EVALUATING AN ENGLISH LANGUAGE TEACHER EDUCATION PROGRAM IN KAZAKHSTAN

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Tez yazma sürecinde bilimsel ve etik ilkelere uyduğumu, yararlandığım tüm kaynakları kaynak gösterme ilkelerine uygun olarak kaynakçada belirttiğimi ve bu bölümler dışındaki tüm ifadelerin şahsıma ait olduğunu beyan ederim.

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KAZAKİSTAN'DA BİR İNGİLİZCE ÖĞRETMENLİĞİ EĞİTİM PROGRAMININ DEĞERLENDİRİLMESİ

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ÖZ

Bu çalışmanın temel amacı bir Kazakistan üniversitesinde lisans düzeyinde bir İngilizce Öğretmenliği Programını (İÖP) değerlendirmektir. Bu amaçla, mevcut çalışma, İÖP'nin öğrenciler, öğretim görevlileri ve mezunlar tarafından algılanan güçlü ve zayıf noktalarını belirlemeyi hedeflemektedir. Ayrıca, İÖP'nin geliştirilmesi için öğrencilerin, öğretim görevlilerinin, ve mezunların önerilerini almayı amaçlamaktadır. Bunların dışında, İÖP'nin programdaki öğretmen adaylarının beklentilerini ne ölçüde karşıladığını belirlemek de amaçlamaktadır. Son olarak, çalışma öğrencilerin dilsel, pedagojik, ve yönetsel edinçlerine yönelik derslerin dağılımı açısından iki örnek müfredatı inceleyerek Türkiye ve Kazakistan'daki İÖP'ler arasındaki benzerlikleri ve farklılıkları keşfetmeyi amaçlamaktadır. Araştırmada Peacock (2009) Değerlendirme Modeli kullanılmış, veriler; öğrenci anketi, öğretmen anketi, mezun anketi, öğrenci görüşmeleri, öğrenci kompozisyonları, öğretmen görüşmeleri, mezun görüşmeleri, ve doküman analizi yoluyla toplanmıştır. Çalışmaya 88 üçüncü ve dördüncü sınıf öğrencisi, 19 öğretim görevlisi ve 21 mezun katılmıştır. Çalışma, Kazakistan İÖP'nin öğrenciler, eğitmenler, ve mezunlar tarafından algılanan çeşitli güçlü noktalarını belirlemiştir. Sonuçlar, İÖP'nin açıkça ifade

edilmiş bir felsefeye, nitelikli öğretmenlere, ve öğretmen yetiştirmek ve öğrencilerin dil becerilerini geliştirmek için etkili bileşenlere sahip olduğunu ortaya koymuştur. Ayrıca, öğrencilere hareketlilik programı sağlandığı tespit edilmiştir. Öte yandan, programın öğrenciler, öğretim elemanları ve mezunlar tarafından algılanan zayıf yönleri olarak, seçmeli derslerin olmaması ve özelleştirilmiş öğretim olanaklarının olmaması olarak belirlenmiştir. Öğretim ve dil becerisi bileşenleri nin etkili olduğu belirtilmiş, ancak öğrencilerin öğretme ve dil becerilerine yönelik derslere ayrılan saatlerin yetersizliği aktarılmıştır. İÖP'nin bir diğer zayıf noktası da farklı dil seviyelerindeki öğrenciler için yeterince etkili olmaması ve programda eğitim dili İngilizce olmayan bazı gereksiz derslerin yer almasıdır. İÖP'nin güçlü ve zayıf yönleriyle ilgili olarak öğrenciler, öğretim elemanları, ve mezunların programın iyileştirilmesine yönelik önerileri; daha çok metodoloji dersinin eklenmesi ve öğrencilerin dil ve öğretim becerilerine yönelik derslerin saatlerinin artırılması, öğretmenlik mesleği ile ilgili daha fazla seçmeli ders eklenmesi, bazı derslerin kaldırılması, ve anadili İngilizce olan öğretmenlerin işe alınması şeklinde olmuştur. Genel olarak, çalışmanın sonuçları, İÖP'nin öğrencilerin beklentilerini kısmen karşıladığını göstermektedir. Çalışma ayrıca pedagojik, dilsel ve yönetsel edinçlere yönelik derslerin dağılımı açısından Kazakistan ve Türkiye'deki üniversiteler arasındaki benzerlikleri ve farklılıkları tespit etmiştir. Her iki müfredat, öğrencilerin dil edincini ele alan derslerin bulunması açısından benzerdir. Ancak bulgular, Türkiye'deki İÖP'nin, özellikle İngilizce öğretim metodolojisi dersleri açısından, Kazakistan'daki İÖP'ye göre öğretmen adaylarının pedagojik edincine yönelik çok daha fazla ders sunduğunu göstermektedir. Son olarak, katılımcılarda; sadece öğretmenlik derslerine yönelik değil, eğitim süresine, mezun olduktan sonra kazanılan niteliklere, mezunların çalışabilecekleri okul türlerine, mezuniyet için gereken toplam kredi sayısına, kariyer beklentilerine, ve staj süresine yönelik iki farklı tutumun olduğu belirlenmiştir.

Anahtar Kelimeler: program değerlendirme, dil öğretmeni eğitimi, İngilizce öğretmenliği programı değerlendirmesi, Peacock (2009) modeli

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ABSTRACT

This study mainly aims to evaluate an undergraduate English Language Teacher Education Program (UELTEP) in Kazakhstani University. To this aim, the current study intends to identify the strong and the weak points of an already existing undergraduate ELT program as perceived by the students, instructors, and alumni. Furthermore, it seeks to obtain students', instructors', and alumni's suggestions for the development of the UELTEP. Apart from this, it aims to determine the extent to which the program fulfills the expectations of the student teachers of the UELTEP. Finally, the study seeks to explore the similarities and differences between the UELTEPs in Turkey and Kazakhstan by examining two sample curricula from each context in terms of the distribution of courses addressing students' linguistic, pedagogic, and managerial competences. Peacock's (2009) Evaluation Model was adopted in the study and the data were collected through a student questionnaire, a teacher questionnaire, an alumnus questionnaire, student interviews, student essays, teacher interviews, alumnus interviews, and document analysis. 88 junior and senior ELT students, 19 instructors, and 21 alumni participated in the study. The study has identified various strong points of the UELTEP in Kazakhstan as perceived by students, instructors, and alumni. The results revealed that the UELTEP has a clearly stated philosophy, qualified teachers, effective components for producing teachers, and effective

components for developing students' language skills. Moreover, it provides students with a mobility program. On the other hand, the study identified the weaknesses of the program perceived by students, instructors, and alumni as lack of elective courses, and lack of specialized teaching facilities. Even though the teaching and language skill components are effective, the hours allocated to courses addressing students' teaching and language skills are insufficient. Another weak point of the UELTEP is that different language levels of students are not addressed effectively enough, and the UELTEP includes some unnecessary courses that are not taught in English. In relation to the strong and the weak points of the UELTEP, the students, the instructors, and the alumni provided some recommendations for the betterment of the program such as adding more methodology courses, increasing the hours of the courses that address students' language and teaching skills, adding more elective courses that are related to a teaching profession, removing some of the courses, and recruiting native speaker teachers. Overall, the results of the study indicate that the UELTEP partially fulfills the students' expectations. The study has also identified the similarities and differences between universities in Kazakhstan and Turkey in terms of distribution of the courses addressing pedagogic, linguistic and managerial competences. The amount is somewhat similar in terms of the courses addressing students' linguistic competence in both curricula. However, the findings indicate that the UELTEP in Turkey offers much more courses addressing pedagogic competence of prospective teachers than the UELTEP in Kazakhstan, especially in terms of English language teaching methodology courses. Finally, two different attitudes not only towards teaching courses, but also towards the length of education, the qualification awarded after graduation, the school types graduates can work at, the total number of credits needed for graduation, career prospects, and practicum length were revealed.

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LIST OF ABBREVIATIONS

UELTEP	Undergraduate English Language Teacher Education Program
CAM	Context-adaptive Model
ELT	English Language Teaching
EF	Education First
CIPP	Context, Input, Process, Product
FLTEP	Foreign Language Teacher Education Program
TEM	Test for English Majors
BA	Bachelor of Arts
TEFL	Teaching English as a Foreign Language
HEC	Higher Education Council
SLA	Second Language Acquisition
MoNE	Ministry of National Education
ELTTP	English Language Teacher Training Program
EFL	English as a Foreign Language
FLT	Foreign Language Teaching
EMU	Eastern Mediterranean University
TESOL	Teaching English to Speakers of Other Languages
EP	Educational Program
IQAA	Independent Quality Assurance Agency

MA	Master of Art
IKQAAE	Independent Kazakhstan Quality Assurance Agency in Education
GC	General Competence
PC	Professional Competence
TMEC	Turkish-medium Educational Courses
EMEC	English-medium Educational Courses
ECTS	European Credit Transfer System
UELTEPCK	Undergraduate English Language Teacher Education Program Curriculum in Kazakhstan
UELTEPCT	Undergraduate English Language Teacher Education Program Curriculum in Turkey

CHAPTER I

INTRODUCTION

This chapter consists of five sections. The background to the study is provided in the first section. The second section introduces the purpose of the study and the research questions. The third section describes the statement of the problem. The fourth section stresses the significance of the study. The fifth section enumerates the limitations of the study. Lastly, the sixth section explains the definitions of terms used throughout the study.

1.1. Background to the Study

The importance of English in this changing globalized world is due to its international status as it serves as a common language across the world for different purposes as education, science, academic research, business, travel, and so on. Hence, learning English has become so popular for many people around the world in the 21st century. Thus, all of these cases have increased the need for educating highly qualified English language teachers, with a direct relevance to the evaluation of English language teacher education programs (ELTEPs) (Karakaş, 2012). Peacock (2009) stressed the importance of having a system for regular internal evaluation of every teacher training program. It is supported by many researchers (Lynch 2003; Reid, 1996; Richards, 1990; Wallace, 1991). The evaluation of a program can contribute to its improvement; thus, systematic evaluation should be placed at the very heart of a program (Rea-Dickins & Germaine, 1998). Brown (1995) identified the program evaluation as one of the elements in the process of curriculum development. Brown (1985) maintains that all these elements are interconnected to a continuous evaluation and highlights the importance of evaluation as follows:

The ongoing program evaluation is the glue that connects and holds all of the elements together. Without evaluation, there is no cohesion among the elements and if left in isolation, any of them may become pointless. In short, the heart of the systematic approach to language curriculum design is evaluation—the part of the model that includes, connects and gives meaning to all of the other elements (p. 217).

The process of evaluation involves gathering information about the case that is being evaluated and giving feedback on how the program works in order to make improvements in it. When it is done systematically, the effectiveness of the program can increase. Peacock (2009) argues that evaluating the program is the first step done to the professionalization of ELT, and identifying its strengths and weaknesses before its implementation will definitely lead to the program's betterment. Considering the importance of program evaluation on its effectiveness, a number of evaluation studies in ELT contexts have been conducted in Turkey and other countries. The literature on ELT program evaluation in Turkey is quite extensive (Coşkun & Daloğlu, 2010; Karakaş 2012; Ünal, Sarı & Gürol, 2017; Tunç, 2010; Uzun 2016). However, reviewing the relevant literature shows that there are not studies on ELT programs in Kazakhstan. Taking this fact into account ultimately leads to the need for the study that evaluates the ELT program in Kazakhstan. Therefore, this study attempts to evaluate the UELTEP in Kazakhstan and to contribute to the literature and the improvement of the program studied.

1.2. Purpose of the Study

Taking into account the significance of program evaluation for the professionalism of a language teacher education program, the main purpose of this study is to evaluate an UELTEP in Kazakhstan. To this aim, the current study intends to identify the strong and the weak points of the UELTEP in Kazakhstan as perceived by students, instructors, and alumni. Apart from this, it aims to determine the extent to which the program fulfills the expectations of the student teachers of the UELTEP. Furthermore, it seeks to obtain the suggestions of students, instructors, and alumni for the development of the UELTEP. Moreover, a totally new program for UELTEPs in Kazakhstani context can be suggested that will be based on the results of the study. Finally, the study seeks to explore the similarities and differences between the UELTEPs in Turkey and Kazakhstan in terms of the distribution of courses addressing students' linguistic, pedagogic and managerial competences. The reason why the UELTEP in Kazakhstan was compared to the one in Turkey is that these two countries bound to each other with cultural and historical ties.

Furthermore, the Turkish and Kazakh languages belong to the group of the Turkic languages and have much in common. For example, they are similar in terms of the structure and formation of words. Moreover, Kazakhstan and Turkey belong to the Expanding Circle, where English has no official status but is increasingly used as a language of international cooperation. English is taught as a compulsory foreign language in both Turkish and Kazakhstani schools. Taking into account the aforementioned similarities between two countries, it can be assumed that many fruitful novelties can be induced in Kazakhstani UELTEP by comparing two different attitudes towards educating future English language teachers.

All in all, the present study intends to fill the gap in the literature, and pave the way for Kazakhstani language teachers to conduct program evaluation studies in different contexts of Kazakhstan.

1.3. Research Questions

The current study will address the following research questions:

1. What are the strong points of the undergraduate English language teaching program at the university in Kazakhstan as perceived by the senior students, the instructors, and the alumni?

   1a. What are the strong points of the undergraduate English language teaching program at the university in Kazakhstan as perceived by the senior students?

   1b. What are the strong points of the undergraduate English language teaching program at the university in Kazakhstan as perceived by the instructors?

   1c. What are the strong points of the undergraduate English language teaching program at the university in Kazakhstan as perceived by the alumni?

2. What are the weak points of the undergraduate English language teaching program at the university in Kazakhstan as perceived by the senior students, the instructors, and the alumni?

   2a. What are the weak points of the undergraduate English language teaching program at the university in Kazakhstan as perceived by the senior students?

2b. What are the weak points of the undergraduate English language teaching program at the university in Kazakhstan as perceived by the instructors?

2c. What are the weak points of the undergraduate English language teaching program at the university in Kazakhstan as perceived by the alumni?

3. To what extent is the undergraduate English language teaching program at the university in Kazakhstan is fulfilling the expectations of prospective English language teachers?

4. What are the suggestions of the current senior student teachers, the instructors, and the alumni of the undergraduate English language teaching program at the university in Kazakhstan to improve the curriculum?

4a. What are the suggestions of the current senior student teachers of the undergraduate English language teaching program at the university in Kazakhstan to improve the curriculum?

4b. What are the suggestions of the instructors of the undergraduate English language teaching program at the university in Kazakhstan to improve the curriculum?

4c. What are the suggestions of the alumni of the undergraduate English language teaching program at the university in Kazakhstan to improve the curriculum?

5. What are the similarities and differences between the undergraduate English language teaching program at the university in Kazakhstan and the undergraduate English language teaching program at the university in Turkey?

1.4. Statement of the Problem

The project 'Trinity of Languages' plays an important role in Kazakhstan, which is intended to promote the use of three languages in the country: Kazakh as a state language, Russian as a language of interethnic communication, and English as language of integration into the global economy. Obviously, the third can be achieved with the help of

English language teachers. In order to respond to the project proposed by the government, the UELTEPs of Kazakhstan are expected to focus on training specialists who will be able to realize the objectives of this project. However, the EF English Proficiency Index 2019 ranked Kazakhstan's English language skills as very low. Having scored 43.83, Kazakhstan is put on the 93rd place out of 100 countries, which points to the country's very low level of English (The EF English Proficiency Index, 2019). Therefore, evaluating the existing ELT programs in Kazakhstan is a need in order to check their quality. Every four years, the instructors of the UELTEP review the program and make changes if necessary. These changes can be related to different factors such as the new teachers coming to the department after obtaining a PhD degree, department reorganization or to the standards-based reforms in education. Thus, evaluating the UELTEP may help shed a light on finding out how effectively it prepares future teachers.

1.5. Significance of the Study

The Undergraduate English Language Teacher Education Program has not been evaluated before as a whole by applying a program evaluation model, which was conducted for programs elsewhere (e.g., Coşkun & Daloğlu, 2010; Peacock, 2009; Salihoğlu, 2012; Zorba, 2015). One significant point of the current study is that it can fill the gap in the literature on the language program evaluation in Kazakhstan. The program designers of Kazakhstan can be provided with valuable information as the study can show the global picture of many programs that are implemented in Kazakhstan in order to make necessary changes for improvement. It will identify the strong and weak points about program's content, instruction, description, and resources, along with recommendations for improvement. Moreover, it will inform program designers and instructors about the extent to which the program fulfills the students' expectations, and it will identify the similarities and differences between the UELTEPs in Turkey and Kazakhstan so that program designers and ELT instructors can make decisions about the course addition and/or omission in the UELTEP. The present study is the only study conducted on UELTEP evaluation in Kazakhstan. It is believed that it can contribute to the improvement of the UELTEPs in Kazakhstan.

1.6. Limitations of the Study

The present study has some limitations. One of the limitations of the study is related to the number of alumni who took part in the questionnaire and interview. Their number is much lower than that of the students. The total number of the student teachers who took part in the study is 88 while 21 of the participants are alumni. The second limitation of the study is that alumni did not take part in writing an essay. The third limitation of the study is the inability to conduct lesson observations focusing on the content and process of lessons, the same limitation being indicated in Peacock's (2009) study. Finally, not all participants were interviewed face to face because, during the visit, senior students were in the process of industrial practice at different schools and cities. However, most of them were interviewed by telephone.

1.7. Definitions of Terms

The terms that are frequently used in the current study are given below.

Program: Any organized educational activity offered on a continuing basis. 'Program', therefore, embraces both individual language program or training courses and a wider range of ELT-related operations at one or more locations within a single country. It might be an institutional offering, an innovative syllabus, a teacher-upgrading course, or any of a variety of applied linguistics-related activities (Weir & Roberts, 1994).

Program Evaluation: The process of systematically collecting, analyzing, and using data to review the effectiveness and efficiency of programs.

Program Design: A series of tasks that contribute to the growth of consensus among the staff, faculty, administration, and students (Brown, 1995).

Student Teacher: Pre-service teacher, the candidate or prospective teacher who studies in a teacher education program.

Courses Addressing Linguistic Competence: Courses designed to improve the student teacher's language proficiency. The main aim of these courses is to improve students' overall competence in English language and develop their content or subject matter (i.e., English language) knowledge. More specifically, these courses aim at developing students' four skills (listening, speaking, reading and writing) and grammar knowledge in English language to get them to function effectively in this language (Erozan 2005).

Courses Addressing Pedagogic Competence: Courses related to both teaching theory and teaching practices. Theory involves teaching skills plus the essential knowledge of language and language acquisition and practices mean teaching, planning for teaching and reflecting on it afterwards. Courses addressing students' pedagogic competence can be sub-categorized into three: subject-matter courses, educational courses and managerial courses (Peacock, 2009).

Courses Addressing Managerial Competence: Courses addressing a teacher's competence in making decisions on classroom organization and resource allocation, discipline, organizing pair work, group discussion, and so on (Rea-Dickins & Germaine,1993).

CHAPTER II

LITERATURE REVIEW

This chapter presents a review of the related literature. Primarily, the definitions of evaluation and program evaluation are provided and various language program evaluation models and approaches to language program evaluation are discussed. Finally, the studies that have been carried out in different contexts on language program evaluation are presented.

2.1. Evaluation and Program Evaluation

Researchers defined the term evaluation as its role as one of the core elements of the components of curriculum is significant in the development of a program. Richards (2001) defined evaluation as one of the important processes in developing successful curriculum. He stressed that success in language learning and teaching is dependent upon the activities of curriculum development, that is, the use of a variety of planning and implementation processes involved in developing or renewing a language program. These processes include determining learners' needs, analysis of the context for the program and consideration of the impact of contextual factors, the planning of learning outcomes, the organization of a course or set of teaching materials, the selection and preparation of teaching materials, and the provision for and maintenance of effective teaching, and evaluation of the program. Its importance is on the valuable feedback that it gives whether it runs smoothly, and weather it has drawbacks that should be fixed in order to make the program more effective. It can draw a picture of the students' achievements enrolled in a program.

Evaluation is defined as "systematic collection of information about the activities, characteristics and outcomes of programs to make judgements about the program's effectiveness and/or inform decision about future programming" (Patton, 1997, p. 23). According to Scriven (1991), evaluation is "the process of determining merit, worth, or significance; an evaluation is a product of that process" (p. 53). Brown (1995) approaches evaluation as "the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum and assess its effectiveness within the context of the particular institutions involved" (p. 218). Kiely and Rea-Dickins (2005) prefer to describe evaluation as a form of enquiry, ranging from research to systematic approaches to decision-making. They also pointed out different meanings and purposes of evaluation in language programs. They spelled it out as part of the novice teacher's checklist to guide the development of initial lesson plans and teaching practice, a process of determining learning achievements or student satisfaction, and a dimension of the analysis of data in a formal evaluation or research study. It refers to judgments about students made by teachers and by external assessors; judgments about the performance of teachers made by their students, program managers and institutions; and judgments about programs, departments and institutions made by internal assessors, external monitors and inspectors. Norris (2006) states that evaluation is the gathering of information about any of the variety of elements that constitute educational programs, for a variety of purposes that primarily include understanding, demonstrating, improving, and judging program value. Evaluation brings evidence to bear on the problems of programs, but the nature of that evidence is not restricted to one particular methodology.

Taking into account the definitions given above by various researchers, program evaluation can be considered as collecting and analyzing all the information related to the program with the aim to give a valuable feedback about its efficacy in order to recommend different and possible suggestions for its betterment.

2.2. The Need for Program Evaluation

Lynch (1996) proposes that, before conducting an evaluation, the first thing the evaluator should consider is to answer the questions: "What to evaluate?", "Who is the audience?" and then "Why is the evaluation being conducted?" She stresses that the answers to these questions will lead to determine the goal of the evaluation. Thus, evaluation is not only the

process of collecting data and analyzing it. Parker and Lamont (2010) maintain that it is about quality assurance – Is your program or practice effective? There are several other reasons to evaluate a program or practice, and clarifying these can contribute to the scope and management of an evaluation. Evaluation can:

- support applications for new or continued funding;
- secure support from stakeholders and the community;
- improve staff performance and management;
- contribute to the broader evidence-base about what does and what does not work for clients and providers with regard to specific issues and experiences (Parker & Lamont, 2010, p. 1).

For example, Patton (2000) points out that the evaluation process can be important in directing and focusing how people think about the basic policies involved in a program, and what has come to be called conceptual use. Moreover, evaluation can help fine-tune program implementation; the process of designing an evaluation may lead to clearer, more specific, and more meaningful program goals; finally, evaluation can provide information on client needs and assets that will help inform general public discussions about public policy. Weir and Roberts (1994) note two purposes of program evaluation, the first is accountability and the second is program development. The former examines the effects of a program at the end of it and the latter is conducted while the program is still being carried out. The purposes of program evaluation can differ. However, there are two broad functions of program evaluation: formative evaluation and summative evaluation. These two terms were introduced by Scriven (1967, as cited in Russell & Blake, 1988) and have received considerable attention in research. While the aim of the formative evaluation is to help improve the program, summative is aimed at deciding whether a program should be continued. Similarly, Rea-Dickins and Germaine (1993) suggest that evaluation may be undertaken generally for three principal reasons: accountability; curriculum development and betterment; and self-development of teachers and other language teaching professionals. According to Rea-Dickins and Germaine (1993), evaluation for purposes of accountability is mainly concerned with determining whether something has been effective and efficient. The main aim of it is to give an evaluative judgment, whether something is intrinsically a 'good thing' or not. The information derived from evaluation is not aimed at improving the functioning of the curriculum. The results obtained from evaluation inform

about whether something is to continue or be discontinued. On the contrary, evaluation for curriculum development will gather information in order to identify the strengths and weaknesses of all aspects of teaching and learning in order to provide information that may be used as the basis for future planning and action. The nature of this evaluation is formative since it aims to strengthen and improve the curriculum. The last one is evaluation for purposes of teacher self-development refers to formalizing and extending a teacher's knowledge about teaching and learning in classrooms, it involves raising the consciousness of teachers and other ELT practitioners as to what actually happens in the language teaching classrooms. They define this type of evaluation as developmental and formative. It has a major role to play in teacher self-development.

All in all, it can be said that the current study is formative in its nature as it is intended to identify the strengths and weaknesses of the program that is being evaluated with the purpose to provide information that will contribute to its improvement.

2.3. Program Evaluation Models

Numerous investigations in the field of program evaluation have led to emerging of different models and approaches. Considering the advantages and disadvantages of each, an evaluator can choose the one which is suitable to the purpose of the project or program that is being evaluated.

Nunan (1992, p. 196) introduced a framework for program evaluation that consists of eight key questions to be answered:

Question 1: What is the purpose of the evaluation?

Question 2: Who is the audience for the evaluation?

Question 3: What principles of procedure should guide the evaluation?

Question 4: What tools, techniques, and instruments are appropriate?

Question 5: Who should carry out the evaluation?

Question 6: When should it be carried out?

Question 7: What is the time frame and budget for the evaluation?

Question 8: How should the evaluation be reported?

Kirkpatrick (1998) develops a four-level approach to evaluate training programs that has enjoyed wide-spread popularity as a model for evaluating learner outcomes in training

programs. The four levels in his model represent a sequence of ways to evaluate training programs (Erozan, 2005, p. 29). These four levels are as follows:

- Learner satisfaction or reaction to the program;
- Measures of learning attributed to the program (e.g., knowledge gained, skills improved, attitudes changed);
- Changes in learner behavior in the context for which they are being trained;
- The program's final results in its larger context.

Context-adaptive Model (CAM) was proposed by Lynch (1996, p. 24) for evaluating language programs, initially outlined in Lynch (1988). The model consists of seven steps that are designed to guide the program evaluator through consideration of the issues, information, and design elements necessary for a thorough evaluation.

Step 1: Establish the audience(s) and goals for the evaluation.

Step 2: Develop a context inventory and determine which dimensions are important in light of the goals and audience for the evaluation.

Step 3: Develop a preliminary thematic framework based on the issues that are central to the particular context.

Step 4: Develop a data collection design/system based on the audience and goals and on the context inventory, and that is focused by the thematic framework.

Step 5: Collect the data and revise Steps 3 and 4 as necessary; possibly elaborate Step 2.

Step 6: Analyze the data and revise Steps 3 and 4 as necessary.

Step 7: Formulate the evaluation report.

These steps are illustrated in the figure below.


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                    ┌─────────────────────────┐
                    │        Step 1           │
                    │   Audience and goals    │
                    └─────────────────────────┘
                                 │
                    ┌─────────────────────────┐
                    │        Step 2           │
                    │    Context inventory    │
                    └─────────────────────────┘
                                 │
                    ┌─────────────────────────┐
                    │        Step 3           │
                    │ Preliminary thematic framework │
                    └─────────────────────────┘
                                 │
                    ┌─────────────────────────┐
                    │        Step 4           │
                    │ Data collection design/system │
                    └─────────────────────────┘
                                 │
                    ┌─────────────────────────┐
                    │        Step 5           │
                    │     Data collection     │
                    └─────────────────────────┘
                                 │
                    ┌─────────────────────────┐
                    │        Step 6           │
                    │      Data analysis      │
                    └─────────────────────────┘
                                 │
                    ┌─────────────────────────┐
                    │        Step 7           │
                    │    Evaluation report    │
                    └─────────────────────────┘
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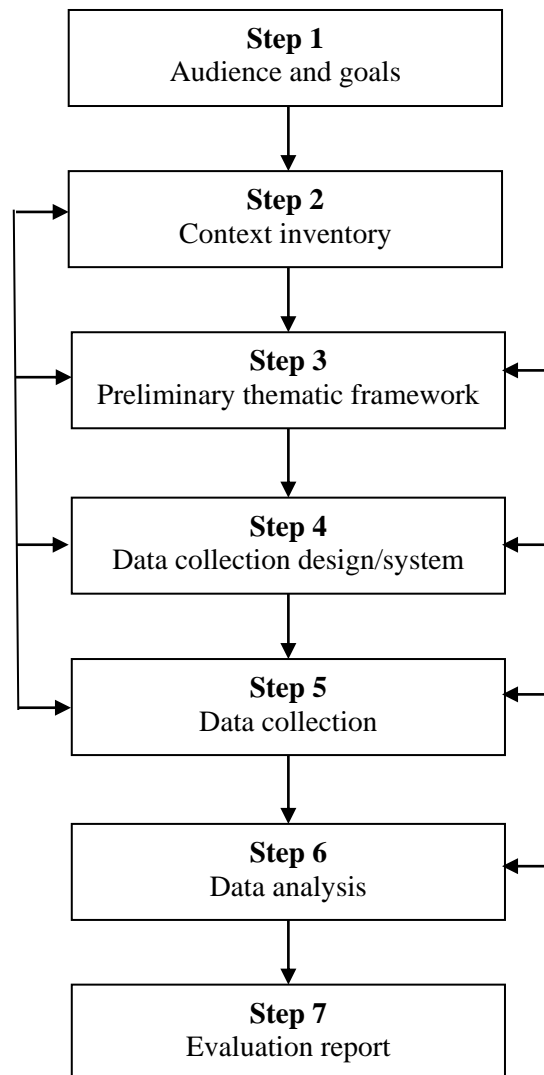
Figure 2.1. The context-adaptive model (CAM) (Adapted from Lynch, B. K. (1996). Language program evaluation: *theory and practice*, p.25).

Context, Input, Process, Product (CIPP) Model is one of the oldest models which was developed by Daniel Stufflebeam in the late 1960s (Stufflebeam, 2003). It has four different dimensions:

1. Context Evaluation: The main purpose is to identify the strengths and weaknesses of an institution, a program, a target population, or a person to its improvement (Stufflebeam & Shlnkfleld, 1988).

2. Input Evaluation: The main purpose is to examine potentially relevant approaches critically through which necessary changes can be implemented (Stufflebeam & Shlnkfleld, 1988).

3. Process Evaluation: "In essence, a process evaluation is an ongoing check on the implementation of a plan. One objective is to provide feedback to managers and staff about the extent to which the program activities are on schedule, being carried out as planned, and using the available resources in an efficient manner" (Stufflebeam & Shlnkfleld, 1988, p.p. 174-175).

4. Product Evaluation: "The purpose of a product evaluation is to measure, interpret, and judge the attainments of a program. Feedback about achievements is important both during a program cycle and at its conclusion, and product evaluation often should be extended to assess long-term effects. The main objective of a product evaluation is to ascertain the extent to which the program has met the needs of the group it is intended to serve" (Stufflebeam & Shlnkfleld, 1988, pp. 176-177).

According to Stufflebeam and Shinkfield (1988, p. 165), the implementation of the CIPP Model would yield information in addressing the following questions:

1. What needs were addressed, how pervasive and important were they, and to what extent were the project's objectives reflective of assessed needs (addressed by context information)?

2. What procedural, staffing, and budgeting plan was adopted to address the needs, what alternatives were considered, why was it chosen over them, and to what extent was it a reasonable, potentially successful, and cost-effective proposal for meeting the assessed needs (addressed by input information)?

3. To what extent was the project plan implemented, and how and for what reasons did it have to be modified (addressed by process information)?

4. What results –positive and negative as well as intended and unintended– were observed, how did the various stakeholders judge the worth and merit of the outcomes, and to what extent were the needs of the target population met (product information)?

Fitzpatrick, Sanders and Worthen (2011) classify the evaluation approaches under the following categories:

- Expertise and consumer-oriented
- The objectives-oriented
- Decision-oriented
- Participant-oriented

As stated in Fitzpatrick, Sanders and Worthen (2011) "the expertise-oriented approach to evaluation is the oldest type of formal, public evaluation and, it relies primarily on professional expertise to judge the quality of an institution, program, product, or activity" (p. 127).

The consumer-oriented approach is similar to expertise-oriented approach in terms of making decisions about what to purchase, or trade. "The approaches are similar in other ways: Their primary purpose is to judge the quality of something, to establish the value, the merit or worth, of a product, program, or policy" (Fitzpatrick, Sanders & Worthen, 2011, p. 143).

> …The audience for consumer-oriented and expertise-oriented approaches is the purchasing or interested public – and is not directly known to the evaluator. Therefore, the evaluator is the major, often the only, decision maker in the study because he or she does not have other important, direct audiences to serve. The consumer-oriented approach and the expertise-oriented approach differ dramatically in their methodologies, with the latter relying on the judgments of experts and the arts as a model. On the other hand, consumer-oriented evaluation relies on more transparent and quantitative methods, with the judgment typically being made by an evaluator, a person with expertise in judging things, but not with the particular content expertise of expertise-oriented or connoisseur evaluations (Fitzpatrick, Sanders and Worthen, 2011, p. 144).

The objectives-oriented evaluation approach focuses on specifying the goals and objectives of a given program and determines "the extent to which those purposes, or objectives, are achieved" (Fitzpatrick, Sanders & Worthen, 2011, p. 154).

Decision-oriented evaluation approaches "are meant to serve decision makers. Their rationale is that evaluative information is an essential part of good decision making and that the evaluator can be most effective by serving administrators, managers, policymakers, boards, program staff, and others who need good evaluative information" (Fitzpatrick, Sanders & Worthen, 2011, p. 172).

Finally, participant-oriented approaches aim at observing and identifying the needs and concerns of the program participants. It emphasizes the importance of the participants in

the process. The evaluator engages with the stakeholder as a partner in solving the problems (Fitzpatrick, Sanders & Worthen, 2011)

A rather recent model by Peacock (2009), Foreign Language Teacher Education Program (FLTEP), Evaluation Model, was designed to conduct overall evaluations of a foreign-language teacher education program, and focused on determining the program's strengths and weaknesses, and how well the program meets the needs of the students. He created the procedure by reviewing literature on what others recommend regarding the content and procedures of FLT education programs. The steps that he recommends are as follows:

a) Review the literature and produce a set of questions.

b) Establish appropriate sources of data in your setting.

c) Choose and design data collection methods and instruments.

d) Collect and analyze each set of data against your questions.

e) Construct an account by relating each interpretation to the others (p. 262).

2.4. Evaluation Studies on Language Teacher Education Programs

A considerable amount of literature has been published on language teacher education programs. One of studies was conducted by Ping (2015) in a Chinese context to examine the impact and the effectiveness of four-year pre-service English education and what needs to be improved and maintained from the perspective of trainees. The findings revealed that pre-service teachers have professional knowledge because all the respondents passed the TEM 4/8 tests (Test for English Majors). However, the weak side was the fact that though the student teachers had taken some classes about pedagogy, they forgot what they had learned. With regard to student teachers' attitudes towards the four-year pre-service BA TEFL teaching, most of the interviewees came to understand that their odds of success would be greater if they became a teacher, which is a good thing. Student teachers were not only willing to teach but were also fully aware of what becoming a member of the teaching profession involves. The findings of the study point to the need for teacher educators to be vigilant about the type of learning that is prescribed for the BA TEFL education program. Embedding coursework assessment in the practicum would arguably ensure that the pre-service student teachers' experience of integrating theory and practice is enhanced. It was stated that teacher peers need to support students as they strive to implement meaningful, course-related teacher practices. The study suggests that neither of these outcomes will occur without the establishment of strong school–university relationships, which provide

the most proven vehicle for establishing and maintaining environments in which pre-novitiates can develop essential professional knowledge and skills.

Another study was conducted by Yavuz and Topkaya (2013), which explored the perceptions of teacher educators regarding the changes in the English Language Teacher Education Program (ELTEP) introduced by the Turkey's Higher Education Council (HEC) in 2006. A qualitative design was employed to collect the data through open-ended questionnaires which were administered to 18 lecturers working at five different state universities. The analysis of the data yielded that while teacher educators found, in terms of course content, some of the changes appropriate, such as the addition of some courses like 'Public Speaking and Presentation' and 'Drama', the convergence of 'Course Book Analysis and Material', the extension of the 'Approaches and Methods in ELT' to two terms as consecutive courses, the separation of 'Language Teaching Skills' from 'Specific Teaching Skills', and convergence of 'Grammar I and II' into 'Contextual Grammar I and II'. However, they raised far more serious concerns with the new program regarding the sequence (SLA, Linguistics, Approaches and Methods and Research Skills), content (Specific Teaching Skills), structure (Public Service), procedure (Public Service, Research Skills), and removal of courses (School Experience I and Advanced Writing). The sequence, structure, convergence and content of some courses such as 'Public Service' and 'Reading and Writing' received the highest criticism. The issues that are raised by this research are perceived as a result of the lack of clear rationale and reasoning in the preparation of the new program. Another finding of this study was related to the top-down and centralized program disregarding the opinions, experiences, and practices of the direct users of the program, i.e., teacher educators, teachers, and teacher trainees. It can be inferred that participant involvement in the preparation and the development of the program did not occur at the desired level. They suggested that for any educational reform to succeed, the HEC and the MoNE should accept universities and teacher educators as partners because the 'top-down' and 'bottom-up' strategies could be integrated through partnership and by bringing together "a range of stakeholders who each have an interest in the nature of change in schools" (p. 75). The study also suggested that a clear rationale and reasoning for the changes should be supplied to the users of the program so that the content and the coordination of the courses can be restructured.

In addition, Tunç (2010) evaluated the effectiveness of Ankara University Preparatory School program through the perspectives of instructors and students by using the CIPP (Context, Input, Process, and Product) evaluation model developed by Stufflebeam (1971). 406 students attending the preparatory school in the 2008-2009 academic year and 12 instructors teaching in the program participated in the study. The data were gathered through a self-reported student questionnaire and an interview schedule which was designed for the instructors. Besides, in order to obtain more detailed information about the preparatory school, written documents were examined. While the data based on the questionnaire were analyzed through descriptive and inferential statistics, content analysis was carried out to analyze the qualitative data. Multivariate Analysis of Variances with Pillai's Trace test was employed to investigate whether the significant differences among dependent variables across independent variables existed. The results of the study indicated that the program at Ankara University Preparatory School partially served for its purpose. The findings revealed that some improvements in the physical conditions, content, materials, and assessment dimensions of the program were required to make the program more effective. It was suggested that more frequent bus schedule be organized so as to prevent instructors and students feel stressed, that the number of students in the classes be decreased so as to increase the efficiency during lessons, that more attention be paid to the quality of food, and that physical environment be improved to help students feel a part of the university and socialize better. The results of the study show that the curriculum lacked well defined objectives. Thus, it was suggested to design a detailed curriculum that will clearly indicate all the dimensions. This study also revealed that the students perceived themselves less competent in listening and speaking skills. As a solution, applying suitable instructional methods such as listening practice, drill work, speaking activities was recommended. The other recommendation was to relax the weekly schedule to handle the problem related to overloaded curriculum. Moreover, a material pool was suggested to help instructors find sufficient amount of tests and tasks and to increase the amount of extra materials for speaking and listening skills. Finally, in order to overcome the inconsistent difficulty of the exams, a testing unit was thought to be useful so as to have an organized and systematic team for the exams.

Karakaş (2012) reported an evaluative review of the teacher education program introduced in 2006 in Turkey by the Higher Education Council (HEC), and focused on both strengths and weaknesses identified through the analysis of the program based on the related

theories, models, and previous empirical research and comparison of the program with the preceding ELTEP. He informed that the program has more weaknesses than the strengths. It was revealed that pedagogical and theory components are quite well covered. Yet there are some weaknesses, as well, which can be summarized as being out-of-date, less practically-oriented, and lack of culture-specific courses within the program. The study made a number of recommendations. He pointed that the program should have a well-defined philosophy of teacher education. It was also suggested to add culture-specific courses to the curriculum since it forms an essential part of teachers' knowledge base. It was also pointed that increasing the number of micro-teaching activities in classrooms can strengthen the program. He mentioned that the program should be based on an 'integrative model' of teacher education which includes a reflective practice component. The other suggestion is that the courses introduced in the program should be equivalently directed towards different competencies (e.g., linguistic, pedagogic, management skills etc.) that are important for future English language teachers. It was finalized with the statement that "teacher-trainees should have a say in matters regarding the evaluation of the program, and this must be an integral element of the program" (p. 10).

Varol (2018) conducted a mixed-design study in a Turkish context that aimed to explore student teachers' views on their own competency as prospective English language teachers and on how successful the teacher education program they are enrolled at is in terms of preparing them for these competencies. 32 senior students studying at the Foreign Languages Education Department (FLED) of a state university participated in this study. A scale including Likert-type items measuring the perceived competency of student teachers on three subsections and open-ended items which seek to reach a deeper understanding of the choices participants selected in the closed-ended part was used as the data collection instrument. Quantitative and qualitative data analysis methods were employed in order to analyze the questionnaire. The results obtained from descriptive and inferential statistics showed that the order of teacher candidates' perceived competency areas from more competent to less competent was as follows: 1) monitoring, assessment, and professional development, 2) planning, teaching, and classroom management area, and 3) language and subject area. It was revealed that student teachers feel the least confident in effectively using assessment methods relevant to the subject. It was recommended that the program should improve the content, the syllabus, the materials, the application, and the assessment of language development courses. Especially, oral communication and writing courses

should be revised so as to address the needs of pre-service teachers for them to use these skills in the classroom environment effectively and to promote the development of these subskills in their learners. It was also recommended to give more opportunities for student teachers to feel like real classroom teachers in practice teaching experience since they pointed out some problems in time management, design of structured and coherent lessons, and efficient use of their voice for instruction. They thought it appropriate to increase the number of testing and assessment courses and to offer these courses to the students at an earlier time period considering that it can better prepare the future teachers to implement a variety of proper assessment techniques. Varol stressed that the department should organize meetings or encourage students to attend conferences, seminars for them to develop both personally and professionally. It was also recommended to revise the educational technology component of the program because student teachers pointed out that it did not contribute to any of their competences.

There is another study conducted in Turkey by Uzun (2016), which evaluated the language teacher education program from the viewpoint of students who were enrolled on the program for a period of four years. Participants were 90 senior students who were enrolled in the ELT Department at a state university. Data were collected by means of a questionnaire which contained the inventory of program courses, each of which was rated by the students by three criteria: (1) the contribution of the given course(s) to the 'personal' development of the students, (2) the contribution of the given course(s) to the 'professional' development of the students, and (3) whether the students think that "the course(s) provided them with theoretical and practical knowledge applicable during their active teaching life" (p. 1). The participants were asked to rate whether the course contents or course lecturers/instructors contributed more to their development. Additionally, students' opinions about their education, the courses, and the lecturers/instructors were gathered by means of an interview form. According to the results, it was suggested that the latest English Language Teacher Training Program (ELTTP) is not the exact source of knowledge and skills that will meet the needs and interests of the teacher trainees. The findings propose that programs should be structured in such a way that they not only meet the needs of the students and society but also provide practical and beneficial contents to the individuals.

