB courses in the current program is 30% and the faculty members also stated that this ratio can be revisited and changed to 10 or 15% so that the student teachers can have more opportunities to select CKB courses.

Table 10. Frequency table of opinions on profession knowledge

Opinions on vocational knowledge courses	f
The content of pedagogical knowledge-based courses should be created in accordance with the content knowledge in ELT.	5
The number of the content knowledge-based courses should be increased by balancing the pedagogical knowledge and general culture-based courses.	4
The student teachers should be able to decide on the general culture-based coded courses based on their own needs and purposes, and select courses from any program at the university	4

“EGT courses should be designed according to the content knowledge based courses.”

“Instead of GKS coded courses, it is required to take elective courses from any department of the university (also leaving the faculty), and the rate of 30 percent is too much, the rate of these courses can be reduced to 10 percent.”

“It would be appropriate to open courses in line with the suggestions and needs of the students.”

4.1.1.2. The Views of Students of ELT Undergraduate Program

Another participant group in the study were the students of ELT undergraduate program. They completed an open-ended questionnaire consisting of three comprehensive questions:

1. Are there any courses you would like to be added to the program? If any, what are they?
2. Which courses in your curriculum do you believe contribute most to your professional development?
3. Any other comments you would like to add? If so, please specify.

Upon the thematic analysis of responses coming from students, following categories were found out to be recurred in relation to the courses to be added into the program:

- a. Elective foreign language courses
- b. Digital competence
- c. Intercultural competence
- d. Literature (and) Language Teaching course
- e. Variety of elective General culture-based (CKB) courses

a. *Elective foreign language courses*

Elective foreign language courses were reported to be inadequate in terms of diversity of languages and multitude of the classes. Accordingly, students were notified that there were to be more options for elective foreign languages in the curriculum other than German and French, such as Spanish, Italian and Russian etc.

“Courses such as Spanish and Italian can be added as elective foreign languages.”
“High quality and various foreign language courses should be offered such as Spanish and Russian.”

Besides, students pointed out that elective foreign languages were to be offered more than 2 semesters, as it was in the current program. Rather, they would be available during the whole program or at least from the 2nd grade and on, meaning for 6 semesters in total.

“Setting aside our first year at the university, elective foreign language courses should be provided in 2nd, 3rd and 4th years in the program. As English major students, mastering another foreign language is of utmost importance for us and taking two semesters of elective foreign languages is not enough to achieve it.”

b. *Digital competence*

The post-pandemic period told students a lot about the role of technology in education, as they mentioned in their responses to the open-ended questions. Accordingly, they

highlighted the need for a Distance Language Teaching course and material development specifically designed for online education.

“As of today, since we have gone through times we need to stay home, a course like Distance Language Teaching might be intriguing.”

Besides, they signified the need for being trained on how to use information technologies better and to improve their media literacy.

c. Intercultural competence

Students emphasized the fact that from their 2nd year on the curriculum was heavily on the pedagogical knowledge-based courses while the English language specific courses were fewer. They would prefer to have taken such courses not to lose their connection with English as learners of it:

“I would like an English-focused course, even if there is one. No one is perfect about the world's most-spoken language, not even the natives :) ”

Furthermore, they put forward courses like English Language Awareness and English in Everyday Life to grasp more cultural elements.

d. Literature (and) Language Teaching course

Literature was considered as both a source of content to teach English and a contribution to intellectual development by the students. Therefore, in addition to current English Literature course they voiced their interest in elective course options covering literature, more specifically English Literature:

“A course that will help language learners develop further intellectually, interpret existing works (literary works, works of art, etc.) and even help students who want to produce in

their own can be added as a semester or elective course (a little more of the "English Literature" course but with more practical aspects)."

"I would like to take more elective courses similar to English Literature."

On the other hand, they expressed their dissatisfaction with the Literature and Language Teaching course in terms of its failure in connecting the content with classroom teaching:

"Literature and Language Teaching course has nothing to do with practical value."

"More comprehensive Literature and Language Teaching courses can be offered."

e. Variety of elective general culture-based (CKB) courses

Students seemed to be highly interested in the General culture-based (CKB) courses in the curriculum yet they had complaints about the variety and content of currently available courses.

"More courses for general cultural development, please!"