Peacock (2009) presented a new procedure for the evaluation of EFL teacher training programs based on principles of program evaluation and foreign language teacher (FLT) education based on existing principles of program evaluation and models of teacher education, and answered Zhong's question "What constitutes adequate training of a foreign language teacher?" (p. 264). He tested the procedure through an evaluation of a TEFL program in Hong Kong focusing on program strengths and weaknesses and on how far the program meets the needs of students. It was done by collecting data from students, teachers, and alumni through interviews, questionnaires, essays and analysis of program materials. The results of the study revealed that the program had various strengths, including the teaching of pedagogic skills and promoting reflection and self-evaluation, but that the program had weaknesses as well. One of the weaknesses is that the students perceived a misbalance among the courses addressing their linguistic, pedagogic and managerial competences; lack of input on classroom management skills; insufficient practice on testing or educational technology; the heavy and unbalanced workload (particularly in year 3); and too theoretical and/or impractical teaching methodology courses. Taking into account the results of the study, it was suggested that the amount of practice teaching and input in certain areas such as knowledge of teaching within the local sociocultural context and classroom management should be increased.

Some previous studies, just like the current study, preferred to use Peacock's (2009) model to evaluate an ELTEP, which will be presented below.

Coşkun and Daloğlu (2010) conducted a study that aimed at drawing attention to the importance of program evaluation for teacher education programs and at revealing the pre-service English teacher education program components that are in need of improvement or maintenance both from teachers' and students' perspectives by using Peacock's (2009) recent evaluation model in a university based in Turkey. Moreover, they found Peacock's (2009) model effective in providing multidimensional feedback about the program being evaluated. Their study is based on the data collected from teachers and senior student teachers who have had experience with the new teacher education program initiated by the HEC in the 2006-2007 academic year. The data collected by means of questionnaires and interviews revealed that although participating teachers and student teachers have similar views about some program components, they hold different ideas about the balance among linguistic and pedagogic competences in the program. While teachers believe that the

program does not suffice to improve student teachers' linguistic competence, student teachers think that the pedagogic side of the program needs to be improved. The findings of the study led to several recommendations such as giving more opportunities for micro-teaching; balancing the theory and practice; starting the School Experience earlier and allocating more time for it; giving students an opportunity to practice teaching in more than one level, such as the elementary and secondary levels since student-teachers do not know where they will be teaching when they become teachers. It also pointed to the need of offering a course that can help student teachers to share ideas and get feedback about their School Experience course and reflect on their teaching practices so that they can establish the link between theory and the practice. Other important suggestions are use modern teaching techniques, avoid excessive use of student presentations, increase the courses that are relevant to student teachers' linguistic competence, increase the number of elective courses, add new courses that address student teachers' managerial competence, avoid overlaps among different courses, offer a course called "Orientation" in order to help students make decisions about their future careers, use alternative testing types such as portfolios, diaries, conferencing, self- and peer-assessment. The study suggests that literature courses should be approached as a tool for teaching English. Furthermore, it highlights that teachers should be regularly evaluated by students. Finally, the study pointed to the necessity of English preparatory education for program student teachers and a clear program philosophy (Coşkun & Daloğlu, 2010, pp. 36-38).

Another study that aimed to explore the beliefs of English Language pre-service teachers and their instructors on the effectiveness of an educational program, within the evaluation framework by Peacock (2009), at a university in Turkey was carried out by Salihoğlu (2012). 200 senior students and 21 instructors from the ELT Department participated in the study. Data were collected through two similar form questionnaires based on Peacock (2009), a focus group discussion, and semi-structured interviews with three instructors. The results from the focus group revealed the following strengths of the program: the success of some courses in combining theory to practice, and the effective linkage between courses. The weaknesses of the program that were found are the lack of clearly stated aims for the courses, the overuse of student presentations, the decrease in trainees' proficiency level caused by the shortage of proficiency courses, and the lack of the possibilities for using teaching language skills. The semi-structured interviews which were conducted with three lecturers by the use of the 15 major questions addressed by Peacock identified that

the lecturers fail to give a clear account of the aims because of the limited information on the centralized program definitions and that neither of them were deeply informed about the program philosophy. Also, they pointed to the necessity for more practice, and for needs analysis indicating the low language proficiency of the students.

With the use of Peacock's (2009) model, Zorba (2015) evaluated the undergraduate ELT program at a university based in Cyprus. She focused on the strengths and the weaknesses of the program as perceived by the students, instructors, and alumni. After identifying strong and weak sides, the participants' suggestions for the improvement of the program were elicited. Moreover, the study determined the extent to which the undergraduate ELT program meets the needs of students. She used a student questionnaire, student interviews, student essays, teacher interviews, an alumni questionnaire, and document analysis as data collection tools. 26 junior and senior ELT students, eight instructors and 33 alumni participated in this study. The results of the study showed that the undergraduate ELT program has different strengths and weaknesses which need to be taken into consideration. The major strengths of the program are that the program trains qualified English language teachers, balances the teaching of English, teaching skills and classroom management skills, and has a clearly stated philosophy and the reflection of this philosophy. The existence of qualified teacher trainers and the open-door policy in the department are the other strengths of the program. However, there were some weaknesses, too, as perceived by the students, instructors, and alumni. It shows that the program seems to not have sufficient practical components and academic events and includes some unnecessary courses. She also pointed to the excessiveness of the courses in the program. In relation to the strengths and the weaknesses, the students, instructors, and alumni put forward such solutions for the improvement of the program as adding more practice, removing some of the courses, reducing the number of courses, adding courses on teaching culture and sociolinguistics, and organizing more academic events. In terms of the students' needs, it was revealed that the undergraduate program meets the needs of the students to a great extent.

In a recently conducted by Karim, Mohamed, Shahed, and Rahman (2019), Peacock's (2009) model was used to evaluate pre-service teacher education programs such as TEFL, TESOL, and ELT that are offered in some universities in Bangladesh. The study aimed at eliciting student teachers' perceptions about their teacher education programs.

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Questionnaire and semi-structured interviews with the selected participants were used in the study. The program was found to be successful in equipping students with pedagogic and linguistics competence. The overall findings show that student teachers are satisfied with the program. However, the data revealed that participants lack adaptability with regard to foreign language teaching materials and the program is less effective in preparing reflective teachers. Students' motivation was found as another concern of the program suggesting teachers to pay more attention to it.

As a continuation of the studies carried out so far and as a replication in a new context, that is Kazakhstan, Peacock's (2009) model has been chosen in a bid to evaluate an ELTEP at a university in Kazakhstan. This replication is believed to relevant to the ELTEPs in countries neighboring Kazakhstan as well since, to the best of our knowledge, no previous study on the evaluation of ELTEPs in these countries has been carried out so far.

The methodology, the findings, and the implications of the current study will be presented in the sections below.

CHAPTER III

METHODOLOGY

In this chapter, the research method is presented in detail. First, overall research design is described. Second, the context of the study is described. Third, detailed information about participants is provided. Fourth, data collection instruments are presented. Fifth, data collection procedures are clarified from the beginning to the end. Lastly, data analysis is explained.

3.1. Overall Research Design

The purpose of this study is to evaluate an UELTEP in Kazakhstan internally. As the current study is an evaluation study, a descriptive case study was conducted to investigate an UELTEP. M. Gall, Gall and Borg (2002) maintain that a case study is carried out to shed light on a phenomenon: the processes, the events, the persons, or the things of interest to the researcher. According to M. Gall, Gall and Borg (2002), examples of phenomena are programs, curricula, roles, and events. They claim "once the phenomenon of interest is clarified, the researcher can select a case for intensive study" (p. 436). M. Gall, Gall and Borg (2002) said that researchers implement "case studies for one of three purposes: to produce detailed descriptions of a phenomenon, to develop possible explanations of it, or to evaluate the phenomenon" (p. 439). M. Gall, Gall and Borg (2002) stress that the researcher makes judgments when he or she chooses a case to evaluate. In addition, the researcher might create a thick description of the phenomenon being evaluated and identify salient constructs, themes, and patterns. Case studies whose purpose is evaluation have been carried out with increasing frequency because educational programs that receive

government funding are required to undergo formal evaluation. The case that is evaluated in the current study is not focused on making changes in the program but observes the results and recommends suggestions for the improvement of the present program. Evaluation of the current program was conducted from the perspectives of the students, the instructors, and the alumni of the UELTEP. Our study adopts a mixed methods design that allows triangulation in that we use multiple data collection instruments to increase the reliability and to guarantee the validity of the evaluation data. Data were collected and analyzed both quantitatively and qualitatively so that one research can be conducted at a single stage or in multiple stages (Creswell, 2014). It should be noted that both methods have weak sides and mixed studies can minimize them by allowing multi-level analyses of data. Moreover, mixed methods design in our study provides us with the full picture of the case that is studied. In order to collect quantitative and qualitative data, Peacock's (2009) evaluation model was used because the model ideally serves the purpose of the current study that aims to get students', instructors' and alumni's views about the strong and weak sides of the program and to get their suggestions for its improvement. Designing a mixed study might seem a confusing task. In order to create some order, a number of different typologies have been proposed. The two widely accepted typological principles have been the sequence and the dominance of the method constituents and scholars have also developed a simple symbol system to produce a straightforward visual representation (Dörnyei, 2007). Accordingly, the current study was organized as 'Quan/quan + Qual/qual', which refers to combinations of quantitative and qualitative research. The main purpose of this design is to broaden the research perspective and thus provide a general picture or to test how the different findings complement or corroborate each other (Dörnyei, 2007). Likewise, Creswell (2014) proposes a number of designs of mixed methods, and the current study corresponds to explanatory sequential mixed methods. The overall intent of this design is to have the qualitative data help explain in more detail the initial quantitative results (Creswell, 2014). Combination of quantitative and qualitative methods is shown in the figure below.
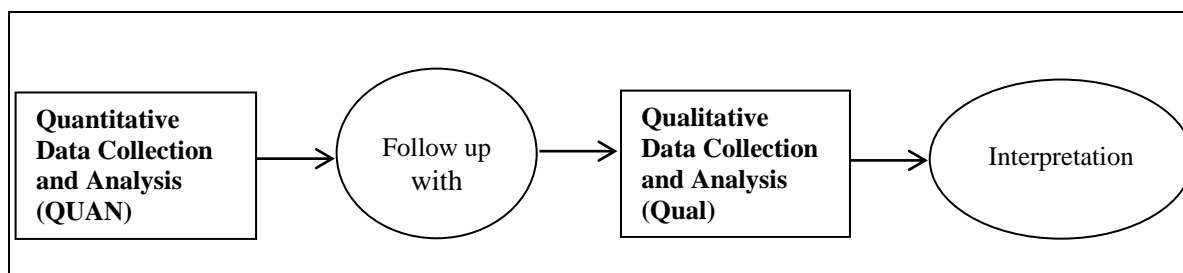
Figure 3.1. Explanatory sequential mixed methods (Adapted from Creswell, J.W. (2014). *Research design. qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage.

As the current study can be considered as Quan + Qual, the data in the current study were collected and analyzed according to the steps that are illustrated in Figure 3.2.

Student Questionnaire => Student Interviews => Student Essays
Teacher Questionnaire => Teacher Interviews => Document Analysis
Alumni => Questionnaire => Alumnus Interviews
(Data collection and Analysis) (Data collection and Analysis)

Figure 3.2. Mixed methods study combination of the current research.

3.2. Context

The present study was conducted in an English Language Teaching department implementing the educational program on the specialty 5B011900 - Foreign language: two foreign languages, which is offered at a university in 2019 academic year. The strategic objective of the mission of the university is to transform the university into a higher education institution that is able to provide educational services, and to conduct research studies in accordance with international educational standards of higher education institutions. The strategic objective of the university is to prepare highly qualified specialists for the Republic of Kazakhstan. After completing a four-year education in UELTEP, the graduates are given an academic degree of Bachelor of Education, A graduate with the specialty 5B011900 Foreign Language: Two Foreign Languages, a Bachelor of Education in Educational Program (EP), is able to perform the following professional activities: a teacher of foreign languages in primary, secondary schools and specialized schools of humanitarian direction as well as in institutions of technical, post-secondary education, where he or she can widely apply the fundamental linguistic and

pedagogical knowledge based on practical knowledge of foreign languages, The educational program of training bachelors is executed by scientific and pedagogical staff with a basic knowledge in taught disciplines and the teaching staff are systematically engaged in scientific and educational activities. Basically, the teaching staff of the educational program 5B011900 Foreign Language: Two Foreign Languages have advanced academic credentials in pedagogy and teaching methodology. Within the framework of international co-operation, a regular work is carried out to coordinate the educational program 5B011900 Foreign Language: Two Foreign Languages with the requirements of the European qualifications framework and analysis of the educational program of leading universities in the world, which allows an external mobility of students and faculty staff. The teaching staff of the educational program 5B011900 Foreign Language: Two Foreign Languages took an active participation in the development of a new strategic plan of the university for 2014-2018, which generally seeks its entry into the international ranking of the world's best universities. The teaching staff and the students of the department are all supplied with information from the website and each of them has open individual portal (report on self-assessment of the educational program 5B011900 Foreign Language: Two Foreign Languages in accordance to the standard criteria of specialized accreditation in the Independent Kazakhstan Quality Assurance Agency for Education (IQAA, 2015).

The university gives a diploma when the students complete 264 ECTS credits and it is acceptable both in Kazakhstan, in Turkey, and in most of the other countries around the world. The UELTEP courses are categorized under the modules of State Mandatory Modules, University Elective Modules, and Block of Professional Modules, and it offers Professional Practice, Teaching Practice, and Pre-Graduation Practical Training.

The UELTEP offers two degrees: Bachelor's Degree/BA, and Master's Degree/MA. Recently, the code and name of the direction of training in the UELTEP has changed from 5B011900 Foreign Language: Two Foreign Languages to 6B017- Training of Teachers in Languages and Literature. The code and classification of the field of education is 6B01 Pedagogical Sciences. Moreover, in 2020 the UELTEP started implementing a doctoral program (PhD) in English Language Teaching.

3.3. Participants

As this study is intended to evaluate an UELTEP in Kazakhstan, the junior and senior UELTEP students, the instructors of the UELTEP, and the alumni (graduated after 2018) of the program were selected with an intention that they can form the sample of the study. The total number of participants is 128: 88 students (52 of them are junior and 36 are senior), 19 instructors, and 21 alumni who graduated in 2018. 25 of the students are male and 63 are female; five of the instructors are male and 14 are female; three of the alumni are male and 18 are female. The age ranges of the students, the instructors, and the alumni were 17 to 33, 35 to 65, and 22 to 26 respectively. The students who participated in the study were the graduates of secondary schools, private schools of Kazakhstan, and of schools in other Turkic speaking countries. The participants were determined according to non-probability sampling technique. All participants were determined through convenience sampling where participants were selected from the population according to their availability to the researcher.

3.4. Data Collection Instruments

The current study used instruments developed and used by Peacock (2009). They are student questionnaire, teacher questionnaire, alumnus questionnaire, student interview, teacher interview, alumnus interview, student essays, and document analysis.

3.4.1. Student Questionnaire

The student questionnaire (Appendix C) was given to 88 junior and senior students to identify their perspectives on the effectiveness of the UELTEP. As participants were English student teachers, the questionnaire was in English. It was assumed that all participants were able to understand and answer all the questions in English. It consists of three parts: demographic information, internal evaluation of the UELTEP, and course rating. In the first part of the student questionnaire, the students were asked to specify their gender, age, nationality, and mother tongue. In the second part, Peacock's (2009) 22-item instrument was used. Students were given 22 statements about the UELTEP and asked to express their opinion on a five-point Likert scale (1: Strongly Agree, 2: Agree, 3: Undecided, 4: Disagree, and 5: Strongly Disagree). The questionnaire elicits students'

opinions about the UELTEP's up-to-datedness; its avoidance of overlap; adequacy of training in teaching skills; effectiveness of materials development; balance between linguistic, pedagogical, and managerial courses; program reflection in its nature; balance between teacher-centered and student-centered learning through the courses; its capacity to meet students' needs; and its capacity to help teachers to evaluate themselves. Finally, in the third part of the questionnaire, the students were asked to mark the courses which they thought should be omitted from or added to the UELTEP. The participants were also provided with the description of the courses that are not offered in the UELTEP in Kazakhstan.

3.4.2. Teacher Questionnaire

The teacher questionnaire (Appendix E) was given to 19 instructors to identify their perspectives on the effectiveness of the UELTEP. It consists of three parts: demographic information, internal evaluation of the UELTEP, and course rating. In the first part of the teacher questionnaire, the instructors were asked to specify their gender, age, years of teaching experience, nationality, and mother tongue. In the second part, the instructors were provided with 15 questions that were adopted from Peacock's (2009) model. Instructors were asked about the UELTEP and asked to express their opinion on a three-point Likert scale (1: Agree, 2: Neither Agree Nor Disagree, 3: Disagree). The questionnaire was elicited instructors' opinions on whether

the UELTEP has a clearly stated philosophy,

the program reflects program philosophy,

the program promotes trainee flexibility in using different teaching approaches for different situations,

the program promotes the ability to use and to adapt foreign-language-teaching materials,

the program balances received knowledge with experiential knowledge,

the program incorporates and encourages trainee reflection on the experiences and values they have when they enter the program,

the program promotes the skill of reflection and self-evaluation as a teacher; if the program promotes future reflective practice,

the program promotes the 'long-term, developmental nature of learning to teach,

the program has good linkage among courses, avoiding overlaps,

the program is up-to-date,

the program balances teacher- and student-centered learning,

the program prepares EFL teachers to function in the socio-cultural context in which they will work,

the students believe the program meets their needs, is relevant to their needs, and adequately prepares them for classroom teaching, and

the program incorporates and balances linguistic, pedagogic, and managerial competence to an appropriate degree.

Lastly, in the third part of the questionnaire, instructors were asked to mark the courses which they thought should be omitted from or added to the UELTEP. The participants were also provided with the description of the courses that are not offered in the UELTEP in Kazakhstan.

3.4.3. Alumnus Questionnaire

The graduates of the UELTEP (graduated in 2018) were given a questionnaire (Appendix D) in order to elicit their opinions on the effectiveness of the UELTEP. It consists of three parts: demographic information, internal evaluation of the UELTEP, and course rating. In the first part of the alumnus questionnaire, the alumni were asked to specify their gender; age; nationality; mother tongue; if they work as a teacher; the level(s) they teach; and their job, place of work, and years of teaching experience. In the second part, Peacock's (2009) 22-item instrument was used. The graduates were given 22 statements about the UELTEP and asked to express their opinion on a five-point Likert scale (1: Strongly Agree, 2: Agree, 3: Undecided, 4: Disagree, and 5: Strongly Disagree). The questionnaire elicits alumni's opinions about the UELTEP's up-to-datedness; its avoidance of overlap; adequacy of training in teaching skills; effectiveness of materials development; balance between linguistic, pedagogical, and managerial courses; program reflection in its nature;

balance between teacher-centered and student-centered learning through the courses; its capacity to meet students' needs; and its capacity to help teachers to evaluate themselves. Finally, in the third part of the questionnaire, the alumni were asked to mark the courses which they thought should be omitted from or added to the UELTEP. The participants were also provided with the description of the courses that are not offered in Kazakhstani UELTEP.

3.4.4. Student Interviews

After the administration of the questionnaire, student interviews were used as the second instrument to collect data from students. Student interviews were of semi-structured type. The interview consists of the three open-ended questions that aimed to get in-depth information regarding the strong and the weak points of the UELTEP. They were asked to express their ideas in detail and to provide examples concerning their answers. The students were also asked to give their suggestions for the program improvement (Appendix F).

3.4.5. Teacher Interviews

Teacher interviews were of semi-structured type, too. The interview consists of the three open-ended questions that aimed to get in-depth information regarding the strong and the weak points of the UELTEP. The instructors were asked to express their ideas in detail and to give examples for their answers. They were also asked to make their suggestions to improve the program (Appendix H).

3.4.6. Alumnus Interviews

Just like teacher interviews and student interviews, alumnus interviews were semi-structured, having three open-ended questions for the alumni to give in-depth information about the strong and the weak points of the UELTEP. The alumni were asked to detail and exemplify their ideas. They were also asked to make recommendations to improve the program (Appendix G).

3.4.7. Student Essays

Student essay is an instrument (Appendix I) that was adopted from Peacock's (2009) model in order to collect student teachers' ideas and beliefs about the philosophy of the program. The purpose of the instrument was to elicit students' answers to the following question: "Does the program reflect program philosophy?" The senior students were given a copy of the 'educational program document' about the UELTEP's aims, objectives, and outcomes in order for them to write an essay on the philosophy of the program.

3.4.8. Document Analysis

The instructors of the UELTEP prepare each year the 'Educational Program' document for four academic years, which contains all information in detail about the UELTEP. The educational program and course policy sheets were analyzed to obtain data concerning the balance between linguistic competence, pedagogic competence, and managerial competence. The goals, procedures, learning outcomes of the linguistic, pedagogic and managerial courses, and the aims and the outcomes were compared with the values and the overall learning outcomes of the UELTEP in order to reach more reliable data by crosschecking data for Research Question 3: "To what extent is the undergraduate English language teaching program at the university in Kazakhstan fulfilling the expectations of prospective English language teachers?" First, all the aims, classroom procedures, and learning outcomes of the courses were read carefully. After that, the requirements, weekly instructional plans, and evaluation criteria were checked. Lastly, all these components were compared with the values and the overall learning outcomes of the educational program. Moreover, to contribute to Research Question 5, two sample curricula, one from Turkey and one from Kazakhstan, were compared in terms of distribution of courses addressing linguistic, pedagogic, and managerial competences.

3.5. Procedure

In the current study, data are collected in two main phases using a sequential process. In the first phase, quantitative data are collected and analyzed. Afterwards, the qualitative data are gathered and analyzed in the second phase. Before starting data collection procedure, firstly, permission was taken from the administrators of the university, who

were responsible for research issues. Secondly, permission was taken from the dean of the faculty, and then the head of the UELTEP was also informed about the purpose and details of the study in order to get permission to carry out the study. Afterwards, instructors were also informed about the purpose of the study and they agreed to take part in the study. Moreover, permission was taken from instructors for the researcher to visit their classes to explain the purpose of the study to students and to get student consent to contribute to data collection. In addition, the secretary of the department provided the researcher with the information about the contacts and the number of students that are enrolled in the UELTEP. The majority of the students were reached in their classrooms while they were having lectures, with more than two groups being lectured by one instructor. It was convenient for the researcher because a large number of the participants were given the questionnaire to collect quantitative data. The students were not allowed to talk to one another during the application of the questionnaire in order to prevent the students from the possibility of affecting one another's answers. Lastly, the educational program document, the catalog, and the syllabi of the courses with detailed description of the UELTEP were provided by instructors. Three of the alumni who graduated in 2018 were reached on the campus of the UELTEP where they are enrolled in a Master's degree program. Hence, other alumni were reached through them. The study was conducted in the second term of 2018-2019 academic year during the period from the 31st of January to the 10th of February in the setting. The total data collection period covered 2019 Winter Semester and 2020 Spring Semester. The questionnaires were given to 52 junior and 47 senior student teachers, 24 instructors, and 33 alumni. All 24 instructors who took part in the study were provided with questionnaire personally. However, for the students and the alumni who were not reached personally, the questionnaire was sent via email. 52 of the junior and 36 of the senior students, 19 of the instructors, and 21 of the alumni returned the questionnaire. It took almost six months to collect all the quantitative data. After distributing the questionnaires, interview appointments were made with the students, the instructors, and the alumni.

The participants who were reached at the university were interviewed in person and some of the interviews were conducted via audio call. For the purpose of privacy, personal information of the participants was protected by not recording names, and then coding the participants as Student 1, Instructor 1, Alumnus 1, and so forth. The interviews with the instructors and the alumni lasted around 20-25 minutes. The duration of the interviews

with student teachers was approximately 10-15 minutes. The interviews were recorded with the participants' permission. On the other hand, some participants did not want to be recorded. Hence, the researcher took notes in detail from the respondents' answers. After each interview with a senior student, they were distributed a copy of the 'educational program document' about the UELTEP's aims, objectives, and outcomes in order for them to write an essay on the philosophy of the program.

3.6. Data Analysis

The current study is based on a mixed research design. Hence, the data collected for the study were analyzed quantitatively and qualitatively. Both the quantitative and the qualitative data served for triangulation, which contributes to the validity of the study Creswell (2014). Quantitative data were collected through the closed-items for the student questionnaire, the teacher questionnaire and the alumnus questionnaire. Before administering the questionnaire, two experts were consulted in order to check the appropriateness of the questionnaire and semi-structured interview in Kazakhstani evaluation context to achieve construct validity. As the result of a consultation with the experts, no modifications were needed. The data collected from the students, instructors and alumni via the questionnaires were entered into SPSS 18, a statistical package program to assess the reliability of the questionnaire and to calculate frequencies and percentages of the participants' responses. As a result it was revealed that the internal consistency reliability level for the student questionnaire was 0,982, for the alumnus questionnaire was 0,971 and for teacher questionnaire was 0,972. The data from open-ended questions in the interviews, essay questions, and document analysis were analyzed qualitatively. The instruments for collecting qualitative data are based on the intention to get in-depth information about strong and weak points of the UELTEP. Interviews with the students, the instructors, and the alumni, and student essays served for better understanding of the different points of view and to get answers to Research Questions 1, 2, 3 and 4. Moreover, document analysis contributed to Research Questions 3 and 5. The goals, procedures, and learning outcomes of courses were compared with the values and the overall learning outcomes of the UELTEP in order to reach more reliable data by crosschecking data for Research Question 3. Two sample curricula, one from Turkey and one from Kazakhstan,

were studied individually to understand its general outlook in terms of the type of English language teacher it aims to graduate, the length of education, the total number of credits needed for graduation, the practicum length, and the school types graduates can work at. Afterwards, they were compared in terms of distribution of courses addressing linguistic, pedagogic, and managerial competences to contribute to Research Question 5. Responses from semi-structured interviews with the students, the instructors, and the alumni, and student essays were analyzed and coded through content analysis. Patton (2014) states that content analysis "refers to searching text for and counting recurring words or themes" (p.790). "More generally, content analysis usually refers to analyzing text (interview transcripts, diaries, or documents). Patton (2014) claims that "Even more generally, content analysis refers to any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings" (p. 790).

The interviews are held in Kazakh, Russian and English languages. In essay writing, students were free to write it in Kazakh, Russian or English. Firstly, the recorded data were transcribed, then both recorded and handwritten notes in Kazakh and Russian were translated into English. The essays in Kazakh and Russian were translated into English as well. Further, the hard copies of the responses were typed in Microsoft Word document in order to import all data into one file. The next step was coding the responses according to the themes they addressed. According to Patton (2014), coding qualitative data is the process when the researcher examines data with the purpose to extract common themes that are related to the research question or problem. He points out that the data generated by qualitative methods are voluminous and the analysis of qualitative data involves creativity, intellectual discipline, analytical rigor, and a great deal of hard work. Moreover, he compares it with a big mountain and suggests that a researcher should immerse into it. Patton (2014) suggests reading the collected data several times. He proposes that the more a researcher interacts with the data, the more patterns and categories begin to "jump out" (p. 775). Hence, the described data were read several times to generate the initial categorization of themes and sub-themes. To categorize the data under a specific theme, Microsoft Word was used to cut and paste quotations from the data and put them all in one file. Different colors were used to distinguish the variety of themes. Reliability in content analysis is an important issue and it can be achieved through inter-rater reliability. Cohen (2007) defines inter-rater reliability as whether another person, observing the same

phenomena, with the same theoretical framework and would have interpreted them in the same way. For the reliability of content analysis of the current study, a coding table was created for each participant of the study using Microsoft Word. Before the coding process started, two raters were carefully trained and after practicing they were asked to code the excerpts. Then, the coded data were copied into a Microsoft Excel document as a tool to compare the codes and the phrases to find the percentage of agreement. According to Mackey and Gass (2005) "confidence in rater reliability can be established with as little as 10% of the data" (p. 243). One coder independently reviewed 25% of data and the same amount was independently reviewed by the other coder. The process of calculating found an inter-rater reliability percentage of 90% with the first rater, and 94% with the second. "For simple percentages, anything above 75% may be considered good although percentages over 90% are ideal" (Mackey & Gass, 2005, p. 244).

3.7. Summary

The summary of research questions, data collection instruments, and data analysis are illustrated in Table 3.1 below.

Table 3.1.

The Summary of Research Questions, Data Collection Instruments, and Data Analysis

Research questions	Data collection instruments	Data analysis
1a. What are the strong points of the undergraduate English language teaching program at the university in Kazakhstan as perceived by the senior students?	1. Student Questionnaire 2. Student Interviews 3. Student Essays	1.SPSS:descriptive statistics for frequency and percentage 2.Content analysis on Microsoft Word/Excel
1b. What are the strong points of the undergraduate English language teaching program at the university in Kazakhstan as perceived by The instructors?	1. Teacher Questionnaire 2. Teacher Interviews	1.SPSS:descriptive statistics for frequency and percentage 2.Content analysis on Microsoft Word/Excel
1c. What are the strong points of the undergraduate English language teaching program at the university in Kazakhstan as perceived by	1. Alumnus Questionnaire 2. Alumnus Interviews	1.SPSS:descriptive statistics for frequency and percentage 2.Content analysis on Microsoft Word/Excel

the alumni?

2a. What are the weak points of the undergraduate English language teaching program at the university in Kazakhstan as perceived by The senior students?	1. Student Questionnaire 2. Student Interviews 3. Student Essays	1.SPSS:descriptive statistics for frequency and percentage 2.Content analysis on Microsoft Word/Excel
2b. What are the weak points of the undergraduate English language teaching program at the university in Kazakhstan as perceived by the instructors?	1. Teacher Questionnaire 2. Teacher Interviews	1.SPSS:descriptive statistics for frequency and percentage 2.Content analysis on Microsoft Word/Excel
2c. What are the weak points of the undergraduate English language teaching program at the university in Kazakhstan as perceived by the alumni?	1. Alumnus Questionnaire 2. Alumnus Interviews	1.SPSS:descriptive statistics for frequency and percentage 2.Content analysis on Microsoft Word/Excel
3. To what extent is the undergraduate English language teaching program at the university in Kazakhstan fulfilling the expectations of prospective English language teachers?	1. Document Analysis	1. Document Analysis 2. Microsoft Word/Excel
4a. What are the suggestions of the current senior student teachers of the undergraduate English language teaching program at the university in Kazakhstan to improve the curriculum?	1. Student Questionnaire 2. Student Interviews 3. Student Essays	1.SPSS:descriptive statistics for frequency and percentage 2. Content Analysis on Microsoft Word/Excel
4b. What are the suggestions of the instructors of the undergraduate English language teaching program at the university in Kazakhstan to improve the curriculum?	1. Teacher Questionnaire 2. Teacher Interviews	1.SPSS:descriptive statistics for frequency and percentage 2.Content analysis on Microsoft Word/Excel
4c. What are the suggestions of the alumni of the undergraduate English language teaching program at the university in Kazakhstan to improve the	1. Alumnus Questionnaire 2. Alumnus Interviews	1.SPSS:descriptive statistics for frequency and percentage 2.Content analysis on Microsoft Word/Excel

curriculum?		
5. What are the similarities and differences between the undergraduate English language teaching program at the university in Kazakhstan and the undergraduate English language teaching program at the university in Turkey?	1. Document Analysis	1. Document Analysis 2. Microsoft Word/Excel

CHAPTER IV

FINDINGS

In this chapter, the results of the following will be presented and analyzed: student questionnaire, teacher questionnaire, alumni questionnaire, student interviews, teacher interviews, alumnus interviews, document analysis, student essays, and comparison of curricula in Turkey and in Kazakhstan.

4.1. Student Questionnaire

The students were presented with general statements regarding the evaluation of the Undergraduate English Language Teacher Education Program. Responses to the 22 questions were categorized as 'Strongly Agree', 'Agree', 'Undecided', 'Disagree', and 'Strongly Disagree'. The responses of the students to the questionnaire are presented in the Table 4.1. below.

It can be seen from Table 4.1 that the highest level of agreement is observed in Items 1, 2, 6 and 22. Slightly more than two-thirds of the participants think that the UELTEP has a good linkage between different courses and avoids overlapping content in different courses. The most striking result comes from the responses to Item 22, and the overwhelming majority of the participants think they will be ready to teach English by the end of the UELTEP. Minority of students agree to Items 7 and 8, and they do not think that the UELTEP encouraged them to reflect on their past experiences as a language learner that it avoids overlapping content in different courses, and that it encouraged them to be a reflective teacher. An insignificant minority of the students feel hesitant to state that they will be ready to teach English by the end of UELTEP (Item 22). Another item that made few students feel undecided is Item 6 ("The UELTEP is up-to-date"). One-fifth of the

participants express uncertainty about Items 1 and 2 ("The UELTEP has good linkage between different courses" and "The UELTEP avoids overlapping information between different courses").

Table 4.1.

Student Questionnaire Responses (N: 88 Students)

The Undergraduate English Language Teacher Education Program	1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
1. … has good linkage between different courses.	0%	68%	22%	10%	0%
2. … avoids overlapping information between different courses.	0%	68%	22%	10%	0%
3. … gave me adequate training in English.	0%	17%	69%	14%	0%
4. … gave me adequate training in teaching skills.	0%	18%	68%	14%	0%
5. … gave me adequate training for the needs of the local context	0%	16%	68%	16%	0%
6. … is up-to-date.	14%	63%	9%	14%	0%
7. … encouraged me to reflect on my past experiences as a language learner.	0%	5%	76%	19%	0%
8. … encouraged me to be a reflective teacher (when I start teaching).	0%	10%	70%	8%	0%
9. … promotes flexibility in using different teaching practices for different situations.	0%	55%	28%	17%	0%
10. … balances teacher-centered and student-centered learning on its courses.	0%	49%	37%	14%	0%
11. … taught me how to teach English.	0%	58%	32%	10%	0%
12. … taught me how to evaluate myself as a teacher	0%	52%	31%	17%	0%
13. … taught me classroom management skills.	0%	43%	42%	15%	0%
14. … taught me how to use foreign language teaching materials.	12,50%	44%	31%	12,50%	0%
15. … taught me how to adapt foreign language teaching materials.	12,50%	47%	28%	12,50%	0%
16. … increased my powers of self-evaluation.	0%	50%	36%	14%	0%
17. … taught me foreign language testing and evaluation skills.	0%	51%	35%	14%	0%
18. … is relevant to my needs.	0%	40%	37%	23%	0%
19. … has a good balance between the teaching of; English, teaching skills, and classroom management skills	0%	43%	41%	16%	0%
20. … prepared me to teach English in the classroom.	0%	52%	38%	10%	0%
21. … met my needs.	0%	37%	39%	24%	0%
22. By the end of the UELTEP, I will be ready to teach English.	14%	79,50%	4,50%	2%	0%

Closer inspection of the table shows that over half of the participants agree to Items 9, 10, 11, 12 and 13, who think that the UELTEP promotes flexibility in using different teaching practices for different situations, that it balances teacher-centered and student-centered learning on its courses and on how to teach English, that it teaches how to evaluate themselves as a teacher, and that it teaches classroom management skills. As Table 4.1 shows, few participants disagree to the aforementioned items. Whilst few disagree to these

items, the table indicates that almost one-third of participants feel hesitant to give positive or negative responses to those statements. A bit less than a quarter of participants feel uncertain about Items 10 and 11. Just under one-third of the participants are undecided about Item 12, saying that the UELTEP teaches them how to evaluate themselves as teachers. Slightly more than half of participants consider that the program taught them how to adapt foreign language teaching materials (Item 15). They also state that the program prepared them to teach English in the classroom (Item 20) and taught them how to use foreign language teaching materials (Item 14). Just over a half of the respondents agree that the program is relevant to their needs (Item 18). However, a small number of participants do not agree to Items 14 and 15, thinking that the program did not teach them how to use foreign language teaching materials and how to adapt foreign language teaching materials. Additionally, whereas less than one-fifth express that the program did not teach them classroom management skills (Item 13), just under one-fifth disagree to Item 18 that the program is relevant to their needs. One in 10 of the participants disagrees to Item 20 that the program prepared them to teach English in the classroom. On the other hand, just over one-third of participants neither agree nor disagree that the program taught them how to use foreign language teaching materials (Item 14), that it taught them how to adapt foreign language teaching materials (Item 15), that it prepared them to teach English in the classroom (Item 20), and that it taught them classroom management skills (Item 13). Just under one-third are undecided that the program is relevant to their needs.

The results also reveal that approximately half of the participants agree to Items 16 and 17, considering that the program increased their powers of self-evaluation and that it taught them foreign language testing and evaluation skills. More than two-fifths of the participants also agree to Item 19, stating that the program has a good balance between the teaching of English, teaching skills, and classroom management skills, and more than two-fifths of the participants believe that the program met their needs (Item 21). While two-fifths disagree to Item 16 indicating that the program did not increase their powers of self-evaluation, more than two-fifths of the participants state that the program did not teach them foreign language testing and evaluation skills (Item 17), and that the program has a good balance between the teaching of English, teaching skills, and classroom management skills (Item 19). Just over one-third disagree to Item 21 stating that the program did not meet their needs. However, two-fifths of the student teachers did not state any agreement or disagreement to Item 16 ("The program increased my powers of self-evaluation"),

almost the same amount of the participants are not certain that the program taught them foreign language testing and evaluation skills (Item 17), a bit more than two-fifths are hesitant to say that the program has a good balance between the teaching of English, teaching skills, and classroom management skills (Item 19) and just over one-third of the participants are uncertain about Item 21 ("The program met my needs").

Only a small number of respondents consider that the program encouraged them to reflect on their past experiences as a language learner and encouraged them to be a reflective teacher when they start teaching (Items 7 and 8). One-fifth rated Item 7 negatively, thinking that the program did not encourage them to reflect on their past experiences as a language learner and a small amount of participants consider that the program did not encourage them to be a reflective teacher. The majority of respondents feel hesitant to agree or disagree to Item 7 and so are a significant proportion of participants to Item 8. As Table 4.1 shows, the highest score of uncertainty is revealed in Items 7 and 8. The students cannot say whether the program either encouraged or discouraged them to reflect on their past experiences as a language learner and to be a reflective teacher when they start teaching.

Following Items 7 and 8, the results also reveal that participants reported the highest mean scores of uncertainty for Items 3, 4, and 5. A large number of participants rated Item 3 neither positively nor negatively ("The program gave me adequate training in English"). A bit more than three quarters of participants are hesitant about Item 4 ("The program gave me adequate training in teaching skills") and Item 5 ("The UELTEP gave me adequate training for the needs of the local context). On the other hand, around one-fifth of the participants agree to Item 3, and less than one-fifth to Items 4 and 5. A small amount of the respondents are unsatisfied with Item 3, who do not think that the program gave them adequate training in English. Very few participants demonstrate disagreement to Item 4, and they do not consider that the program gave them adequate training in teaching skills. 1 in 10 participants negatively responded to Item 5, stating that the program did not give them adequate training for the needs of the local context.

4.1.1. Students' Opinions in terms of the Course Omission from and Addition to the UELTEP

Additionally, the students, the instructors, and the alumni were asked to specify their opinion about the courses' omission and addition to the UELTEP to understand participants' standpoints regarding possible solutions for the improvement the quality of the UELTEP. The participants were asked to use (X) for the courses they think should be omitted and to use (V) for the courses they think should be added to the UELTEP. The participants were provided with the description of the courses that are not offered in the UELTEP in Kazakhstan. 88 students, 19 instructors, and 21 alumni took part in this questionnaire. The total number of the participants is 128. 71 courses addressing the students' linguistic, pedagogic and managerial competences that are offered in KUELTEP and TUELTEP were included to the list to determine students' opinions in terms of courses that should be taught or omitted in the UELTEP for its improvement. The results of the questionnaire are presented in Table 4.2, Table 4.4 and Table 4.6.

Table 4.2.

The List of Courses in terms of Their Omission from and Addition to the UELTEP according to Students

№	Courses	v	x
1	Practical English Language	95%	5%
2	Reading Skills	100%	0%
3	Practical Phonetics of English	94%	6%
4	Practical Grammar of English	94%	6%
5	Writing Skills	100%	0%
6	Listening and Pronunciation	78%	22%
7	Oral Communication Skills	74%	26%
8	English Syntax	65%	35%
9	English Literature	82%	18%
10	Listening and Speaking in English	100%	0%
11	English Language History	81%	19%
12	English and American Literature	83%	17%
13	Practice in Seech Communication	95%	5%
14	Literary Essay in English	82%	18%
15	English Language Oratory	73%	27%
16	Translation	97%	3%
17	Instruction Technologies	81%	19%
18	Psychology and Human Development	70%	30%
19	Introduction to Education	42%	58%
20	Educational Sociology	24%	76%
21	Educational Psychology	76%	24%
22	Educational Philosophy	32%	68%
23	Approaches to English Learning and Teaching	85%	15%
24	Linguistics	90%	10%
25	Critical Reading Writing	74%	26%
26	Theory and Methods of Educational Work	76%	24%
27	English Lexicology	69%	31%
28	Research Methods in Education	97%	3%
29	English Language Teaching Curricular	90%	10%
30	Language Acquisition	77%	23%
31	Methods of Teaching English	100%	0%
32	Methods of Teaching English Literature	85%	15%

33	Stylistic Analysis of Literary Texts	72%	28%
34	English Stylistics	58%	42%
35	Teaching English to Young Learners	82%	18%
36	Ethics in Education	26%	74%
37	Testing and Evaluation in Education	88%	13%
38	Syllabus Design in ELT	93%	7%
39	Theoretical English Phonetics	53%	47%
40	English Dialects	59%	41%
41	English Folklore	35%	65%
42	Preparing Exams in ELT	86%	14%
43	Sociolinguistics and Language Teaching	76%	24%
44	English Theoretical Course	47%	53%
45	Classroom Management	83%	17%
46	Teaching Practice (School)	100%	0%
47	Age Physiology and School Hygiene	24%	76%
48	Communicative Culture	31%	69%
49	Open and Distance Learning	52%	48%
50	Child Psychology	69%	31%
51	Attention-Deficit/Hyperactivity Disorder	40%	60%
52	Extracurricular Activities in Education	44%	56%
53	New Approaches in English Language Teaching	86%	14%
54	Testing and Assessment of Learning	95%	5%
55	Pragmatics and Language Teaching	72%	28%
56	Drama in ELT	74%	26%
57	Curriculum Development in Education	90%	10%
58	Micro Learning	86%	14%
59	Project Preparation in Education	85%	15%
60	Inclusive Education	42%	58%
61	English Course Book Evaluation	84%	16%
62	Materials Development in ELT	86%	14%
63	World Englishes and Culture	58%	42%
64	Discourse Analysis and Language Teaching	57%	43%
65	Critical Thinking	90%	10%
66	Teaching English Language Skills	100%	0%
67	Record Keeping in the Kazakh Language	20%	80%
68	Acmeology, Fundamentals of Personal and Social Achievements	8%	92%
69	Basics of Life Safety	6%	94%
70	Psychology of Interpersonal Communication	42%	58%
71	Pedagogy	81%	19%

The results regarding the students' suggestions about course addition and omission show that the unanimous positive answers is observed in titles Listening and Speaking in English, Methods of Teaching English, Teaching Practice (School), Writing Skills, Reading Skills. More than ninety per cent of the students preferred to be taught in the UELTEP the following courses: Research Methods in Education, Translation, Testing and Assessment of Learning, Practice in Speech Communication, Practical English Language, Practical Phonetics of English, Practical Grammar of English and Syllabus Design in ELT. Almost three quarters of the students think that the courses titled Listening and Pronunciation, Language Acquisition, Sociolinguistics and Language Teaching, Theory and Methods of Educational Work, Oral Communication Skills, Pedagogy, Educational Psychology, Instruction Technologies and Critical Reading Writing should be offered in the UELTEP curriculum in Kazakhstan (UELTEPCK). Slightly more than two-thirds of the students have positive attitudes towards the courses of English Language Oratory, Pragmatics and Language Teaching, Stylistic Analysis of Literary Text, Psychology and

Human Development, English Lexicology and Child Psychology. The course titled English Syntax was chosen as a necessary course by almost two-third of the students. Over half of the students indicate the effectiveness of English Dialects, English Stylistics, World Englishes and Culture, Discourse Analysis and Language Teaching. Slightly fewer than half of the students point to a necessity of Theoretical English Phonetics and Open and Distance Learning.

On the other hand, the students demonstrated their negative views towards some courses. For example, Basics of Life Safety and Acmeology, Fundamentals of Personal and Social Achievements took the lead among the courses that the majority of the students think should be omitted from the UELTEPCK. Seven out of 10 students suggested omitting Record Keeping in the Kazakh Language from the UELTEPCK. A large proportion of the students pointed to the ineffectiveness of Educational Sociology, Age Physiology and School Hygiene, Ethics in Education, Communicative Culture and Educational Philosophy. According to two-thirds of the students, the courses English Folklore, Attention Deficit/Hyperactivity Disorder, Psychology of Interpersonal Communication, Inclusive Education and Introduction to Education are far from being effective in improving the UELTEP. Just over half of the students recommended that the courses Extracurricular Activities in Education and English Theoretical Course be discarded from the UELTEP. As we can see from the students' responses, their most favorable courses are the ones that are language-, teaching- and research-related courses. Contrarily, Basics of Life Safety, Acmeology, Fundamentals of Personal and Social Achievements, and Record Keeping in the Kazakh Language are regarded by the students as the ones that can contribute to the UELTEP less than other courses can.

4.2. Teacher Questionnaire

In the teacher questionnaire, the instructors were presented with general statements regarding the overall evaluation. Responses to the 15 questions were categorized as 'Agree', 'Neither Agree nor Disagree', and 'Disagree'. The responses of the instructors to the questionnaire are presented in the Table 4.3.

Table 4.3.

Teacher Questionnaire Responses (N: 19 Instructors)

№	Statement	I Agree	I Neither Agree Nor Disagree	I Disagree
1	The program has a clearly stated philosophy.	74%	10%	16%
2	The program reflects program philosophy.	74%	10%	16%
3	The program promotes trainee flexibility in using different teaching approaches for different situations.	90%	10%	0%
4	The program promotes the ability to use, and to adapt, foreign-language-teaching materials.	90%	10%	0%
5	The program balances received knowledge versus experiential knowledge.	90%	10%	0%
6	The program incorporates and encourages trainee reflection on the experiences and values they have when they enter the program. In particular, it encourages trainee reflection on their 'apprenticeship of observation.	68%	22%	10%
7	The program promotes the skill of reflection and self-evaluation as a teacher.	68%	22%	10%
8	The program promotes future reflective practice.	68%	22%	10%
9	The program promotes the 'long-term, developmental nature of learning to teach' –it promotes post-qualification teacher growth and development.	73%	22%	5%
10	The program has good linkage among courses, avoiding overlaps.	63%	26%	11%
11	The program is up-to-date.	68%	22%	10%
12	The program balances teacher- and student-centered learning.	68%	22%	10%
13	The program prepares EFL teachers to function in the socio-cultural context in which they will work.	73%	22%	5%
14	The students believe the program meets their needs, is relevant to their needs, and adequately prepares them for classroom teaching.	80%	10%	10%
15	The program incorporates and balances linguistic, pedagogic, and managerial competence to an appropriate degree. Linguistic competence here means L2 proficiency. Pedagogic competence refers to teaching skills plus knowledge of language and second language acquisition.	53%	37%	10%

Table 4.3 reveals that a majority of the instructors agree with Items 3, 4 and 5 considering that the program promotes trainee flexibility in using different teaching approaches for different situations; promotes the ability to use, and to adapt, foreign-language-teaching materials; and balances received knowledge versus experiential knowledge. More than three-quarters of the instructors expressed their positive attitudes to Item 14 that means that the students believe the program meets their needs, is relevant to their needs, and adequately prepares them for classroom teaching. The other highest number of agreement comes to Items 1, 2 and 13, nearly three-quarters of the instructors consider that the program has a clearly stated philosophy, reflects program philosophy, and prepares EFL teachers to function in the socio-cultural context in which they will work. Well over half of the instructors positively indicated Item 6 ("The program incorporates and encourages trainee reflection on the experiences and values they have when they enter the program. In particular, it encourages trainee reflection on their 'apprenticeship of observation'"), Item 7 ("The program promotes the skill of reflection and self-evaluation as a teacher"), Item 8 ("The program promotes future reflective practice"), Item 11("The program is up-to-date") and Item 12 ("The program balances teacher- and student-centered learning"). Closer inspection of the table shows that just over half of the participants agree to Item 15, thinking that the program incorporates and balances linguistic, pedagogic, and managerial competences to an appropriate degree. Instructors expressed their uncertainty related to the above statements. Over one-third of the instructors feel uncertain about Item 15 ("The program incorporates and balances linguistic, pedagogic, and managerial competences to an appropriate degree"). From the results, we can see that roughly one quarter of the participants were hesitant to agree or disagree to Item 10 ("The program has good linkage among courses, avoiding overlaps"). Just over a fifth undecided about Items 6, 7, 8, 9, 11, 12 and 13, saying that the program incorporates and encourages trainee reflection on the experiences and values they have when they enter the program. In particular, it encourages trainee reflection on their 'apprenticeship of observation, promotes the skill of reflection and self-evaluation as a teacher, promotes future reflective practice, promotes the 'long-term, developmental nature of learning to teach', it promotes post-qualification teacher growth and development, is up-to-date, and balances teacher- and student-centered learning and prepares EFL teachers to function in the socio-cultural context in which they will work. One out of 10 feels hesitant to agree or disagree to Items 1, 2, 3, 4, 5 and 14 ("The program has a clearly stated philosophy", "The program reflects program

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philosophy", "The program promotes trainee flexibility in using different teaching approaches for different situations", "The program promotes the ability to use, and to adapt, foreign-language-teaching materials", "The program balances received knowledge versus experiential knowledge", and "The program has good linkage among courses, avoiding overlaps".

None of the instructors demonstrated disagreement to Items 3, 4 and 5 ("The program promotes trainee flexibility in using different teaching approaches for different situations", "It promotes the ability to use and to adapt foreign-language-teaching materials", and "It balances received knowledge versus experiential knowledge". Less than a fifth of the instructors disagreed to the statement that the program has a clearly stated philosophy and the statement that it reflects program philosophy (Item 1, and Item 2). Only one out of 10 stated they disagree to Items 6, 7, 8, 10, 11, 12, 14 and 15 ("The program incorporates and encourages trainee reflection on the experiences and the values they have when they enter the program. In particular, it encourages trainee reflection on their apprenticeship of observation", "The program promotes the skill of reflection and self-evaluation as a teacher", "The program promotes future reflective practice", "The program has good linkage among courses, avoiding overlaps", "The program is up-to-date", "The program balances teacher- and student-centered learning", "The students believe the program meets their needs, is relevant to their needs, and adequately prepares them for classroom teaching" and that "The program incorporates and balances linguistic, pedagogic, and managerial competence to an appropriate degree"). Finally, an insignificant minority of the instructors disagreed to Items 9 and 13 ("The program promotes the 'long-term, developmental nature of learning to teach' –it promotes post-qualification teacher growth and development", and "The program prepares EFL teachers to function in the socio-cultural context in which they will work"). In the overall evaluation, an overwhelming number of the instructors who took part in the questionnaire answered the most of the items affirmatively.

4.2.1. Instructors' Opinions in terms of Course Omission from and Addition to the UELTEP

The table below represents the instructors' choices concerning the courses that they think should be taught and the ones that they think should be removed from the UELTEPCK.

Table 4.4.

The List of Courses in terms of Their Omission from and Addition to the UELTEP according to Instructors

№	Courses	v	x
1	Practical English Language	100%	0%
2	Reading Skills	100%	0%
3	Practical Phonetics of English	100%	0%
4	Practical Grammar of English	100%	0%
5	Writing Skills	100%	0%
6	Listening and Pronunciation	100%	0%
7	Oral Communication Skills	100%	0%
8	English Syntax	100%	0%
9	English Literature	100%	0%
10	Listening and Speaking in English	100%	0%
11	English Language History	100%	0%
12	English and American Literature	100%	0%
13	Practice in Speech Communication	100%	0%
14	Literary Essay in English	100%	0%
15	English Language Oratory	100%	0%
16	Translation	100%	0%
17	Instruction Technologies	89%	11%
18	Psychology and Human Development	16%	84%
19	Introduction to Education	0%	100%
20	Educational Sociology	0%	100%
21	Eucational Psychology	79%	21%
22	Educational Philosophy	0%	100%
23	Approaches to English Learning and Teaching	89%	11%
24	Linguistics	89%	11%
25	Critical Reading Writing	100%	0%
26	Theory and Methods of Educational Work	89%	11%
27	English Lexicology	89%	11%
28	Research Methods in Education	89%	11%
29	English Language Teaching Curricular	89%	11%
30	Language Acquisition	37%	63%
31	Methods of Teaching English	100%	0%
32	Methods of Teaching English Literature	84%	16%
33	Stylistic Analysis of Literary Texts	89%	11%
34	English Stylistics	89%	11%
35	Teaching English to Young Learners	37%	63%
36	Ethics in Education	16%	84%
37	Testing and Evaluation in Education	21%	79%
38	Syllabus Design in ELT	26%	74%
39	Theoretical English Phonetics	21%	79%
40	English Dialects	47%	53%
41	English Folklore	47%	53%
42	Preparing Exams in ELT	42%	58%
43	Sociolinguistics and Language Teaching	16%	84%
44	English Theoretical Course	16%	84%
45	Classroom Management	37%	63%
46	Teaching Practice (School)	100%	0%
47	Age Physiology and School Hygiene	0%	100%
48	Communicative Culture	11%	89%

49	Open and Distance Learning	11%	89%
50	Child Psychology	11%	89%
51	Attention-Deficit/Hyperactivity Disorder	11%	89%
52	Extracurricular Activities in Education	5%	95%
53	New Approaches in English Language Teaching	74%	26%
54	Testing and Assessment of Learning	58%	42%
55	Pragmatics and Language Teaching	16%	84%
56	Drama in ELT	11%	89%
57	Curriculum Development in Education	68%	32%
58	Micro Learning	26%	74%
59	Project Preparation in Education	21%	79%
60	Inclusive Education	21%	79%
61	English Course Book Evaluation	42%	58%
62	Materials Development in ELT	79%	21%
63	World Englishes and Culture	37%	63%
64	Discourse Analysis and Language Teaching	21%	79%
65	Critical Thinking	100%	0%
66	Teaching English Language Skills	89%	11%
67	Record Keeping in the Kazakh Language	0%	100%
68	Acmeology, Fundamentals of Personal and Social Achievements	0%	100%
69	Basics of Life Safety	0%	100%
70	Psychology of Interpersonal Communication	11%	89%
71	Pedagogy	87%	13%

The results indicate unanimity for the inclusion of the following courses in the UELTEP: Practical English Language, Reading Skills, Practical Phonetics of English, Practical Grammar of English, Writing Skills, Listening and Pronunciation, Oral Communication Skills, English Syntax, English Literature, Listening and Speaking in English, English Language History, English and American Literature, Practice in Speech Communication, Literary Essay in English, English Language Oratory, Translation, Critical Reading Writing, Methods of Teaching English, and Teaching Practice (School). All the instructors who completed the questionnaire considered that the aforementioned courses should be taught in the UELTEP for the effectiveness of the program. Majority of the instructors positively reacted to Approaches to English Learning and Teaching, Linguistics, Theory and Methods of Educational Work, English Lexicology, Research Methods in Education, Instruction Technologies, Pedagogy, English Language Teaching Curricular, Stylistic Analysis of Literary Texts and English Stylistics, considering its necessity for the UELTEP. Well over four-fifths of the instructors opined that Methods of Teaching English Literature is able to cushion the impact for the UELTEP improvement. Materials Development in ELT, New Approaches in English Language Teaching, Curriculum Development in Education and Testing and Assessment of Learning are the courses that should be taught in the UELTEP, according to more than half of the instructors.

In the table above, we can also see the courses that the instructors think should be removed from the UELTEP. All the participant instructors are of the opinion that the development of the UELTEP requires omission of Introduction to Education, Educational Sociology, Educational Philosophy, Age Physiology and School Hygiene, Record Keeping in the Kazakh Language, Acmeology, Fundamentals of Personal and Social Achievements, and Basic of Life Safety. Furthermore, a significant number of the instructors found Extracurricular Activities in Education, Communicative Culture, Open and Distance Learning, Child Psychology, Attention-Deficit/Hyperactivity Disorder, Drama in ELT, and Psychology of Interpersonal Communication unable to contribute to the UELTEP's improvement. Interestingly, more than eighty per cent of the instructors do not think that the UELTEP can benefit from Psychology and Human Development, Ethics in Education, Sociolinguistics and Language Teaching, English Theoretical Course, Pragmatics and Language Teaching, Testing and Evaluation in Education, Theoretical English Phonetics, Project Preparation in Education, Discourse Analysis and Language Teaching and Inclusive Education. Other unexpected results came from more than half of the instructors who do not think that Syllabus Design in ELT, Micro Learning, Language Acquisition, Teaching English to Young Learners, Classroom Management, World Englishes and Culture, English Course Book Evaluation and Preparing Exams in ELT can help better the UELTEP. Just over half of the instructors indicated that English Dialects and English Folklore should be omitted from the UELTEPCK.

4.3. Alumnus Questionnaire

In the same format as it was for the student questionnaire, the alumni were presented with general statements regarding the evaluation of the Undergraduate English Language Teacher Education Program. Responses to the 22 questions were categorized as 'Strongly Agree', 'Agree', 'Undecided', 'Disagree', and 'Strongly Disagree'. The responses of the alumni to the questionnaire are presented in the table below.

Table 4.5.

Alumnus Questionnaire Responses

The Undergraduate English Language Teacher Education Program	1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
1. … has good linkage between different courses.	0%	14%	33%	53%	0%
2. … avoids overlapping information between different courses.	0%	14%	38%	48%	0%
3. … gave me adequate training in English.	0%	67%	14%	19%	0%
4. … gave me adequate training in teaching skills.	0%	67%	14%	19%	0%
5. … gave me adequate training for the needs of the local context	0%	24%	33%	43%	0%
6. … is up-to-date.	0%	24%	62%	14%	0%
7. … encouraged me to reflect on my past experiences as a language learner.	0%	24%	62%	14%	0%
8. … encouraged me to be a reflective teacher (when I start teaching).	0%	24%	62%	14%	0%
9. … promotes flexibility in using different teaching practices for different situations.	0%	33%	57%	10%	0%
10. … balances teacher-centered and student-centered learning on its courses.	0%	48%	52%	0%	0%
11. … taught me how to teach English.	0%	90%	10%	0%	0%
12. … taught me how to evaluate myself as a teacher	0%	81%	19%	0%	0%
13. … taught me classroom management skills.	0%	43%	57%	0%	0%
14. … taught me how to use foreign language teaching materials.	0%	38%	62%	0%	0%
15. … taught me how to adapt foreign language teaching materials.	0%	38%	62%	0%	0%
16. … increased my powers of self-evaluation.	0%	43%	57%	0%	0%
17. … taught me foreign language testing and evaluation skills.	0%	19%	52%	29%	0%
18. … is relevant to my needs.	0%	19%	52%	29%	0%
19. … has a good balance between the teaching of; English, teaching skills, and classroom management skills	0%	19%	52%	29%	0%
20. … prepared me to teach English in the classroom.	0%	71%	19%	10%	0%
21. … met my needs.	0%	19%	52%	29%	0%
22. By the end of the UELTEP, I was ready to teach English.	0%	81%	19%	0%	0%

As we can see from Table 4.5, none of the participants strongly agreed to items. From the alumni's responses it can be seen that the highest number of agreement (almost unanimous) comes to Item 11, where a significant number of the alumni stated that the program taught them how to teach English. Affirmative responses were given for Items 12 and 22 by four-fifths of the alumni who thought that the program taught them how to evaluate themselves as a teacher and by the end of the UELTEP; they thought they would be ready to teach English. A large proportion of the alumni have positive views for Items 20, 3 and 4 ("The program prepared me to teach English in the classroom", "The program gave me adequate training in English", and "The program gave me adequate training in teaching skills"). Lower than half of the participants consider that the program balances teacher-centered and student-centered learning on its courses, taught them classroom management skills, and increased their powers of self-evaluation (Items 10, 13 and 16).

Other positive attitudes come for Items 14, 15 and 9. Over one-third of the alumni indicated that the program taught them how to use foreign language teaching materials, how to adapt foreign language teaching materials, and that the program promotes flexibility in using different teaching practices for different situations. Over a fifth of the alumni agree to Items 5, 6, 7 and 8 ("The program gave me adequate training for the needs of the local context, is up-to-date, encouraged me to reflect on my past experiences as a language learner and encouraged me to be a reflective teacher (when I start teaching)"). Just under a fifth of the alumni stated positively for Items 17, 18, 19 and 21, agreeing that the program taught them foreign language testing and evaluation skills, is relevant to their needs, has a good balance between the teaching of English, teaching skills, and classroom management skills, and it met their needs. Lastly, a small minority of the participants agrees to Items 1 and 2, and thinks that the program has good linkage between different courses and that it avoids overlapping information between different courses.

On the other hand, statements made some of the alumni feel hesitant to agree or disagree. For example, less than three-quarters of the alumni expressed uncertainty about Items 6, 7, 8, 14 and 15 ("The program is up-to-date, encouraged me to reflect on my past experiences as a language learner", "It encouraged me to be a reflective teacher (when I start teaching)", "It taught me how to use foreign language teaching materials", "It taught me how to adapt foreign language teaching materials"). More than half of the alumni feel hesitant to agree or disagree that the program taught them classroom management skills and that it increased their powers of self-evaluation (Items 13 and 16). Just over half of the alumni did agree or disagree to Items 10, 17, 18, 19 and 21 ("The program balances teacher-centered and student-centered learning on its courses", "taught me foreign language testing and evaluation skills", "is relevant to my needs", "has a good balance between the teaching of; English, teaching skills, and classroom management skills", and "met my needs"). Fewer than forty per cent of the participants are undecided that the program avoids overlapping information between different courses, has good linkage between different courses and gives students adequate training for the needs of the local context (Items 2, 1 and 5). Under a fifth of the alumni cannot say whether the program taught them or not how to evaluate themselves as teachers, if it prepared them to teach English in the classroom, and if they were ready to teach English by the end of the UELTEP (Items 12, 20 and 22). A small minority of the alumni feel hesitant to agree or disagree to Items 3 and 4 ("The program gave me adequate training in English" and "The

program gave me adequate training in teaching skills"). A minority do not know if the program taught them how to teach English (Item 11).

The results also reveal that almost half of the participants negatively rated Item 1, thinking that the program has not good linkage between different courses. Just under a half of the alumni disagree to Items 2 and 5, who cannot say that the program avoids overlapping information between different courses and that the program gave them adequate training for the needs of the local context. Under one-third of the alumni disagree to Items 17, 18, 19 and 21 ("The program taught me foreign language testing and evaluation skills", "The program is relevant to my needs", "The program has a good balance between the teaching of; English, teaching skills, and classroom management skills" and "The program met my needs"). Moreover, just under a fifth of the alumni also disagree to Items 3 and 4, indicating that the program did not give them adequate training in English and that it did not give them adequate training in teaching skills. Another disagreement comes to Items 6, 7 and 8 ("The program is up-to-date", "The program encouraged me to reflect on my past experiences as a language learner" and "The program encouraged me to be a reflective teacher (when I start teaching). The final items that made a minority of the alumni disagree are 9 and 20 ("The program promotes flexibility in using different teaching practices for different situations" and "The program prepared me to teach English in the classroom").

4.3.1. Alumni's Opinions in terms of Course Omission from and Addition to the UELTEP

The alumni's opinions related to the courses' addition to and omission from the UELTEP are illustrated in Table 4.6.

Table 4.6.

The List of Courses in Terms of Omission from and Addition to the UELTEP according to

Alumni

№	Courses	v	x
1	Practical English Language	100%	0%
2	Reading Skills	100%	0%
3	Practical Phonetics of English	100%	0%
4	Practical Grammar of English	100%	0%
5	Writing Skills	100%	0%
6	Listening and Pronunciation	100%	0%
7	Oral Communication Skills	100%	0%
8	English Syntax	81%	19%
9	English Literature	100%	0%
10	Listening and Speaking in English	100%	0%
11	English Language History	90%	10%
12	English and American Literature	100%	0%
13	Practice in Speech Communication	100%	0%
14	Literary Essay in English	90%	10%
15	English Language Oratory	90%	10%
16	Translation	100%	0%
17	Instruction Technologies	90%	10%
18	Psychology and Human Development	81%	19%
19	Introduction to Education	33%	67%
20	Educational Sociology	24%	76%
21	Educational Psychology	81%	19%
22	Educational Philosophy	24%	76%
23	Approches to English Learning and Teaching	100%	0%
24	Linguistics	100%	0%
25	Critical Reading Writing	100%	0%
26	Theory and Methods of Educational Work	19%	81%
27	English Lexicology	100%	0%
28	Research Methods in Education	100%	0%
29	English Language Teaching Curricular	100%	0%
30	Language Acquision	81%	19%
31	Methods of Teaching English	100%	0%
32	Methods of Teaching English Literature	100%	0%
33	Stylistic Analysis of Literary Texts	76%	24%
34	English Stylistics	81%	19%
35	Teaching English to Young Learners	100%	0%
36	Ethics in Education	14%	86%
37	Testing and Evaluation in Education	100%	0%
38	Syllabus Design in ELT	100%	0%
39	Theoretical English Phonetics	19%	81%
40	English Dialects	33%	67%
41	English Folklore	33%	67%
42	Preparing Exams in ELT	100%	0%
43	Sociolinguistics and Language Teaching	19%	81%

44	English Theoretical Course	14%	86%
45	Classroom Management	100%	0%
46	Teaching Practice (School)	100%	0%
47	Age Physiology and School Hygiene	0%	100%
48	Communicative Culture	10%	90%
49	Open and Distance Learning	10%	90%
50	Child Psychology	81%	19%
51	Attention-Deficit/Hyperactivity Disorder	81%	19%
52	Extracurricular Activities in Education	52%	48%
53	New Approaches in English Language Teaching	100%	0%
54	Testing and Assessment of Learning	100%	0%
55	Pragmatics and Language Teaching	71%	29%
56	Drama in ELT	90%	10%
57	Curriculum Development in Education	100%	0%
58	Micro Learning	100%	0%
59	Project Preparation in Education	100%	0%
60	Inclusive Education	38%	62%
61	English Course Book Evaluation	100%	0%
62	Materials Development in ELT	100%	0%
63	World Englishes and Culture	81%	19%
64	Discourse Analysis and Language Teaching	71%	29%
65	Critical Thinking	100%	0%
66	Teaching English Language Skills	100%	0%
67	Record Keeping in the Kazakh Language	0%	100%
68	Acmeology, Fundamentals of Personal and Social Achievements	0%	100%
69	Basics of Life Safety	0%	100%
70	Psychology of Interpersonal Communication	29%	71%
71	Pedagogy	89%	11%

When the alumni were asked to list the courses that can contribute to the development of the UELTEP, the courses found most favorable by all of the alumni who responded to the questionnaire were as follows: Practical English Language, Reading Skills, Practical Phonetics of English, Practical Grammar of English, Writing Skills, Listening and Pronunciation, Oral Communication Skills, English Literature, Listening and Speaking in English, English and American Literature, Practice in Speech Communication, Translation, Approaches to English Learning and Teaching, Linguistics, Critical Reading Writing, English Lexicology, Research Methods in Education, English Language Teaching Curricular, Methods of Teaching English, Methods of Teaching English Literature, Teaching English to Young Learners, Testing and Evaluation in Education, Syllabus Design in ELT, Preparing Exams in ELT, Classroom Management, Teaching Practice (School), New Approaches in English Language Teaching, Testing and Assessment of Learning, Curriculum Development in Education, Micro Learning, Project Preparation in

Education, English Course Book Evaluation, Materials Development in ELT and Critical Thinking.

A substantial number of the alumni chose English Language History, Literary Essay in English, English Language Oratory, Instruction Technologies, Pedagogy and Drama in ELT as the courses that should be taught in the UELTEP. Four-fifths of the alumni demonstrated their favor for the following courses: English Syntax, Psychology and Human Development, Language Acquisition, English Stylistics, Child Psychology, World Englishes and Culture and Attention-Deficit/Hyperactivity Disorder. Just over three-quarters of the alumni indicated Stylistic Analysis of Literary Texts as an effective course that can contribute to the improvement of the UELTEP. Just over seventy per cent of the students agreed that Pragmatics and Language Teaching and Discourse Analysis and Language Teaching should be added to the UELTEPCK. Just over half of the alumni expressed positive attitudes to Extracurricular Activities in Education. Turning now to the courses that the alumni thought should be omitted from the UELTEP, we see Record Keeping in the Kazakh Language, Acmeology, Fundamentals of Personal and Social Achievements and Basics of Life Safety as the courses deemed the most ineffective by all of the alumni who responded to the questionnaire. Communicative Culture and Open and Distance Learning are the other courses that nine out of 10 of the alumni think should be omitted. More than four-fifths of the students suggested discarding Ethics in Education and English Theoretical from the UELTEP. Four-fifths of the alumni thought that Theory and Methods of Educational Work, Theoretical English Phonetics and Sociolinguistics and Language Teaching should not be taught in the UELTEP. Just over three-quarters of the alumni suggested removing the courses titled Educational Sociology and Educational Philosophy. Psychology of Interpersonal Communication is also found an unnecessary course by approximately three-quarters of the alumni. Over half of the students put Introduction to Education, English Dialects, English Folklore, and Inclusive Education in the list of courses that should be removed.

4.4.   Student Interview Responses

Student interviews were of semi-structured type. In the student interviews, three open-ended questions were directed to the students. They were requested to state their ideas and beliefs regarding strong and weak points of the UELTEP in detail by providing specific

examples and evidence. They were also asked to make some recommendations for the program improvement. The qualitative data obtained through open-ended questions in the student questionnaire are presented and analyzed below.

Question 1a: What are the strong points of the undergraduate English language teaching program at the university in Kazakhstan as perceived by the senior students?

The results of the qualitative data show various strengths of the UELTEP. According to data, four broad themes emerged: Program Description, Program Content, Program Instruction, and Program Resources. The responses given by students to Question 1a generated a number of sub-themes, which were grouped under Program Description as a) *teacher qualifications,* b) *international status of the university,* c) *mobility program,* d) *friendly atmosphere between instructors and students.* A large number of the participants consider that the UELTEP has highly qualified and well-disciplined instructors (Students 1, 2, 9, 11, 20, 22, 23, 26, 30, 52, 31, 41, 42, 34, 78, 79, 80, 69, 35, 61, 88, 86). This finding shows that the most significant strength of the UELTEP is the *highly qualified instructors* of the program. Moreover, a good rapport between instructors and students can be felt. Student 1 stated:

> *The teachers of the program are supportive and friendly, at the same time they are demanding in their attitude to knowledge and they do their best on helping us to be good teachers. Our teachers are disciplined and punctual. They are never late and expect the same from us.*

Student 9 stressed:

> *I think we have very talented teachers. It is impossible to learn something if you cannot communicate with your teacher very well. Our teachers understand us. They contribute a lot to help us to be good teachers. They are kind, patient, sincere, and responsible at the same. How lucky we are that we have teachers who are a model for students. We are proud of our teachers.*

Moreover, Student 22 considers that the instructors of the UELTEP always support them with perpetual stimulus to learn English. Student 48 emphasized that he believes that all the instructors of the UELTEP are good and smart because they are knowledgeable and they have high level of intelligence. Student 79 stated:

> *The teachers can be considered as a strong point of the UELTEP. They pay attention to different characteristics of students in terms of culture and treat us as if we are their*

children. They solve any problems gently and when we do not understand the topic, they
spend more time on it and work on errors.

Student 86 expressed:

> *Our teachers always use different approaches in the process of teaching. They do not only*
> *teach but also they are interested in our successes in becoming good teachers. If we have*
> *difficulties in the learning process they always focus on difficult topics.*

Student 69 stated that she respects all the instructors of the UELTEP but most of all she considers that the instructor of Practical English Grammar is the best instructor who is strict and punctual but at the same time she is kind. She added that the instructor explains the grammar in an accessible way and because of this it was very enjoyable for her to study grammar of English. A common view amongst the participants was that they see the instructors of the UELTEP as highly qualified and disciplined. The statements above show that the participants on the whole value their instructors and argue that one of the strongest points of the UELTEP is the instructors. Another strength that surfaced from the participants' responses was the *international status of the university* which the UELTEP case-studied in the current research is affiliated to (Students 1, 3, 4, 5, 7, 9, 16, 17, 18, 71, 60, 49, 48, 54, 70, 13, 39, 77, 20). The majority of the participants consider that the *international status of the university* which the UELTEP case-studied in the current research is affiliated to gives them an opportunity to get knowledge from the instructors of two countries, namely Kazakhstan and Turkey. Moreover, they emphasize that they learn two cultures at the same time, which can be advantageous for them in future career choice.

Student 16 stated:

> *If I am not mistaken [the university which the UELTEP case-studied in the current research*
> *is affiliated to] is the only international university in Kazakhstan which is administered by*
> *two states Kazakhstan and Turkey, and we have an opportunity to emerge into two cultures*
> *which makes studying fascinating.*

Students 1, 3, 9, 17, 60, 70 mentioned that lessons are conducted in four languages and when they graduate they will be able to speak four languages: Kazakh, Russian, Turkish and English. Students 3, 54, 17, 7, 18 added that many students come from Turkic-speaking countries and it gives them an opportunity to get exposed to different cultures. Student 18 stated:

> *In our university there are many students from different countries, it allows us to learn*
> *more about each other, to find friends from different parts of the world, to study the*

traditions of another country. For me, it is a privilege because since my childhood I have been dreaming to study English and have many friends from different countries.

Student 3 indicated a similar response:

Many foreign students study at the university we are exposed to international atmosphere we can learn different languages. When we graduate we will be multilingual, we will be able to speak at least four languages.

Student 20 mentioned:

[The university which the UELTEP case-studied in the current research is affiliated to] hosts many students from Turkic-speaking countries. There are many students of various peoples of Russian Federation. I am myself one of them. The university tries to do everything so that students from other countries feel at home, receive not only valuable professional knowledge, but also enjoy life. I enjoy studying in [the university which the UELTEP case-studied in the current research is affiliated to].

The participants on the whole demonstrated a positive attitude at *international status of the university* which the UELTEP case-studied in the current research is affiliated to. They consider that it is to their advantage to interact with people from other countries. A great number of participants indicated that the UELTEP supports them in study-mobility in other countries (Students 36, 37, 38, 42, 47, 53, 55, 57, 63, 78, 79, 69, 67, 65, 31, 43). Participant 42 stated:

[The university which the UELTEP case-studied in the current research is affiliated to] gives us such a wonderful opportunity to study abroad. I think it is great to go from one university to another which can be in Europe in order to obtain knowledge from European teachers.

16 students highlighted the use of *mobility programs* in terms of language improvement. They think that through the *mobility program* they can improve their English because it will be used as a means to have a conversation with people (Students 36, 38, 57, 63, 69, 65, 55, 67). For example, Student 37 commented:

[The university which the UELTEP case-studied in the current research is affiliated to] provides access to foreign universities it can be considered as a strong side of the UELTEP. Academic mobility is a good opportunity to practice English, to make friends, to see how they study in order to become teachers.

Mentioning the academic mobility as the strong point of the UELTEP, Student 55 stated:

If to say about strong points of the UELTEP the first thing that comes to my mind is the [the university which the UELTEP case-studied in the current research is affiliated to]'s support in academic mobility of the UELTEP's students without paying any money. It is a good opportunity even for students who are not from rich families. It gives us an opprtunity to practice our English in a foreign country where nobody speaks your language and you have to speak English. This is the best way to learn a foreign language.

Another comment about academic mobility as a strong point was as follows:

One of the best points of the UELTEP is academic mobility that gives us not only the opportunity to receive a diverse education in our field but also the opportunity to practice English if the student is sent to European country, mostly it is Poland. I didn't have an opportunity to study through academic mobility but my friend had, and she could improve her English, another friend of mine had a chance to go to Turkish university through academic mobility she could not practice her English at all but she experienced different courses and teachers (Student 67).

 Another example of the strong point of the UELTEP given by Student 63 is as follows:

I think that the strong side of our program is that it allows students to study at universities in Turkey and Europe. Actually, we don't have much of a choice among European Universities but I hope that in future our university will give students more options in Europe and America. It can be a great opportunity to practice English.

Regarding the strength of the UELTEP in terms of Program Resources, participants' views varied between three sub-themes: *a library infrastructure, internet support,* and *effectiveness of books.* A large number of participants stated that the library of the university which the UELTEP case-studied in the current research is affiliated to is one of the best and modern university libraries in Kazakhstan. (Students 11, 26, 30, 88, 69, 35, 27, 3, 4, 5, 78, 79, 32, 83, 36, 33, 46). As noted by Student 35:

Our library can be considered as an important component of our university. It is big enough with several halls and cabins which are very comfortable. We can easily connect to Wi-Fi from the library which is also very important for us.

Similarly, Student 26 stated:

We have a big and modern library where we have access to internet. Our library gives as an opportunity to study in a comfortable atmosphere where we can concentrate on our homework and nobody disturbs us.

Students 11, 69, 27, 34, 36 expressed the same opinion concerning the infrastructure of the library by saying that the library of the university is new and modern, with a comfortable

hall; if students prefer to work in groups or individually, there are special cabins which are equipped with computers. Student 33 added:

> *I think that any university should have a large library that can serve a large number of students at the same time, and our university provides its students with one. I enjoy studying there, I like spending most of my time there. Studying there motivates me to learn more and more.*

As can been seen from the comments above, students are satisfied with the infrastructure of the university's library and they find it comfortable to study at. Three students pointed out that there is a friendly atmosphere between instructors and students. The second sub-theme concerns *the internet support.* Several students felt that the university provides them with good internet (Students 42, 23, 1, 2, 9, 11, 42, 46, 53, 46, 35, 32). Student 1 said:

> *We know that internet is important in the 21st century, especially if you are a student. I cannot imagine a student's life without high-speed internet. Our university provides us with high-speed internet. To my mind, it is a strong point of our program.*

In addition, Student 9 stated:

> *The role of internet is crucial in a student's self-study. As for me, a strong point of the program is that we have unlimited access to internet due to our university, when we are in the territory of our university, library, dormitory. It is very useful in the classroom. Whenever we have questions we can easily get answers. For me it is very beneficial because I cannot afford myself to buy GBs all the time.*

Students 23 and 53 commented that they get many benefits in education due to internet access, which is considered as a strong point of the UELTEP. Another sub-theme that emerged was the students' attitudes towards effectiveness of course books. Only two students have positive views on the course books in the UELTEP. They thought that the course books English Unlimited and Practical Course of the English Language by Arakin were effective in developing their language skills. Student 64 emphasized:

> *I can say that I could develop my language skills, especially speaking and listening skills with the help of the course book English Unlimited. It is a very interesting book full of tasks for developing our language skills. I enjoyed all units that covered this book. I am thankful that teachers of our program chose this book for our English lessons.*

Student 73 added that the course books English Unlimited and English Language by Arakin were useful to them, the former in developing speaking skills and the latter in practicing pronunciation. Another theme that emerged from students' responses is

students' positive perceptions about Program Instruction, in terms of a) *valuable feedback,* b) *school practice*, and c) *teaching methods.* Students 18, 24, 40, 41, 74, 82 consider that teaching methods that took place in the learning environment were effective. Students state that instructors applied microteaching technique, which was effective in learning how to teach. Student 24 said:

> *I think that the strong point of the UELTEP is teaching methods that teachers use in the courses they teach. For example, in the course Methods of Teaching English our teacher gives us an opportunity to practice teaching. I had this opportunity three times during that semester. I really liked practicing teaching in that way where my group mates where in a role of students, and me in a role of a teacher. After a lesson we could discuss it with our teacher and group mates.*

Students 40, 41, and 82 perceived that *teaching methods* can be considered as a strong point of the program, too. They pointed to the effectiveness of microteaching technique. Student 18 added that due to microteaching technique she learnt how to teach and it was useful during school practice. Student 74 stated:

> *Our teachers apply different methods in their classes. Our Practical Phonetics teacher used to make us listen to news in English and then we used to discuss about it. I enjoyed it very much. We used to work on drills with our teacher to develop our pronunciation. That was fantastic with our teacher.*

As can be seen from students' comments, applying microteaching in the learning process affected students' teaching skills positively, and, as Student 18 mentioned, she could transfer what she has learnt in microteaching classes into school practice. The second sub-theme concerns *the valuable feedback* given by instructors. Students 10, 15, 25, 26, 68 stated that *valuable feedback* that was provided by instructors is a strong point of the UELTEP. As Student 25 said:

> *I can always discuss about my performance with my teachers, especially with my teacher who teaches the courses Practical Grammar of English and Theory of English Grammar. She always gives a valuable and clear feedback about how well I have done an activity. She always corrects our grammar mistakes and always checks our homework. If we do anything wrong she never embarrasses us in front of our group mates.*

Similar response was given by Student 15:

> *The strong point of the UELTEP is the feedback that I get from my teachers of Practical Phonetics and Practical Grammar. The teacher that teaches us Practical Phonetics always shows the right pronunciation of words. If I pronounce the word incorrectly he corrects it,*

and always says I should always check the right way of pronunciation if I hesitate how to pronounce it. He pays attention to each intonation and stress of a word. I always follow my teacher's advice. The teacher of Practical Grammar always corrects our mistakes, helps us with the correct way in the use of vocabulary and sentence structure.

Students 26 and 68 comments indicate that the way instructors guide them during seminar lessons can be considered as a strong point of the UELTEP. They find it valuable what their instructors provide them with feedback after each presentation. Students note that if they produce something inaccurate during presentations, instructors take notes, and without interrupting them, correct them at the end of a presentation. Students' notes indicate that they prefer delayed correction in presentation tasks. The following interesting comment was given by Student 10:

According to me, the strong point of the UELTEP is the feedback that I get from my teacher of the course Practical Grammar which helps me in making grammatical correct sentences. She does not give general feedback like: too many grammatical mistakes, she is specific in giving feedback. She indicates the specific mistake, and says what is incorrect, and gives valuable examples.

From the student's response, we can see that she gets benefit from explicit feedback. As can be seen from students' responses, five students are satisfied with the feedback that they get from instructors, three of them mentioned the instructors of specific courses namely, Practical Grammar and Practical Phonetics, and two of them found it useful to discuss about their performances with instructors at the end of the tasks. Apart from *valuable feedback* that students get from instructors, four students indicated the impact of school practice to their future profession as the strong point of the UELTEP. They emphasized the benefits of school practice to their teaching career. For example, Student 19 expressed:

The best thing I experienced during my enrollment in the UELTEP was the opportunity given to us in a real classroom. We gained lots of experience during practicing at school, like how to prepare lessons, how to behave ourselves as a teacher. It was fantastic.

Another student claimed:

School practice is the best side of the UELTEP in preparing us to our future profession. In school practice we went through implementation process, applying all the methods and techniques we have learnt in the course Methods of Teaching English. Of course the real classroom was much more different than what we have been doing in our own classrooms. Not all methods and techniques go as we plan. So school practice helped me understand the reality of teaching. I hope that in future, experience I gained at school will be useful (Student 12).

One example that was given by Student 7 was as follows:

> *I can point school practice as a strong point of the UELTEP. Our program gives us an opportunity to use our theoretical knowledge in a real classroom. I had a chance to behave as a real teacher with real students. It was so exciting. I loved the students and they loved me. At the beginning it was difficult to teach because those little children were not taking me serious but then I started to play with them. I could encourage them to learn English and little bit to speak in English. It was such a feeling I cannot explain with words. Yes, we had chances to go to school and observe the way teachers teach before too, in the previous semesters, but this time it was me who was controlling the class and leading those little children. I am getting so excited when I talk about school practice. It is because I have finished it just some couple days ago. And now I feel I miss my students. It passed so quickly. These days were unforgettable. I want to finish my education very quickly and go to teach at school. I want to thank my teachers and the UELTEP for giving us such an opportunity.*

Student 76 also mentioned about the effectiveness of *school practice* to develop teaching skills:

> *In the UELTEP I am learning how to teach English, but the most effective way to learn how to teach was at school practice. We were given an opportunity to teach in real classroom, with real students. Due to school practice I learnt how it is to be a teacher.*

Interestingly, as we can see from students' responses, only four students pointed out the effectiveness of *school practice* on pre-service teachers' development as teachers. They pointed out that *school practice* had the most impact on their teaching career.