"From the second year and on we had to take CKB courses but most of the time we had difficulty in finding the proper course (the ones we may find interesting) and even worse when we found one this time they had the quota problem since they were not enough for all the students in the faculty."

"CKB courses should be provided by our department or we should be able to take SEC (Elective) Courses instead of them whenever we want."

Apart from the courses to be added into the program, students were asked about courses in the current curriculum that contribute most to their professional development. Following table presents the courses which have the highest frequency:

Table 11. Courses that contribute most to students' professional development

Courses	f
Current Approaches in ELT	13
Language Acquisition	8
Conversation Analysis and Language Teaching	8
Teaching English Language Skills	5
Teaching Practicum	5

4.1.2. External Stakeholders

4.1.2.1. The Views of In-service EFL Teachers

In Table 12, the problems experienced by the in-service EFL teachers in their professional experience related to the ELT undergraduate program were listed in detail.

Table 12. Problems faced by in-service ELT teachers in their professional experience

Problems in professional experience	f
Inability to apply theoretical knowledge in practice	7

According to study findings, most of the in-service EFL teachers stated that the inability to apply theoretical knowledge in real classroom practice was the major problem faced during professional experience.

Table 13 shows the positive and negative remarks of the in-service EFL teachers about the ELT curriculum.

Table 13. In-service EFL teachers' opinions about ELT curriculum

Opinions about the ELT undergraduate program		f
Positive	Raising well-equipped individuals	4
	Training experts in the field	4
	Being useful	2
	Giving different perspectives	1
Negative	It is full of theoretical knowledge that cannot be put into practice	5
	Insufficient course content	3
	Lack of training for current conditions	1

As seen in Table 13, the ELT curriculum's ability to train competent individuals for the occupation and experts in the ELT field seemed to be the major positive side of the program. Yet, the density of theoretical knowledge and insufficient and outdated course contents were presented as the major drawbacks of the program.

The opinions of the in-service EFL teachers about the CKB courses in the ELT curriculum are presented in Table 14.

Table 14. In-service EFL teachers' opinions about CKB courses in the ELT curriculum

Opinions about the CKB courses in the ELT curriculum		f
Positive	Sufficient in content	4
	Not up to date	5
Negative	Insufficient applied courses	4
	Insufficient in content	1
	Not compatible with European qualifications	1

According to Table 14, the in-service EFL teachers indicated greater discontent with the curriculum even though there were both positive and negative opinions on it. Analysis of the data indicated that participants found the program both outdated and lacking in applied courses though course contents seemed to be relevant and enough.

In Table 15, in-service EFL teachers' opinions on the PKB in ELT curriculum were presented. Participants presented both positive and negative remarks regarding the pedagogical course being taught in the program.

Table 15. In-service EFL teachers' opinions about PKB courses in the ELT curriculum

Opinions about PKB courses in ELT curriculum		f
Positive	Being the courses that contribute the most to the teaching profession	3
	Sufficient in content	2

	Sufficient number of courses	1
	Too theoretical	4
	Not integrated into CKB courses	1
Negative	Insufficient number of courses	1
	Not oriented to current conditions	1
	Not up to date	1

As seen in Table 15, participants saw PKB courses as the most contributing courses to their development in the teaching profession, and these courses appeared to be sufficient in content. However, the density of theoretical knowledge in their content emerged as the major setback of these courses in the program.

The views of the in-service EFL teachers about the GCB courses in the ELT curriculum were presented in Table 16. They stated that these courses provide them with different perspectives during their undergraduate education. However, the low variety of these courses was reported as a negative aspect. In addition to this, the codes related to the finding/not finding enough courses were repeated in equal numbers. A detailed analysis of the codes were presented in Table 16 below.

Table 16. In-service EFL teachers' opinions about GCB courses in the ELT curriculum

Opinions about the GCB courses in the ELT curriculum		f
	Giving different perspectives	4
Positive	Sufficient number of courses	3
	Sufficient content	1
	Lack of variety of courses	5
Negative	Insufficient number of courses	3

The suggestions of the in-service EFL teachers for the ELT curriculum are listed in Table 17. Participants' suggestions for CKB, PKB, and GCB courses were presented separately in Table 17 in detail.

Table 17. In-service EFL teachers' recommendations for ELT curriculum

Recommendations for an ELT curriculum		f
	Increasing the number of applied courses	8
For CKB	The number of courses on research methods should be increased	1
	The number of courses for technology use should be increased	1
	The number of courses related to European documents should be increased	1
	Extension of the internship	2
For PKB	Increasing the number of courses related to law and processes	1
	Should be in English	1
For GCB	Should be in English	1

As presented in Table 17, in-service EFL teachers suggested increased numbers of applied & practical courses in the curriculum concerning CKB courses. Similarly, the extension of the internship & practice teaching period was the main recommendation for PKB courses

in the program. For GCB courses, participants recommended that all of these courses should be taught in English.

4.1.2.2..The Views of ELT Undergraduate Program Alumni

The opinions of ELT undergraduate program alumni regarding the strengths of Hacettepe University ELT curriculum are listed in Table 18.

Table 18. Strengths of Hacettepe University ELT undergraduate program according to alumni

Strengths	f
Experienced teaching staff	12
Adoption of an up-to-date and practice-based approach	10
Comprehensive theoretical content	7
Using effective teaching methods and techniques	6
Adequate PKB courses	5
Sufficient in content	4
Supporting academic development	4
Adoption of student-centered education	3
Using technology effectively	3

Table 18 shows that experienced teaching staff (f = 12) and the adoption of a modern and practice-based approach (f = 10) were found to be the major strengths of the program by the alumni.

The opinions of ELT undergraduate program alumni about the Hacettepe University ELT curriculum's main weaknesses were listed in Table 19.

Table 19. Weaknesses of Hacettepe University ELT undergraduate program according to alumni

Weaknesses	f
Inadequate teaching practice	14
The content is far from real life / content-practical inconsistency	11
Missing in-class application	8
Too much theoretical content	7
Lesson content is not up-to-date	6
The content is not suitable for different levels	6
Lack of feedback	5
Having Turkish courses	4
Lack of material-activity development content	4
Lack of cultural courses	3
Lack of academic study-practice	3
Inflexibility of the program	3
Insufficient foreign language courses	3
No weakness	3

Table 19 displays that inadequate teaching practice courses ($f = 14$), the content is far from real life ($f = 10$), and the lack of classroom practice ($f = 8$) stand out as the main weaknesses of the program.

The views and suggestions of the alumni on improving the undergraduate program are presented in Table 20.

Table 20. Alumni's recommendations for ELT curriculum development

Program Development Recommendations	f
Comprehensive teaching practice should be done	17
Increasing the number of practical courses	10
Types of internship schools should be diversified	8
Practical activities should be increased	7
Special lessons for different ages (children-adults) should be offered	6
Content should be rescheduled to reflect real practice	6
The content of research courses (publication-project etc.) should be developed	5
The number of theoretical knowledge and practical applications should be balanced	5
The measurement-evaluation applied in the program should be developed	5
Foreign language lessons should be diversified	3
Course content should be interactive	3
Technology integration should be increased	3
Vocational knowledge courses should include practice	3

The results of the analysis revealed that the main suggestions of the alumni are to implement a comprehensive teaching practice ($f = 17$), increase the number of practical courses ($f = 10$), and diversify the internship-practice school types ($f = 8$).

The main problems encountered by the alumni while performing the teaching profession are presented in Table 21 in detail.

Table 21. Professional problems experienced by alumni

Problems encountered in the occupation	f
Classroom management	14
Teacher's own language proficiency is low	4
Having problems with the use of technology	4
Lack of assessment-evaluation skills	3
Inability to meet different student needs	3

The analysis of the data indicated that classroom management problems ($f = 14$), their own low language proficiency ($f = 4$), and having problems with the use of technology ($f = 4$) were put forward as the main professional problems faced by alumni.

The expectations of the ELT undergraduate program alumni are presented in Table 22 in detail.

Table 22. Alumni's expectations from the ELT curriculum

ELT curriculum could offer...	f
Comprehensive classroom management course	7
Longer practice courses	6

Teaching experience with real students	6
Diverse practical courses	5
More comprehensive assessment-evaluation course	5
Fewer theoretical lessons	4
More diverse internship schools	4
Up-to-date content suitable for daily life	4
Extra information such as parent management-documentation-school culture	4
Technology based courses	4
Courses to develop research skills	3

According to Table 22, comprehensive classroom management courses (f =7), extended and comprehensive practical courses (f =6), and teaching experience in real environments with students (f =6) were stated as the main expectations of the participants from the program.