Program Content is enumerated as another strong point of the UELTEP by around two-fifths of the students. It represented two sub-themes: a) *effectiveness of program components in developing language skills,* and b*) effectiveness of program components in becoming a teacher,* 11 students pointed to the *effectiveness of program components in developing language skills* and 13 students expressed their positive attitudes towards *effectiveness of program components in becoming a teacher*. In relation to the *effectiveness of program components in developing language skills*, 11 students emphasized the benefits of the courses Listening Comprehension Skills or English Language in developing language skills. Regarding this, Student 10 said:

> *I liked the courses Listening Comprehension Skills. This course is my favorite because due to this course I could improve my listening and speaking skills. When I first enrolled in the program, I could not understand the news in English that I was listening but now I do because we do lots of listening tasks in this lesson.*

Student 22 pointed out:

> *I can say about courses as another strong point of the UELTEP, not all, but the most useful courses were Listening Comprehension Skills and English Language. I always tried not to miss these lessons, because it is all about learning language through different topics like sport, feelings, love, friendship and so on, not focusing on specific boring topics. We can listen to any tracks, news, songs sometimes watch movies and then discuss them. These courses are more enjoyable than other courses.*

Students stated as regards the *effectiveness of program components in developing language skills* that:

> *The courses Listening Comprehension Skills and English Language were beneficial for me. I improved my listening and speaking skills (Student 8).*

> *I liked the courses, especially English Language and Listening Skills. I learned to speak without getting excited (Student 7).*

> *The program gave me an opportunity to attend courses like English Language and Listening Skills, it led me understand native speakers' speech (Student 28).*

> *In this program I had a chance to practice my English due to courses English Language and Listening Comprehension Skills. These courses were focused on improving our listening and speaking which are considered as important skills that we as future teachers should acquire. First of all, as future teachers we should be able to speak fluently. If a teacher cannot speak fluently how can she teach her students (Student 63).*

> *I had a great chance to improve my speaking due to courses Listening Skills and English Language. These courses were my favorite (Student 21).*

> *The courses English Language and Listening Skills were great. In these lessons we had an opportunity to talk, and it improves our understanding of native speakers (Student 13).*

> *To my mind, Listening Skills course is one of the strong points of the UELTEP which focus on our language skills. We listen to various listening tasks, afterwards a teacher asks us questions to check our understanding and so on (Student 19).*

> *I can say about the course English Language which contributed to my language learning, developing language skills. In this lesson I could improve my speaking. I cannot say I speak fluently, but now I can speak much better than at the beginning of my education (Student 43).*

> *We were given a chance to take a course English Language almost in each semester. According to me, this course was the most effective one in improving our language skills. Even though, I did not reach C2 level, I can comprehend the native speech, and I can watch and understand English movies without subtitles (Student 12).*

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What can be drawn from the above statements, the courses that are directly related to developing language skills are considered effective according to students. They stress the importance of speaking fluently and the ability to understand native speakers. From the statement of Student 22, it can be asserted that students feel more comfortable and motivated when they talk about non-academic topics and the students enrolled in the courses English Language and Listening and Speaking in English were allowed to improve their language skills through non-academic topics.

The second sub-theme in terms of program content is *effectiveness of program components in becoming a teacher*, which was stressed as another strong point of the UELTEP by Students 12, 14, 15, 18, 27, 33, 37, 38, 40, 76, 86, 7, 19, and 51.

With regard to the *effectiveness of program components in becoming a teacher*, 11 students mentioned the benefit of the course Methods of Teaching English in becoming a teacher. They consider that the course teaches them to use modern and innovative methods of teaching English and promotes flexibility in using different teaching practices for different situations. The course Methods of Teaching English equips them with theoretical knowledge regarding how to teach English. In relation to this, Student 18 claimed:

> *The UELTEP provides us with effective courses for example the course Methods of Teaching English is related to our teaching profession. In language teaching, being proficient in the target knowledge is not the only skill that is required. We as future teachers should know that there are methods of teaching language that are suitable for different situations, and this course provides us with necessary knowledge. I think it equips us with all the strategies and techniques of teaching a language.*

Another student asserted about the effectiveness of Methods of Teaching English in becoming a teacher as follows:

> *The program I am enrolled in, helps us not only be fluent in English, it helps us be professional in teaching English. There are many useful courses but I want to mention about the course Methods of teaching English which contributes to our future career. After graduation from this program I will start to work at school, I hope at that time I will be able to use all of the techniques in my lessons (Student 37).*

Another student expressed:

> *Our teachers provide us with knowledge which is necessary for future teachers. Especially in the lesson of Methods of Teaching English we learn how to teach. We do different activities. We try ourselves on the role of a teacher (Student 40).*

About the *effectiveness of program components in becoming a teacher*, students pointed out the following:

In our program I am learning how to be a teacher. The program provides us with valuable courses that prepare us to be professional in our field. One of the courses is Methods of Teaching English which is taught for one semester. Our teacher of this course taught us different methods of teaching English like Total Physical Response, The Silent Way and so on (Student 15).

We can develop our teaching skills. For example in the lessons conducted by the teacher of Methods of Teaching English we get not only theoretical knowledge about teaching but we can also practice teaching (Student 12).

I developed my teaching skills in the lessons. I learnt different methods of teaching which I applied in school practice (Student 14).

The UELTEP gave me knowledge of language teaching. Methods of Teaching English course was the most effective course in providing me with the knowledge in becoming a teacher (Student 38).

The courses equipped us with the methods, techniques of teaching English that I can use once I become a teacher (Student 86).

The UELTEP meets my needs in becoming a teacher by providing us with courses that teach us different methods of teaching (51).

I developed my teaching skills when I was enrolled in Methods of Teaching English course. It promotes flexibility in using different teaching practices for different situations (Student 33).

Apart school practice, I also took a course Methods of Teaching English which provided me with theoretical knowledge that are necessary for teaching (Student 76).

We were exposed to different methods of teaching English. I think I can work as a teacher after graduation with the knowledge I gained in the program (Student 27).

As we can see from the statements above, pre-service teachers attach importance to the methodology courses because almost all 11 students mentioned about the course Methods of Teaching English.

Regarding the strong points of the UELTEP, four students stated that *travelling to campus* from the dormitory is easy, four students said that *everything is good*, three students responded that they *do not know* about the strong sides, three students pointed out the *comfortable dormitories*, two students were satisfied with *activities that are held in cultural center* by referring to concerts, one student stressed that the UELTEP *taught him to be independent* and another asserted that he found many friends.

The frequency of the good sides that mostly cited by students are given in Table 4.7 below.

Table 4.7.

Students' Opinions about the Strong Points of the UELTEP

№	Themes	Sub-themes	Frequency of Students' Responses
1	Program Description	Qualified Teachers	22 Students
		International Status of the University	19 Students
		Mobility Program	16 Students
		Friendly Atmosphere between Teachers And Students	3 Students
2	Program Resources	Infrastructure of the Library	17 Students
		Internet Support	1Students
		Effectiveness of Books	2 Students
3	Program Instruction	Valuable Feedback	5 Students
		Teaching Methods	6 Students
		School Practice	4 Students
4	Program Content	Effectiveness of Program Components In Becoming a Teacher	12 Students
		Effectiveness of Program Components In Developing Language Skills	11 Students
5	Extracurricular Issues	Travelling to Campus	4 Students
		Comfortable Dormitories	3 Students
		Activities in Cultural Center	2 Students
		Everything Is Good	4 Students
		Taught to Be Independent	1 Student
		Made Many Friends	1 Student
		Don't Know	3 Students

In Question 2a: What are the weak points of the undergraduate English language teaching program at the university in Kazakhstan as perceived by the senior students?

Students were asked to enumerate the weak points of the program. While the students stated the strong points of the program in Question 1a, they shared their opinions about its weak points in Question 1a. The comments which were given by the participants were categorized into the following themes: Program Content, Program Instruction, Program Resources, and Extracurricular Issues. Related to the above themes, a number of sub-themes were generated from students' responses. Students asserted a number of weak points of the UELTEP in terms of Program Content. Almost one-third of respondents complained about *insufficient hours allocated to teaching methodology courses*. With respect to this, Student 15 stated as follows:

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The course Methods of Teaching English is a useful component that contributes to our future career as a teacher, but unfortunately we study it only one semester during the whole four years.

It should be taught at least for three semesters.

Another comment given below by Student 44:

The program does not allocate enough courses to develop our teaching skills. We need more practice in teaching. When I was enrolled in the course Methods of teaching English I had an opportunity to practice teaching only two or three times. I think this is not enough to prepare professional teachers.

Student 73 complained that:

Limited courses that improve our teaching skills, teach us how to prepare lessons, how to evaluate. These skills are very important in our future profession. Yes, we have methods of teaching English course which is an effective course that improves our knowledge of teaching, but it is taught only one semester. Of course it is not enough.

Students' opinions about deficiency of methodology courses were similar to each other:

We do not have enough courses that focus on our teaching skills (Student 43).

I think that the program does not offer enough courses that can improve our teaching abilities (Student 50).

There is lack of methodological courses that aim to develop our teaching skills. I think we did not practice teaching as much as I need to become a knowledgeable teacher (Student 66).

In my opinion the course Methods of teaching English is the only course that focuses on increasing our teaching skills which is taught only for one semester. It is the weak side of the program (Student 29).

Insufficiency of methodology courses is the weak point of the UELTEP. We take many courses that are not related to our teaching profession (Student 87).

One of the weak points of the UELTEP is insufficiency of hours allocated to the course Methods of teaching English. I mean the only course that focus on our teaching abilities, prepares us to teach (Student 77).

The lack of practicing teaching I think is the weak point of the UELTEP. I had an opportunity to practice it only three times in the lesson of methods of teaching English that is taught only one semester. It is not enough to prepare qualified teachers. I do not know how to prepare effective lessons but very soon I am going to graduate (Student 5).

Not enough methodology courses (3).

It can be seen from the responses given by the students that they are not satisfied with hours of courses that are allocated to prepare them to their future profession. Some of the students noted their unpreparedness for teaching profession after graduation, by pointing to their incapability to prepare lessons and to evaluate. Among the weak points, 18 students mentioned that the program offers *very few elective courses*. Regarding this, the mostly stated complaint was that offered elective courses are not language related. In relation to this, Student 6 stated the following:

> *The weakness of the program is the fact that program offers very few elective courses. None of them is English language related, like Political Science, Fundamentals of Law. I cannot understand why not language related courses instead of them.*

Another student claimed:

> *There are very few elective courses. All of them are not focused on improving our language knowledge. Why do we need Political Science, why? We are not going to be politicians. Why do we need Ecology and Sustainable Development? Instead of these courses we could study some extra language proficiency courses (Student 31).*

In a nutshell, the elective courses that are offered in the UELTEP were criticized for their number and their irrelevance to language. Similar comments that were given by the students are as follows:

> *We have very few elective courses and they are not for increasing our language proficiency (Student 75).*

> *The program is weak in terms of elective courses that are not focused on our language proficiency (Student 44).*

> *Our program offers us elective courses, very few. The courses which are not language related (Student 87).*

> *In the UELTEP there are very few elective courses. In these courses we cannot increase our language proficiency (Student 51).*

> *The program provides us with few elective courses which are not related to our language proficiency skills (Student 84).*

The responses given by the students show their dissatisfaction with the elective courses. It can be understood that they want the program to offer various elective courses that focus on improving students' language proficiency. 12 students are concerned about their language proficiency. Almost all of them mentioned that their language proficiency is not high enough to be able to speak fluently and to write an essay on any topic. Some of the

students stated that they cannot make grammatically correct sentences. One student stated the following:

> *To be honest I am very weak in my grammar, I am in my third year and I consider it as a significant weakness for a future language teacher (Student 26).*

Another student claimed:

> *An important issue to be considered is my language proficiency. I cannot speak fluently. I cannot understand native speakers when I watch English movies or listen to BBC news. I can understand just some words. It makes me feel down. After one year I am going to graduate but I am not proficient (Student 2).*

Another student expressed:

> *I am weak in listening lessons. Even I listen to a track for three times I cannot understand it. Because of this I cannot complete the task. My language proficiency is my weak point (Student 55).*

About *lack of language proficiency* students told as follows:

> *My listening skill was insufficient when I was enrolled in the UELTEP, and I could not develop it yet, even I am a third year student. I do not know what is wrong? It is may be because of insufficient practicing of our language skills (Student 60).*
>
> *I cannot speak fluently. We do not have enough practicing (Student 34).*
>
> *I cannot make grammatical correct sentences (Student 42).*
>
> *My speaking is inadequate. We do not practice speaking at all (Student 48).*
>
> *We do not practice writing enough. My writing skill is poor (Student 57).*
>
> *The weak point of the UELTEP is lack of language proficiency. We do not practice speaking and writing skills enough (Student 52).*
>
> *My speaking and writing skills are poor (Students 69, 36).*
>
> *The UELTEP does not stress students' speaking and writing skills (Student 53).*

As can be seen above, less than a fifth of the students are worried about their language proficiency. Some of the students mentioned that they are about to graduate, but they could not improve their language proficiency. They consider that they do not get enough practice in developing their language skills. Another sub-theme was *lack of motivation*. Eight students stated that they feel *lack of motivation* in learning. Some of them described lectures as boring. Students' opinions about their motivation were as follows:

> *I think some lessons are boring. I do not want to listen to boring lectures. The topics are not interesting (Student 45).*

> *The lectures are very monotonous. I do not feel motivated to read them (Student 46).*

> *I do not like to read long lectures which are given as homework. I think it is because of lack of motivation to study them. I know I should read but I do not like it (Student 58).*

> *The lectures are very boring. We just sit and listen to teachers who deliver lectures. It really makes the lessons very boring. I never feel like reading them I am not motivated (Student 62).*

> *The UELTEP does not motivate me to learn English (Students 29, 57, 60, 54).*

The next sub-theme extracted from Question 2a was *different levels of students*. As five students responded, students' different levels of language proficiency are a barrier in the students' way to succeed. The critical tones of the students can be seen in the excerpts below:

> *Language levels of the students in one class are different. For example, when we do listening tasks some students can understand after may be two times listening but some students cannot understand even they listen to ten times. Thus, the weak students are not able to complete the task and get poor grades (Student 11).*

> *In our class there are students with different levels of English that make it impossible to follow a single theme (Student 19).*

> *Different levels of students are a weak point of the UELTEP (Students 24, 57, 60).*

Insufficient hours allocated to language skills courses is one of the sub-themes emphasized by three students. They stressed that the program does not provide them with sufficient courses that focus on their language skills. Student 41 added:

> *I think that we do not have enough courses that develop our language skills, especially the courses that focus on writing skills. I am weak in writing. It is hard for me even to write an essay.*

Students also have negative opinions on *time restraint*. Three students stressed that very short time is given to accomplish home tasks (Students 7, 13, 23). Student 13 emphasized that the weak point of the UELTEP is a short time that is given to students to get ready for seminar lessons, to prepare self-work. Two students noted that *compulsory attendance system* as a weak point of the UELTEP. *Inflexible timetable* is considered as a weak point by one student who stated that lessons start too early, and that the time given for lunch is not enough.

The theme Program Resources emerged from a large number of respondents to Question 2a. *Insufficient material* and *lack of specialized facilities* such as smart boards and language laboratories were frequently noted as sources of complaints by almost half of respondents. 13 students stressed the *lack of specialized facilities* in the UELTEP as a weak point. Student 28 said:

> *The UELTEP is not provided with smart boards. I think it prevents lessons from being more modernized and interesting. We are in the 21st century and we still use chalks and blackboards in our classes.*

Student 29 commented that there is a lack of technological devices in the program. On the observation that there are one or two classrooms that are equipped with projection system, Student 8 added:

> *I think a significant point to be stressed is lack of technological support. We study in the classrooms where there are not even computers. In the classrooms, there are only desks, chairs and one blackboard. This is a huge gap that should be considered by university staff, administration.*

Another comment that was given by Student 31 was as follows:

> *We study in empty classrooms if not to take into consideration the tables and chairs....hmm, by the way I forgot to say a blackboard as well. I said empty because without technological support the classroom is considered as empty in the 21st century.*

Student 87 complained:

> *We students of this program are not supported with technological devices. I think it is a barrier that prevents students from progressing in our field.*

Student 43 emphasized:

> *Everybody knows the effectiveness of technology use in the classroom. It facilitates a teacher's job and increases a student's interest in learning. Unfortunately the UELTEP is not provided with technology in each classroom.*

The rest of responses in terms of *lack of specialized facilities* are as follows:

> *Insufficiency of technological support is a weak point of the UELTEP (Student 85).*

> *The program is not provided with technology such as computers, smart boards (Student 75).*

> *There is lack of technology support (Student 6).*

> *Our classrooms are not equipped with necessary technological devices (Student 44).*

Not all classrooms equipped with smart boards (Student 40).

Times are changing. The world turned into technological space. But we still use a simple blackboard in our classroom (Student 83).

There is lack of computers in the classrooms (Student 84).

As we can see from the statements above, students criticized the classrooms for not being well-equipped with technological facilities. Some of the students pointed out that lack of technological support is a barrier to progress in education.

On the other hand, 21 students claimed that the *insufficient materials* in the UELTEP as another weak point of the program. One of the students criticized this as in the following:

The program is weak in terms of providing students with books. We only use English Unlimited in our English Language lessons and Practical Course of the English Language by Arakin which is an old book that we use in our Phonetics lessons. In terms of other lessons teachers give us their lectures and we photocopy them because we cannot find books related to our lectures (Student 61).

Student 9 expressed his complaint about the lack of material:

Deficiency of materials sometimes causes negative outcomes in my education because sometimes I do not have enough money to photocopy the lectures, so I cannot read the assigned lectures. I wish we could find the necessary reference books in the library, but unfortunately it is not always possible. There are limited reference books available in our library.

Students 17, 22, 86, 30, 39 argued that the *insufficiency of materials* is a significant obstacle to students' language learning. Similar perceptions were cited by respondents in terms of the insufficiency of learning materials. Students criticized the issue of photocopying the lecture notes. They stressed that the fact that learning materials are to be made available to students is important in the learning process. Students raised this issue as follows:

There are not enough books related to language teaching in our library (Student 49).

The UELTEP is not provided with necessary aids that can facilitate the learning process. The lack of learning materials, reference books is a significant obstacle to develop our language skills (Student 80).

Insufficiency of books in English in the library (Student 18).

Lack of language related books creates barrier in increasing our knowledge of language (Student 88).

It is hard to find language teaching books in our library (Student 62).

The library is poor in terms of books that can be useful in developing our teaching skills (Student 16).

Absence of language teaching books in our library (Student 4).

We always photocopy the lectures (Students 25, 38, 82, 47, 54, 60, 21).

The theme Program Instruction was foregrounded as another weakness of the UELTEP by almost half of the students. The following sub-themes were generated from students' responses: *the lack of technology use* by 19 students, *using L1* by 8 students, *insufficient practice in developing pronunciation* by 3 students, and *inadequate assessment* by 3 students.

responses: *the lack of technology use* by 19 students, *using l1* by 8 students, *insufficient practice in developing pronunciation* by 3 students, and *inadequate assessment* by 3 students.

With regard to *the lack of technology use,* Student 10 expressed his opinion as follows:

Our teachers never integrate technology into our lessons. The world turned into technology. I mean that we are surrounded by technology. The lessons should be technology integrated to motivate students of the 21ˢᵗ century.

Student 14 indicated:

We are not taught with technology. There are many factors that teachers do not integrate technology in their lessons. First is unavailability of technical support, second teachers are not experienced in technology use and feel technology anxiety. But if they use it, I mean technology in the classroom it can even facilitate their job as well. Technology makes our life easier.

The other comment given by Student 50 was:

Our lessons are not technology integrated. If teachers use technology it can save our time, we can focus on practicing more, we can allocate more time for discussion. For example, instead of reading the boring lectures to us, teachers can just prepare power point presentation about the topic and by asking questions, by discussing we can get more information and improve our speaking as well, but instead of this teachers read boring lectures to us and we unwillingly listen to them. ICT tools can make lessons more interesting and authentic. We can speak about the usefulness of technology for a long time. Unfortunately we are not provided with technology. We feel lack of technology use in our classrooms.

Student 29 expressed her negative view of the *lack of technology use* as:

> *To be honest, in terms of using technology in lessons the UELTEP is left behind the schools of my country. There are various web tools that can make lessons more student-centered, give opportunities to make lessons more communicative. The UELTEP is weak in terms of this.*

Further comments made by the students were:

> *Our teachers do not focus on using technology in the lessons (Student 83).*

> *The world is becoming technology oriented but the teachers do not consider this issue (Student 87).*

> *21st century demands to make lessons technology integrated. Unfortunately the UELTEP does not meet the needs of the 21st century's students in terms of making the lessons technology based (Student 66).*

> *Teachers are not using innovative techniques of teaching that support the use of technology in the lessons (Student44).*

> *Unfortunately our lessons are not technology integrated. The use of technology could attract students and facilitate teachers' job but it is not used (Student 45).*

What follows from the students' statements is that students believe that technology can be useful in terms of making lessons more student-centered and time-efficient. They consider that technology-integrated lessons can attract students and enhance their knowledge by making lessons more interactive and authentic. As can been seen from their responses, it is clear that the lessons are not technology-integrated and students have negative attitudes towards this.

The following sub-theme in terms of Program Instruction that students described as a weak point of the UELTEP is *using L1 in lessons*. Seven students stated negatively about the *use of L1* in the classroom. The following quotes of some of the students address the *use of L1* in some lessons:

> *We have classes where L1 used 100%, which means the lessons are held completely in Kazakh, for example, the lesson namely Pedagogy. It is an international university. I am not good at Kazakh. I do not understand the lesson, but for future teachers I consider it is a very important course (Student 20).*

> *Teachers use L1 in classes. Our classroom is the only place where we can practice speaking; we should always speak English in our classrooms (Student 6).*

> *What frustrates me is the use of L1 in our lessons, especially the issue that some lectures are delivered in Kazakh, for example pedagogy, philosophy and others (Student 8).*

> *Lectures are delivered in Kazakh; it would be good to deliver them in English (Student10).*

> *The use of L1 in our lessons prevents from practicing English (Student 58).*

> *The lessons are not taught only in English (Student 14).*

> *We cannot learn to speak fluent English because of using L1; teachers do not encourage us to speak English (Student 15).*

As we can see from the quotes above, students observe that *using L1* prevents and discourages them from improving their English speaking skills. Student 20 pointed out that she has difficulties in comprehending the lectures in Kazakh. Moreover, she complained that lectures in international universities should be delivered in English. *Inadequate evaluation* is the third sub-theme mentioned by students as a weak point in terms of Program Instruction. Three students complained that they face *inadequate evaluation* of their development by the instructors. Student 7 stated the following regarding *inadequate evaluation*:

> *I think that we should not be always evaluated by giving certain grades when we perform a task. To my mind, it is enough just if teachers give us feedback regarding our performance, like what kind of mistakes we made or what could be done better than I did. Our teachers always grade us and sometimes I am not satisfied. It is too strict to give a mark all the time (Student 7).*

Another comment given by Student 4 was:

> *There is a grading system that affects my mood. When we are not ready for seminar lessons teachers give us poor marks. It is not fair.*

The following negative attitude towards *inadequate evaluation* is by Student 27:

> *Teachers grade us very strictly. Our grades impact on our scholarship. I am against of grading in that way. You do your homework and you are given a mark according to your performance. It is too strict.*

Only three students are of the opinion that they are evaluated inadequately. They consider a grading system by giving marks for the performance inadequate. Feedback provision was deemed important by one of the students. Among the weak points, one-third of the students referred to Extracurricular Issues such as *absence of native instructors, inadequate classroom temperature, lack of socializing,* and *inadequate infrastructural facilities.* Four students hesitated to state their views about the weak points of the UELTEP, who

responded only by saying 'I don't know'. The majority of those who pointed out the Extracurricular Issues stated that *absence of native instructors* is one of the major weak points of the UELTEP. In relation to this, students shared similar things:

> *There is no at least one native teacher in our program. We could practice our speaking; improve our pronunciation (Student 63).*

> *There are no native speakers in the UELTEP (Student 65).*

Interestingly, two students complained about *classroom temperature* indicating to heating and cooling systems of the classrooms. They stressed that classrooms are cold in winter and hot at the end of spring. They stressed that the temperature in the classrooms is affecting their educational conditions. One student raised the *lack of socializing* as a weak point of the UELTEP, expressing:

> *I feel lack of socializing in the UELTEP. This condition is negatively affecting me. I feel bored. No events considered for students where students can come altogether (Student 71).*

Student 74 complained about *inadequate infrastructural facilities*:

> *No infrastructural facilities are considered for the comfort of students. The building is old. No comfortable spaces for students like lobbies, rooms, gardens that we can rest at break times. The corridors are narrow, not comfortable. The canteen is very small. I don't like the building of the UELTEP.*

The most frequently stated problems deduced from the responses are summarized in Table 4.8.

Table 4.8.

Students' Opinions about the Weak Points of the UELTEP

№	Themes	Sub-themes	Frequency of Students' Responses
1	Program Content	Insufficient Hours Allocated to Language Skills Courses	3 Students
		Lack of Elective Courses	18 Students
		Lack of Students' Language Proficiency	12 Students
		Insufficient Hours Allocated to Methodology Courses	21 Students
		Different Language Level of Students	5 Students
		Lack of Motivation	8 Students
		Time Restraint	3 Students
		Inflexible Time Table, Compulsory Attendance	3 Students
2	Program Resources	Lack of Specialized Facilities	13 Students
		Insufficient Material	21 Students
3	Program Instruction	Inadequate Evaluation	3 Students
		Lack of Technology Use	19 Students
		Using L1	7 Students
4	Extracurricular Issues	Absence of Native Instructors	18 Students
		Inadequate Classroom Temperature	2 Students
		Inadequate Infrastructural Facilities	1 Student
		Lack of Socializing	1 Student
		Don't Know	4 Students

After stating the strong points and the weak points of the UELTEP, the students were asked to provide suggestions for the improvement of the program, which shall be given in the next part.

Research Question 4a: What are the suggestions of the current senior student teachers of the undergraduate English language teaching program at the university in Kazakhstan to improve the curriculum?

Students' suggestions were categorized into four themes: Program Content, Program Instruction, Program Resources, and Extracurricular Issues, which generated a number of sub-themes, and the mostly stated (n: 24 students) is *hours allocated to skills courses should be increased*. Students claimed that the UELTEP should increase the hours of the courses that focus on developing their language skills. Student 2 came up with the following suggestion:

> *There should be courses that aim at developing each language skill and the hours of such courses should be increased.*

Student 14 proposed that the UELTEP should pay more attention to students' language skills by increasing hours of the courses that focus on students' language skills development. The other student regarding this issue said:

> *Language proficiency of the teacher is the most important qualification I think. For this reason the UELTEP should emphasize its students' language skills development. The hours should be increased. For example each skill should be taught every day at least for one hour (Student11).*

23 students suggested that *more language related elective courses should be offered*. One student said:

> *All elective courses that are offered in the UELTEP are not language related. To my mind they are all wasting of time. There should be more elective courses that capture our language proficiency (Student 6).*

Likewise, Student 10 argued that the elective courses taught are not related to their future profession. She added that students should choose the courses according to their interests. Another suggestion given by Student 31 was:

> *Our program offers elective courses, but among the courses there are not courses that can attract my interest. I want to improve my language skills because I am going to be a*

language teacher not a politician. Why I should study the course about politology. It is not fair. The elective courses should focus on our language proficiency.

16 students think that *hours allocated to methodology courses should be increased.* Students claimed that methodology courses are very important for their future profession, and complained that it is taught only for one semester and that it is insufficient for them to practice teaching. With regard to this, Student 5 suggested:

The Methods of teaching English course should be taught at least three semesters. I had an opportunity to practice teaching only three times when I was enrolled in this course. It is not enough. If we have more hours we can practice teaching a lot. It is vital to prepare students to a teaching profession.

Similarly, Student 10 added:

Practicing teaching should be as much time as possible. For this, the hours of methodology courses should be increased not one semester as in our case but two years at least. We are going to be teachers so the UELTEP should emphasize teaching methodology courses.

Another suggestion made by Student 75 for hours allocated to methodology courses is:

To my mind, the courses that focus on students' teaching skills should be taken into consideration because the program is preparing future teachers who are going to educate a future generation. The future generation of Kazakhstan as far as I know should be able to speak English. So it depends on teachers will it be like that or not. More practice we need, for this methodology courses should be increased.

What can be drawn from students' suggestions is that the students have strong beliefs about the important role of methodology courses that play in preparing future teachers. They are convinced that practicing teaching as much as possible will contribute to their future profession. Students pointed out that it is possible with *increasing hours allocated to methodology courses.* Two students suggested that the UELTEP *should offer research-related courses* in order to introduce the basics of research to students.

Two students emphasized that *homework should not be must.* One student suggested *giving more time to homework* and one student stated that *attendance should not be compulsory.*

The following theme that emerged in relation to Research Question 4a is related to Program Instruction. 20 students suggested that *lessons should be technology-based.* They stated that using different techniques in lessons can encourage students in learning. As regards this, Student 10 asserted:

> *Poor motivation of students is related to boring lessons. In order to keep students active in the lessons teachers should use innovative methods, apply different techniques of teaching. Different tools exist that can encourage any passive student. If lessons will be technology based all students will be engaged in the lessons.*

Another student expressed his view:

> *Internet changed the world. It changed people, it changed students. So teachers should also change teaching types. They should plan their lessons considering technology. Lessons should be technology based to keep students highly motivated (Student 66).*

Student 83 suggested:

> *Technology-based lessons can accelerate and enhance the learning process, that's why I want to suggest teachers to be technologically literate and apply it in all lessons.*

As we can see, the students consider that technology-based lessons can contribute to their motivation and progress. Four students proposed *using a target language only* in the lessons. They consider that using L1 prevents them from improving English language speaking. About this, Student 14 said:

> *I think that speaking only English can make us be proficient users of it. If we continue to use L1 we cannot improve our English language skills. For this, teachers should always speak English and they should not allow students to speak any other language than English. For example, in our Turkish lessons we use only Turkish and I can say my Turkish is much better than English.*

Another student suggested:

> *The courses such as Pedagogy, Psychology should be taught in English not in Kazakh (Student 20).*

Two students pointed out that *more feedback should be provided* by the instructors. Student 27 said:

> *Only grading is not enough. Only knowing that I was given a poor or excellent mark cannot contribute to my progress. It informs me just about I performed well or not, but I cannot learn anything from this. Feedback should be educative. Teachers should provide more detailed feedback on our performances.*

Program Resources is the third theme that was generated from students' responses to Research Question 4a. Regarding Program Resources, 26 students suggested that *facilities supporting the teaching and learning process should be provided* by the university, and 12 students stated that *more resources should be available in the library*. As lack of teaching

facilities was stressed as a weak point of the UELTEP, two-fifths of the students expressed their view about supporting the UELTEP with such facilities as smart boards, and language laboratories that are equipped with computers, and headphones to facilitate and enhance learning process. Student 16 pointed out:

> *Classrooms should be equipped with all necessary technologies that can contribute a lot to teaching process. The only place where we can practice English is our classrooms. Equipping them with computers and smart boards can make us closer to English. Audio-visual aids can make the learning process more natural. We have no opportunities to communicate with natives; at least we should do it through the internet.*

Student 38 stated:

> *It would be great if all our classrooms are supported with technological devices, at least 50% should be provided with technology. It can affect positively our language learning process.*

Student 54 claimed:

> *Our classrooms are poor in terms of facilities that can be supportive in the learning process. So university's administration should provide the departments with necessary equipment if they want to see the university in high ranking universities. In order to be in top universities of the country and the world, they should think of the quality of education. The quality of the education depends on qualified teachers and all the necessary equipment that teachers and students can use to make lessons more interesting in order to attract students.*

12 students suggested that the library should be full of books related to language teaching. They stressed that library should always be updated and access to updated journals related to teaching providing should be easy for library users. Student 9 stated:

> *The number of English language teaching books should be enlarged in our library. We should be able to find the books on teaching easily, not just photocopying the lectures that are delivered by teachers. How can we self-educate ourselves if there are not books that are related to language teaching?*

Student 47 said:

> *Database of the library is not important only for students but also for teachers as well. How can they update their pedagogical knowledge if they do not have access to teaching materials? I suggest more resources in the library's collection of books.*

The last theme that emerged from students' suggestions is concerning Extracurricular Issues, which generated four sub-themes such as *recruitment of native instructors*,

adequate classroom temperature, *organizing more educational events* and *supporting students with infrastructural facilities*. Majority of the students suggested that the UELTEP should employ native instructors. Student 55 ironically added that daily conversation with native instructors can even compensate for the lack of technology in the classrooms. Student 47 stated:

> *Our department needs at least one native teacher. I do not understand why such a famous international university does not employ at least one native teacher. It can be so valuable to all of us, including teachers.*

Student 67 said:

> *Recruiting native teachers can positively affect our language proficiency. We can improve our English speaking skills. We will get more input from native teachers compared to nonnatives. We should admit that native teachers' vocabulary is richer than nonnative teachers. In my case with nonnative teachers it happened a lot when I ask a meaning of the vocabulary, a teacher says consult a dictionary.*

As we can see from students' responses, they believe that native instructors can be more helpful than nonnative instructors in terms of expanding students' English vocabulary. Three students stated that the UELTEP should *organize more educational events*. Student 20 stated:

> *It should not be like we go to our lessons come back to our dormitory and that's it. There should be more educational events like debates between students, seminars organized to develop our pedagogical knowledge.*

With regard to *organizing more educational events*, Student 71 suggested:

> *The UELTEP should plan more academic events for students. It will be enjoyable and useful for students at the same time. Students can not only enhance their knowledge but also they can socialize with each other.*

Two students suggested that the university should *provide classrooms with adequate temperature* and one student stated that *students should be supported with infrastructural facilities*. Regarding this, Student 74 stated:

> *Infrastructure can also affect our everyday life in the university. In order to keep students highly motivated to study, their psychological conditions should be good. If the environment is suitable for socializing with friends and group mates we will be in high mood. It means that psychologically we will be ready to learn. I suggest to build another building for the UELTEP with beautiful lobbies, garden, canteen, where students' comfort will be considered.*

Eight students suggested *making break time after lunch longer*. In relation to this, Student 8 said:

> *I think the break time after lunch should be longer. Students should have some rest after lunch at least it should be 50 minutes, we have only 20 minutes break.*

The students pointed out that the time given after lunch is not enough to refresh their minds. They suggested that the break time should be extended up to 50 minutes.

The frequent themes and sub-themes elicited from students' responses are summarized in Table 4.9 below.

Table 4.9.

Students' Suggestions to Improve the Curriculum of the UELTEP

№	Themes	Sub-themes	Frequency of Students' Responses
1	Program Content	Hours Allocated to Methodology Courses Should Be Increased	16 Students
		Hours Allocated to Skills Courses Should Be Increased	24 Students
		More Language-Related Elective Courses Should Be Offered	23 Students
		Research Courses Should Be Offered	2 Students
		Homework Should Not Be Must	2 Students
		Giving More Time to Complete Homework	1 Student
		No Compulsory Attendance	1 Student
2	Program Resources	Facilities Supporting the Teaching And Learning Process Should Be Provided	26 Students
		More Resources in the Library	12 Students
3	Program Instruction	More Feedback Should Be Provided	2 Students
		Lessons Should Be Technology-Based	20 Students
		Using a Target Language Only	4 Students
4	Extracurricular Issues	Recruitment of Native Instructors	18 Students
		Classroom Temperature Should Be Adequate	2 Students
		Organizing More Educational Events	3 Students
		Extending the Break Time After Lunch	8 Students
		Supporting Students with Infrastructural Facilities	1 Student

4.5. Teacher Interview Responses

Teacher interviews were of semi-structured type, in which three open-ended questions were directed to the instructors. They were requested to state their ideas and beliefs regarding strong and weak points of the UELTEP in detail by providing specific examples and evidence. They were also asked to make some recommendations for the program improvement. The qualitative data obtained through open-ended questions in the teacher questionnaire are presented and analyzed below.

Question 1b: What are the strong points of the undergraduate English language teaching program at the university in Kazakhstan as perceived by the instructors?

The following common themes emerged while analyzing the qualitative data collected through instructors' responses: 1) Program Content, 2) Program Description, 3) Program Instruction, 4) Program Resources, and 5) Extracurricular Issues. Concerning Program Content, four instructors stated that the UELTEPCK is updated. For example, Instructor 1 said:

> *We keep our classroom and curriculum fresh, highly educational. We update it every four years. We add courses according to the competences we aim to achieve. They are general and professional competences. We compare our curriculum with the curricula of leading universities around the world. For example we added the course Essay Writing which we chose according to Turkish universities' curricula.*

She stressed that in 2012 the university completed the planned state attestation and passed an institutional accreditation in the Independent Kazakhstan Quality Assurance Agency in Education (IKQAAE) in 2013. According to the results of the annual national rankings of educational programs among universities of Kazakhstan, the UELTEP won the 3rd place in 2013 and the 2nd place in the 2014-2015academic year, which confirms the quality, dynamics, clarity, efficiency of the UELTEP.

Commenting on the strong points of the UELTEP, Instructor 3 considered that the program reflects present day demands and needs of learners. She also added that the program enhances teaching staff to advance in methodology. Instructor 8 had a positive view about the UELTEPCK too:

> *We review and update our curriculum every four years. We make changes in our curriculum in order to improve learning outcomes.*

Positive opinions were expressed by two instructors who mentioned that *program meets the students' needs*. Talking about this issue, Instructor 5, when asked about strong points of the UELTEP, said that *program has clear goals*. She expressed her opinion:

> *Students believe the program meets their needs. I say so because 90% of our graduates are employed and they put all their theoretical knowledge into practice successfully". Most of them work at schools, in different foreign companies. We have clear goals to prepare well qualified professional teachers and as teachers we do our best to achieve our goals. We attempt to do most of the things mentioned in the program philosophy*

Instructor 3 reported that program reflects present day demands and needs of learners. She said that students' interests are considered while updating the UELTEPCK. Another interviewee alluded to *the flexibility of the curriculum*. Commenting on it:

> *[The university which the UELTEP case-studied in the current research is affiliated to] is not limited with the standards of Ministry of Education and science of RK. We can make changes in our curriculum according to students' needs. (Instructor 15)*

Another theme that emerged from the analysis is Program Description. In terms of Program Description two common sub-themes were depicted. Two instructors agreed that *further education* opportunity that is given to instructors by the university which the UELTEP case-studied in the current research is affiliated to is a strong point of the UELTEP. Related to this, Instructor 1 said that the instructors of the UELTEP have access to *further teacher education* certification. For example, Instructor 15 mentioned that the instructors of the UELTEP are able to join an academic mobility program. In this program, instructors can have an experience of teaching abroad. The next sub-theme that was mentioned as the strong point of the UELTEP by four instructors is *good conditions for students*. Instructor 6 mentions about this:

> *Good conditions for students. Students have chances to study abroad through a mobility program. Moreover, the university provides post-graduate studies to the students.*

Instructor 1 responded that instructors of the UELTEP *use new styles in a teaching* procedure. She said that students are taught various approaches to ELT that help discover their own talents in teaching methods and design their own lesson plans. Four instructors stated that instructors of the UELTEP have *strong methodological and didactic sides*. Instructor 3 stated that the program enhances teaching staff to advance in methodology. Instructor 4 agreed:

> *The UELTEP involves educators discover their own talents in teaching methods, to design and implement their program. I can say that the teachers of the UELTEP are strong in terms of methodology. Our teachers do their best in developing student teachers' teaching skills.*

Another response given by Instructor 10:

> *Every student who studies at the UELTEP can improve his speaking and listening skills and also can be a good teacher in the future, because the methods of teaching of the UELTEP is the strong point. I say so because we have many teachers who are experienced in teaching methodology. Our teachers follow new trends in teaching and during the teaching process implement them.*

One of the themes that emerged from data analysis in terms of the strong points of the UELTEP was related to the Program Resources of the UELTEP. Interestingly, only one instructor agreed that the UELTEP has *a well-equipped library*. As Instructor 7 stated:

> *The university has a well-equipped library with modern textbooks, dictionaries, encyclopedias, perfect internet resources.*

Instructor 15 pointed to *advanced infrastructure* as a strong point of the UELTEP. She commented that it is important to point to the location of all educational buildings, a clinic and diagnostic center, a library, hostels, a botanical garden, and a sports complex in one area. The comment below illustrates a participant's positive attitude for the UELTEP's *access to different educational resources*. As Instructor 1 said:

> *Our university gives access to different educational resources through internet. Teachers and students have free access to foreign resources.*

A number of responses were given by the instructors when asked about the strong points of the UELTEP, which are labeled under the theme Extracurricular Issues. The following sub-themes surfaced through analyses of the data:

1. *About 90% of graduates are employed.*
2. *A good teaching staff.*
3. *Hardworking students.*

Two interviewees reported that about *90% of graduates are employed*. For example, Instructor 5 said that 90% of their graduates are employed and that the graduates put all their theoretical knowledge into practice successfully. Talking about this issue, Instructor 16 said:

About 90 percent of our graduates are employed. We can see that after graduation our students find jobs and start working. Our graduates work at different schools, foreign companies.

Three instructors mentioned the UELTEP's *good teaching staff* as a strong point of the UELTEP. The comment below illustrates the interviewee's response to Question 1b.

Our department has a good teaching staff. I say so because our teachers are hardworking and they do their best to help students become knowledgeable teachers. We prepare competent, competitive, highly educated specialists in the educational space. (Instructor 7)

Instructor 2 considers that the UELTEP helps train specialists with high degree of communicative, creative, and intercultural competence and that from methodological and didactic sides they are strong. Instructor 13 added that the UELTEP's certified staff members are eager to teach. Moreover, they have high adaptability skills, he added. He stressed that the instructors of the UELTEP are hardworking. On the other hand, two instructors pointed to *hardworking students* of the UELTEP as the strong side of the program. Related to this, Instructor 9 stated:

We have hardworking students who want to study English. I see during classes our students are interested and motivated to learn English. They ask questions, they get good marks on exams.

Instructor 12's view is provided below:

I find the UELTEP students as skillful, smart. They are quick to learn English.

Interviewee 14, when asked about the strong points of the UELTEP, said that she does not know about strong points of the UELTEP.

Table 4.10.