4.1.2.3. The Views of Employers of EFL Teachers

The suggestions of the Employers of EFL teachers presented in Table 23 in detail.

Table 23. Employers of EFL teachers' suggestions for ELT curriculum

In the ELT curriculum...	f
There must be applied & practical content	5
The number of PKB courses should be high	4
There should be skill courses that are broad in scope	3
Education should be given to different age-level groups	2
There should be training on the use of technology in the classroom	2
Lessons should be given to improve communication skills.	1

As seen in Table 23, employers of EFL teachers stated that ELT curriculum should have an increased number of applied & practice-based courses & content (f= 5), the number of pedagogical courses should be high and diverse (f= 4), and skill courses should be broad in scope (f= 3).

Employers of EFL teachers' expectations from the graduates of the ELT undergraduate program were listed in Table 24 in detail by using the content analysis.

Table 24. Employers of EFL teachers' expectations from graduates of ELT undergraduate program

Graduates of ELT undergraduate program...	f
Must have high level of English language proficiency	7
Must be able to transfer theoretical knowledge to practice	6
Must be open to innovation	4
Must be able to follow current developments in the field	2
Should be able to provide education for different age-level groups	2
Must be able to adapt to the corporate culture	1
Must have research skills	1

Table 24 shows that the employers of EFL teachers expect ELT graduates to have a high level of language proficiency (f= 7) and have the ability to transform theoretical knowledge

into practical knowledge ($f=6$), and should be open to current developments and innovations both in technology and in the field ($f=6$).

4.2. Findings based on the quantitative data

Quantitative questionnaire items were not presented one by one for brevity purposes. Instead, overall findings from the quantitative data are presented below.

According to the findings received from the Alumni Questionnaire, Hacettepe University ELT undergraduate program alumni found the undergraduate program sufficient (5 - I strongly agree). Items that received the lowest scores (1 - I strongly disagree; 2 - I disagree) from the alumni are as follows: “There was no overlapping information between the different courses”; “I develop my skills to organize professional activities for the social environment in which I live with a sense of social responsibility”; “Introduces the laws, regulations, and legislation regarding my duties, rights and responsibilities as an individual”; “Teaches me classroom management skills”; “It increases my self-evaluation ability”; “Improves my skills to communicate effectively with other stakeholders of education”; and “Gives me adequate training for the needs of the local context”.

As for the students of Hacettepe University ELT undergraduate program, students rated the program highly efficient in terms of teaching process, communication, evaluation record keeping, other professional qualifications and 21st century skills (4 - I agree; 5 - I strongly agree). Only in terms of intercultural activity, students rated the undergraduate program relatively lower in terms of efficiency (3 - Neutral). Overall, students find the undergraduate program highly efficient.

5. Discussion and Suggestions

This study gives an account of the needs and expectations of Hacettepe University English Language Teaching Department stakeholders for a new curriculum. In the study, the data were collected from a total of 5 different participant groups and were analyzed separately. According to the results of the analysis, in-service EFL teachers argued that the ELT curriculum helps individuals become qualified for the profession. This contradicts the earlier findings of Çelik (2019) who found that in-service EFL teachers believe that ELT undergraduate programs cannot train qualified EFL teachers. This difference may be due to the different regions in which the participants of these two studies work, as the type of region (urban/rural) is one of the factors affecting the teaching experience (White, 2008; Çakıroğlu & Çakıroğlu, 2003). For this reason, these different teaching experiences may also have affected teachers' perspectives on the educational programs which they graduated from. Additionally, in-service EFL teachers participated in this study also disputed that the ELT curriculum is not sufficient and up-to-date in terms of content, is way too much theory-oriented and not enough practice-oriented, GCB course variety is narrow and the length of the internship is insufficient. These results seem to be consistent