Instructors' Opinions about the Strong Points of the UELTEP

№	Themes	Sub-themes	Frequency of Instructors' Responses
1	Program Content	Updated Curriculum	3 Instructors
		Program Meets Students' Needs	2 Instructors
		The Program Has Clear Goals	16 Instructors
		Flexible Curriculum	1 Instructor
2	Program Description	Further Education	2 Instructors
		Good Conditions for Students	4 Instructors
3	Program Instruction	New Teaching Styles	1 Instructor
		Strong Methodical and Didactic Sides	4 Instructors
4	Program Resources	A Well-Equipped Library	1 Instructor
		Well-Obtained Infrastructure	1 Instructor
		Access to Different Educational Resources	1 Instructor
5	Extracurricular Issues	About 90% of Graduates Are Employed	2 Instructors
		A Good Teaching Staff	3 Instructors
		I don't Know	1 Instructor
		Hardworking Students	2 Instructors

Question 2b: What are the weak points of the undergraduate English language teaching program at the university in Kazakhstan as perceived by the instructors?

A number of issues were identified as regards Question 2b. A recurrent theme in the interviews was mainly in relation to Program Content of the UELTEP. Deep analysis of the instructors' perceptions revealed eight sub-themes. Concerns were expressed about *overloaded curriculum*, *lack of teaching related courses, removal of useful courses, lack of practical classes, the program does not have a clearly stated philosophy, lack of students motivation, centralized curriculum and testing system, different levels of students.* Almost one-third of respondents complained about *overloaded curriculum*. With respect to this, Instructor 1 considers that the UELTEPCK is overloaded with too many courses that are not language-related and taught in Kazakh. Similarly, Instructor 2 stated the following:

> *There are some subjects (disciplines) which are not necessary to teach, because they won't cope with it. I mean they are not language or teaching related. For example we have many courses that are taught in Kazakh. These courses are not taught by teachers of our department. Yes some of them are related to pedagogy but they are not taught in English.*

This view was echoed by another instructor who said that the UELTEPCK includes too many theoretical courses that are taught in Kazakh by instructors of other departments. One interviewee argued that the number of teaching hours should be decreased in order for the instructors to be able to work on publishing papers. She thinks that when instructors are overloaded with teaching hours they are not physically able to deal with research papers. Talking about this issue, she mentioned that the instructors are required to work on publishing papers and teaching at the same time. Participant 11 commented that students have to study the disciplines which have nothing to do with their field. She stressed that they are too much. Instructor 1, when asked about weak points of the UELTEP, voiced the problem:

> *We have lack of teaching courses that are related to a teaching profession. Teaching methodology course is taught only one semester but I try to compensate it with the Practical English course. In the process of Practical English course I give students an opportunity to practice teaching.*

Concerns about *removal of useful courses* from the UELTEPCK were expressed. As Instructor 2 put it:

> *To my mind some useful courses were removed from the curriculum. For example, the course psychology of teaching foreign language that was very useful I think. I am not sure it was removed or it is offered as an elective course.*

There were some negative comments about *lack of practical classes* in the UELTEPCK. Instructor 7 addressed this issue:

> *Limited time which is given to practical lessons. The aims of the program should focus on the practical side for example on developing the speaking skills, using English in different contexts, preparing student teachers for their future career of a teacher. THE UELTEP does not meet all student teacher' needs, especially in the productive skills speaking and writing.*

Instructor 11 vented opinion:

> *We lack English lessons. Lack of courses such as Practical Phonetics, Practical Grammar that can contribute a lot to student's language skills.*

Similarly, Instructor 3 also complained about the lack of classes of phonetics (practical), and practical grammar. Another instructor indicated that *the program does not have a clearly stated philosophy.* As Instructor 6 stressed:

> *The program does not have a clearly stated philosophy. The reason to say so is may be the thing that we have many changes every year. Every year the rules change. We make changes in our program. To be honest I do not know according to what we make changes.*

Another problem reported by Instructor 7 was that some student teachers do not have strong motivation to benefit from the whole course. One concern expressed by Instructor 13 regarding the weak points of the UELTEP was about *the centralized curriculum* and testing system. The comment below illustrates his concerns:

> *Centralized curriculum and testing system. Improper testing and assessment system. I mean that evaluating students is done by standardized tests. I do not think that standardized tests can improve student performance. It cannot show the real knowledge of a student.*

According to two instructors, different levels of students affect teaching process. For example, Instructor 15 explained:

> *We know that a classroom with different levels of students are challenging not only for teachers but for the students themselves. When we spend time teaching students with low level to simple sentences, more advanced students will have nothing to do. On the other hand, when we teach a more advanced student to more complex sentences a beginner student will be completely lost. This situation can cause difficulties both in teaching and learning.*

Instructor 16 voiced her opinion as follows:

> *The UELTEP is not fully organized in terms of placing students in groups. The level of students when they enter is quite different. This fact impacts the language proficiency when they graduate and during the process of teaching,*

The theme of Program Description emerged throughout the dataset in terms of the weak points of the UELTEP. One of the instructors complained that the UELTEP *does not offer internships for instructors*. She commented: *"*no internships for teachers, for example teacher training workshops".

Instructors also reiterated their concerns regarding the Program Resources. A recurrent complaint in the interviews was about *lack of technological equipment.* Some of the instructors commented on this:

> *We are lack of information technologies, multimedia rooms, books and other. (Instructor 2)*

> *Not sufficient equipment for teaching English (listening). There are not enough classrooms that are equipped with technology. (Instructor 5)*

> *Lack of specialized rooms, laboratories. (Instructor 7)*

Instructor 7 added that there is lack of financial resources that could provide classrooms with technological equipment.

> *Classrooms are not supported with technology. We use old tapes on listening classes which are not as effective as it could be in linguaphone classrooms. (Instructor 8)*

Another problem reported by Instructor 11 was *lack of teaching materials.* She stressed that the student instructors depend only on handouts that the instructors prepare. The interviewee considers the materials for teaching are not enough. A variety of concerns were expressed by the instructors, which were grouped under the theme Extracurricular Issues. One of the concerns regarding this was *absence of native instructors,* which was mentioned by three instructors. As Instructor 12 said:

> *We do not have native speaker teachers.*

A recurrent sub-theme in the interviews was instructors' complaints about *excessive paper work.* The analysis of the data showed that instructors were irritated by amount of paper work that they have to work with. The comments from the instructors are as follows:

> *Excessive paperwork intimidates and overwhelms teachers and this affects our motivation to teach. (Instructor 8)*

> *Teachers are always busy with unnecessary papers (red tape). (Instructor 11)*

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We are always busy with unnecessary papers which are the unnecessary and unproductive tasks which take up your time. (Instructor 12)

Bureaucracy I mean too much paper work. (Instructor 15)

In terms of *excessive paper work*, Instructor 4 stressed:

Everything is referred to the articles, laws of internal rules of the education. I mean that teachers are required to work on publishing papers and teaching at the same time. I think the number of teaching hours should be decreased in order to be able to work on publishing papers. When we are overloaded with teaching hours we are not physically able to deal with papers. Moreover, our work is overly bureaucratic. Teachers are overloaded with unnecessary papers.

The next complaint of the instructors was concerned with *poor salary.* Three instructors find their salary low. Commenting on the weak points of the UELTEP, one of the instructors talked about *lack of experienced instructors for translation courses.* Her comment is as follows:

The department lacks experienced teachers for translation courses, namely for simultaneous translation (also for applied translation). Instructor 14

Table 4.11.

Instructors' Opinions about the Weak Points of the UELTEP

№	Themes	Sub-themes	Frequency of Instructors' Responses
1	Program Content	Overloaded Curriculum	5 Instructors
		Lack of Teaching Related Courses	1 Instructor
		Removal of Useful Courses	1 Instructor
		Lack of Practical Classes	3 Instructors
		The Program Does Not Have a Clearly Stated Philosophy	1 Instructor
		Lack of Students' Motivation	1 Instructor
		Centralized Curriculum	1 Instructor
		Different Level of Students	2 Instructors
2	Program Description	No Internships for Instructors	1 Instructor
3	Program Resources	Lack of Technological Equipments	4 Instructors
		Lack of Teaching Materials	1 Instructor
4	Extracurricular Issues	Absence of Native Instructors	3 Instructors
		Excessive Paper Work	5 Instructors
		Poor Salary	3 Instructors
		Lack of Experienced Instructors for Translation Courses	1 Instructor

Research Question 4b: What are the suggestions of the instructors of the undergraduate English language teaching program at the university in Kazakhstan to improve the curriculum?

Research Question 4b elicited the participating instructors' suggestions for the improvement of the UELTEP. A variety of suggestions were expressed. Analysis of the data revealed four broad themes as follows: Program Content, Program Resources, Program Instruction, and Extracurricular Issues. Nine sub-themes came up for example in terms of program content of the UELTEP. A recurrent suggestion in the interviews was *increasing the number of teaching related courses* that was suggested by the majority of those who responded to the question mentioned above. Instructors believed that students should have more courses that prepare them for teaching. In response to Question 4, instructors had the following to say:

> *The UELTEP prepares future teachers so we should increase the number of courses that related to teaching. For example, Methods of teaching English can be taught four semesters at least (Instructor 1).*

> *I think we must add some necessary disciplines which will help them to develop their professional competence. As an example I can name the course Academic Writing I think that our curriculum should include this course. Also we must take into consideration peculiarities of their future profession and most of the disciplines must be connected with it (Instructor 2).*

> *Increase the number of methodology courses. Students should have more opportunities to practice micro-teaching (Instructor 6).*

> *The programme should essentially focus on the professional knowledge of student teachers who will teach English in future, we should prepare proficient language users. The number of courses related to students' teaching skills should be increased (Instructor 9).*

> *The number of courses that meet the needs of students to become professional teachers with high language proficiency should be increased (Instructor 13).*

> *Teaching skills improving courses should be increased in order to graduate professionals. (Instructor 16)*

The following comments emphasize the need for *increasing the number of practical courses.* Four of the sixteen instructors argued that the number of practical courses should be more than the number of theoretical courses. Two of the instructors came up with the following suggestions:

> *We must give much more hours for practical lessons than theoretical ones. Also we must take into consideration peculiarities of their future profession and most of the disciplines must be connected with it (Instructor 2).*

> *The number of credits of all subjects related to specified practical courses should be increased (Instructor 16).*

Two instructors pointed to the necessity of increasing the courses as Practical Grammar and Practical Phonetics. They proposed the following:

> *To increase hours of practical phonetics and grammar, English class hours are to be increased to 8 times a week (Instructor 3).*

> *Encourage practice (trainee). The number of practical courses should be increased. For example, courses like Practical Course of English Language, Practical Phonetics (Instructor 6).*

Another suggestion was also related to the courses that are taught in the UELTEP. Almost half of the participants consider that *increasing the number of language related courses* can be one of the main steps to improve the UELTEP. With respect to this suggestion, Instructor 3 said that UELTEPCK should include more language-related courses. Instructor 5 maintains that they need professional language skills. She thinks that the UELTEPCK should contain courses that aim to develop students' English language skills. This comment was echoed by Instructor 7, who is also for an increase in the number of courses that focus on students' language skills. Instructor 16 argues that, in order to graduate professionals, improving students' language skills should be aimed at and *increasing the number of language-related courses* can influence on it. Other suggestions made by the instructors regarding the number of language-related courses are as follows:

> *Our program should offer effective courses that will be focused on developing students' language skills. It can attract larger number of well-prepared entering students (Instructor 11).*

> *The number of courses that meet the needs of students to become professional instructors with high language proficiency should be increased. Language improvement courses should be emphasized (Instructor 13).*

> *We should work on developing students' speaking skills. Most of the courses should be related to students' language skills (Instructor 14).*

Decreasing the number of theoretical courses was suggested by three instructors. Instructor 3 proposed that the number of theoretical courses taught by other department

instructors should be decreased. Similarly, Instructor 9 strongly believes that the number of some theoretical courses should be reduced. She pointed to the courses that are not teaching- or language- related. Instructor 5 stressed:

> *There are a lot of subjects should be shortened. For example the courses which are included into the university components modules. I know they are offered in our curriculum because of the standards that we should follow but I think in their future career students have nothing to do with them.*

Two instructors suggested that *non-English courses should be taught in English.* As Instructor 8 proposed:

> *Instead of reducing the number of courses I suggest that the non-English courses should be taught in English.*

A similar comment came up from Instructor 3, who said that the pedagogical courses should be taught in English. Providing suggestions, Instructor 4 stated that *the program should be based on students' and instructors' interests.* In addition, Instructor 13 suggested *decreasing the number of mandatory courses*. He said that the UELTEPCK should be flexible. He exemplified it by saying that the number of mandatory courses should be decreased and the number of courses that meet the needs of students to become professional instructors with high language proficiency should be increased. He added that some of the compulsory courses take up students' time. He supports his position by saying he heard many complaints from students that they get tired. An interesting recommendation was given by Instructor 15:

> *To arrange disciplines in accordance with the staff research or specialized sphere separately. I mean we have teachers with PhD and master diplomas and teachers should teach those courses that are related to her or his field.*

The last sub-theme in terms of Program Content was suggestion from Instructor 15, who stressed that *students' language levels should be considered.* She said:

> *I think that students' language levels should be considered from the first year of students' enrollment to our program. Students should be distributed to classes according to their proficiency levels.*

Another theme that was revealed by data analysis was the instructors' suggestions concerning the Program Resources of the UELTEP. A recurrent sub-theme regarding the Program Content was instructors' suggestion *to provide classrooms with technical equipment.* Five instructors believe that providing classrooms with technical equipment is

important for the betterment of the UELTEP. A typical comment was made by Instructor 10:

> *University should provide the classrooms with smart boards, facilitates such as computers, books, cassettes, and CDs for teaching the English language skills.*

Similarly, two instructors suggested:

> *Our university should be supported by advanced technological equipment of each class. (Instructor 12)*

> *Classroom design and equipment supply. Testing and material production office set up. (Instructor 13)*

Furthermore, Instructor 7 is the one who recommends *providing special rooms for interpreter training. Testing and material production office set-up* can contribute to the improvement of the UELTEP, notes Instructor 13. Another theme that was voiced by the participants is related to the Program Instruction of the UELTEP. The responses mainly focus on *changing in assessment system* articulated by Instructor 13, who said that students' evaluation should not be based on multiple-choice test and the other suggestion was *developing students' critical thinking,* proposed by Instructor 8.

According to instructors' responses, there are six aspects of the UELTEP that need to be changed for improvement of the program, which were put under the theme Extracurricular Issues. Four instructors consider that *instructors should not be overloaded with paper work.* The instructors' responses regarding this are presented below:

> *Throw away paper work. Teachers should work on their self-development and they should have time to do it. Nowadays, with a lot of paper works it is extremely impossible. I mean that we are overloaded with documentations (Instructor 1).*

> *Teachers should have more time for self-development but instead they are busy working with excessive documentations. Teachers should not be overloaded with paper work (Instructor 4).*

> *The academic staff should participate in conferences and workshops the teachers should work on self-development not be overwhelmed with paper work; this is how they can prepare qualified language proficient teachers (Instructor 9).*

> *Teachers should not be overwhelmed with documentation preparations instead teachers should be busy with productive lessons preparations (Instructor 12).*

As we can see from instructors' responses, paper work takes their time and prevents them from effective teaching and self-development. The data from open-ended questions

revealed another suggestion from the instructors who proposed that *recruiting native speaking instructors* can contribute to the development of the UELTEP. Three instructors pointed to the usefulness of native speaker instructors. Their suggestions are:

> *In my opinion we should invite some native speakers. Teachers and students can benefit from them. It is a natural way of practicing speaking English (Instructor 10).*

> *There should be at least one native speaker teacher. It will be very useful for teachers and students (Instructor 12).*

Similarly, Instructor 7 suggested *inviting visiting professors from foreign universities* to improve the UELTEP. The 14th Instructor has a similar opinion in terms of recruiting instructors, who considers that *the department is in need of expert instructors for translation courses.* Two instructors expressed their concerns about *instructors' salary* and *students' scholarship.* Related to this, Instructor 10 emphasized that *instructors' salary should be increased.* On the other hand, Instructor 11 stated that *increasing the amount of students' scholarship* can attract more qualified students.

Table 4.12.

Instructors' Suggestions to Improve the Curriculum of the UELTEP

№	Themes	Sub-themes	Frequency of Instructors' Responses
1	Program Content	Increasing the Number of Teaching Related Courses	7 Instructors
		Increasing the Number of Practical Courses	4 Instructors
		Decreasing the Number of Theoretical courses	3 Instructors
		Increasing the Number of Language Related Courses	7 Instructors
		Program Should Be Based on Students' and Instructors' Interests	1 Instructor
		Non-English Courses Should Be Taught in English	2 Instructors
		Decreasing the Number of Mandatory Courses	1 Instructor
		To Arrange Disciplines in accordance with the Staff's Research or Specialized Sphere	1 Instructor
		Students' Language Level Should Be Considered	1 Instructor
2	Program Resources	Provide Classrooms with Technical Equipments	5 Instructors
		Provide Special Rooms for Interpreter Training	1 Instructor
		Testing And Material Production Office Set-Up	1 Instructor
3	Program Instruction	Change in Assessment System	1 Instructor
		To Develop Students' Critical Thinking	1 Instructor
4	Extracurricular Issues	To Invite Visiting Professors from Foreign Universities	1 Instructor
		To Recruit Native Speaking Instructors	3 Instructors
		Increasing Instructors' Salary	1 Instructor
		Increasing the Amount of Students' Scholarship	1 Instructor
		The Department Is in Need of Expert Instructors for Translation Courses	1 Instructor
		Teachers Should Not Be Overloaded with Paper Work	4 Instructors

4.6. Alumnus Interview Responses

Alumnus interviews were of semi-structured type. In the alumnus interviews, the three open-ended questions in the third part of the alumnus questionnaire were directed to the

alumni who graduated in 2018 from the UELTEP. They were requested to state their ideas and beliefs regarding the strong and the weak points of the UELTEP in detail by providing specific examples and evidence. They were also asked to suggest some recommendations for the program improvement.

The qualitative data are obtained through the three open-ended questions in the alumnus questionnaire are presented and analyzed below.

Question 1c: What are the strong points of the undergraduate English language teaching program at the university in Kazakhstan as perceived by the alumni?

The results of the qualitative data show various strengths of the UELTEP. According to data, three broad themes emerged: Program Description; Program Content; Program Instruction; Responses given by the alumni to Question 1c generated two sub-themes grouped under Program Description as a) *instructor qualifications,* b) *mobility program.* A large number of the participants indicated that the UELTEP provides its students with *mobility program,* which allows students to study abroad for one semester. As Alumnus 1 said:

> *I had an opportunity to go to Poland for studying through a mobility program. It increased my motivation to speak English. It helped me to feel confident while speaking English. I think that mobility program was my most important benefit during my enrollment in the UELTEP.*

Alumnus 2 commented:

> *The University sent me to Uludağ University in Turkey for one semester through mobility program. It helped me to gain experience from other teachers in Turkey.*
>
> *The teachers can be considered as a strong point of the UELTEP. They pay attention to different characteristics of students in terms of culture and treat us as if we are their children. They solve any problems gently and when we do not understand the topic, they spend more time on it and work on errors.*

Talking about this issue Alumnus 3 said:

> *The best thing that happened to me is the opportunity to study at one of the best Universities in Poland for one semester in the third year, and in Turkey in the second year for one semester. It was unforgettable for me especially in Poland I immerged into a different culture. I learnt a lot. I am thankful to my university for giving this opportunity to me.*

The participants on the whole pointed to the benefits of *mobility program* to their language skills improvement and motivation. Another strong point reported by 2 alumni is the program's *qualified teachers*. As Alumnus 7 put it:

> *The strong side of the UELTEP is that we have teachers with PhD degree.*

Another participant commented that the instructors of the UELTEP provided them with the knowledge required for language instructors. The interviewee alluded to the fact that they learnt different methods of teaching English due to their instructors (Alumnus 13).

Another theme that surfaced from the participants' responses was the Program Content, which derived the following sub-themes: a) *opportunity to learn two foreign languages as English and Turkish languages;* b) *effectiveness of program components in becoming a teacher;* c) *effectiveness of program components in developing language skills;* three alumni reported the opportunity to learn two foreign languages, which are English and Turkish, as a strong side of the UELTEP. For example Alumnus 8 reported:

> *The UELTEP gave me an opportunity to learn two foreign languages at the same time, English and Turkish. Turkish is taught by native teachers due to this I can speak Turkish fluently.*

When Alumnus 9 was asked about the strong points of the UELTEP, she gave the fact that university is run by two countries, Kazakhstan and Turkey. She added that when she first got enrolled in the program, she could not speak English and Turkish, and that, now after graduation, she can say that she is fluent in both. Talking about this issue, Alumnus 15 said:

> *What to say about the strong sides? May be it is that I learnt not just English but also Turkish. I studied both languages for five years. The first year in the preparatory faculty and the rest in the UELTEP.*

Three alumni pointed to the *effectiveness of program components in becoming a teacher*. Alumnus 18 commented that Methods of Teaching English course was the most useful course that gave her knowledge to become a teacher. Alumnus 20 stated:

> *Methods of Teaching English course contributed to my teaching profession.*

Alumnus 12 indicated that during the course Methods of Teaching English, they practiced teaching. She added that she could practice it two or three times during one semester and it was not enough but effective. The same alumnus expressed positive opinions about the effectiveness of program components in developing language skills. As Alumnus 12 said:

In Practical English lesson we had an opportunity to work on our language skills.

Alumnus 18 also stressed the effectiveness of the Practical Course of Foreign Language to improve her language skills. Alumnus 20 commented that she liked the courses such as Practical Course of Foreign Language, History of English Language and that these courses were useful courses to improve her language skills.

Regarding the strength of the UELTEP in terms of Program Instruction, a recurrent sub-theme in the interviews was a sense amongst interviewees that *school practice* contributed to their teaching profession. Alumnus 10 stated:

> *In the program I mastered how to teach. It provided us with practicing teaching at school in a real classroom. It was the most interesting period during my enrollment in this program.*

Similarly, Alumnus 11 agreed:

> *In the program when we were in the fourth grade we did real teaching in the real classroom. It helped me to feel myself as a real teacher. I think school practice contributes a lot to our formation as a teacher. And now I am a teacher. From the beginning of my teaching career I did not feel very nervous because I knew what the real students are.*

The comment below illustrates one of the alumni's positive attitudes towards *school practice*:

> *We learnt different methods of teaching English. Of course it is different to be a teacher in a real classroom but when we were enrolled in the program we practiced teaching at school and the experience I gained there helped me when I first started to teach as a real teacher (Alumnus 13).*

As can been seen from the comments above, the alumni agreed that *school practice* is effective for their future profession.

Table 4.13.

Alumni's Opinions about the Strong Points of the UELTEP

№	Themes	Sub-themes	Frequency of Alumni's Responses
1	Program Description	Qualified Instructors	2 Alumni
		Mobility Program	12 Alumni
2	Program Content	Two Foreign Languages	3 Alumni
		Effectiveness of Program Components in Becoming a Teacher	3 Alumni
		Effectiveness of Program Components in Developing Language Skills	3 Alumni
3	Program Instruction	School Practice	6 Alumni

Question 2c: What are the weak points of the undergraduate English language teaching program at the university in Kazakhstan as perceived by the alumni?

The alumni were asked to enumerate the weak points of the program. Various themes and sub-themes emerged as regards the weak points of the program. Eight sub-themes emerged from the theme Program Content: a) *overloaded curriculum;* b) *insufficiency of practicing speaking skills; c) lack of motivation;* d) *absence of courses that teach students to how to teach English to young learners;* e) *lack of management skills;* f) *insufficiency of practicing language skills;* g) *insufficiency of practicing writing skills*; and h) *limited number of elective courses.* Furthermore, three alumni pointed out that *curriculum is overloaded*.

As one alumnus said:

> *I think that curriculum is overloaded with extra courses that are not necessary in my future profession. For example we do not need the courses like Culture and Religion, Physiology etc. It was just wasting time. (Alumnus7)*

Talking about this issue, Alumnus 11 said:

> *What did not satisfy me when I was enrolled in the program was the number of theoretical lessons. It was too much to my mind. I cannot even remember the names of those courses. The only thing I can say it was too much. Those courses did not improve our language skills.*

As can be seen from the responses given by the alumni, it can be said that a high amount of the courses that are not addressing their language proficiency skills caused the alumni's disagreements. Four respondents complained about *insufficiency of practice for speaking skills*. With respect to this, some alumni stated:

> *Lack of practicing speaking skills (Alumnus 8).*
>
> *I think we did not have enough opportunity for practicing speaking. (Alumnus 14)*
>
> *Not enough practice of language skills, especially not enough practice of speaking (Alumnus 16).*
>
> *Students are not encouraged to practice speaking English with each other in different contexts. I think that the hours offered for speaking lessons in the curriculum are insufficient (Alumnus 17).*

Four alumni pointed to the *lack of motivation* as a weak side of the UELTEP. About the *lack of motivation*, the alumni told:

> *The weak side of the UELTEP is students' passiveness. I mean that during lessons students do not participate. We just listen to our teachers and take notes of lectures. It was so boring just to listen. I was demotivated. (Alumnus 6)*

> *For example teachers assign projects and we used just to write about the topic and that was enough to get a good mark. Teachers deliver their lectures and then we used to learn them by heart. This way of learning is not motivating. (Alumnus 3)*

> *Lack of some students' motivation was obvious. (Alumnus 9)*

> *Just listening to lectures is not motivating I think. (Alumnus 10)*

The alumni's opinions about *insufficient practice of language skills* were similar to each other. Four alumni complained that they did not have enough practice opportunities for language skills. For example, Alumnus 13 said that she was not sure about the weak sides of the UELTEP, but she mentioned that it might be the *lack of practice opportunities for language skills.*

Two of the alumni noted that they *lack management skills.* Alumnus 12 claimed:

> *Now in my teaching at school I have problems with classroom management. It is hard to control students. I mean to make students listen and learn at the same time is very hard. I think that little attention was paid to teaching management in the UELTEP.*

Another respondent expressed:

> *For example, I am working as a teacher now and I have problems with managing the students. They do not respect us I don't know how to deal with them because we were not taught how to manage students, especially young learners. (Alumnus 21)*

Among the weak points, two alumni pinpointed the absence of courses geared towards teaching English to young learners. In relation to this, Alumnus 20 explained:

> *School practice was very useful but it was really hard to control primary school students. They were very noisy. We did not have courses that teach us to how to teach young learners. I did not know how to behave myself with them. I remember I just felt like leaving the class.*

The next sub-theme extracted from Question 2c was *insufficiency of practice for writing skills.* The following was claimed by Alumnus 19:

> *I can say too little time is devoted to practicing skills. For example too little tasks were given in terms of writing. I was working on developing my writing skills through the Internet because we could not get enough knowledge on writing during our classes.*

One alumnus mentioned that the program *does not offer enough elective courses.*

Several sub-themes were extracted from the theme Program Instruction: a) *boring lessons,* b) *too much theory and not enough practice,* c) *inadequate evaluation,* d) *lack of interaction, e) students' passiveness,* f) *teacher centeredness,* g) *using L1,* and h) *ineffective way of assigning homework. Boring lessons* was foregrounded as another weak side of the UELTEP by one-third of the respondents. With regard to *boring lessons,* Alumnus 3 expressed her opinion:

> *For example teachers assign projects and we just used to write about the topic and that was enough to get a good mark. Teachers deliver their lectures and then we used to learn them by heart. This way of learning is not motivating.*

The following sub-theme under Program Instruction, which students viewed as a weak point of the UELTEP, is *inadequate evaluation*. Three alumni consider that evaluation system is inadequate. The quotes regarding this issue are as follows:

> *I was against of being evaluated through testing system. Especially in the third year it was very tiring for me to be tested. I do not think that testing is a reliable way of assessing the student's knowledge. (Alumnus 19)*

> *I think the assessment of students is also a weak point of the UELTEP. It was 100% exam based. It should not be like that. (Alumnus 3)*

Alumnus 4 feels that exam-based evaluation is not a reliable way of evaluating students' progress. It follows from the alumni's comments that they do not agree to the methodology of assessing students. Among the weak points, one-third of the alumni believe that students deal with theory much more than practice. For example Alumnus 18 stated:

> *Too many theoretical lessons, those lessons were useful and relevant may be to our teaching career but I think practical side had to be emphasized or it had to be connected. For example we should be able to use the theory in practicing teaching.*

Alumnus 21 commented:

> *Our curriculum is full of theoretical courses, instead of practice we are dealing with theory which I consider is not necessary in our profession.*

Two alumni raised the issue of *lack of interaction* during classes. They complained that during classes they did not interact with their instructors and group mates; instead, they listened to lectures and took notes. They expressed that *lack of interaction* demotivated them. Similarly, two alumni thought that *students' passiveness* was the weak side of the UELTEP when they were enrolled in the program. Alumnus 4 stated that they were passive during classes and their interests were not considered. Alumnus 6 said:

> *The weak side of the UELTEP is students' passiveness. I mean that during lessons students do not participate. We just listen to our teachers and take notes of lectures. It was so boring just to listen. I was demotivated.*

The comments above show that *students' passiveness* caused demotivation in their learning process. With regard to *teacher-centeredness'* of the lessons, two alumni expressed their concerns:

> *Some lessons were monotonous mostly teacher centered. I mean the lectures (Alumnus 13).*

> *I think that lectures were teacher-centered (Alumnus 15).*

The statements above show that the alumni have negative opinions on teacher-centered lessons.

An alumnus stressed that *using L1* took place in some lectures, namely Pedagogy, Culture and Religion. She stressed that pedagogical courses should be conducted in English. Alumnus 2 pointed to the *ineffective assignments*. She is critical about the fact that they had to write the summary of a lecture and retell it to an instructor.

The theme Program Resources came out as the weak sides of the UELTEP. *Lack of technological support* was frequently noted as a source of complaints by almost half of the respondents. They stressed that the classrooms are not provided with technological equipment.

The complaints about the *lack of technological support* were as follows:

> *Our classrooms were not provided with technology (Alumnus 2).*

> *No technology in the classrooms (Alumnus 4).*

> *No technological support (Alumnus 5).*

> *Not using technology made lessons more boring (Alumnus 6).*

> *Lack of technology use (Alumnus 8).*

> *Technology was absolutely ignored by teachers (Alumnus 9).*

> *In our classes we did not use technology (Alumnus 14).*

> *There was no technological support in our classrooms, only one classroom we had with an interactive board if I am not mistaken (Alumnus 20).*

It is clear that the alumni regard the absence of technology in the classrooms as a barrier to learning. On the other hand, an alumnus addressed the *lack of using teaching materials* like

video tapes, computers. She added that deficiency of materials, books made them pay for prints and copies. Another respondent reported about *insufficiency of learning resources* in the library. The last theme that emerged from the interview with the alumni under the weak sides of the UELTEP is concerned with Extracurricular Issues. Four alumni complained about the *absence of native speaking instructors,* on which Alumnus 8 stated:

> *I think the absence of native teachers whose native language is English is one of the weak sides of the UELTEP.*

Table 4.14 summarizes the weak points stated most frequently by the alumni.

Table 4.14.

Alumni's Opinions about the Weak points of the UELTEP

№	Themes	Sub-themes	Frequency of Alumni's Responses
1	Program Content	Overloaded Curriculum	3 Alumni
		Absence of Courses That Are Devoted to Teaching English to Young Learners	2 Alumni
		Lack of Teaching Management Skills	2 Alumni
		Limited Number of Elective Courses	1 Alumnus
		Insufficient Practice of Language Skills	3 Alumni
		Insufficient Practice of Speaking Skills	4 Alumni
		Insufficient Practice of Writing Skills	1 Alumnus
		Lack of Motivation	4 Alumni
2	Program Instruction	Lack of Interaction	2 Alumni
		Boring Lessons	7 Alumni
		Ineffective Assignments	1 Alumnus
		Too Much Theory and Not Enough Practice	7 Alumni
		Inadequate Evaluation	3 Alumni
		Students' Passiveness	2 Alumni
		Teacher Centeredness	2 Alumni
		Using L1	1 Alumnus
3	Program Resources	Insufficiency of Learning Resources	1 Alumnus
		Lack of Materials in the Library	1 Alumnus
		Lack of Technological Support	9 Alumni
4	Extracurricular Issues	Absence of Native Speaking Instructors	4 Alumni
		Too Much Paper Work	1 Alumnus

After stating strong the points and the weak points of the UELTEP, the alumni were asked to make recommendations to improve the program.

Research Question 4c: What are the suggestions of the alumni of the undergraduate English language teaching program at the university in Kazakhstan to improve the curriculum?

The alumni's suggestions were categorized into the following four themes: Program Content, Program Instruction, Program Resources, and Extracurricular Issues. The themes generated a number of sub-themes, and the mostly stated ones are related to Program Content. Six alumni suggested that *students' motivation* be increased. Alumnus 3 came up with an interesting suggestion:

> *There are many things I can say about suggestions to improve the UELTEP. First of all students' motivation and involvement should be encouraged. For example when I was in Polish University it was really difficult for me to participate in the lessons actively as Polish students did. I noticed that they felt free in expressing their points of view. They were not obsessed with one system. Students were free to say any of their ideas. For example teachers introduce the key vocabulary and then teachers encouraged brainstorming among students. This way of teaching should be considered by the UELTEP teachers.*

Alumnus 4 suggested:

> *New techniques should be used in order to motivate students,*

Alumnus 5 stressed:

> *Motivation of students should be considered as the most important issue in education. I remember that many students had problems with motivation. They were studying unwillingly.*

The alumni consider *motivation of students* to be very important in the learning process.

Alumnus 19 suggested *using a corpus-based approach*. Five alumni proposed *practicing language skills.* Alumnus 7 stated:

> *Language skills should be practiced as much as possible. The program should graduate students who can speak English fluently. For this reason each language skill should be taught separately, as much as possible. I think it should be taught during each semester.*

The alumni stipulate that language teachers should be proficient in language skills. The following suggestion was made by four alumni: "*Theory and practice should be balanced.*" They feel that a student's success comes with the balance of theory and practice. Three of the interviewees' pointed out that *lessons should be technology-based.* The respondents think that through technology students learn better. Alumnus 3 said:

There should be more technology-based lessons.

Alumnus 6 also pointed out that *technology-based lessons should be increased*. There were suggestions from three respondents that *practicing of teaching should be increased*. Alumnus 11 indicated that students should have more opportunities to practice teaching. Similarly, Alumnus 12 emphasized that a lot of time should be assigned to practice teaching. It was also reminded that *students' autonomy should be considered* by three alumni. With regard to this, Alumnus 8 claimed:

> *I think that student's autonomy should be promoted. For example, when I was enrolled in a preparatory faculty the teacher was using the method when students themselves prepared lessons and there was always discussion part that was really great. I mean that students' interests and autonomy were considered. It contributed a lot to the improvement of my English language skills. That way of teaching motivated me a lot.*

Two alumni mentioned that *methodology lessons should be increased* for the betterment of the UELTEP. Alumnus 7 said that micro-teaching activities as part the course Methods of Teaching English should be increased. Another suggestion was made by Alumnus 21:

> *We should be given more opportunities to practice teaching during the lessons. I could do it only two times during the Methodology course which was taught only one semester.*

Two alumni proposed that *speaking lessons should be increased*. In relation to this, Alumnus 7 stated:

> *The number of speaking lessons should be increased.*

Promoting critical thinking skills was an idea put forward by Alumnus 1. Alumnus 11 said that *practical lessons should be increased*. She stated that the number of *practical course should be increased*. As an example, she pointed to the speaking course. She added that practicing speaking regularly can help students speak English fluently. Alumnus 15's opinion is that the number of elective courses should be increased:

> *I think that the program should offer a variety number of elective courses and students should be able to elect them according to their interests. Even the course is chosen by two students it should be taught to them.*

Alumnus 20 thinks that the UELTEPCK *should offer courses that are devoted to teaching English to young learners*. She expressed her point:

> *Curriculum should cover lessons that aim to teach student teachers to how to teach English to young learners.*

The suggestion that *management skills should be taught* was made by Alumnus 12. She indicated that future teachers should be taught the methods of managing students at different ages and with different characters. *Addition and omission of some courses* is the way of improving of the UELTEP, according to Alumnus 3, who stated:

> *I think that the course Physiology should not be taught in the UELTEP. We had this course during the whole semester. The course Neurolinguistics and Classroom Management could be taught instead of that. Methodology courses should be encouraged as the program is devoted for preparing teachers. Methodology courses can be taught during all semesters.*

She claimed that *benefits from mobility program should be considered* and added:

> *It is good that our University gives its students opportunities to study abroad through mobility program but the benefit from it should be considered as well. For example the students who had opportunities to study abroad should share their experience with the rest of students who did not have such opportunities. It should not be like we talk about our experience with our group mates and that is all, no it should be more formal like giving a seminar to all students and the whole students of the program can benefit from mobility program.*

It is possible to deduce from her comment that the students who did not have opportunities to study through a mobility program did not have opportunities to get benefits of it. It shows that only some individuals had had chances to take part in mobility. The next theme that emerged in relation to Research Question 4c is related to Program Instruction. Five alumni value *students' involvement in classroom conversations* for the improvement of the UELTEP. Regarding this, Alumnus 18 claimed that students should be encouraged to speak in English. Five alumni suggested using *innovative methods*. The alumni's suggestions are follows:

> *I suggest using innovative methods in teaching student teachers. Teachers should guide in terms of gaining knowledge (Alumnus 2).*
>
> *In order to motivate students, innovative methods should be used (Alumnus 15).*

Four are for the principle that *lessons should be student-oriented*. They proposed that it can be the way to improve the UELTEP. Alumnus 1 expressed her opinion:

> *Lessons should be students-oriented rather than teacher-oriented.*

Alumnus 13 agreed:

> *To my mind lessons should be student-centered. Students should be encouraged to discuss, to speak a lot.*

Two alumni suggested *adequate assessment* for the betterment of the UELTEP. Alumnus 3 claimed:

> *Assessment should not be exam-based; at least 60% should be student's involvement. For example I was learning by heart all the theory that was taught during the lessons and could easily pass the exam and get a high mark. I do not think it is the right way of assessment. This knowledge can be forgotten in future.*

In relation to this, Alumnus 19 said:

> *Students should be evaluated in different ways not only testing. For example, their performances during classes can be considered. Assigning projects and its results can be taken into consideration.*

It was suggested that *corpus-based approach can be used* to enhance students' knowledge by Alumnus 19. As an example she said that instructors can use corpus-based approach as in Lodz University where she studied as part of a mobility program. Another theme that emerged from the alumni's responses is Program Resources. Three alumni noted that *classrooms supported with technological equipment* can contribute to the improvement of the UELTEP. The following was stated by Alumnus 4:

> *Classrooms should be provided with technological equipment.*

Alumnus 10 suggested:

> *I suggest modernizing classrooms and lessons by providing the classes with computers, to make it easier for students to understand the lesson. I think it will be easier for teachers too to prepare the lessons. It can facilitate the teaching process.*

The last theme that emerged from students' suggestions is Extracurricular Issues. A common view amongst four alumni was *recruiting native speaker instructors.* Regarding this, Alumnus 5 said:

> *I think that in the department there should be at least two native teachers. Students can practice their language skills with them. Students will be more motivated.*

Commenting on suggestions, Alumni 15 said:

> *There should be at least one native teacher in the department.*

Relatively, Alumnus 21 stressed:

> *Teachers should try to create a real atmosphere for learning English. I can suggest employing a native teacher.*

As we can see from the alumni's responses, it is clear that they think that native speaking instructors can create an environment where students can practice speaking skills. Table 4.15 summarizes the alumni's suggestions to improve the UELTEPCK.

Table 4.15.

Alumni's Suggestions to Improve the Curriculum of the UELTEP

№	Themes	Sub-themes	Frequency of Alumni's Responses
1	Program Content	Motivation of Students	6 Alumni
		Practising Language Skills	5 Alumni
		Theory and Practice Should Be Balanced	4 Alumni
		Promotion of Critical Thinking Skills	1 Alumnus
		Technology-Based Lessons	3 Alumni
		Students' Autonomy Should Be Considered	3 Alumni
		Benefits from a Mobility Program Should Be Considered	1 Alumnus
		Methodology Lessons Should Be Increased	2 Alumni
		Speaking Lessons Should Be Increased	2 Alumni
		Practical Courses Should Be Increased	1 Aumnus
		Practice of Teaching Should Be Increased	3 Alumni
		The Number of Elective Courses Should Be Increased	1 Alumnus
		Curriculum Should Offer Courses That Are Devoted to Teaching English to Young Learners.	1 Alumnus
		Management Skills Should Be Taught	1 Alumnus
		Addition and Omission of Some Courses	1 Alumnus
2	Program Instruction	Lessons Should Be Student-Oriented	4 Alumni
		Students' Involvement in Classroom Conversations	5 Alumni
		Using Innovative Methods	5 Alumni
		Adequate Assessment	2 Alumni
		Using of Corpus-Based Approach	1 Alumnus
3	Program Resources	Classrooms Supported with Technological Equipment	3 Alumni
4	Extracurricular Issues	Recruiting Native Instructors	4 Alumni

4.7. Document Analysis

The educational program and the catalog of courses of the UELTEP were analyzed according to Peacock (2009) in terms of the distributions and the weights of linguistic competence-related courses, pedagogic competence-related courses, and managerial competence-related courses to find out the balance among above mentioned competences. Linguistic competence means language proficiency, pedagogic competence refers to both teaching theory and to teaching practices (theory involves teaching skills plus the essential knowledge of language and language acquisition; practices means teaching, planning for teaching, and reflecting on it afterwards), and managerial competence refers to classroom management skills. Besides, the educational program and the catalog of courses were investigated to identify to what extent the aims and the learning outcomes of the courses match with the overall learning outcomes of the UELTEP. The data obtained contributed to answering the third research question: to what extent is the ELT program fulfilling the expectations of prospective English language teachers?

Analyses of the documents show that pre-service teachers are offered 45 compulsory, 15 elective courses and two practical trainings, two school practices, and pre-graduation practice. The graduates of the UELTEP should complete 264 ECTS by the end of the program. Analyses of the documents revealed that, in terms of the weight of the courses addressing linguistic competence, the UELTEPCK contains 21 compulsory courses (5 of them are related to Turkish language as the second foreign language), 18 compulsory (one of which is related to teaching Turkish language) and 2 elective courses addressing pedagogic competence. The UELTEPCK also contains four elective courses addressing managerial competence. Moreover, it offers 15 courses under the category of others (6 of them are compulsory and 9 are elective). The results in percentages are 35% of courses are linguistic courses, 33% pedagogic courses, 7% managerial courses and 25% of courses are in the category of others. The results related to what extent the aims and the learning outcomes of the courses addressing students' linguistic, pedagogical and managerial competences match with overall learning outcomes of the UELTEP are presented below.

As it was already mentioned, the UELTEPCK offers 60 courses, 15 of which are elective. Students can select four of the offered elective courses. The analysis of the documents revealed that most of the courses addressed the overall learning outcomes of the UELTEP. According to the educational program, there are two main outcomes that the graduate from

EP 5B011900–Foreign Language: Two Foreign Languages should demonstrate. They are the graduate's general and professional competences. The general competence (GC) of the graduate includes five items and professional competence (PC) includes seven items. The results indicate that the courses coded as B.018, B.027, B26.121, B26.101, B26.118, B17.102, B24.112, B17.101, B26.108, B26.186, B17.105, B26.170, B17.111, B26.114, B26.120, B24.108, B26.122, and B24.110 matched with the Learning Outcome GC 1 ("The graduate of the UELTEP will be capable of thinking positively, getting information, analyzing and setting goals, and choosing how to achieve it; can use theoretical knowledge in their own practice through innovative technologies; can define and analyze the changes and outcomes of the current historical, political and cultural"). (The Educational Program 5B011900-Foreign Language: Two Foreign Languages, 2015-2019).

Furthermore, the courses coded as B.003, B, B.088, B.094, B.075, B26.119, B17.103, B17.104, B26.113, B26.115, B26.113, B26.121, B26.111, B26.101, B26.118, B17.102, B17.101, B26.108, B.26.186, B17.105, B26.112, B17.122, B26.170, B17.111, B26,114, B26,120, B24.108, B26.122, B26.103, and B26.117 address the Learning Outcome GC 2 ("The graduate of the UELTEP will be able to communicate oral and written forms; be able to prepare business documents and business records in various fields; capable to use the language as an instrument in oral and written communication in the fields of education, science and social science."). (The Educational Program 5B011900-Foreign Language: Two Foreign Languages, 2015-2019).

The UELTEPCK contains seven courses which address the learning outcome GC 3 ("The graduate of the UELTEP will be flexible in interpersonal communication, striving to achieve good results, will have good critical thinking abilities; will be able to organize educational work in the collective, will be skilled in organization of pedagogical support, formation and diagnostics of children's collective; the organization of educational work with children and the use of innovative educational technologies; professional orientation at school and work with gifted children; solidarity, effective solution of interpersonal conflicts; to be able to use the skills and abilities to improve health and psychophysical behaviors; the ability to organize, manage, adapt, and negotiate conflict situations"). (The Educational Program 5B011900-Foreign Language: Two Foreign Languages, 2015-2019).

By the end of the course coded as B.013, BA degree holders of the UELTEP will be able to act on social responsibility and civic consciousness; will have the ability to think, analyze,

set goals, reach them, work in the group, engage in concerted activities, adapt to changing circumstances, effectively plan and manage time; will be capable at thinking and expressing his/her thoughts in a written and verbal manner, fully express himself/herself; will be fluent in the state and interethnic communication, timely adoption of news as a progressive developer, adapting to changing circumstances; will be fluent in the state language, development of communication skills, accepting the correctness of changing circumstances; will be capable to record his/her opinion in the state and official language, conducting negotiations, optimistic view of the news; will be able to provide his opinion with specific examples, work with computer technology. (CC 4 The Educational Program 5B011900-Foreign Language: Two Foreign Languages, 2015-2019).

According to Professional Competence 1 (PC 1), the graduate of the UELTEP will master grammar, vocabulary, and phonetics of basic foreign language at the level not lower than C2; will be able to communicate freely in a language environment in a basic foreign language; will develop communication abilities, reading, listening, writing and speaking skills with the courses coded as B.003, B.088, B.094, B26.119, B17.103, B17.104, B26.113, B26.115, B26.113, B26.111, B.26.112, (The Educational Program 5B011900-Foreign Language: Two Foreign Languages, 2015-2019).

The courses coded as B.003, B.088, B.094, B.075, B.26.119, B17.103, B17.104, B26.113, B26.115, B26.113, B26.111, and B26.112 matched with PC2 ("The ability to successfully use the foreign language in spoken and written communication; ability to make original texts in oral and written foreign language/languages, depending on conditions of communication; to be fluent in linguistic environment and effectively use different dictionaries; development of communication skills, development of reading and listening skills") (The Educational Program 5B011900-Foreign Language: Two Foreign Languages, 2015-2019).

The following courses coded as B26.121, B26.101, B26.118, B17.102, B24.112, B17.105, B26.170, B17.111, B26.114, B26.120, B24.108, B26.122, B26.103, B26.123, and B17.114 matched with PC 3 ("The ability to understand socio-cultural situation of countries concerned with the main stages of development and learning of foreign languages and literature, and ability to analyze literary texts; self-study of the linguistic phenomena of foreign language and native language; ability to apply the received theoretical knowledge

in practice") (The Educational Program 5B011900-Foreign Language: Two Foreign Languages**,** 2015-2019).

The courses coded as B24.110, B26.123, B26.117, B26.103, B26.122, B24.108, B26.120, B26.170, B17.105, B26.108, B24.112, B17.102, B26.118, B26.101, B.028, B.027, B.026, B.025, B.018, B.010, B.008 matched with PC 4 ("The ability to successfully use and apply information from domestic and foreign sources in state and foreign languages; mastering skills of gathering, generalization, analysis and data storage on new technologies"). (The Educational Program 5B011900-Foreign Language: Two Foreign Languages, 2015-2019).

Analysis of the documents has shown that the courses coded as B.094, B26.119, B17.103, B17.104, B26.115, B26.101, B26.118, B17.102, B24.112, B26.186, B17.105, B17.111, B26.120, B24.108, B26.122, B26.103, B26.117, and B24.110 addressed PC5 ("Theoretical –phonetic, lexical, grammatical– basics of speech and linguistic use of language; ability to compare native and foreign-language data; creative and critical analysis of different directions of linguistic theories") (The Educational Program 5B011900-Foreign Language: Two Foreign Languages, 2015-2019).

Turning now to PC 6 ("Effective use of pedagogic knowledge in foreign language teaching methods and effective organization of the learning process for foreign language learning; the ability to improve and develop knowledge using new teaching technologies"), it was revealed that the courses coded as B17.114, B24.110, B26.186, B26.108, B17.101, B.028, B.027, and B.025 matched the above learning outcome (The Educational Program 5B011900-Foreign Language: Two Foreign Languages**,** 2015-2019).

Finally, the courses coded as B24.112, B17.101, B26.108, and B17.114 were in line with PC 7 ("The ability to analyze cultural diversity and to learn in multicultural environment; ability to apply foreign languages to their professional development; ability to think is formed, able to analyze, set goals and choose how to achieve it") (The Educational Program 5B011900-Foreign Language: Two Foreign Languages, 2015-2019).

It can be concluded from the analyses of the documents that the courses offered in the UELTEPCK addressing students' linguistic, pedagogic and managerial competences generally address the competences and the learning outcomes of the Educational Program of the UELTEP.

4.8. Student Essays

Student essays were collected to elaborate on students' responses to the question "Does the UELTEP reflect its philosophy?" Senior students were asked to choose one of the three options of "Yes", "Partly Yes" and "No", and to write an essay after answering the question above. For this purpose, they were given a one-page paper where the aims of the UELTEP were written. 17 students accepted to write an essay, but only 11 completed the task. More than half of the students answered as "Partly Yes", three students as "Yes" and only one student answered as "No" to the question above. Five themes emerged through analyses of the positive responses which are given below.

The following aims are stated in the Educational Program Document (2015-2019) of the UELTEP:

- To train students who will master two foreign languages, English as the main and Turkish as the second foreign language;

- To be at the forefront of new prosperity in society;

- To be able to independently find, use, and analyze data;

- To live and work rationally and effectively in a rapidly changing world in the face of changes and increasing uncertainty, to be ready for geographical and social consolidation, if necessary;

- To have respect for the ancestral law, traditions, culture and literature of the country, the values, customs and traditions of the Turkic-speaking peoples, education in the spirit of patriotism;

 - To train highly qualified foreign philologists in accordance with international standards and the implementation of professional activities aimed at the personal and social development of students, the coordination of social spheres of the educational process;

- To train highly qualified specialists who are skilled in doing research and who will have abilities to plan, perform, supervise, coordinating interdisciplinary research areas;

- To ensure social and humanitarian education on the basis of knowledge of the laws of socio-economic development of society, the history of Kazakhstan, modern information

technology, the state language, foreign languages as a means of interethnic communication.

In terms of expected learning outcomes of the program, it is said that the graduate of the UELTEP must know the Constitution of the Republic of Kazakhstan, the Law of the Republic of Kazakhstan "On Education", and other regulations related to education; He/she organizes the educational process in educational institutions as a specialist in foreign philology, and participates in the preparation of research projects. The graduate of the UELTEP has the knowledge of the basic rules of history of Kazakhstan, philosophy, ecology and sustainable development, other social sciences and humanities; in-depth knowledge of the state and foreign languages; masters the skills of working with technical and general software as a management tool; masters English language at (B1, B2, C1, C2) levels; knows methods of teaching English and English literature, knows methods of teaching a second foreign language, can do stylistic analysis of a literary work, knows theoretical phonetics of English, theoretical grammar of English, English lexicology of the language; has the knowledge of the main sections of disciplines; the basic knowledge required for the study of professional disciplines; in the study of professional disciplines: must have the knowledge, skills and abilities necessary for the implementation of all types of professional activities in the field of education in two foreign languages (Educational Program Document, 2015-2019, p. 8)

6 students pointed out that the UELTEPCK contains *useful courses*. In accordance with this, Student 2 thinks that courses like Practical English Language, Stylistics, Phonetics, and English Grammar contributed to their language skills. Similarly, Student 3 pointed to the usefulness of the courses such as Practical English Language, Lexicology, Phonetics, and Grammar. Related to this, Student 6 considers that they learnt a lot from the courses like English Language, Stylistics, and Methods of Teaching English that are mentioned in the learning outcomes of the UELTEP. Concerning this, Student 10 added:

> *There are subjects that help us to become educated in terms of culture, philosophy etc. There are useful language related subjects like Lexicology, Phonetics. The course Methods of teaching English contributes to our formation as a teacher.*

It can be seen from students' responses that just over half of the students think that language-related courses can contribute to their future profession.

Three students mentioned that studying in the UELTEP provides them with the *ability to speak and teach two foreign languages at the same time.* The following comment illustrates one of the respondent's point of view related to the theme mentioned above:

> *Yes, I agree that the program reflects its philosophy due to studying in this program I can speak two foreign languages. I think it is an advantage for the specialist in this changing world. As I know Russian and Kazakh languages too, I think I will have more privileges over others I mean the ones who cannot speak four languages like me.* (Student 6)

From this data, we can say that for just under one-third of the students' ability to speak and to teach two foreign languages makes them more privileged than graduates of other universities who do not learn two foreign languages at the same time.

Student 11 said that the UELTEPCK consists of different modules that aim to prepare skilled specialists who will be able to work in a modern society work in this rapidly changing world. She believes that it is an advantage that after graduation they can teach two foreign languages: English and Turkish. Student 9 reported the existence of the *multicultural atmosphere* in the UELTEP. Concerning this, she said:

> *I am myself changed a lot. I can see many positive sides of change. I lived in a village before entering the university but know I am in a multicultural atmosphere. There are many students from different countries and of course it contributed to my worldview. Multicultural atmosphere motivated me to improve my language skills.*

Another positive comment that was given by the same student is *an opportunity to become a competitive specialist* that the students had by the enrollment in the program. She thinks that the university gave them all the opportunities to become a competitive specialist in their professional sphere. She said that she wants to be a teacher and to teach her future students everything that she learnt from the instructors of the UELTEP. She added that she is very thankful to everything that the instructors did for her. There were some negative comments in the data as well. In relation to this, six themes emerged. Just over half of students complained that they had *lack of practicing language skills.* For example Student 1 stipulated:

> *We should take language courses as much as possible. Yes, we took courses as Practical English language all levels but as for me it was not enough. We did not have other opportunities to develop our speaking skills. Only practical courses can contribute to the improvement of our language skills.*

Another argument was shared by Student 2:

I think that the amount of language related courses was not enough. The number of courses related to language skills should be increased. There are many courses that are taught in Kazakh even though they are pedagogic courses they are taught in Kazakh. I don't know why. Those courses should be definitely taught in English or should be removed from the curriculum. It is wasting our time. We spend our time on preparing for exams to pass those courses. The amount of which is too much. Instead we could spend more time four speaking courses. May be only that way we could reach the level C2 as mentioned in the program.

Student 5 emphasized that they did not have enough practice for using the language. She believes that the courses like Phonetics, Grammar, English Language, and Methods of Teaching English were the most effective courses that improved her language skills, but she thinks that these courses had to be taught more. She stressed that the aim of the program is to prepare professionals who can speak English fluently at C2 level. For this reason, the program should stress language improvement courses, she added. Respondent 11 expressed her opinion:

Language or pedagogy related courses should be offered among the elective courses. More we take language courses more chances we have for practising our language skills. The main purpose of the program should be developing students' language skills. Only this way we can be professional users of the foreign language at level C2. I can say that there are many students who cannot use English even at B1 level. How those graduates can teach the language if they do not know it at high level themselves.

Just under one-third of the students complained about some *unnecessary courses* that the UELTEP contains. In accordance with this, Student 1 said that they took courses like History of Kazakhstan, Philosophy, and the like which are listed in the educational program; nevertheless, she thinks that it really takes their time. She reminds us that they already studied about the History of Kazakhstan before university. So it is not necessary she added.

An interesting comment came up from Student 8:

Actually I can say that it reflects its philosophy when it says that the Bachelor of Humanities in two foreign languages must know the Constitution of the Republic of Kazakhstan, the Law of the Republic of Kazakhstan. For this, we took courses like Law Basics, the History of Kazakhstan. But the question is that "Why the student who must focus on developing his/her language skills should spend his/her time for these courses?" Those courses are not the only ones that are not language related. There were many courses like religion, Ecology etc. Yes, I understand that being a teacher requires a broad outlook but the teacher who cannot use the language and cannot teach the language at high level is the worst thing. I cannot say that I cannot teach it and I do not know it but I know there are many things that we missed. I cannot use the English language at the level I

would really want to use. On the other hand, in terms of the Turkish language it is a different story. I know Turkish better than English. Yes, of course similarity of the Turkish language to the Kazakh could influence on it but the thing is that we could practice it more. There were many ways for doing it like native teachers who speak Turkish, friends who speak Turkish among them they were Turkish as well. So what we need in terms of knowing English at the desired level we need more practice. The main aim of the program should focus on developing students' language skills. Increase hours for practicing it.

Student 11 thought that unnecessary courses are offered as elective. She gave the courses like Ecology, Religion, and the like as examples. Two students pointed to *the lack of teaching practice.* As Respondent 1 put it:

Almost 80 percent of graduates after graduation from the UELTEP become teachers. I am going to work at school as a teacher too. So, I consider that practicing teaching should be emphasized. We should have opportunities to practice teaching as much as possible. For example we had a course Methods of teaching English which we took in the sixth semester. That course was very useful we learnt different methods of teaching and we had opportunities to practice teaching but again I should point that it was not enough. We did not have opportunities to practice all the methods that learnt during our lectures. We just learnt the rules but some of them were never practiced. So I don't know how to use them in the real classroom.

Just under one-third of the students referred to the aim of the UELTEP set forth in the Educational Program: training highly qualified specialists who are skilled in doing research and who have the ability to plan, perform, supervise, and coordinate interdisciplinary research areas. Related to this, Student 3 said that even though one of the aims of the UELTEP is that the graduate of the program will have abilities to do research and supervise, there were not courses related to research. Similarly, Respondent 5 recommended:

One of the aims of the program is to prepare professionals in the research area, in accordance with this there should be courses that prepare students to do research. Yes, I had an opportunity towards the end of the fourth grade to prepare my project work but it is not enough. We should take special courses that can provide us with the knowledge how to do research.

Another comment was given by Student 10, whose point of view in relation to courses addressing students' research skills is illustrated below:

There is something that should be stressed is the absence of research related courses. It is said that the graduate of the UELTEP can participate in the preparation of research projects. To be able to achieve this I think that the curriculum should contain research related courses. It is not only writing and defending a diploma. There should be courses

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> *that can teach us to all details of conducting a research. To my mind, some courses that are not related to our profession should be removed.*

There is one more issue that students argued about, that is, *lack of technological support,* which prevents students from mastering the skills of working with technical and general software as a management tool. The comment by Student 3 is the explanation of this argument:

> *It is mentioned that we will be able to use modern technologies. We took the course Information Technologies. We know how to use different Internet resources, we know the basics of using the computer but I can say I don't know the methods of using technology in teaching. One more thing that should be mentioned there was lack of technological support. We did not have enough rooms with modern technological equipment like smart boards.*

Likewise, Student 7 commented that the thing she wants to write is technological issues. "First of all, the classrooms of the UELTEP should be provided with modern technology in order to be able to use innovative methods of learning and teaching a foreign language. Technological support of the UELTEP's classrooms is one of the important ways to achieve learning outcomes in terms of preparing effective language specialists in this rapidly changing world", she said.

The final negative theme that emerged from the data was *low language levels* of the respondents. Student 2 commented about it:

> *In the Educational Program it is said that the graduate of the UELTEP will master English at level not lower than C2. I took a test recently in order to check my language level and it was revealed that my language level is B2. I was frustrated very much and I agree that I am almost a graduate but I can't freely express myself in English. For me it is very difficult to translate texts I comprehend around 60 percent of what I listen and 70 or 80 percent of I I read. But I know that if your English level is at the level of C2 you should understand 100 percent of what you listen and read and speak English fluently. I couldn't achieve this. So I think that the amount of language related courses was not enough.*

Overall, these findings show that even though students think that the program reflects its philosophy, there are some issues that should be addressed in order to help achieve the aims of the UELTEP, which explains a high amount of 'Partly Yes' answers to the question "Does the program reflect its philosophy?" From students' responses it is clear that they think increasing the number and hours of language-related courses, giving more opportunities for practicing teaching, adding research-related courses to the UELTEPCK, and using modern technology in learning and teaching process can be the most effective

ways of helping achieve the goals of the UELTEP. Moreover, they suggest that the main goal of the UELTEP should be developing students' language skills.

4.9. Comparison of Curricula in Turkey and in Kazakhstan

Two sample curricula, one from Turkey and one from Kazakhstan, are compared in terms of the distribution of courses addressing linguistic, pedagogic, and managerial competences to find the answer to Research Question 5:

> What are the similarities and differences between the undergraduate English language teaching program at the university in Kazakhstan and the undergraduate English language teaching program at the university in Turkey?

Firstly, the UELTEP curriculum of each country was studied individually to understand its general outlook in terms of the type of English language teacher it aims to graduate, the length of education, the total number of credits needed for graduation, the practicum length, the school types where the graduates can work at, and the steps they have to take to start teaching officially. The next step was to analyze the content of the courses and to group them under categories of linguistic competence, pedagogic competence, and managerial competence to find out the distribution of courses in the program in terms of balance among the above-mentioned competences. The comparison of the curricula of UELTEPs in Turkey and Kazakhstan revealed similarities and differences given under related headings. The UELTEP in Turkey contains 52 compulsory and 32 elective courses. The elective courses in this program are coded as GK (General Culture), MB (Professional Knowledge), and A (Field Courses). Among the elective codes given above, the pre-service teacher of the UELTEP in Turkey is required to take four General Culture courses, six Professional Knowledge courses, and six Field Courses for graduation from the four-year program. The case in the UELTEP in Kazakhstan shows that pre-service teachers are offered 60 courses, 15 of which are elective. The courses in the UELTEP in Kazakhstan are categorized under the following modules: Basic Compulsory Modules, University Component Modules, Communicative Modules, Block of Professional Modules, School Practice, Final Exam, Pre-Graduation Practical Training, and Additional Course, namely, Physical Training. The graduation from the UELTEP in Kazakhstan requires pre-service teachers to complete 264 credits.

Table 4.16.

Compulsory Courses Addressing Linguistic Competence in the UELTEP Curricula in

Turkey and Kazakhstan

UELTEP in Turkey	UELTEP in Kazakhstan
1. Reading Skills I	1. English Language A2 Level
2. Reading Skills I	2. English Language B1 Level
3. Writing Skills I	3. English Language B2 Level
4. Writing Skills II	4. English Language C1 Level
5. Listening and Pronunciation I	5. English Language C2 Level
6. Listening and Pronunciation II	6. Practical Phonetics of English
7. Oral Communication Skills I	7. Practical Grammar of English I
8. Oral Communication Skills II	8. Practical Grammar of English II
9. Foreign Language I (German, French)	9. Listening and Speaking in English I
10. Foreign Language II (German, French)	10. Listening and Speaking in English II
11. English Syntax	11. English Language History
12. English Literature I	12. English and American Literature
13. English Literature II	13. Practice in Speech Communication
14. Translation	14. Literary Essay in English
	15. English Language Oratory
	16. Basics of Professional Translator
	17. Turkish Language A2
	18. Turkish Language B1
	19. Turkish Language B2
	20. Turkish Language C1
	21. Turkish Language C2

As we can see from Table 4.16, the titles of the courses addressing linguistic competence are quite different. Each language skill course in the the UELTEP in Turkey is titled separately. The case in the UELTEP in Kazakhstan shows that Listening and Speaking skills are taught as one course. It is titled as Listening and Speaking in English. Table 4.16 shows that there are no courses that titled as Reading Skills and Writing Skills in the UELTEPCK. Instead, it contains the course titled Practical English, which allows students to develop their language skills including reading and writing. The table above illustrates that both UELTEPs contain the course Literature and Translation courses. The results obtained from the analyses of the two curricula revealed that the UELTEPCK offers slightly more compulsory courses addressing linguistic competence than the Turkish one does. On the other hand, in terms of elective courses addressing linguistic competence, there is one course titled English in Mass Communication in UELTEP curriculum in Turkey (UELTEPCT), while there is not in Kazakhstani one. An important point that should be drawn from the table above is the second foreign language that is offered in both cases. The Turkish curriculum offers two courses titled Foreign Language I (German, French) and Foreign Language II (German, French). In the Kazakhstani curriculum, students are offered Turkish Language as the second foreign language, the courses namely

Turkish Language A2, Turkish Language B1, Turkish Language B2, Turkish Language C1, and Turkish Language C2.

Comparing the two results shows some differences in terms of compulsory courses addressing pedagogic competence, Table 4.17 which shows that the UELTEPCK offers notably fewer courses than the Turkish one. It can be seen that the UELTEPCT offers 29 courses, three school and teaching practices while the Kazakhstani one offers 18 courses, five training and teaching Practices. Table 4.17 reveals a big difference in terms of teaching-related courses. The UELTEPCT contains many English language teaching-related courses while the Kazakhstani one contains only two: Methods of Teaching English and Methods of Teaching English Literature.

Table 4.17.

Compulsory Courses Addressing Pedagogic Competence in the UELTEP Curricula in Turkey and Kazakhstan

Turkish ELTEP	Kazakhstani ELTEP
1. Information Technologies	1. Psychology and Human Development
2. Introduction to Education	2. Pedagogy
3. Educational Sociology	3. Theory and Methods of Educational Work
4. Educational Psychology	4. English Lexicology
5. Educational Philosophy	5. English Linguistics
6. Instruction Principles and Methods	6. Methods of Teaching English
7. Instruction Technologies	7. Methods of Teaching English Literature
8. Approaches to English Learning and Teaching	8. Methods of Teaching Turkish
9. Linguistics I	9. Linguistics and Cultural Studies
10. Linguistics II	10. Stylistic Analysis of Literary Texts
11. Critical Reading Writing	11. English Stylistics
12. Research Methods in Education	12. Translation Theory
13. English Language Teaching Curricular	13. Theoretical English Phonetics
14. Language Acquisition	14. English Dialects
15. Ethics in Education	15. English Folklore
16. Teaching English to Young Learners I	16. Communicative Culture
17. Teaching English to Young Learners II	17. English Theoretical Course
18. Teaching English Language Skills I	18. Age Physiology and School Hygiene
19. Teaching English Language Skills II	19. Practical Training I
20. Literature and Language Teaching I	20. Teaching Practice II
21. Literature and Language Teaching II	21. Practical Training I
22. Turkish Educational System and School Management	22. Industrial Practice III
23. Testing and Evaluation in Education	23. Pre-Graduation Practice
24. Special Education and Inclusion	
25. Syllabus Design in ELT	
26. Community Service	
27. Preparing Exams in ELT	
28. Teaching Integrated Language Skills	
29. Sociolinguistics and Language Teaching	
30. Guidance at Schools	
31. Teaching Practice I	
32. Teaching Practice II	

The most striking result to emerge from the data concerning the courses addressing pedagogic competence is the dramatic difference in the amount of the elective courses. While the UELTEPCK contains only two elective courses, the Turkish one offers 31 elective courses addressing pedagogic competence. As can be seen from Table 4.18, the Turkish student teachers have more opportunities for developing their pedagogic skills than their Kazakhstani counterparts do.

Table 4.18.

Elective Courses Addressing Pedagogic Competence in the UELTEP Curricula in Turkey and Kazakhstan

Turkish ELTEP	Kazakhstani ELTEP
1. Open and Distance Learning	1. Critical Thinking
2. Child Psychology	2. Sociology
3. Attention-Deficit/Hyperactivity Disorder	
4. Educational Law	
5. Educational Anthropology	
6. History of Education	
7. Drama in Education	
8. Extracurricular Activities in Education	
9. Curriculum Development in Education	
10. Project Preparation in Education	
11. Critical and Analytical Thinking	
12. Education of Hospitalized Children	
13. Inclusive Education	
14. Character and Values Education	
15. Comparative Education	
16. Micro Learning	
17. Museum Education	
18. Learning Environments Outside Schools	
19. Learning Disabilities	
20. Individualization and Adaptation of Teaching	
21. Sustainable Education	
22. Adult Education and Lifelong Learning	
23. Teaching English Lexicon	
24. New Approaches in English Language Teaching	
25. Testing and Assessment of Learning	
26. Drama in ELT	
27. Pragmatics and Language Teaching	
28. English Course Book Evaluation	
29. Materials Development in ELT	
30. World Englishes and Culture	
31. Discourse Analysis and Language Teaching	

Turning now to the similarities and differences between the two curricula in terms of the courses addressing managerial competence, we see that there is one compulsory course titled Classroom Management in the UELTEPCT and there is not any course offered by the

Kazakhstani one. On the contrary, in terms of the elective courses addressing managerial courses, the UELTEPCK offers four courses while there are not any in the Turkish one.

Besides linguistic, pedagogic, and managerial courses, there are some other courses in the two UELTEP curricula for developing students' general competence, which have been placed under the category of courses for general competence. In terms of amount, both UELTEPs are somewhat similar in that the UELTEPCT contains five courses and the UELTEPCK one offers six courses addressing general competence.

Table 4.19.

Compulsory Courses Addressing General Competence in the UELTEP Curricula in Turkey and Kazakhstan

Turkish ELTEP	Kazakhstani ELTEP
1. Principles of Atatürk and History of Revolution I	1. History of Kazakhstan
2. Principles of Atatürk and History of Revolution II	2. Information Technology for Professional
3. Turkish Language I	Purposes
4. Turkish Language II	3. Philosophy
5. Information Technologies	4. Physical Training (I,II,III,IV)
	5. Kazakh (Russian) Language I
	6. Kazakh (Russian) Language II

Additionally, Kazakhstani student teachers are offered nine more courses for developing their general competence among electives: History of Turkic States, Yassawi Studies, Political Science, Culture and Religion, Ecology and Sustainable Development, Fundamentals of Law, Economic Theory, Principles of Atatürk, and Labor Protection. But there are not elective courses addressing general competence in the UELTEPCT.

Analyses of the documents brought about two different attitudes not only teaching courses, but also towards the length of education, the qualification awarded, the school types where graduates can work at, the total number of credits needed for graduation, career prospects, practicum length, and employment conditions. Table 4.20 summarizes the non-course-related similarities and differences between the two UELTEPs in Turkey and in Kazakhstan.

Table 4.20.

Non-course-related Similarities and Differences between the UELTEPs in Turkey and in

Kazakhstan

Country	Turkey	Kazakhstan
Length	4-year program	4-year program
Qualification Awarded	Bachelor's Degree in English Language Teacher Training.	Foreign language: Bachelor of Education in Two Foreign Languages.
Rights to teaching after graduation	Graduates of the program can work as teachers in pre-schools, primary, secondary and high schools.	Graduates of the program can work as a language teacher in the following educational organizations: pre-school; and primary, secondary, professional vocational schools, post-secondary vocational schools. They can perform the required practical functions in the media, other areas of social and humanitarian activities, cultural institutions.
Required credit for graduation	240 ECTS	264 ECTS
End of the program	They can work as English teachers in public schools if they receive a sufficient score in the Civil Servant Selection Exam followed by an oral exam.	Personal application for public or private jobs. Graduates register as unemployed to the Employment Center. They can attend job fair special events or get help from the government, implementing the programs of Youth Practice and With Diploma to the Village.
Length of compulsory practice at school and Training	2 terms 1. Teaching Practice 1 (the 7th semester) 2. Guidance at schools (the 8th semester) 3. Teaching Practice 2 (the 8th semester)	4 terms 1. Practical Training I (the 2nd semester) 2. Teaching Practice II (the 4th semester) 3. Practical Training I (the 6th semester) 4. Industrial Practice III (the 8th semester) Pre-Graduation Practice (the 8th semester)

Table 4.20 illustrates that the duration of study in both programs is the same. Students in both countries can graduate from the program after four years. Turkish student teachers are awarded a Bachelor's Degree in English Language Teaching and Kazakhstani ones Foreign Language: Bachelor of Education in Two Foreign Languages. Interestingly, in both cases they are entitled to work as teachers after graduation. It can be seen from the table that Kazakhstani student teachers have to complete more credits than their Turkish counterparts. In terms of job application after graduation, The Kazakhstani procedure differs from the Turkish one. For example, Turkish graduates are obliged to take the Civil

Servant Selection Exam followed by an oral exam whereas Kazakhstani graduates can personally apply to schools or attend job fair special events or get help from the government-implemented programs of Youth Practice and With Diploma to the Village. Concerning the school practice it can be said that Kazakhstani student teachers have more practicing than Turkish ones.

CHAPTER V

DISCUSSION OF FINDINGS AND CONCLUSION

This chapter covers the discussion of the findings of the study by in relation to the relevant literature, and answers to research questions are discussed. Following the discussion, conclusions and implications for further research are provided. Lastly, the chapter is finalized with a suggested UELTEP for the university in Kazakhstan.

5.1. Discussion of Findings

With respect to the overall findings of the study, it can be said that the participants are partly satisfied with the program. They pointed to some weaknesses that should be eliminated for the betterment of the UELTEP. In addition, the participants put forward a number of recommendations that can contribute to the improvement of the program. Generally, findings of the study showed that the program meets the needs of the students; however, deeper examination of the documents revealed some drawbacks that can be closely related to one of the weaknesses indicated by the participants. Moreover, the examination of two sample curricula documents, one in Turkey and one in Kazakhstan, found some differences and similarities in the distribution of the courses addressing pedagogic, linguistic and managerial competences in the ELTEPs of Turkey and Kazakhstan. It also revealed an interesting example of two different attitudes not only towards teaching courses, but also towards the length of education, the school types graduates where can work at, the total number of credits needed for graduation, and practicum length.

5.1.1. Research Question 1

What are the strong points of the undergraduate English language teaching program at the university in Kazakhstan as perceived by the senior students, the instructors, and the alumni?

The strong points of the UELTEP as perceived by the senior students, the instructors, and the alumni are related to Program's Content, Description, Instruction, Resources and Extracurricular Issues. Specifically, both the students and the alumni pointed to the existence of qualified instructors in the UELTEP as a strong side of the UELTEP. The same strength was observed in a case in Turkey by Coşkun and Daloğlu (2010). The evaluation of an UELTEP in the Turkish Republic of Northern Cyprus (TRNC) also revealed the existence of qualified instructors (Zorba, 2015). However, this strength was not mentioned in Hong Kong case in Peacock (2009). Providing students with a mobility program that gives students an opportunity to study at a foreign university for one term was valued by a many students, the instructors, and the alumni. Moreover, the instructors of the UELTEP have the opportunities for further education, as was stated by instructors.

The qualitative results of the relevant studies in which Peacock's (2009) Model was used did not reveal an opportunity for students in exchange program as the strong point of the UELTEPs although many UELTEPs in Turkey offer this opportunity through Erasmus program. The students of the current study stated that international status of their university is one of the good sides of the UELTEP. One of the reasons to see it as a good side of the UELTEP is the university's funding by two countries and the existence of students from other Turkic countries, which creates a multicultural atmosphere in the UELTEP. Students of the UELTEP seem satisfied with the atmosphere in the department. Three of the interviewees consider that there is a good relationship between instructors and students of the program. The same strength was echoed in Coşkun and Daloğlu, (2010) and Zorba (2015), in which the students pointed to close relationships with the instructors. The findings also revealed the strong points of the UELTEP concerning the Program Content. The students' opinions about the effectiveness of the program components in becoming a teacher aligned with the opinions of the alumni, who underlined the effectiveness of the ELT-coded course as Methods of Teaching English. In the quantitative part, more than half of the students agreed to Item 11 ("The program taught me how to teach English") and a majority of the alumni confirmed it that the program taught them how to teach English. It

can be proposed that the students and the alumni benefited from the course mentioned above that taught them how to teach English. In Coşkun and Daloğlu (2010), the students also highlighted the effectiveness of some methodological courses that contributed a lot to student teachers in becoming a teacher, which is confirmed by an eighty-five percent of agreement to Item 11. Similarly, in Salihoğlu (2012), the program's effectiveness in preparing student teachers to teach English and training in teaching skills was also stressed. This also accords with Hong Kong context in Peacock (2009), where more than half of the participants, and with a significant proportion in the TRNC in Zorba (2015), who agreed to Item 11. In the Bangladeshi context, in Karim et al. (2019), a large proportion of the participants expressed agreement to this item. Both the students and the alumni of the current study indicated the effectiveness of the program components in developing language skills as the strong point of the UELTEP. Specifically, they commented on the impact of the language improvement courses. According to the participants, they are the most effective courses that contribute to their language proficiency. The participants stressed the benefits of such courses as Practical English Grammar, Practical English Phonetics, Practical English Course, Listening and Speaking Skills, and Practice in Speech Communication. Likewise, in Peacock's (2009) study, the students noted that grammar and phonetics are very useful courses in terms of developing students' language skills. Similar findings were revealed in the Bangladeshi context by Karim et al. (2019), in which the students stated that ELT program substantially equipped them with linguistic competence. Most of the instructors of the current study stated that the program has clear goals and updated curriculum. They say that they review it and make changes in the program every four years. Moreover, the instructors consider that the program meets students' needs. The results from the students' questionnaire can almost confirm it because forty-three percent of the participants agreed to Item 21 ("The program met my needs"). However, over half of the alumni expressed uncertainty about this item, which may be due to different factors, e.g., hesitation in their language proficiency. In Coşkun and Daloğlu (2010), nearly half of the participants, in Peacock (2009) nearly one-third, and in Zorba (2015) a large proportion of the participants stated that the program met the students' needs. In Karim et al. (2019), more than half of the participants agreed to Item 21. Three of the alumni reported that an opportunity to learn two foreign languages is the strength of the UELTEP. A minority of the students included *valuable feedback from instructors* and *teaching methods* of the UELTEP as strengths of the program. Only one of the instructors praised that they use *new*

teaching styles and four of the instructors feel that the instructors of the UELTEP have *strong methodological and didactic sides*. *School practice* was another strong point of the UELTEP in terms of Program Instruction, as indicated by the students and the alumni. This finding was also reported by Peacock (2009). This finding confirms the importance of practicing teaching for future teachers. Only one instructor argued that the UELTEPCK is flexible but it was not supported by the students and the alumni. However, in Bangladeshi context by Karim et al. (2019), the students also stated about flexibility of the program. Some other strengths of the UELTEP are related to Program Resources. Interestingly, both the instructors and the students commented about *well-equipped library* where both instructors and students *have access to different educational resources*, *internet support*, and *effective books*. On the other hand, none of the alumni mentioned about this as the strong point of the UELTEP. Among the studies that applied Peacock's (2009) Program Evaluation Model, Program Resources was mentioned as the strength of the UELTEP only in the TRNC by Zorba (2015), specifically the effectiveness of technological support, teaching materials in teaching process, and the existence of a good library. No mention of Program Resources in other studies which followed Peacock's (2009) Model can be due to the speculation that participants are more concerned about the effectiveness of Program Content than other aspects of the program. The other strong sides of the UELTEP elicited from the qualitative part were related to Extracurricular Issues. Two of the instructors stated that about ninety percent of graduates are employed. This statement can be confirmed by the alumni who took part in this study because all of them were employed during the period when the current study was conducted. The same situation can be observed in Zorba (2015) because it was stated that most of the alumni who graduated from the UELTEP in the TRNC work in either governmental or private schools in the TRNC, in Turkey, and in various European countries as well. Three of the instructors believe that the UELTEP has a *qualified teaching staff*, and two of them think that the UELTEP's *students are hard working*. In terms of the students' responses, we can see *travel to campus*, *comfortable dormitories*, and *activities in cultural center* as the strong points of the UELTEP. Students commented that these small things make them feel good and their mood can affect the learning process and they can benefit from it. One student expressed that her study at the UELTEP taught her to be independent. Interestingly, social and academic activities organized by the department were also found as the strength of the UELTEP by Zorba (2015), too.

The quantitative results of the study indicated that the program has good linkage between different courses, that it avoids overlapping information between different courses, and that it is up-to-date according to a great number of the students. However, just over the half of the alumni expressed disagreement to Item 1 ("The program has good linkage between different courses"), almost half of the alumni disagreed to Item 2 ("The program avoids overlapping information between different courses"), and more than half of the alumni expressed uncertainty to Item 6 ("The program is up-to-date"). Different factors are likely to have caused the alumni's disagreements to and uncertainty with these items. For example, in terms of linkage between courses, there are two possible causes for the differences between the students and the alumni. Most probably, the alumni had difficulties with knowledge transition from one course to another while they were studying at the UELTEP. It often happens in learning process that not all students can absorb the knowledge from one course and connect it with the knowledge they get from the other course. Furthermore, the alumni might have had difficulties with linking and applying what they learnt from courses in their teaching profession. Moreover, there are a number of courses that are neither language-related nor teaching-related. The results obtained from the student questionnaire of the current study are in line with those of Zorba (2015), who also found that a significant number of the participants agreed to Items 1, 2 and 6. The same findings were reported by Karim et al. (2019) in terms of Items 1, 2 and 6. Salihoğlu (2012) also found that the UELTEP in Turkey has good linkage between different courses. Under a half of the participants agreed to Item 2 in Coşkun and Daloğlu (2010) and almost two-fifths to Item 1, just over a third to Item 2, and around a half to Item 6 in Peacock's (2009) study. On the other hand, a majority of the alumni showed positive attitudes towards Items 11, 12, 20 and 22 ("The program taught me how to teach English", "The program taught me how to evaluate myself as a teacher", "The program prepared me to teach English in the classroom", and "By the end of the UELTEP, I was ready to teach English". Similar to the results of the current study, Peacock's (2009) study has demonstrated that a large proportion of the participants expressed positive views to Items 11, 12 and 20. Similar findings are revealed in Karim et al. (2019) regarding Items 11, 12, 20 and 22. Coşkun and Daloğlu (2010) found a wider agreement to Item 11. Positive responses came up from a majority of the participants of the UELTEP in the TRNC for the afore-mentioned items in Zorba (2015).

The current study revealed interesting findings from the teacher questionnaire which was conducted in the KUELTEP. All the instructors who took part in the questionnaire gave affirmative answers to all 15 statements. The highest number of agreement came to Statements 3, 4, 5, and 14 ("The program promotes trainee flexibility in using different teaching approaches for different situations", "The program promotes the ability to use, and to adapt, foreign-language-teaching materials", "The program balances received knowledge versus experiential knowledge", and "The students believe the program meets their needs, is relevant to their needs, and adequately prepares them for classroom teaching"). The positive opinions on the items above can be explained with the fact that most of the graduates of the UELTEP are employed, that the students of the UELTEP have an opportunity to practice teaching at school during the study in the program, and that students are provided with mobility program. According to findings in Karim et al. (2019) in the Bangladeshi context, the UELTEP balances received knowledge and experiential knowledge as well. Zorba (2015) also found that the UELTEP in the TRNC promotes trainee flexibility in using different teaching approaches for different situations. The strength that was stated by nearly three quarters of the instructors is about the instructors' perception of the program philosophy. They are of the opinion that the program reflects the program philosophy. The results obtained from the student essays show that the students are partly in agreement with the instructors' opinions. Three of the students indicated that the program reflects its philosophy and seven of them partly agreed to it. The senior students of the KUELTEP consider that the aims, objectives and learning outcomes of the program are stated clearly. However, the results also point to some drawbacks of the KUELTEP, which will be discussed below and suggestions will be made for program developers.

Similar findings were reached in Peacock (2009) and in Zorba (2015) studies. In both studies, it was reported that the program reflects its philosophy.

The major strong points of the UELTEP in Kazakhstan as perceived by the students, the instructors, and the alumni can be summarized as follows:

1. The program has a clearly stated philosophy.
2. The program partly reflects its philosophy.
3. The program has effective components to train teachers.
4. The program has effective components to develop students' language skills.

5. The instructors of the program have strong methodological and didactic skills.

6. The instructors of the program are highly qualified.

7. The program provides effective school practice.

8. The program provides mobility program.

9. Students and instructors have access to a modern library.

10. The program provides a multicultural atmosphere in the department.

11. There is good rapport between the instructors and the students.

5.1.2. Research Question 2

What are the weak points of the undergraduate English language teaching program at the university in Kazakhstan as perceived by the senior students, the instructors, and the alumni?

Along with strong points, several weak sides of the UELTEP were identified from the quantitative and qualitative data obtained from the students, the instructors, and the alumni. The results of analysis of the quantitative data obtained from the alumni show that they mostly disagree to Item 1. More than half of the alumni indicated that the program does not have good linkage between different courses. Generally, analyses of the English language-related course sheets show that there are links among different courses but the existence of a high number of courses that are not related to language or teaching in the UELTEPCK can make the alumni disagree to the above-mentioned statement or maybe they could not transfer the knowledge they gained from one course to another during their study in the program. In Peacock's (2009) study, two-fifths of the students agree, nearly a third of the students neither agree or disagree, and roughly one-quarter of them disagree to Item 1. In Salihoğlu (2012), it was revealed that there is a good linkage among courses.