with Çelik's (2019) study, which also found that in-service teachers find the knowledge they gained during their undergraduate education impractical. They claimed that the program's courses were too theoretical, not up-to-date, and unrealistic. Similarly, in their paper dated back in 2003, Çakıroğlu and Çakıroğlu (2003) criticized the Turkish ELT curriculum for being Westernized and irrelevant to reality which makes it impossible to put theoretical knowledge into practice. As for the courses offered in the ELT curriculum, in-service EFL teachers voiced their opinions regarding them. According to them, CKB courses are not up to date, not sufficiently practice-oriented, and not compatible with European qualifications. Surprisingly, a close number of in-service teachers found the content of CKB courses both sufficient and insufficient. Insufficient content could be related to in-service teachers' another criticism that is the lack of practice-oriented content. Only one in-service teacher stated that the CKB courses are incompatible with European qualifications. This statement contradicts with the Westernization that Çakıroğlu and Çakıroğlu (2003) claim to exist in ELT programs. This conflict is perhaps related to the necessity of supporting the skills that teachers are expected to have and listed in many European documents (e.g. EPOSTL, EPG, EPLTE) rather than the content. Additionally, having standardized development and dissemination for the learning, teaching, assessment, and expression of competencies of foreign languages all across Europe has led to the need to adapt similar teacher education processes (Mirici, 2015). As a matter of fact, many studies indicate that the use of such European documents in foreign language teacher education has shown beneficial results (Seitova, Mirici, & Öz, 2019; Mirici, 2019). As for the PKB courses, in-service teachers stated that they found the content sufficient yet way too theoretical and not up to date, and not connected to CKB courses. They also asserted that the courses that contributed the most to their teaching profession were PKB courses. An in-service teacher participated in Çelik's (2019) study explained it by stating that PKB lessons are more useful than CKB lessons in the teaching profession in the first place, as the priority issues are classroom management, needs analysis, and increasing motivation. However, in the same study, the majority of the in-service teachers also mentioned that PKB courses are inefficient as they only serve as a source of information for passing The Public Personnel Selection Exam. Another result that also resonated in previous studies is the preference of in-service teachers' to integrate PKB and CKB courses or customize PKB courses since practices in each teaching field are unique. About GCB courses, in-service teachers asserted that GCB courses provide different perspectives and have sufficient content despite mentioning that there is a lack of variety. Even though the view that there is a lack of variety for GCB courses is consistent with previous studies (Çelik, 2019), the view that these courses provide different perspectives is not consistent with other studies. For the overall ELT curriculum, in-service teachers suggested that CKB courses should be more practice-oriented, research methods should be emphasized, technology use in education should be introduced more, and European documents should be included. For PBK courses, they suggested that the practicum should last longer and

that the rights and laws related to the teaching profession should be taught. Finally, they argued that PKB and GCB courses should be in English.

Hacettepe University, ELT undergraduate program alumni listed the program's strengths as having experienced teaching staff, adopting an up-to-date and practice-based approach, comprehensive theoretical content, using effective teaching methods and techniques, adequate PKB courses, supporting academic development, adopting student-centered education, and using technology effectively. On the other hand, alumni mentioned the following factors as the program's weaknesses; having inadequate teaching practice, containing unrealistic content; having insufficient in-class applications, having too much theoretical and not up-to-date content, not providing enough feedback, conducting PKB and GCB courses in Turkish, not having material-activity development content. Additionally, quantitative results showed that alumni think that courses have overlapping topics, the program does not develop their skills to organize professional activities for the social environment they live in, does not introduce the laws, regulations, and legislation about the profession lacks at teaching classroom management skills, does not increase self-evaluation ability, does not improve skills to communicate effectively with educational stakeholders and does not provide adequate training for the needs of the local context. Even though overlapping content is no surprise, it is important to schedule courses strategically to use this overlap. Apropos of the alumni's recommendations for curriculum development, the most recurring recommendation is to focus on practice. The importance of practice in teacher education has been repeated countless times in the literature. Increasing the duration of practicum and the number of micro-teachings can make important contributions since it is believed that practice-oriented courses are considered the ones that have the greatest contribution to teacher education (Seferoğlu, 2006). Other suggestions are teaching 'teaching techniques' suitable for different age groups, developing the content of research courses, balancing the theoretical and practical content, increasing the measurement and evaluation courses, increasing the diversity of foreign language courses, and adding interactive and technology-integrated content. Classroom management, their own low language proficiency, their lack of assessment-evaluation skills, and their inability to meet different student needs are mentioned as the problems alumni encountered in their occupations. Accordingly, alumni stated that Hacettepe University ELT undergraduate program could offer comprehensive classroom management and assessment-evaluation courses, as more practice-oriented ones.

Employers of EFL teachers expressed their expectations from the ELT curriculum as having applied and practical content, a high number of PKB courses, broad skills courses, training for teaching different age-level groups, and using technology in teaching, developing communication skills of teacher candidates. They also stated that they expect a high level of English language proficiency, ability to transfer theoretical knowledge to practice, being open to innovation, ability to follow current developments in the field,

ability to provide education for different age-level groups, ability to adapt to the corporate culture, knowledge regarding research methods from the graduates of the ELT undergraduate program. Similarly, Tatar's study (2019) shows that employers of EFL teachers perceive pronunciation as one of the most important criteria for EFL teacher recruitment. In the same study, it was also seen that employers of EFL teachers attach importance to English grammar and high teaching performance in the context when recruiting teachers.

Considering the fact that the faculty members, as one of the most important internal stakeholders in developing an ELT curriculum, were interviewed for this study about each course in the eight-semester teacher training program, their views were corroborated with the results of the earlier studies (Çelik, 2019; Öztürk & Aydın, 2018) mostly. The faculty members first and foremost problematized the “Teaching Practicum” courses because of their content, procedural differences, and inadequate amount of practice opportunity. They stated that the practicality level specifically for the “Teaching Practicum” course should be increased and the practice opportunities in the program for the student teachers should be improved by using some other courses more effectively (e.g. “Community Service” course to organize volunteer teaching activities). Another common point for the faculty members was the number and duration of the CKB courses. Their views unanimously favored increasing the number of the CKB courses and the durations allocated for each course. They also reiterated that the PKB courses should be converted and redesigned according to ELT’s content knowledge. For instance, a PKB course, e.g. “Educational Psychology”, should additionally be enriched with the aspects for language teaching purposes and supported by the English language teaching literature, which is not the case in the current teacher training program because the course is open for every educational faculty unit (e.g. Math, Chemistry, Physics, etc.) and includes a general framework for every unit. Besides, the faculty members criticized the current situation with the GCB and CKB elective courses because the student teachers are sometimes forced to choose some of these courses. Instead, they stressed giving the opportunity for the student teachers to choose any course freely. Based on the faculty members’ views, and associated with the inadequate number of qualified instructors (see Öztürk & Aydın, 2018) in the field, the student teachers need to be able to choose any course that they want freely for taking general cultural knowledge and field elective courses to support themselves academically in addition to the CKB courses.

Last but not least, the active users of the current curriculum, namely the students of the ELT undergraduate program, stated some issues to consider about the program with their “user lenses” still on and before they stepped into the teaching profession. To begin with, their reports of lower levels of efficiency of the program in terms of intercultural activity were eye-catching both in qualitative and quantitative data, which was in line with the findings of some other studies. Accordingly, Karakaş (2012) revealed that culture-specific

courses were underrated in English language teacher education programs. Thus, for instance, students of the ELT program in Karabuğa's study (2016) opted for English cultural classes integrated into the program. Another problem raised by the students was the inability of the program in training digital literate teachers for digital native language learners. Supporting that, as addressed by Uzun (2016), EFL undergraduate education programs are unable to equip students with ICT knowledge and skills. Öztürk and Aydın (2019) claim that this stems from the fact that educational technology is provided as a separate elective course rather than integrated into the whole curriculum. Along with that, a great majority of students in Karabuğa's study (2016) expressed that if they were able to design their own teacher training program they would make it technology-based. So, students of the ELT undergraduate program call for culture and technology-integrated curriculum. That being said, they also addressed their needs for variety in elective foreign languages and CKB courses, about which studies are limited in the literature yet still worth mentioning as expectations of students.

6. Conclusions

The present study was designed to determine the needs and expectations of Hacettepe University English Language Teaching Department stakeholders for developing a new curriculum. The results of this investigation show that stakeholders have similar needs and expectations from the ELT undergraduate program regarding its curriculum. All stakeholders expressed their expectations for practice-oriented courses and longer practicum. Additionally, the majority of the stakeholders indicated a desire for more comprehensive CKB courses. Even though this study provides insights into the curriculum needs and expectations of Hacettepe University English Language Teaching Department, it is notable that this study consists of several limitations. First of all, this study is by no means an attempt to represent the needs of all stakeholders of all Turkish universities' ELT undergraduate curriculum. It should also be noted that the program development process is a never-ending one. Thus, this study should not be taken as a stand-alone process. Regarding these limitations, this study suggests other ELT departments conduct their own needs analysis to develop their curriculum to capture their context-bonded special needs requested from their stakeholders.

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