Although the language and teaching courses were effective as was mentioned in the findings of the current study related to the strengths of the UELTEP, it can be seen from the participants' responses that the time allocated to those courses was not enough. High number of the students criticized insufficient hours allocated to methodology courses. They agreed to the effectiveness of the course Methods of Teaching English. However, the time allocated to this course was not enough, according to the students, causing them not to have enough opportunities for micro-teaching. This response was echoed in one of the instructors' comment, who highlighted the lack of teaching-related courses. For example,

two of the alumni pointed out that there are no courses that can prepare them for the methods and techniques of teaching English to young learners. One of the instructors said that some useful teaching-related courses had been removed. As an example, she referred to the course Psychology of Teaching. The alumni also stressed the absence of teaching management skills. The results from the alumnus questionnaires show that over half of the alumni expressed uncertainty for Item 19, in which the balance between linguistic, pedagogic and managerial courses was asked about. Similarly, almost half of the students neither agreed nor disagreed to this Item. It can be explained with the fact that the UELTEPCK contains managerial courses but they are not directly related to teaching the skills of managing the class. Some alumni complained that they had problems with student discipline during school practice and still they face it while teaching young learners. The alumni also hesitated to respond to Item 13 that asked them if they were taught classroom management skills. Over half of the participants were undecided on this item. The findings from Peacock's (2009) study show that input on classroom management was insufficient and it was recommended that these skills be taught before students go out to do practice teaching. Supporting data were also gathered from interviews administered in Coşkun and Daloğlu's (2010) study, where the students emphasized the lack of teaching practice opportunities. An overlapping finding was reached in Zorba's (2015) study, too, in which the issue of lack of time allocated for the course Practice Teaching was raised. One of the frequent comments by the students, the instructors, and the alumni was related to the insufficiency of hours allocated to language skills courses. Participants believe that language skills-related courses are the most effective ones to develop students' language proficiency. They maintain that prospective language teachers should have an opportunity to practice language skills as much as possible. The results show that speaking and listening skills are taught together but there are not separate courses with the titles of Reading Skills and Writing Skills, but there is a course titled as Literary Essay in English, which deals with the main types, techniques, technologies, and requirements for writing literary essay; and which aims at enabling students to express their thoughts in a literal manner, to teach creative study, and to expand their logical scope. The instructors said that they practice language skills during the course titled as Practice of English Language, which aims to teach four main skills of English language. Considering the relevant literature, in Coşkun and Daloğlu's (2010) study, the findings show that the number of courses addressing student teachers' linguistic competence was not found to be sufficient.

The same was true in Salihoğlu (2012) in terms of lack of language proficiency courses. There are similarities between the attitudes expressed by the participants in Zorba's (2015) study, who commented that the program does not provide sufficient speaking practice.

Lack of elective courses was indicated as another weak side of the UELTEP according to both the students and the alumni. They say that elective courses offered by the UELTEP are not related to their language or teaching proficiency. Among the elective courses that they took were courses as Political Science, Ecology and Sustainable Development, Culture and Religion, and Fundamentals of Law. This result points to another weakness of the UELTEP that caused both the instructors and the alumni to think and to note that the UELTEPCK is overloaded. The alumni thought that they had to take courses that were not related to their teaching profession. They regarded the courses like History of Kazakhstan, Philosophy, and Physical Education as not related to teaching language profession. Moreover, they pointed out that those courses took their time that they could have devoted to improving their language proficiency. They felt overloaded and it caused demotivation, which was indicated as another weakness of the UELTEP by the students, the instructors, and the alumni. The reason for this might have been the content and the language of the courses (they were held in the Kazakh or Russian language). The existence of unnecessary courses was referred to in Zorba (2015), too, for the UELTEP in the TRNC Northern Cyprus. Similar courses as Principles and History of Turkish I and Atatürk Principles and History of Turkish II were deemed as unnecessary by the students in her study. She also attributed the reason for this to the content of the courses.

An important point to be made from students' statements in essay writings is about program aims and objectives that are written in the Educational Program Document of the UELTEP in Kazakhstan. According to the document, the UELTEP aims at training highly qualified specialists who are skilled in doing research, and who have abilities to plan, perform, supervise, and coordinate interdisciplinary research. About this aim, the students noted that there are not courses that are directly related to research. They emphasize the mismatch between the goals and the ways to help realize the goals. Another weakness as perceived by students is students' language proficiency problems. They stress that they have problems with speaking skills. According to students' responses, it seems that the students do not feel free while speaking English. They feel they do not have enough practice of speaking. One of the reasons can be different language proficiency levels of the

students, which was mentioned as a weak side of the UELTEP by the instructors and the students. The students argued that different proficiency levels of students cause students to have problems in developing language skills in the classroom, and focused on listening tasks where different proficiency levels of students take a lot of time. Moreover, it appears that some students have problems in making simple grammatically correct sentences. Instructors also highlighted that different levels of students prevent them from fostering flow in the classroom. These drawbacks can be related to using L1 in the sessions of the language-related courses. The results of the qualitative data from both the students and the alumni show that both the instructors and the students often use L1 during lessons. Particularly, students from Autonomous Republics of Russia have negative views towards using L1 in the classrooms as some of them say that they do not know Kazakh language very well. Language proficiency of students was mentioned in Coşkun and Daloğlu (2010) as well. Regarding this, it was suggested in Coşkun and Daloğlu (2010) that a one-year English preparatory education before taking departmental courses could be necessary for some students. It can be a solution to this situation in the Kazakhstani UELTEP. For example, the students who started their education in the department after one-year English preparatory education are much more successful than the ones who did not have this opportunity. Similar finding concerning the language level difference of the students was revealed in Zorba (2015), who reported a huge gap between some students and unstable learning caused by this. One-third of the alumni indicated boring lessons of the UELTEP as its weakness. Some of them pointed out that there is lack of interaction between the instructors and the students, that the latter are passive, and that lessons are more teacher-centered. For example, the quantitative results regarding this show that just over half of the alumni are undecided about Item 10, which states the program balances teacher-centered and student-centered learning in its courses. In Peacock (2009), most of the participants also neither agree nor disagree to Item 10.

One of the frequently stated complaints by the students is lack of technology use in the classrooms. The students said that they generally listen to the instructors while they are lecturing and only take notes, which makes lessons boring. In Coşkun and Daloğlu (2010), students also complained on the overuse of student presentations as a teaching learning technique. The students say that they need to learn from the instructor as well, not only from their classmates. The participants in Coşkun and Daloğlu (2010) argue that they cannot understand the rationale behind student presentations, adding that everybody is

focusing on his/her own presentation and is missing other important ones. In the Kazakhstani context, the students complain about the fact that they only listen to instructors passively. Concerning this, it can be proposed that what students need is interact with their instructors, and make the learning atmosphere vivid so that both instructors and students can be involved. Instructors should always have an eye on the balance between teacher-centeredness and student-centeredness of the classroom sessions.

The situation in the Kazakhstani context can be related to another weakness that was mentioned by many students, instructors, and alumni of the current study. They stressed that there is lack of technological support in the UELTEP. The participants expressed their negative attitudes towards the classrooms that are not equipped with smart boards. Similar finding was reached in Peacock's (2009) study, too, in which it was suggested that a workroom/computer room be provided for students. The importance of technology use was also mentioned in Zorba (2015): the students marked that the program does not include a course on teaching English with technology, and they emphasized the importance of technology by saying that it covers a very big part of their lives.

One-quarter of the students in the KUELTEP referred to insufficiency of materials, mainly, lack of books. The students reported that they have to copy the lectures that are given by instructors and they use books like English Unlimited and Practical Course of English Language by Arakin. They consider these books old and suggest that there are many new and modern course books that they could use instead. Only one instructor and one alumnus pointed to lack of learning and teaching materials. However, one of the instructors commented about this complaint when she was asked to express her point of view in terms of teaching materials in the KUELTEP. She said that she does not understand why instructors or students complain about insufficiency of teaching and learning materials. She asserted that both instructors and learners have access to different local and foreign resources through the internet and they can easily download any material they need.

Three of the students pointed to inadequate evaluation as a weak side of the UELTEP. They think that it is enough if instructors provide students with feedback regarding their performance by indicating their mistakes and if they only comment on what could be done better instead of grading. According to students' comments, it seems that the marks they get affect their mood negatively because they think it is too strict to be evaluated in this way.

The following issue was one of the frequently mentioned ones by the students, the instructors, and the alumni as one of the weak sides of the UELTEP: the absence of native speaking or mobile instructors is. This finding is surprising because instructors of the UELTEP visit universities in other countries, mainly those based in Turkey, through mobility programs to have experience of teaching. However, there are no instructors who teach in the UELTEP from other countries. At the moment of conducting the current study, there was only one instructor from Turkey. Similar data were also elicited from interviews in Zorba (2015), in which students commented that there should be native speaker instructors in the department. The participants' point of view in terms of native speaker instructors can be explained by students' and instructors' desire to have an opportunity to practice their speaking skills and to have a chance for more input.

Poor salary was another obstacle that three instructors included in the list of weaknesses of the UELTEP. Moreover, three instructors expressed their negative attitudes about excessiveness of paper work and the same point was considered as a weakness by one alumnus. The instructors say that they feel overwhelmed with lots of paper work, which takes their energy and time that they could use for preparing effective lessons. Both the instructors and the alumni referred to the administrative documents that are sent from the administration of the university to the UELTEP to be filled in. One instructor voiced his opinion by stating that there is lack of experienced instructors for translation courses pointing to the importance of translation courses for language students. The other weaknesses of the UELTEP appear to be related to Extracurricular Issues such as *inadequate classroom temperature* as voiced by two students, *inadequate infrastructural facilities,* and *lack of socializing* as marked by one student.

The major weak points of the UELTEP in Kazakhstani context as perceived by the students, the instructors, and the alumni can be summarized as follows:

1. Insufficient hours allocated to methodology courses
2. Insufficient hours allocated to language skills courses
3. Lack of teaching management skills
4. Limited number of elective courses
5. Absence of research-related courses
6. Absence of courses that are devoted to teaching English to young learners
7. Overloaded curriculum

8. Lack of students' motivation

9. Too much theory and not enough practice

10. Different levels of students

11. Students' low language proficiency

12. Excessive teacher-centeredness

13. Inadequate evaluation

14. Students' passiveness

15. Using L1 in classes

16. Lack of interaction during lessons

17. Insufficiency of learning resources

18. Lack of technological support

19. Absence of native speaking instructors

20. Inflexible time table, compulsory attendance

21. Excessive paper work

22. Lack of socializing

5.1.3. Research Question 3

To what extent is the undergraduate English language teaching program at the university in Kazakhstan fulfilling the expectations of prospective English language teachers?

The results of the data show that a bit less than half of the students believe that the program meets their needs. However, almost one-third of the students expressed uncertainty about this question. Almost three quarters of the instructors agreed that the program meets the students' needs whereas just over half of the alumni felt undecided about this question. Nevertheless, the instructors state that over ninety percent of the graduates are employed, that they practice teaching at school in a real classroom, and that students are provided with a mobility program as an opportunity to study in one of the best universities of Turkey or Poland. So it can be said that the program partly meets the student teachers' expectations as there are some drawbacks that should be eliminated so that students to feel more decided about the program's fulfillment of their expectations.

In addition, the results of the document analysis showed that course aims, course contents, classroom procedures, and assignments are in line with the goals and the learning

outcomes of the UELTEP Educational Program, and follows the Matrix of Coordination of Bachelor's Competence on Modules, which instructors of the UELTEP prepare every four years. However, there is a remarkable result from the document analysis in terms of one of the learning outcomes which is mentioned in Educational Program of the UELTEP. It says the following:

> *Training highly qualified specialists who are skilled in doing research and who will have abilities to plan, perform, supervise, and coordinate interdisciplinary research areas.*

The result is somewhat counterintuitive because the UELTEPCK does not contain any comprehensive course that addresses this learning outcome. One exception is Pre-Graduation Practical Training, which students take in the 8th term and lasts only five weeks. The purpose of pre-graduate practice is to complete writing of the thesis or project. The main tasks of pre-graduate practice are: 1) collection, processing and generalization of practical materials on the topic of the thesis or project; 2) analysis of statistical data and practical materials on the topic of the thesis research; 3) formulation of conclusions, patterns, recommendations and suggestions on the topic of the thesis or report and 4) design of the thesis or report in accordance with the established requirements. In short, students write a thesis or report and defend it. During pre-graduate practice, student teachers are introduced to the concept of research for the first time in their lives. Therefore, it is obvious that a five-week period is not long enough to realize the learning outcome given above. In relation to this, students implied that they were not directly taught the basics of research, and they could only consult their supervisors during the process of writing their thesis or report. Considering the results of the document analysis, it can be said that the program partly fulfills the expectations of prospective English language teachers. The same result was found in Peacock (2009) and Salihoğlu (2012), in which participants neither agreed or disagreed to this question. On the contrary, it was found in Coşkun and Daloğlu (2010) and in Zorba (2015) that the program fulfills the students' expectations.

5.1.4. Research Question 4

What are the suggestions of the senior students, the instructors, and the alumni of the undergraduate English language teaching program at the university in Kazakhstan to improve the curriculum?

The senior students, the instructors, and the alumni were asked to make their suggestions on how to reduce the weaknesses of the UELTEP to improving the program. The responses mainly focus on the themes as Program Content, Program Resources, Program Instruction, and Extracurricular Issues. Additionally, the students, the instructors, and the alumni were given the list of courses addressing the students' linguistic, pedagogic and managerial competences that are chosen from the UELTEPCK and from the UELTEPCT. To understand participants' standpoints regarding possible solutions for the improvement of the UELTEP, the participants were asked to specify the courses they thought should be omitted from or added to the UELTEP.

The suggestions made many students, instructors, and alumni are concerned with Program Content and focus on increasing the hours allocated to language skills courses. The common point is to have an opportunity to practice each skill as much as possible. In most of the statements, they implied the importance of language proficiency of future language teachers. Supporting data were also gathered from Zorba's (2015) study, in which language improvement courses were deemed effective. It is believed that those courses help students improve their English language proficiency, and the courses also equip them with adequate knowledge they can use when they teach grammar, vocabulary or pronunciation in the future. For example, Berry (1990) administered a questionnaire to teachers of English and asked them to rank Methodology, and Theory and Language Improvement courses according to what they thought they needed most. The results show that the Language Improvement courses came first in the ranking, followed by Methodology courses. Theory was ranked a poor third throughout. It is clear that non-native prospective teachers consider Language Improvement courses as an opportunity to practice their language skills and that is why they give priority to them. Berry (1990) claimed that "language improvement is a valid aim of teacher training since it: (a) increases teacher confidence; (b) facilitates the use of the target language in the classroom (especially if the teaching is aimed at pedagogic skills); and (c) widens the choice of methodology" (p. 99). Coşkun and Daloğlu (2010) also suggested focusing more on language proficiency to fill in the gaps in student

teachers' linguistic competence. The other frequently stated suggestion by the students, the instructors, and the alumni is increasing hours allocated to methodology courses. Students expressed their opinion by pointing to the importance of teaching-related courses in their future profession. On the other hand, the alumni complained that they had not had enough opportunity for micro-teaching. The course that they had taken, namely Methods of Teaching English, was taught only one semester. Each of the alumni could practice micro-teaching only two or three times. They stress that this amount was not enough for them. Concerning teaching practice, Seferoğlu (2007) explored teacher candidates' reflections on the methodology and practice components of a pre-service English teacher training program in Turkey and reported that the participants did not have enough opportunities for micro-teaching and practice teaching during their study in teacher education program though they had enough methodology courses. The participants of the study carried out by Seferoğlu suggested that there should be more opportunities for micro-teaching and practice teaching. The participants of the current study think that teaching-related courses should be offered each semester because these courses are directly related to their teaching career. In line with these perceptions, it can be proposed that in order for student teachers to benefit from methodology courses, practice should be more stressed than the theory. The importance of teaching practice in teacher education was stressed in a number of studies as well (Enginarlar, 1996; Gao & Benson, 2012; Guyton & Mclntyre, 1990; Mtika, 2011; Richards 2010). Two students recommended adding research-related courses to the UELTEPCK. Referring to the goal of the UELTEP to educate highly qualified specialists who are skilled in doing research and the ability to plan, perform, supervise, and coordinate interdisciplinary research areas, they stipulated that the UELTEPCK should contain research-related courses. The same recommendation was made in Zorba (2015) too. Uzun (2020) investigated the effects of a compulsory research methods course given in the second year of an English Language Teaching (ELT) department at a public university in Turkey and pointed to the necessity of increasing the teaching hours of the Scientific Research Methods course, and to the necessity of decreasing the number of take-home tasks not to overwhelm students, considering that student teachers are introduced to the concept of research for the first time in their lives, and that the teaching process of this course should focus on teaching/learning context of the study. In this case, it is apparent that research courses are definitely perceived positively by students. Moreover, Uzun (2020) claims that research is an immense endeavor on which hundreds of books are

written and a two-hour compulsory course is obviously not sufficient to cover all the content that is within the domain of research methods. According to Darling-Hammond (2017) and Zeichner (2010), research skills provide teachers with autonomy, theory-based decision-making processes, and a sense of integrating research findings and practice (as cited in Uzun, 2020).

The alumni of the current study also argued for students' autonomy, as it was mentioned in Uzun (2020), including research courses can be one of the solutions to promote autonomy. Both the students and the alumni suggested increasing the number of elective courses, and stipulated that they should be related to language and teaching. That the UELTEPCK should offer courses that are devoted to teaching English to young learners was proposed by one alumnus. Both the students and the alumni argued for technology-based lessons, using innovative methods in teaching and classrooms that should be equipped with facilities that can support the teaching and learning process. They suggested it as one of the ways of improving students' motivation. In Zorba (2015), it was also underlined that using technological equipment gives students very good opportunities to learn how to use methods and approaches effectively.

One suggestion of an alumnus is related to teaching management skills. She said it is obvious that a teacher cannot teach effectively if she does not have management skills. There is not a course in the UELTEP that directly teaches classroom management skills. Another recommendation that was proposed by one instructor is decreasing the number of some theoretical courses and instead adding more practical courses, specifically language improvement course as it was mentioned above. Another instructor stated that the courses taught in Kazakh or Russian Languages are to be taught in English, implying the courses that are taught by the instructors of other faculties such as Pedagogy, and Psychology. This suggestion supports that of the students who disagree to the use of L1 in classes and who also wanted the courses mentioned above to be taught in English. Related to this suggestion, Uzun (2015), in his study conducted in Turkey, revealed that students benefited more from the English-medium educational courses (EMEC), compared to the Turkish-medium educational courses (TMEC). Uzun (2015) observed that FL instructors, in local terms, might improve much more (not only their pedagogic skills and abilities but also their linguistic levels) if fewer Turkish educational courses and more foreign language courses occupy the programs. He added that EMEC will contribute both to the knowledge

and efficacy of the teacher candidates and allow for further improvement of the foreign language teaching approaches and methodology as well as for creation of new materials and even philosophies. The alumni stressed that lessons should be student-oriented that students' involvement in classroom conversations should be supported by instructors.

Getting benefits from a mobility program was also considered by an alumnus who had a chance to study through a mobility program. She suggested having benefits of a mobility program from the students who had opportunities to study abroad, stating that they can share their experience and knowledge that they get from a mobility program with the rest of students who did not have such opportunities. She added that she experienced corpus-based approach during learning process in a foreign university and recommended this approach to be used by the UELTEP's instructors in their classes, considering this approach very enjoyable and effective.

It seems that some students are not satisfied with feedback they get from instructors for their performance. They wanted instructors to provide students with more feedback, as they not only want to get grades for their performance but also more clarified and valuable feedback. Klimova (2015) proposes that any kind of feedback which can promote personal and professional growth of an individual and help him identify and realize his strength and weakness, assets, and limitations can lead to better understanding and development of his skills in the future. Moreover, providing constructive feedback can contribute to student's motivation to work on the development of his language skills regularly. Tavil (2012) reported that the feedback given by instructors for any of the stages student teachers demonstrated developed student teachers' teaching skills. Addition and omission of some courses were proposed by an alumnus who stated that courses like Ecology, Economy, Political Science, and some others should be removed, explaining that they are waste of time and that the time that could be filled with language-related courses instead. Another frequently stated suggestion by the students, the instructors and the alumni is recruiting native speaker instructors. The same suggestion is proposed in Zorba (2015) too. This suggestion may be explained by participants' concern about their language proficiency. They believe that they can improve it with a native speaker instructor.

Suggestions of the students, the instructors, and the alumni for the improvement of the UELTEP are summarized as follows:

1. Increasing hours allocated to methodology courses

2. Increasing hours allocated to skills courses Increasing research related courses

3. Increasing the number of elective courses

4. Increasing the number of practical courses

5. Decreasing the number of theoretical courses

6. Program to be based on students' and instructors' interests

7. Non-English courses to be taught in English

8. Management skills to be taught

9. Addition and omission of some courses

10. Decreasing the number of mandatory courses

11. Provision of facilities supporting the teaching and learning process

12. More resources in the library

13. More and richer feedback provision

14. Technology-based lessons

15. Using a target language only

16. Student-oriented lessons

17. Encouragement of student involvement in classroom conversations

18. Using innovative methods

19. Adequate assessment

20. Use of corpus-based approach

21. Students' language levels to be considered

22. To arrange disciplines in accordance with the staff's research or specialized sphere

23. Equipping classrooms with technology

24. Special rooms for interpreter training

25. Testing and material production office set-up

26. Change in assessment system

27. Developing students' critical thinking

28. Expert instructors for translation courses to be employed

29. Inviting visiting professors from foreign universities

30. Recruitment of native speaker instructors

31. Increasing instructors' salary

32. Increasing the amount of students' scholarship

33. Instructors not to be overloaded with paper work

34. Adequate classroom temperature

35. Organizing more educational events

36. Extending the break time after lunch

37. Supporting students with infrastructural facilities

Additionally, the students, the instructors, and the alumni shared their opinions about the courses they thought they need in teaching profession. The participants expressed their views in terms of which courses should be omitted from and added to the UELTEP for its improvement. The results of the questionnaire show that the most desirable courses, according to all students who took part in the study, are Reading Skills, Writing Skills, Listening and Speaking in English, Methods of Teaching English and Teaching Practice (School). This result should be an expected outcome, considering that these courses take the lead in improving students' language skills. The course Methods of Teaching English and School Practice are directly related to their future profession. It explains students' preferences concerning the courses. All 21 alumni of the study preferred the courses Practical English Language, Reading Skills, Practical Phonetics of English, Practical Grammar of English, Writing Skills, Listening and Pronunciation, Oral Communication Skills, English Literature, Listening and Speaking in English, English and American Literature, Practice in Speech Communication, Translation, Approaches to English Learning and Teaching, Linguistics, Critical Reading Writing, English Lexicology, Research Methods in Education, English Language Teaching Curricular, Methods of Teaching English, Methods of Teaching English Literature, Teaching English to Young Learners, Testing and Evaluation in Education, Syllabus Design in ELT, Preparing Exams in ELT, Classroom Management, Teaching Practice (School), New Approaches in English Language Teaching, Testing and Assessment of Learning, Curriculum Development in Education, Micro Learning, Project Preparation in Education, English Course Book Evaluation, Materials Development in ELT, Pedagogy, Educational Psychology, Instruction Technologies, and Critical Thinking. As we can see, the list of desirable courses according to the alumni is much longer compared to the ones of the students. In the list of the courses favored by all of the instructors are Practical English Language, Reading Skills, Practical Phonetics of English, Practical Grammar of English, Writing Skills, Listening and Pronunciation, Oral Communication Skills, English Syntax, English Literature, Listening and Speaking in English, English Language History, English and American Literature, Practice in Speech Communication, Literary Essay in English, English Language Oratory, Translation, Critical Reading Writing, Methods of Teaching

English, Teaching Practice (School), and Critical Thinking. The overlaps between the students, instructors, and the alumni can be observed in language skills courses, Methods of Teaching English, and School Practice. The results from the interviews with the alumni revealed that they find language-related courses as the opportunity to develop their language skills and that the program should offer as many language-related courses as possible. The alumni and students do not fully agree in the following courses: Approaches to English Learning and Teaching, New Approaches in English Language Teaching, Testing and Evaluation in Education, Testing and Assessment of Learning, Micro Learning, Research Methods in Education, Teaching English to Young Learners, Syllabus Design in ELT, Curriculum Development in Education, English Course Book Evaluation, Materials Development in ELT, and Classroom Management.

A difference has been observed between the alumni's and instructors' preferences; for example, the aforementioned courses were favored by all of the alumni while almost three quarters of the instructors and eighty-six percent of the students are of the opinion that New Approaches in English Language Teaching should be taught in the UELTEP. One-fifth of the instructors and almost ninety percent of the students are in favor of Testing and Evaluation in Education; almost six out of ten instructors and ninety-five percent of the students in favor of Testing and Assessment of Learning, one quarter of the instructors and eighty-six percent of the students in favor of Micro Learning; nine out of ten instructors and almost all of the students in favor of Research Methods in Education, slightly more than one-third of the instructors and more than four-fifths of the students in favor of Teaching English to Young Learners; a quarter of the instructors and ninety-three percent of the students in favor of Syllabus Design in ELT; just over two-thirds of the instructors and ninety percent of the students in favor of Curriculum Development in Education; slightly more than two-thirds of the instructors and eighty-four percent of the students in favor of English Course Book Evaluation; almost four out of five instructors and eighty-six of the students in favor of Materials Development in ELT; and over one-third of the instructors and over four-fifths of the students in favor of Classroom Management suggested these courses to be included to the UELTEPCK. The courses listed so far in this paragraph cover the most fundamental skills that future language teachers will need in the execution of their profession of English language teaching. Similar to the results of the current study, in Berry (1990), the methodological courses were ranked by the students as the most favorable courses after language improvement courses. Berry (1990) suggests that

language improvement is not just a valid and often essential part of in-service teacher training courses but that it can have a central role in conjunction with a methodology component. Instructors' opinions can be explained probably due to their thoughts that the courses that already exist in the UELTEPCK are enough and student teachers know how to adapt and use foreign language teaching materials. The results obtained from the teacher questionnaire show that almost ninety percent of the instructors agreed to Item 4, which states the UELTEP promotes the ability to use and adapt foreign language teaching materials while most of the alumni and over two-thirds of the students expressed uncertainty about this item. In the same vein, a large number of the instructors feel that student teachers know how to use different teaching approaches for different situations (Item 3) whereas more than half of the alumni feel undecided about Item 9, which states the UELTEP promotes flexibility in using different teaching practices for different situations. Similarly, the responses of instructors and alumni differ in terms of the balance between teaching linguistic, pedagogic and managerial competences. For example, more than half of the instructors agreed to Item 15, which states the UELTEP incorporates and balances linguistic, pedagogic, and managerial competences to an appropriate degree. In contrast, more than half of the alumni expressed uncertainty about Item 19 that states the UELTEP has a good balance between the teaching of English, teaching skills and classroom management skills. Moreover, the alumni stated that they had difficulties with classroom management during teaching practice at school. The alumni also felt undecided about Item 17, which states the UELTEP taught students foreign language testing and evaluation skills. Thus, the results obtained from the questionnaire can be the explanation for the difference between the instructors' and the alumni's preferences in the courses that are mentioned above. The following courses are indicated as the most desirable by all of the instructors. For example, Practical English Language which was favored by almost all of the students, all of the instructors, and all of the alumni, Practical Phonetics of English by a significant number of the students, all of the instructors, and all of the alumni; Practical Grammar of English by a large proportion of the students, all of the instructors, and all of the alumni; Listening and Pronunciation by more than three-quarters of the students, all of the instructors, and all of the alumni; Oral Communication Skills by approximately three-quarters of the students, all of the instructors, and all of the alumni; English Syntax by more than half of the students, all of the instructors, and a large number of the alumni; English Literature by a significant number of the students, all of the

instructors, and all of the alumni; English Language History by a high number of the students, all of the instructors, nine out of ten of the alumni; English and American Literature by a significant majority of the students, all of the instructors, and all of the alumni; Practice in Speech Communication by almost all of the students, all of the instructors, and all of the alumni; Literary Essay in English by a significant proportion of the students, all of the instructors, and nine out of ten of the alumni; English Language Oratory by a majority of the students, all of the instructors, nine out of ten of the alumni; Translation by almost all of the students, all of the instructors, and all of the alumni; Critical Reading Writing by almost three-quarters of the students, all of the instructors, and all of the alumni; and Critical Thinking by nine out of ten of the students, all of the instructors, and all of the alumni. As the results show, the instructors and alumni agree that the following courses are vital for a quality pre-service UELTEP: Practical English Language, Practical Phonetics of English, Practical Grammar of English, Listening and Pronunciation, Oral Communication Skills, English Literature, English and American Literature, Practice in Speech Communication, Translation, Critical Reading Writing, and Critical Thinking. A slight difference can be observed between the instructors' and students' preferences in courses as Practical English Language, English Literature, English and American Literature, English Language History and Literary Essay. However, there is a noticeable difference between the instructors and students in terms of the opinion that the following courses are vital for a quality pre-service UELTEP: English Syntax, English Language Oratory, Critical Reading Writing, Oral Communication Skills, and Listening and Pronunciation. The number of the students who want these courses to be taught in the UELTEP is much less than that of the instructors. The course English Language Oratory is the one which is offered in the UELTEPCK and, according to the result above, probably only almost three quarters of the students say they could benefit from it. In terms of the other courses, it can be proposed that the students' choices are related to the contents of the courses and they consider the courses Reading Skills, Writing Skills and Listening and Speaking in English rich enough to improve their language skills. Moreover, they want the hours of language improvement courses to be increased. The courses Introduction to Education, Educational Sociology, Educational Philosophy, Age Physiology and School Hygiene, Record Keeping in the Kazakh Language, Acmeology, Fundamentals of Personal and Social Achievements, and Basics of Life Safety are the ones that all the instructors suggested omitting from the UELTEPCK. Their suggestion is in line with the alumni's in

terms of the courses Age Physiology and School Hygiene, Record Keeping in the Kazakh Language, Acmeology, Fundamentals of Personal and Social Achievements, and Basics of Life Safety. Furthermore, a considerable number of the students wanted the courses above to be omitted from the UELTEPCK. These results are likely to be related to the fact that these courses are not taught in English language and that the participants do not think that they are related to language teaching profession. Similarly, the results in Uzun's (2015) study revealed that the courses which are conducted in Turkish language were found to be less beneficial by the student teachers compared to the courses that are taught in English language. The most possible explanation for these results is that language teachers are concerned with their language proficiency and they probably think that the major skill that they should focus on during their study in the program is their language skills.

5.1.5. Research Question 5

What are the similarities and differences between the undergraduate English language teaching program at the university in Kazakhstan and the undergraduate English language teaching program at the university in Turkey?

The comparison of the documents of the two sample curricula, one in Turkey and one in Kazakhstan in terms of finding the differences and similarities in the distribution of the courses addressing pedagogic, linguistic and managerial competences shows that the UELTEP curriculum in Turkey (UELTEPCT) contains 52 compulsory and 32 elective courses, offering its students 14 compulsory linguistic courses, two of which are devoted to the foreign language. The curriculum in the Kazakhstani UELTEP (UELTEPCK) contains 60 courses, 15 of which are electives. It offers 21 compulsory courses addressing linguistic competence of the students, and five of them are devoted to the second foreign language learning. According to the results, it is revealed that the UELTEPCK offers slightly more compulsory courses addressing linguistic competence than the UELTEPCT. However, among elective courses addressing linguistic competence, there is one the UELTEPCT, titled English in Mass Communication while the UELTEPCK does not contain any. Moving on to the courses addressing pedagogic competence, we see that the UELTEPCT consists of 32 compulsory courses whereas the UELTEPCK contains 23, which means student teachers in the UELTEP in Turkey have a chance to develop their pedagogic skills more than their counterparts in the UELTEP in Kazakhstan. The following result is

somewhat counterintuitive in terms of the difference between the courses addressing pedagogic competence among elective courses. Comparing the two results show a dramatic difference in the amount of elective courses addressing pedagogic competence. While the UELTEPCK contains only two courses, the UELTEPCT offers 31 elective courses addressing pedagogic competence of students. Students in the UELTEP in Turkey are more fortunate in terms of the variety of elective courses addressing their pedagogic skills.

A comparison of the two results reveals the difference among the courses addressing students' managerial competence. It shows there is one compulsory course titled Classroom Management in the UELTEPCT, which directly teaches classroom management skills in language teaching and there is not any course offered by the UELTEPCK. On the contrary, in terms of elective courses addressing the managerial courses, the UELTEPCK offers four courses that are not directly related to teaching classroom management skills in language teaching. There are not courses among electives addressing students' managerial competence in the UELTEPCT.

Besides the courses addressing linguistic, pedagogic and managerial competences, both curricula offer courses that address students' general competence. The amount and the contents of the courses are somewhat similar in both the UELTEPCT and the UELTEPCK; for example, there are such courses as History, State Language, and Information Technology in this category. Thus, the UELTEPCT contains five courses and the UELTEPCK offers six courses to student teachers addressing their general competence. Additionally, student teachers in the UELTEP in Kazakhstan are offered 9 more courses for developing their general competence among electives, namely, History of Turkic States, Yassawi Studies, Political Science, Culture and Religion, Ecology and Sustainable Development, Fundamentals of Law, Economic Theory, Principles of Atatürk, and Labor Protection. Contrarily, there are not elective courses addressing general competence in the UELTEPCT.

A comparison of the two curricula revealed two different attitudes not only towards courses, but also towards the length of education, the qualification awarded, the school types where graduates can work at, the total number of credits needed for graduation, career prospects, and practicum length. For example, graduation from the UELTEP in both cases requires a four-year study in the program and completion of 240 ECTS in the UELTEP in Turkey and 264 in the UELTEP in Kazakhstan. Compulsory practice at school

and training in the UELTEP in Turkey are two terms in duration and in the UELTEP in Kazakhstan are four terms. After graduation, in the UELTEP in Turkey awards its graduates the qualification Bachelor's Degree in English Language Teaching whereas the UELTEP in Kazakhstan awards a Bachelor's Degree of Education in Two Foreign Languages. Moreover, graduating from UELTEP gives the graduates rights to work as a language teacher in primary, secondary and high schools in Turkey while graduates of the UELTEP in Kazakhstan can work as a teacher in educational organizations as pre-school, primary, secondary, professional vocational schools, and post-secondary vocational schools.

The most striking result to emerge from the data is the difference between two UELTEPs. The UELTEP in Turkey offers more courses addressing pedagogical competence of prospective teachers than the UELTEP in Kazakhstan, especially in terms of English language teaching methodology courses. Similarly, Diaz and Arıkan (2016), in their study on comparison of the UELTEPs Argentina and Turkey, pointed to a great difference in amount between the courses addressing pedagogic competence of prospective teachers. Diaz and Arıkan (2016) revealed that prospective teachers in Turkey take 11 courses related to language teaching methods or pedagogy while their Argentinean counterparts take only two. Seferoğlu (2006) reported that the redesigned UELTEP in Turkish context stressed on teaching methodology and teaching practice as well. One unanticipated finding to be discussed in terms of the differences between the UELTEP in Kazakhstan and the UELTEP in Turkey is the fact that such courses as Teaching English to Young Learners, Testing and Evaluation in Education, Curriculum Development in Education, Syllabus Design in ELT, English Course Book Evaluation, Testing and Assessment of Learning and Classroom Management are absent in the UELTEP in Kazakhstan whereas in the UELTEP in Turkey offer them to students. These absent courses are vital in developing student teacher's skills, and can contribute to the mastery of teaching and prepare prospective teachers to be able to adapt and evaluate materials and to manage classrooms in different contexts. For example, the results in Tavil's (2012) study show that the students find the contents of the courses geared towards teaching young learners very constructive because the content and the practices covered in the course enable the student teachers not only to develop and to adapt a variety of materials but also to distinguish the learning differences of young learners from those of the adults.

5.2. Conclusion

The study aims to evaluate a UELTEP in Kazakhstan in terms of strong and weak sides of the program from the perspective of the students, the instructors, and the alumni of the program. It also attempts to find out the extent to which the program is fulfilling the expectations of prospective English language teachers, as well as to gather the students', the instructors', and the alumni's suggestions that can contribute to the improvement of the program. Moreover, the study intends to detect the similarities and differences between universities in Kazakhstan and Turkey considering that findings can contribute to the development of the UELTEP. To this end, the study applies Peacock's (2009) evaluation model to evaluate an UELTEP in Kazakhstan that has not been evaluated before. 128 participants took part in the study: 88 student teachers, 19 instructors, and 21 alumni. The data for the study were collected within two phases: first, collecting the quantitative data through a questionnaire for the student teachers, the instructors, and the alumni; second, gathering qualitative data through interviews with the student teachers, the instructors, and the alumni. A questionnaire with three sections was distributed to all of the participants. The first section is focused on demographic information about the participants. The second section is intended to identify the participants' perspectives on the effectiveness of for internal evaluation of the UELTEP. The third section is intended to investigate the participants' opinion about the courses' omission from and addition to the UELTEP to understand their standpoints regarding possible solutions for the improvement the quality of the UELTEP. In the qualitative phase, during the interviews the participants were asked questions to get more in-depth qualitative data about strong and weak points of the UELTEP, as well as some suggestions for its improvement. Student teachers were also asked to write an essay to find out if the UELTEP reflects its philosophy. Furthermore, course policy sheets, and educational program documents were analyzed to get data concerning the balance between linguistic competence, pedagogic competence, and managerial competence. Additionally, the goals of the courses, classroom procedures and learning outcomes were compared with the objectives and the overall learning outcomes of the department which are stated in educational program document in order to reach more reliable data by crosschecking data to find out the extent to which the program is fulfilling the expectations of prospective English language teachers. Finally, two sample curricula,

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one from Turkey and one from Kazakhstan, were compared to reveal similarities and differences in the distribution of courses in the program in terms of linguistic, pedagogic and managerial competences.

This study has identified various strong points of the UELTEP in Kazakhstan as perceived by the students, the instructors, and the alumni. One of the strong points to emerge from the data is the statement that the program has a clearly stated philosophy as was mentioned by the instructors. They pointed out that they regularly update the UELTEPCK and set clear goals and objectives. The students reported that the program partly reflects its philosophy. They indicated one of the goals of the program that aims at training highly qualified specialists who are skilled in doing research and who will have abilities to plan, perform, supervise, and coordinate interdisciplinary research areas. However, they report that the UELTEPCK does not contain a research course that can contribute to the realization of the goal mentioned above. The program has effective components for preparing teachers. It is also believed that the program has effective components for developing students' language skills, that the instructors of the program have strong methodological and didactic skills, that the instructors of the program are highly qualified, that the program provides with effective school practice, that the program offers mobility program, that students and instructors have access to a modern library, multicultural atmosphere in the department, and that there is good rapport between the instructors and the students.

The research has also shown the UELTEP's shortcomings as perceived by the students, the instructors, and the alumni. Insufficient hours allocated to methodology and language skills courses were the most frequently stated weak points of the UELTEP. Both the students and the alumni stressed the usefulness of the language improvement courses and the course Methods of Teaching English. However, they complained that the hours allocated to these courses were not sufficient. For example, the course Methods of Teaching English was taught only one semester. The alumni reported that one semester was not enough for them to develop their teaching skills. One of the major weak sides of the UELTEPCK is the lack of elective courses. According to the participants' opinion, it can be said that the number of elective courses that are offered in the UELTEPCK is limited. Moreover, they stressed that none of them is related to the improvement of language or teaching skills of the students. It was found that the UELTEPCK does not contain courses that are directly related to

teaching management skills. The study has also identified the absence of research-related courses in the UELTEP. It can be seen that there are not courses that can teach the basics of research. The alumni also commented on the difficulties they have in teaching young learners at schools, pointing to the differences between teaching in real classrooms and practice teaching during study in the UELTEP. They highlighted the absence of the course that can teach students to the skills of teaching young learners. The evaluation of the UELTEP has revealed that the students, the instructors, and the alumni find the UELTEPCK overloaded with unnecessary courses like Philosophy, History of Kazakhstan, Age Physiology and School Hygiene, Physical Education, Ecology, Sociology, Basics of Law, Political Science, and the like. Students' low motivation was also considered as one of the weak points of the UELTEP. The alumni stressed that the number of theoretical courses exceeds the number of practical courses. By practice they mean practicing language and teaching skills. Different levels of students seem to be an obstacle to achieving progress in the classroom as was stated both by the students and the instructors. 12 students out of 88 mentioned about language proficiency of the students, considering the existence of students who have difficulties with making up grammatically correct sentences. There were also comments about teacher-centered sessions indicating the lecturing process in which a teacher delivers the lectures while a student only takes notes. The participants stressed the passiveness of the students and pointed to the lack of interaction between instructors and students during some lessons. The students and the alumni say that some pedagogical lessons are taught in Kazakh or Russian and stress its ineffectiveness. They feel that lessons should be conducted in English in departments where the main language is English, which can contribute to their language improvement as well. The issue of inadequate evaluation was stressed by three students and three alumni. They think that their performance should not be determined only through grading, noting that students should be provided with valuable feedback that can help them recognize their weak points and what to do to achieve a progress. The results of the interviews also showed that instructors do not incorporate technology in the classroom. The students believe that both instructors and students should take advantage of 21st century technology. These results are likely to be related to the lack of technological support of classrooms. A majority of the students, the instructors, and the alumni complained that classrooms are not equipped with technology. According to the participants, it is clear that learning and teaching materials are not sufficient. The students

stressed that they still use old course books and always make copies of the lectures. One of the repeatedly stated weaknesses was the absence of native speaker instructors as perceived by the students, the instructors, and the alumni. The instructors and the alumni complained about the excessiveness of paper work related to the department and faculty issues. Finally, three students were bothered by inflexible time table and compulsory attendance, one student by lack of socializing and one student by inadequate infrastructural facilities.

The results of the data analysis show that a bit less than half of the students believe that the program meets their needs. However, slightly more than one quarter of them expressed uncertainty about this question. In the case of the alumni, it is revealed that just over half of them felt undecided about this question whereas almost three quarters of the instructors agreed that the program meets the students' needs. It seems that the positive results from instructors' data are due to the instructors' statements which show that over ninety percent of the graduates are employed, and that they also practice teaching at school in a real classroom. Furthermore, students are provided with a mobility program, which gives them an opportunity to study in one of the best universities of Turkey or Poland.

In addition, the results of the document analysis showed that the aims of the courses, content, classroom procedures, and assignments are parallel to the UELTEP' Educational Program's goals and learning outcomes. Moreover, it is in line with Matrix of Coordination of Bachelor's Competence on Modules, which instructors of the UELTEP prepare every four years. However, there is a remarkable result that is counterintuitive with one of the goals of the UELTEP which is about training highly qualified specialists who are skilled in doing research and who will have abilities to plan, perform, supervise, and coordinate interdisciplinary research areas. This discrepancy can be attributed to the absence of research-related courses in the UELTEP.

Considering the results obtained from the questionnaires and document analysis, it can be said that the program partly fulfills the student teachers' expectations. There are some shortcomings that should be considered and then eliminated.

The participants of the study also made various suggestions for the improvement of the UELTEP. The students, the instructors, and the alumni suggested increasing hours allocated to methodology and language improvement courses pointing to the importance of language and teaching skills in a teaching profession. Concerns were also expressed in terms of elective courses. Increasing its number was one of the frequently stated

suggestions. Moreover, they stressed that elective courses should address their linguistic, pedagogic and managerial competences. The instructors suggested increasing the number of practical courses, and proposed that the courses addressing students' pedagogic competences should be taught in English so that two goals can be accomplished at once pointing to the improvement of linguistic and pedagogic competences. Similarly, the students proposed that courses that are delivered in Kazakh or Russian languages should be held in English, arguing for using only English during classes. The alumni put forward adding courses that address students' managerial skills, emphasizing the lack of that skill, which they face in their teaching profession in real classrooms. Additionally, they argued for the necessity of the courses that can teach students the peculiarities of teaching English to young learners. The students recommended adding research-related courses to the UELTEPCK. A great number of the students and the alumni advocated the methodology courses such as Approaches to English Learning and Teaching, Testing and Evaluation in Education, Syllabus Design in ELT, Preparing Exams in ELT, New Approaches in English Language Teaching, Testing and Assessment of Learning, Curriculum Development in Education, Micro Learning, Project Preparation in Education, English Course Book Evaluation, and Materials Development in ELT. Likewise, they recommended the courses like Age Physiology and School Hygiene, Record Keeping in the Kazakh Language, Acmeology, Fundamentals of Personal and Social Achievements, and Basics of Life Safety to be omitted from the UELTEP. The students also wanted the UELTEP to encourage students' involvement in classroom conversations, to make lessons student-oriented, technology based, to use innovative methods, to use corpus-based approach, to promote students' critical thinking, and to provide more feedback that can help in increasing students' motivation. One of the instructors is for considering students' language levels before they start their education in the UELTEP. She thought that if all students complete the language preparatory faculty before study in the UELTEP, this can help solve this problem. There were also suggestions in terms of program resources. A majority of the participants argued for supporting the teaching and learning process with different facilities that can contribute to the development of the UELTEP. A recurrent suggestion by a significant number of the participants in the interviews was recruiting native speaker instructors and visiting professors through a mobility program. One of the instructors stressed the necessity of expert instructors for translation courses. The instructors proposed a decrease in the amount of paper work that makes them to feel overwhelmed.

Overall, the participants of the study strongly believe that the suggestions proposed by them can contribute important insights for the betterment of the UELTEP.

The study has also identified the similarities and differences between universities in Kazakhstan and in Turkey in terms distribution of the courses among pedagogic, linguistic and managerial competences. Moreover, it revealed two different attitudes not only towards teaching courses, but also towards the length of education, the qualification awarded after graduation, the school types where graduates can work at, the total number of credits needed for graduation, career prospects and practicum length. It was revealed that in both contexts students can graduate from the UELTEP after completing 8 academic terms. The UELTEP in Turkey requires completion of 240 ECTS and the UELTEP in Kazakhstan 264. The findings show that compulsory practice at school and training in the UELTEP in Turkey are two terms in duration and in Kazakhstan four terms. After graduation the UELTEP in Turkey awards its graduates with the qualification Bachelor's Degree in English Language Teacher Training and the UELTEP in Kazakhstan awards a Bachelor's Degree of Education in Two Foreign Languages. Furthermore, graduating from the UELTEP gives the graduates rights to work as a language teacher in primary, secondary, high schools, and university preparatory schools in Turkey and in Kazakhstan one they can work as a teacher in educational organizations as pre-school, primary, secondary, professional vocational schools, and post-secondary vocational schools. The comparison of two sample curricula documents of the two UELTEPs identified that the UELTEP in Turkey contains fewer compulsory but more elective courses than the UELTEP in Kazakhstan. The amount is somewhat similar in terms of the courses addressing students' linguistic competence in both curricula. However, the results of the comparison show a dramatic difference in the amount of courses addressing pedagogic competence. Results of the comparison show that students in the UELTEP in Turkey are more fortunate in terms of developing their pedagogic skills than those in the UELTEP in Kazakhstan. The findings indicate that the UELTEP in Turkey offers much more courses addressing pedagogic competence of prospective teachers than those in the UELTEP in Kazakhstan, especially in terms of English language teaching methodology courses. There are various methodology courses in the UELTEP of Turkey while in the UELTEP in Kazakhstan there is only one which is taught only one semester. Another finding is the difference among the courses addressing students' managerial competence. It shows there is one compulsory course titled Classroom Management in the UELTEPCT, which directly

teaches classroom management skills in language teaching while there is not any in UELTEPCK. However, UELTEPCK offers courses addressing students' managerial skills among electives though they are not directly related to managerial skills in language teaching. Besides the courses addressing linguistic, pedagogic and managerial competences, both curricula offer courses that address students' general competence. The amount and the contents of the courses are somewhat similar in both contexts. Additionally, there are more courses among electives in the UELTEPCK that address students' general competence. One of the most significant findings to emerge from comparison of two curricula is the number of foreign language teaching methodology courses offered in the UELTEPCK is too small to meet the needs of the prospective teachers in many aspects, compared to the program employed in Turkey.

5.3. Implications of the Study

The findings of this study have significant implications for future ELT-coded courses for the improvement of undergraduate English language teaching education programs and for language program evaluation research.

5.3.1. Implications for future ELT-coded courses for the improvement of undergraduate English language teaching education programs

Although the study was focused on evaluating the program in one context, it is believed that the findings can show the overall picture of the UELTEPs in Kazakhstan, as the UELTEP curricula in Kazakhstan are somewhat similar in terms of the courses that are offered to student teachers. Thus, it is assumed that the findings of the current study will contribute to the ELT programs in Kazakhstani context.

The evidence from this study suggests the necessity of redesigning the UELTEPCK in order to graduate future teachers with high language proficiency and excellent teaching skills.

Based on the results of the current study, the following recommendations can be made for the development of the UELTEPs in Kazakhstan. These recommendations can be taken into consideration while redesigning the curriculum for UELTEPs in future.

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1. First of all, before designing a curriculum, a careful needs analysis should be conducted not only through questionnaires but also interviews in order to identify the needs and expectations of the students, instructors and even alumni because the graduates can give a deep description of their successes they could achieve, and problems they face in teaching, providing the curriculum designers with valuable insights.

2. The content of the courses should be well-planned taking into consideration the fact that the students who enroll in the UELTEPs will become future English language teachers.

3. The philosophy of the program should be clear to both instructors and students. All instructors and students should be informed about the aims, objectives and learning outcomes of the program and courses. The instructors should have a careful consultation related to the content of each course among each other in order to build a linkage and avoid overlaps between the courses.

4. The results of the data showed that the students and the alumni consider that the hours allocated to language skills courses are insufficient. Moreover, when they were asked to indicate to the courses that should be added and omitted to the UELTEP the most favored courses were language skills courses. Thus, the findings of the study suggest more hours to be allocated to language skills. Moreover, the courses for each language skill should be separate. For example, they can be titled as Reading Skills, Writing Skills and Listening and Speaking Skills. These data suggest that one of the ways to achieve language proficiency is focusing on developing language skills of the students during the first and second years.

5. Another implication for curriculum reform is the need of increasing the number of foreign language teaching methodology courses addressing the student teacher's pedagogic competence. It should focus on preparing professionals in foreign language teaching, testing, evaluating, syllabus design, material development, technology use, classroom management, and research so that professionals can compete with the rest of the world in their profession. Taken together, these results suggest adding courses Approaches to English Learning and Teaching, Testing and Evaluation in Education, Syllabus Design in ELT, Preparing Exams in ELT, New Approaches in English Language Teaching, Testing and Assessment of Learning,

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Curriculum Development in Education, Micro Learning, Project Preparation in Education, English Course Book Evaluation, and Materials Development in ELT.

6. As there is no course in the UELTEPCK titled as Classroom Management, which is directly related to the student teachers' managerial competence, there is a need for the course that will address student teacher's managerial competence that can help prospective teachers deal with different situations in the classrooms which they may encounter in their future teaching profession.

7. Another implication for curriculum reform is the need for research-related courses. The course that can teach student teachers the basic concepts and methods in research.

8. The results of this study indicate the need for the course that can teach student teachers to the abilities of teaching English to young learners. In Kazakhstani schools, English is taught from the first grade. It requires language teachers at primary schools to have abilities to create enjoyable atmosphere in classrooms, to manage young learners, and to select appropriate activities and materials. It is obvious that young learners need a different way of instruction and teaching than adult learners. Thus, offering this course as compulsory in the UELTEP can be the response to the government request to introduce English from the first grade.

9. There is also a need for more elective courses that address students' linguistic, pedagogic and managerial competences.

10. This study indicated that the instructors and students expressed their disagreement with the fact that courses like Pedagogy and Psychology are taught in Kazakh or Russian. It will be fruitful if all the courses related to pedagogic competence of students are taught in English.

11. The participants also expressed that the program was overloaded. Taking this into account, the content of the curriculum must have more focus on English language teaching rather than teaching in general. Therefore, the UELTEPCK should provide student teachers with courses directly related to English language teaching rather than to teaching in general and consider the balance between theory and practice.

12. The complaints of the students about boring lessons should encourage the instructors to reconsider their teaching practices always keeping in mind students' interests. It is recommended to use pair and group work activities in a variety of tasks related to the student teachers' interests and needs, to encourage students'

involvement in the classroom activities, and to provide them with more opportunities to talk in the classroom.

13. From the interviews with the students, the instructors, and the alumni, it was revealed that supplementary materials and technological support of classrooms were found to be not sufficient to give students an opportunity to use technology in learning process. The use of supplementary materials and technology could save time, facilitate the learning process, and motivate students.

14. Alternative assessment can be a solution to students' complaints about grading. For example, the instructors can use portfolios, self- and peer-assessment, conferencing, diaries, teacher checklists and observations.

15. Recruiting native speakers can contribute to the language improvement of both students and instructors by large amount of input that can be obtained through direct interaction with them.

The results of this study are used to create a new ELT program for the UELTEPs in Kazakhstan. Taking into account the results obtained from the questionnaire, interviews, student essays, document analysis and students' opinions in terms of the courses that should be added to and omitted from the UELTEPCK and comparison of two sample curricula, one from Kazakhstan and one from Turkey, led to the following: a suggested UELTEP for Kazakhstan.

5.3.2. A Suggested UELTEP for Kazakhstan; (the courses that address students' linguistic, pedagogic and managerial competences)

Table 5.1.

A Suggested Program for the UELTEP in Kazakhstan

№	Courses	ECTS	Term
	Compulsory Courses		
1	Writing Skills I/II	6	1/2
2	Reading Skills I/II	6	1/2
3	Listening and Pronunciation I/II	6	1/2
4	Oral Communication Skills I/II	6	1/2
5	Practical Phonetics of English I/II	6	1/2
5	Practical Grammar of English I/II	6	1/2
6	English Language History	3	3
7	English and American Literature I/II	8	3/4
8	Translation	3	7

9	English Lexicology	3	3
10	English Stylistics	3	3
11	Linguistics I/II	6	3/4
12	Methods of Teaching English	10	5
13	Teaching English Language Skills I/II	10	5/6
14	Syllabus Design in ELT	3	7
15	Curriculum Development in Education	3	7
16	Testing and Assessment of Learning	3	7
17	Preparing Exams in ELT	4	7
18	Classroom Management I/II	6	5/6
19	English Course Book Evaluation	3	7
20	Teaching English to Young Learners I/II	10	5/6
21	Methods of Teaching Literature I/II	6	5/6
22	English Language Teaching Curricular	3	4
23	Research Methods in Education	3	5
24	Critical Thinking	3	3
25	Instruction Technologies	3	3
26	Pedagogy	3	3
27	Educational Psychology	3	3
28	Guidance at School	3	8
29	School Practice I/II	25	7/8
	Elective Courses		
1	New Approaches in English Language Teaching	3	6
2	English Dialects	3	4
3	English Folklore	3	4
4	Language Acquisition	3	4
5	World Englishes and Culture	3	4
6	Micro Learning	3	6
7	Theoretical English Phonetics	3	4
8	Project Preparation in Education	3	6
9	Inclusive Education	3	6
10	Discourse Analysis and Language Teaching	3	6
11	Psychology and Human Development	3	5
12	Ethics in Education	3	5
13	Sociolinguistics and Language Teaching	3	5
14	English Theoretical Course	3	5
15	Pragmatics and Language Teaching	3	6
16	Communicative Culture	3	4
17	Open and Distance Learning	3	5
18	Child Psychology	3	4
19	Attention-Deficit/Hyperactivity Disorder	3	6
20	Drama in ELT	3	6
21	Psychology of Interpersonal Communication	3	4
22	Extracurricular Activities in Education	3	6
23	Introduction to Education	3	5
24	Educational Sociology	3	5
25	Educational Philosophy	3	5

26	Stylistic Analysis of Literary Texts	3	4
27	Theory and Methods of Educational Work	3	6
28	Practice in Speech Communication	3	5
29	Literary Essay in English	3	5
30	English Language Oratory	3	5

The courses above are presented in the form of compulsory and electives. It consists of 15 compulsory courses addressing students' linguistic competence, 26 compulsory courses addressing students' pedagogic competence, and two compulsory courses addressing students' managerial competence. In terms of electives, there are 8 linguistic courses and 27 pedagogic courses. The suggested program above is also in line with Peacock (2009), who claims that the stronger focus on language skills in Year 1 and increase in teaching practices by Year 3 are desirable features of the program. The terms suggested in Table 5.1 can be changed according to the choices of the UELTEP since other courses may be added that the instructors feel necessary based on the context's needs.

Goals of the Program

Considering several Evaluation Studies on Language Teacher Education Programs, the following aims suggested with the selected courses:

- To promote the consistent use of English at an advanced level
- To develop students' reading, listening, writing, speaking and pronunciation skills, and promote gaining confidence in communicating in English
- To promote understanding the relation between language structures and lexical items as well as raising awareness about the attribution of meaning by means of these structures.
- To teach methods and techniques in teaching reading, writing, listening, and speaking.
- To introduce students to the main stages of the development of English and American literature, from ancient times to the present day
- To introduce the basic concepts in linguistics, components of language as a system: phonology; morphology; semantics and syntax
- To develop students' knowledge about the evolution of English linguistics, literature, culture and history
- To form professional and pedagogical experience and professional competence of future teachers in the implementation of pedagogical activities

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- To develop students' critical thinking skills, the knowledge of assessing different situations, decision-making reasoning skills
- To teach theories of measurement, evaluation, and assessment, how to construct and evaluate tests for assessing foreign language skills
- To teach students how to find and select appropriate teaching resources and to use technology to assist their learners' needs
- To familiarize students with different approaches to teaching English, technology use in teaching and provide them with opportunities to their practices
- To teach students how to adapt instruction according to the learners' age, proficiency level
- To teach basic concepts and techniques in quantitative and qualitative research
- To develop students ' knowledge of the future profession
- To provide students with multiple opportunities to apply theoretical knowledge to practice
- To gain experience in teaching; to master the teaching methodology; to know the basics of pedagogical skills; to develop skills for independent conduct of educational and teaching work

5.3.3. Implications for Further Language Program Evaluation Research

The current study aims at evaluating the UELTEP in Kazakhstan through Peacock's (2009) Program Evaluation Model. The variety of data tools was the major strength of the model, in terms of providing detailed data, which made it possible for us to offer some recommendations for the improvement of the UELTEP. However, lesson observations could be conducted focusing on the content and process of lessons, which was also suggested by Peacock (2009). Moreover, the current study does not include perceptions of the administrators of the UELTEP and of the alumni who graduated before 2018. Additionally, one of the stakeholders from Ministry of Education and Science of the Republic of Kazakhstan could be interviewed to find out to what extent the goals, objectives and learning outcomes of the UELTEP program match with the language teacher standards set by the Ministry of Education and Science of the Republic of Kazakhstan.

Every four years the instructors of the UELTEP review the program and make modifications if necessary. The changes can be related to different factors such as the new instructors coming to the department after obtaining a PhD degree, department reorganization or to the standards-based reforms in education. The current study evaluated the program which was employed between 2015-2019 academic years. However, there is not a significant difference between the program (2015-2019 academic years) which was evaluated in the current study and the one which was designed for 2016-2020 academic years. It can be said that both are somewhat similar. A further study can assess the UELTEP program designed for 2020-2024 academic years. Thus, evaluating the UELTEP may help shed a light on finding out how effectively it prepares future teachers.

Furthermore, the evaluation model employed in the present study can also be used to evaluate other UELTEPs in Kazakhstan. Finally, by conducting the current study it was also aimed to contribute to the lack of literature in the evaluation of the English Language Teacher Education programs in post-Soviet countries and to underline the need for similar evaluation studies done in different contexts.

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APPENDICES

APPENDIX A: Undergraduate English Language Teacher Education Program at a University in Kazakhstan.

2015-2019 Academic year

№		Course Code	Courses	Credits ECTS	Term
1	2	3	4	5	6
1			The State obligatory module (8 credits)		
	1	B.001	History of Kazakhstan	3/5	I/II
	2	B.020	Information Technology for Professional Purposes	3/5	I/II
	3	B.004	Philosophy	2/3	III
2.1			Communication Module (17 credits)		
	1	B.002	Kazakh (Russian) language	3/5	I/II
	2	B.003	Foreign Language (English Language)	4/7	I
		B.088	English Language (A2 Level)		
		B.003	Foreign Language (English Language)	4/7	II
		B.091	English Language (B1 Level)		
	3	B.005	Turkish Language (Kazakh) Language	3/5	I
		B.095	Turkish Language (A2 Level)		
2.2			Elective Module of the University (8 credits)		
	1	B.006	History of Turkic States	2/3	IV
	2	B.070	Yassawi Studies	2/3	IV
	3	B.008	Psychology of Interpersonal Communication	2/3	IV
	4	B.071	Political Science	2/3	IV
	5	B.010	Acmeology, Fundamentals of Personal and Social Achievements	2/3	IV
	6	B.011	Culture and Religion	2/3	IV
	7	B.072	Sociology	2/3	IV
	8	B.013	Basics of Life Safety	2/3	IV
	9	B.014	Ecology and Sustainable Development	2/3	IV
	10	B.073	Fundamentals of Law	2/3	IV
	11	B.074	Economic Theory	2/3	IV
	12	B.017	Principles of Atatürk	2/3	IV
	13	B.018	Critical Thinking	2/3	IV
	14	B.075	Record Keeping ın the Kazakh Language	2/3	IV
	15	B.076	Labor Protection	2/3	IV
3			Block of Professional Modules (96 credits)		
3.1			Basic Profile Module		
			Specialized Subjects Module		
			Module - Foreign Language and Phonetics		
	1	B26.119	Practical Phonetics of English	3/5	I
	2	B17.103	Practical Grammar of English I	3/5	I
			Module - Psychology and Physiology		

	3	B.025	Psychology and Human Development	3/5	II
	4	B.026	Age Physiology and School Hygiene	2/3	II
	5	B17.104	Practical Grammar of English II	3/5	II
			Module - School Pedagogy		
	6	B.027	Pedagogy I	3/5	III
	7	B.028	The Theory and Methodology of Educational Work	2/3	III
			Module - Listening and speaking I		
	8	B26.113	English Language (B2 level)	4/7	III
	9	B.17.120	Turkish Language (level B1)	3/5	III
	10	B26.115	Listening and Speaking in English I	4/7	III
			Module - Listening and speaking II		
	11	B26.113	Listening and Speaking in English II	4/7	IV
	12	B.17.121	Turkish Language 1 (level B2)	3/5	IV
	13	B26.121	English Language History	3/5	IV
			Module- Foreign Language and Literature		
	14	B26.111	English Language (C1 level)	4/6	V
	15	B.17.119	Turkish Language 1 (level C1)	3/5	V
	16	B26.101	English and American Literature	3/5	V
			Module - Lexicology and Linguistics		
	17	B26.118	English Lexicology	3/5	V
	18	B17.102	English Linguistics	3/4	V
	19	B24.112	Practice in Speech Communication	3/5	V
			Module – Methodology		
	20	B17.101	Methods of Teaching English	3/5	VI
	21	B26.108	Methods of Teaching English Literature	3/5	VI
	22	B26.186	Methods of Teaching Turkish language	3/5	VI
	23	B17.105	Theoretical grammar of English	3/5	VI
			Module - Foreign Language and Linguistic Studies		
	24	B26.112	English Language (C2 level)	4/7	VII
	25	B17.122	Turkish Language 1 (level C2)	3/5	VII
	26	B26.170	Linguistic and Cultural Studies	3/5	VII
3.3			Personal education trajectory modules (PET)		
			PET 1 Fundamental Problems of Linguistics		
			Module - Problems of Literary Text		
	1	B17.111	Stylistic Analysis of Literary Texts	3/5	VI
	2	B26.114	Literary Essay in English	3/5	VI
			Module - Theory of Language		
	3	B26.120	English Stylistics	3/5	VII
	4	B24.108	Translation Theory	3/5	VII
	5	B26.122	Theoretical English Phonetics	3/5	VII
			SET 2 Fields of Language and Literature		
			Module - Language Art of Public Speaking		
	1	B26.103	English Dialects	3/5	VI

	2	B26.117	English Language Oratory	3/5	VI
			Module - Language Culture		
	3	B26.123	English Folklore	3/5	VII
	4	B24.110	Basics of Professional Translator	3/5	VII
	5	B17.114	Communicative Culture	3/5	VII
4			Practice		
		B.047	Practical Training I (3 weeks)	6/3	II
		B.051	Teaching Practice II (3 weeks)	3/3	IV
		B.050	Practical Training I (2 weeks)	2/2	VI
		B.054	Industrial Practice III (10 weeks)	4/12	VIII
		B.055	Pre-Graduation Practice (5 weeks)	2/6	VIII
5			Additional Training		
1	1	B.029	Physical Education	8/12	I- IV

(Adopted from the Catalog of Modules of English Language Philology Department (2015-2019).

APPENDIX B: Peacock's 15 Questions

Does the program…

… have a clearly stated philosophy?

… reflect program philosophy?

… promote trainee flexibility in using different teaching approaches for different

situations?

… promote the ability to use, and to adapt, foreign-language-teaching materials?

… balance received knowledge versus experiential knowledge?

… incorporate and encourage trainee reflection on the experiences and values they have when they enter the program? In particular, does it encourage trainee reflection on their 'apprenticeship of observation'?

… promote the skill of reflection and self-evaluation as a teacher?

… promote future reflective practice?

… promote the 'long-term, developmental nature of learning to teach' – does it promote post qualification teacher growth and development?

… have good linkage among courses, avoiding overlaps?

… balance teacher- and student-centered learning?

… prepare EFL teachers to function in the sociocultural context in which they will work?

… incorporate and balance linguistic, pedagogic, and managerial competence to an appropriate degree? Linguistic competence here means L2 proficiency. Pedagogic competence refers to teaching skills plus knowledge of language and second language acquisition.

Is the program up-to-date?

Do students believe the program meets their needs, is relevant to their needs, and adequately prepares them for classroom teaching?

APPENDIX C: Student Questionnaire

Questionnaire for Students

Dear students,

As part of my PhD studies, I am conducting a research on the evaluation of the undergraduate English Language Teacher Education Program (UELTEP). This questionnaire aims at identifying your opinions about the UELTEP, at collecting information about the strong and weak points of the UELTEP and your suggestions for the improvement of the UELTEP. I extend my thanks to you for your sincere responses. Your identity and responses will be kept confidential and the data will be used only for research purposes.

Thank you for your cooperation.

Zhanar Baimbetova
PhD Student
English Language Teaching Department
Institute of Educational Sciences, Gazi University
e-mail: baimbetovazhanar@gmail.com

Part I: Background Information

Gender: □ Male □ Female

Age: □17-22   □23-28 □ 29-34 □ 35+

Nationality: □Kazakh (KZ)   □Turkish (TR) □Russian(RU)   □Uzbek(UZ)

□Other _____ (please specify)

Mother Tongue: □Kazakh □Turkish □Russian □Uzbek   □Other _____ (please specify)

Part II: Evaluation of the undergraduate English Language Teaching Program:

Please read the following statements and mark (X) as appropriate.

The undergraduate English Language Teacher Education Program	1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
1. … has good linkage between different courses.					
2. … avoids overlapping information between different courses.					
3. … gave me adequate training in English.					
4. … gave me adequate training in teaching skills.					
5. … gave me adequate training for the needs of the local context					
6. … is up-to-date.					
7. … encouraged me to reflect on my past experiences as a language learner.					
8. … encouraged me to be a reflective teacher (when I start teaching).					
9. … promotes flexibility in using different teaching practices for different situations.					
10. … balances teacher-centered and student-centered learning on its courses.					
11. … taught me how to teach English.					
12. … taught me how to evaluate myself as a teacher					
13. … taught me classroom management skills .					
14. … taught me how to use foreign language teaching materials.					
15. … taught me how to adapt foreign language teaching materials.					
16. … increased my powers					

of self-evaluation.					
17. … taught me foreign language testing and evaluation skills.					
18. … is relevant to my needs.					
19. … has a good balance between the teaching of; English, teaching skills, and classroom management skills					
20. … prepared me to teach English in the classroom.					
21. … met my needs.					
22. By the end of the UELTEP, I will be ready to teach English.					

Part III: Please, study the following list of courses and specify your opinion about their omission and addition to the UELTEP. Use (x) for the courses you think should be omitted and use (V) for the courses you think should be added to the UELTEP.

№	Courses	Use (x) or(V)
1	Practical English Language	
2	Reading Skills	
3	Practical Phonetics of English	
4	Practical Grammar of English	
5	Writing Skills	
6	Listening and Pronunciation	
7	Oral Communication Skills	
8	English Syntax	
9	English Literature	
10	Listening and Speaking in English	
11	English Language History	
12	English and American Literature	
13	Practice in Speech Communication	
14	Literary Essay in English	
15	English Language Oratory	
16	Translation	
17	Instruction Technologies	
18	Psychology and Human Development	
19	Introduction to Education	
20	Educational Sociology	
21	Educational Psychology	
22	Educational Philosophy	
23	Approaches to English Learning and Teaching	
24	Linguistics	

25	Critical Reading Writing	
26	Theory and Methods of Educational Work	
27	English Lexicology	
28	Research Methods in Education	
29	English Language Teaching Curricular	
30	Language Acquisition	
31	Methods of Teaching English	
32	Methods of Teaching English Literature	
33	Stylistic Analysis of Literary Texts	
34	English Stylistics	
35	Teaching English to Young Learners	
36	Ethics in Education	
37	Testing and Evaluation in Education	
38	Syllabus Design in ELT	
39	Theoretical English Phonetics	
40	English Dialects	
41	English Folklore	
42	Preparing Exams in ELT	
43	Sociolinguistics and Language Teaching	
44	English Theoretical Course	
45	Classroom Management	
46	Teaching Practice (School)	
47	Age Physiology and School Hygiene	
48	Communicative Culture	
49	Open and Distance Learning	
50	Child Psychology	
51	Attention-Deficit/Hyperactivity Disorder	
52	Extracurricular Activities in Education	
53	New Approaches in English Language Teaching	
54	Testing and Assessment of Learning	
55	Pragmatics and Language Teaching	
56	Drama in ELT	
57	Curriculum Development in Education	
58	Micro Learning	
59	Project Preparation in Education	
60	Inclusive Education	
61	English Course Book Evaluation	
62	Materials Development in ELT	
63	World Englishes and Culture	
64	Discourse Analysis and Language Teaching	
65	Critical Thinking	
66	Teaching English Language Skills	
67	Record Keeping in the Kazakh Language	
68	Acmeology, Fundamentals of Personal and Social Achievements	
69	Basics of Life Safety	
70	Psychology of Interpersonal Communication	
71	Pedagogy	

APPENDIX D: Alumnus Questionnaire

Dear UELTEP graduate,

As part of my PhD studies, I am conducting a research on the evaluation of the undergraduate English Language Teacher Education Program (UELTEP). This questionnaire aims at identifying your opinions about the UELTEP, at collecting information about the strong and weak points of the UELTEP and your suggestions for the improvement of the UELTEP. I extend my thanks to you for your sincere responses. Your identity and responses will be kept confidential and the data will be used only for research purposes.

Thank you for your cooperation.

Zhanar Baimbetova
PhD Student
English Language Teaching Department
Institute of Educational Sciences, Gazi University
e-mail: baimbetovazhanar@gmail.com

Part I: Background Information

1) Gender: □ Male □ Female

2) Age: _____

3) Years of teaching experience:_____years

4) Mother Tongue: □Kazakh   □Turkish □Russian   □Uzbek   □Other _____
(please specify)

5) Do you work as a teacher? □ **Yes**   □ **No**

a. If yes, which level(s) do you teach _____

b. If no, please specify your job and place of work: _____

Part II: Evaluation of the undergraduate English Language Teaching Program:

Please read the following statements and mark (X) as appropriate.

The undergraduate English Language Teacher Education Program	1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
1. … has good linkage between different courses.					
2. … avoids overlapping information between different courses.					
3. … gave me adequate training in English.					
4. … gave me adequate training in teaching skills.					
5. … gave me adequate training for the needs of the local context					
6. … is up-to-date.					
7. … encouraged me to reflect on my past experiences as a language learner.					
8. … encouraged me to be a reflective teacher (when I start teaching).					
9. … promotes flexibility in using different teaching practices for different situations.					
10. … balances teacher-centered and student-centered learning on its courses.					
11. … taught me how to teach English.					
12. … taught me how to evaluate myself as a teacher					
13. … taught me classroom management skills .					
14. … taught me how to use foreign language teaching materials.					
15. … taught me how to adapt foreign language teaching materials.					
16. … increased my powers of self-evaluation.					
17. … taught me foreign language testing and evaluation skills.					
18. … is relevant to my needs.					
19. … has a good balance between the teaching of; English, teaching skills, and classroom management skills					
20. … prepared me to teach English in the classroom.					
21. … met my needs.					
22. By the end of the UELTEP, I will be ready to teach English.					

Part III: **Please, study the following list of courses and specify your opinion about their omission and addition to the UELTEP. Use (x) for the courses you think should be omitted and use (V) for the courses you think should be added to the UELTEP.**

№	Courses	Use (x) or(V)
1	Practical English Language	
2	Reading Skills	
3	Practical Phonetics of English	
4	Practical Grammar of English	
5	Writing Skills	
6	Listening and Pronunciation	
7	Oral Communication Skills	
8	English Syntax	
9	English Literature	
10	Listening and Speaking in English	
11	English Language History	
12	English and American Literature	
13	Practice in Speech Communication	
14	Literary Essay in English	
15	English Language Oratory	
16	Translation	
17	Instruction Technologies	
18	Psychology and Human Development	
19	Introduction to Education	
20	Educational Sociology	
21	Educational Psychology	
22	Educational Philosophy	
23	Approaches to English Learning and Teaching	
24	Linguistics	
25	Critical Reading Writing	
26	Theory and Methods of Educational Work	
27	English Lexicology	
28	Research Methods in Education	

29	English Language Teaching Curricular	
30	Language Acquisition	
31	Methods of Teaching English	
32	Methods of Teaching English Literature	
33	Stylistic Analysis of Literary Texts	
34	English Stylistics	
35	Teaching English to Young Learners	
36	Ethics in Education	
37	Testing and Evaluation in Education	
38	Syllabus Design in ELT	
39	Theoretical English Phonetics	
40	English Dialects	
41	English Folklore	
42	Preparing Exams in ELT	
43	Sociolinguistics and Language Teaching	
44	English Theoretical Course	
45	Classroom Management	
46	Teaching Practice (School)	
47	Age Physiology and School Hygiene	
48	Communicative Culture	
49	Open and Distance Learning	
50	Child Psychology	
51	Attention-Deficit/Hyperactivity Disorder	
52	Extracurricular Activities in Education	
53	New Approaches in English Language Teaching	
54	Testing and Assessment of Learning	
55	Pragmatics and Language Teaching	
56	Drama in ELT	
57	Curriculum Development in Education	
58	Micro Learning	
59	Project Preparation in Education	
60	Inclusive Education	

61	English Course Book Evaluation	
62	Materials Development in ELT	
63	World Englishes and Culture	
64	Discourse Analysis and Language Teaching	
65	Critical Thinking	
66	Teaching English Language Skills	
67	Record Keeping in the Kazakh Language	
68	Acmeology, Fundamentals of Personal and Social Achievements	
69	Basics of Life Safety	
70	Psychology of Interpersonal Communication	
71	Pedagogy	

APPENDIX E: Teacher Questionnaire

Dear teacher,

As part of my PhD studies, I am conducting a research on the evaluation of the undergraduate English Language Teacher Education Program (UELTEP). This questionnaire aims at identifying your opinions about the UELTEP, at collecting information about the strong and weak points of the UELTEP and your suggestions for the improvement of the UELTEP. I extend my thanks to you for your sincere responses. Your identity and responses will be kept confidential and the data will be used only for research purposes.

Thank you for your cooperation.

Zhanar Baimbetova
PhD Student
English Language Teaching Department
Institute of Educational Sciences, Gazi University
e-mail: baimbetovazhanar@gmail.com

Part I: Background Information

1) Gender: □ Male □ Female

2) Age: □22-35 □35-45 □ 45-55 □ 55+

3) Years of teaching experience:_____years

4) Nationality: □Kazakh (KZ) □Turkish (TR) □Russian(RU) □Uzbek(UZ)

 □Other _____ (please specify)

5) Mother Tongue: □Kazakh □Turkish □Russian □Uzbek □Other _____ (please specify)

Part II: Evaluation of the UELTEP

Could you please state your ideas regarding the following questions?

№	Statement	I Agree	I Neither Agree Nor Disagree	I Disagree
1	The program has a clearly stated philosophy.			
2	The program reflects program philosophy.			
3	The program promotes trainee flexibility in using different teaching approaches for different situations.			
4	The program promotes the ability to use, and to adapt, foreign-language-teaching materials.			
5	The program balances received knowledge versus experiential knowledge.			
6	The program incorporates and encourages trainee reflection on the experiences and values they have when they enter the program. In particular, it encourages trainee reflection on their 'apprenticeship of observation.			
7	The program promotes the skill of reflection and self-evaluation as a teacher.			
8	The program promotes future reflective practice.			
9	The program promotes the 'long-term, developmental nature of learning to teach' –it promotes post-qualification teacher growth and development.			
10	The program has good linkage among courses, avoiding overlaps.			
11	The program is up-to-date.			
12	The program balances teacher- and student-centered learning.			
13	The program prepares EFL teachers to function in the socio-cultural context in which they will work.			
14	The students believe the program meets their needs, is relevant to their needs, and adequately prepares them for classroom teaching.			
15	The program incorporates and balances linguistic, pedagogic, and managerial competence to an appropriate degree. Linguistic competence here means L2 proficiency. Pedagogic competence refers to teaching skills plus knowledge of language and second language acquisition.			

Part III: Please, study the following list of courses and specify your opinion about their omission and addition to the UELTEP. Use (x) for the courses you think should be omitted and use (⋁) for the courses you think should be added to the UELTEP.

№	Courses	Use (x) or(⋁)
1	Practical English Language	
2	Reading Skills	
3	Practical Phonetics of English	
4	Practical Grammar of English	
5	Writing Skills	
6	Listening and Pronunciation	
7	Oral Communication Skills	
8	English Syntax	
9	English Literature	
10	Listening and Speaking in English	
11	English Language History	
12	English and American Literature	
13	Practice in Speech Communication	
14	Literary Essay in English	
15	English Language Oratory	
16	Translation	
17	Instruction Technologies	
18	Psychology and Human Development	
19	Introduction to Education	
20	Educational Sociology	
21	Educational Psychology	
22	Educational Philosophy	
23	Approaches to English Learning and Teaching	
24	Linguistics	
25	Critical Reading Writing	
26	Theory and Methods of Educational Work	
27	English Lexicology	
28	Research Methods in Education	
29	English Language Teaching Curricular	
30	Language Acquisition	
31	Methods of Teaching English	
32	Methods of Teaching English Literature	
33	Stylistic Analysis of Literary Texts	
34	English Stylistics	
35	Teaching English to Young Learners	
36	Ethics in Education	
37	Testing and Evaluation in Education	
38	Syllabus Design in ELT	
39	Theoretical English Phonetics	
40	English Dialects	
41	English Folklore	

42	Preparing Exams in ELT	
43	Sociolinguistics and Language Teaching	
44	English Theoretical Course	
45	Classroom Management	
46	Teaching Practice (School)	
47	Age Physiology and School Hygiene	
48	Communicative Culture	
49	Open and Distance Learning	
50	Child Psychology	
51	Attention-Deficit/Hyperactivity Disorder	
52	Extracurricular Activities in Education	
53	New Approaches in English Language Teaching	
54	Testing and Assessment of Learning	
55	Pragmatics and Language Teaching	
56	Drama in ELT	
57	Curriculum Development in Education	
58	Micro Learning	
59	Project Preparation in Education	
60	Inclusive Education	
61	English Course Book Evaluation	
62	Materials Development in ELT	
63	World Englishes and Culture	
64	Discourse Analysis and Language Teaching	
65	Critical Thinking	
66	Teaching English Language Skills	
67	Record Keeping in the Kazakh Language	
68	Acmeology, Fundamentals of Personal and Social Achievements	
69	Basics of Life Safety	
70	Psychology of Interpersonal Communication	
71	Pedagogy	

APPENDIX F: Student Interview Questions

Overall Evaluation of the UELTEP

1. What are the strong points of the UELTEP?

2. What are the weak points of the UELTEP?

3. What are your suggestions for the improvement of the UELTEP?

APPENDIX G: Alumnus Interview Questions

Overall Evaluation of the UELTEP

1. What are the strong points of the UELTEP?

2. What are the weak points of the UELTEP?

3. What are your suggestions for the improvement of the UELTEP?

APPENDIX H: Teacher Interview Questions

Overall Evaluation of the UELTEP

1. What are the strong points of the UELTEP?

2. What are the weak points of the UELTEP?

3. What are your suggestions for the improvement of the UELTEP?

APPENDIX I: Student Essays

Dear student,

As part of my PhD studies, I am conducting a research on the evaluation of the Undergraduate English Language Teacher Education Program. This essay writing task aims to identify your opinions about the philosophy of the undergraduate English Language Teaching Program. To this aim, you are asked to write one-page essay to express your views regarding the philosophy of the program, and whether it reflects the reality or not. It is very important that you answer the question objectively after you read the learning objectives and outcomes of the UELTEP. Your identity and individual responses will be kept confidential, and the data will be used only for research purposes.

Thank you for your cooperation.

Zhanar Baimbetova PhD Student

English Language Teaching Department

Instıtute of Educational Sciences, Gazi University

e-mail: baimbetovazhanar@gmail.com

Educational Program of 5B011900 - Foreign language: Bachelor of Pedagogical Sciences in two foreign languages: The objectives of the program as stated in the Educational Program Document (2015-2019) of the UELTEP:

- To train students who will master two foreign languages, English as the main and Turkish as the second foreign language;

- To be at the forefront of new prosperity in society;

- To be able to independently find, use, and analyze data;

- To live and work rationally and effectively in a rapidly changing world in the face of changes and increasing uncertainty, to be ready for geographical and social consolidation, if necessary;

- To have respect for the ancestral law, traditions, culture and literature of the country, the values, customs and traditions of the Turkic-speaking peoples, education in the spirit of patriotism;

- To train highly qualified foreign philologists in accordance with international standards and the implementation of professional activities aimed at the personal and social development of students, the coordination of social spheres of the educational process;

- To train highly qualified specialists who are skilled in doing research and who will have abilities to plan, perform, supervise, coordinating interdisciplinary research areas;

- To ensure social and humanitarian education on the basis of knowledge of the laws of socio-economic development of society, the history of Kazakhstan, modern information technology, the state language, foreign languages as a means of interethnic communication.

Learning Outcomes of the Program:

The graduate of the UELTEP must know the Constitution of the Republic of Kazakhstan, the Law of the Republic of Kazakhstan "On Education", and other regulations related to education; He/she organizes the educational process in educational institutions as a specialist in foreign philology, and participates in the preparation of research projects. The graduate of the UELTEP has the knowledge of the basic rules of history of Kazakhstan, philosophy, ecology and sustainable development, other social sciences and humanities; in-depth knowledge of the state and foreign languages; masters the skills of working with technical and general software as a management tool; masters English language at (B1, B2, C1, C2) levels; knows methods of teaching English and English literature, knows methods of teaching a second foreign language, can do stylistic analysis of a literary work, knows theoretical phonetics of English, theoretical grammar of English, English lexicology of the language; has the knowledge of the main sections of disciplines; the basic knowledge required for the study of professional disciplines; in the study of professional disciplines: must have the knowledge, skills and abilities necessary for the implementation of all types of professional activities in the field of education in two foreign languages (Educational Program Document, 2015-2019, p. 8)

Does the program reflect program philosophy?

APPENDIX J: Students' Background Information

Gender	Age	Nationality	Mother Tongue
Male=25	17-22=69	Kazakh=34	Kazakh=34
Female=63	23-28=17	Turkish=2	Turkish=2
	29-34=2	Uzbek=21	Uzbek=21
	35+ = 0	Turkmen=21	Turkmen=21
		Kyrgyz=6	Kyrgyz=6
		Sakha=3	Sakha=3
		Afghanistan=1	Persian=1

APPENDIX K: Teachers' Background Information

Gender	Age	Nationality	Mother Tongue	Teaching years experience
Male=5	22-35=2	Kazakh=15	Kazakh=15	2years=1
Female=14	35-45=9	Uzbek=2	Uzbek=2	9years=1
	45-55=4	Turkish=1	Turkish=1	11years=1
	55+=4	Karakalpak=1	Karakalpak=1	14years=3
				15years=1
				16years=4
				23years=2
				25years=1
				26years=1
				27years=1
				32years=2
				33years=1

APPENDIX L: Alumni's Background Information

Gender	Age	Nationality	Mother Tongue	Job	Teaching years experience
Male=3	22=14	Kazakh=7	Kazakh=7	Teacher=16	6 months=16
Female=18	23=6	Uzbek=12	Uzbek=12	Other job=5	
	26=1	Turkish=1	Turkish=1	Not employed=0	
		Tatar=1	Tatar=1		

GAZİLİ OLMAK AYRICALIKTIR...