



## Analysis of curriculum evaluation studies conducted in foreign language education: 2005-2016

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### Abstract

This study aimed to analyze curriculum evaluation studies conducted in foreign language education between the years 2005 and 2016 in terms of the levels the studies were conducted in, sample groups, sample size, research methods and curriculum evaluation models via descriptive content analysis. Searching various data bases, 87 studies, which are comprised of 32 articles, 39 master's theses and 16 Ph.D. dissertations and were conducted between the years mentioned, were accessed. The studies which were accessed were analyzed through descriptive content analysis by utilizing 'Paper Classification Form' developed by Sözbilir and Kutu (2008). The data were analyzed through SPSS 22.0 program and presented using descriptive statistical methods. Having analyzed the research findings, it was found that studies were mostly published as master's theses or articles. Besides, most of the studies focused on the evaluation of elementary school programs, language course programs and preparatory school programs. However, post-graduate degrees, secondary school programs and distance foreign language teaching programs were evaluated in very few studies. Also, sample size between 31-100 was preferred the most frequently and sample size between 1-10 and 1000 and above were preferred the least frequently. The findings also indicated that most studies were done as mixed research. Besides, in quantitative research, questionnaire was mostly preferred and in mixed research, questionnaire and interview were widely preferred. For data analysis descriptive statistics were used more than the inferential statistics and among descriptive statistics, descriptive analysis (f, %) was widely used. Furthermore, it was determined that more than half of the studies did not utilize a curriculum evaluation model.

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**Keywords:** Foreign language education; foreign language curricula; curriculum evaluation; evaluation model; descriptive content analysis

## 1. Introduction

Evaluation is "the identification, clarification, and application of defensible criteria to determine an evaluation object's value (worth or merit) in relation to those criteria" (Fitzpatrick, Sanders and Worthen, 2004, p. 5). Stufflebeam (2001) defines evaluation as a study designed and conducted with the aim of supporting the relevant groups by determining the contribution and the value of the evaluated item. Conclusions reached as a result of evaluations include both an empirical aspect (that something is the case) and a normative aspect (judgment about the value of something) (Patton, 2012).

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Curriculum evaluation refers to the sets of activities involved in collecting information about the operation and effects of policies, programs, curricula, courses, and educational software and other instructional materials (Gredler, 1996).

Curriculum evaluation is essential to curriculum development, implementation, and maintenance. Curriculum evaluation intends to find out the strengths and weaknesses of the curriculum before implementation and the effectiveness of its delivery after implementation. Evaluation is crucial to the health of education and its programs (Ornstein and Hunkins, 2014). Moreover, Posavac and Carey (2003) explain six purposes of program evaluation which are to assess unmet needs, document implementation, measure results, compare alternative programs, provide information to maintain and develop quality and detect negative side effects. Brewer (2009) also asserts that program evaluation no longer focuses solely on establishing cause-and-effect relationships between expectations and outcomes. Instead, it is increasingly utilized for making program decisions that relate to effectiveness, efficiency, value and adequacy based upon a variety of systematic data collections and analyses.

After the 1970s, researchers began to address the need for comprehensive evaluations. Curriculum evaluation process depends on the evaluation knowledge and skills of the evaluators, their adopted evaluation theories and philosophical values (Alkan and Arslan, 2014). Thus, various program evaluation approaches and models have been developed. Curriculum evaluation models provide a conceptual framework for designing a particular evaluation depending on the specific purpose of the evaluation. The differing curriculum evaluation processes can be configured as objectives-oriented, management-oriented, consumer-oriented, expertise-oriented and participant-oriented evaluation approaches. According to Fitzpatrick, Sanders and Worthen (2004), Tyler's Goal-Based Evaluation Model, Metfessel and Michael's Evaluation Model and Provus's Discrepancy Evaluation Model are objectives-oriented. Besides, the Context-Input-Process-Product (CIPP) Evaluation Model and the UCLA Evaluation Model are management-oriented. Scriven's Concerns and Checklists are consumer-oriented. Educational Connoisseurship Model is expertise-oriented. Stake's Countenance Model and Responsive Evaluation Model are participant-oriented.

Depending upon the significance of curriculum evaluation, a growing number of curriculum evaluation research are conducted in every field of education. Curriculum evaluation is also of great importance in foreign language education with the increasing importance attached to language education in Turkey. There are more and more evaluation studies conducted at different levels/grades of foreign language education such as elementary education, secondary education, English language teaching (ELT) departments, university-level English preparatory programs, post-graduate ELT programs and distance foreign language programs. However, it is hard to read and analyze all the studies conducted in foreign language curriculum evaluation field so studies analyzing them holistically are needed.

Çalık and Sözbilir (2014) state that holistic analysis of studies in a related field helps to determine tendency and method for future studies. Besides, it contributes to form a rich reference source for decision-makers, researchers and practitioners and determine primary research areas. Therefore, analyzing the trends of recent research in foreign language curriculum evaluation field will shed light on researchers, educators, teachers and students as well as scientific discussion and interrogation, as it is significant to determine trends of educational research by analyzing them in regular intervals for academics who want to conduct a study in the relevant field (Çiltaş, Güler and Sözbilir, 2012).

#### *Literature review*

When the literature was analyzed, it was found that the research generally aimed to present the current status and research trends of educational research. Sözbilir and Kutu (2008) analyzed 413

science education research published in Turkey. Oruç and Ulusoy (2008) analyzed research in social studies teaching field. Çiltaş, Güler and Sözbilir (2012) analyzed 359 studies conducted between 1987-2009 in the field of mathematics education. Yücel-Toy (2015) analyzed pre-service teacher education research conducted in Turkey through thematic content analysis. Göktaş and others (2012) examined 460 Turkish educational technology studies within the scope of SSCI. In another study, doctoral dissertations conducted until 2009 in curriculum and instruction field were analyzed via content analysis (Hazır-Bıkmaz, Aksoy, Tatar and Atak-Altinyüzük, 2013). Karadağ (2009) analyzed 211 doctoral dissertations made in educational sciences. Küçükođlu and Ozan (2013) analyzed research trends in the field of classroom teacher education in Turkey by exploring the master theses and dissertations that were published between 2008 and 2012.

Furthermore, upon literature review content analysis of different curriculum evaluation studies were found. Erdođan and others (2015) analyzed 50 studies which reported teachers' views on different elementary and secondary curricula developed after 2005. Gökmenođlu (2014) analyzed the contents of 52 program evaluation studies conducted on different fields in terms of program evaluation approaches and models. Kurt and Erdođan (2015) analyzed the trends of 38 curriculum evaluation studies from different fields via content analysis. Yetkiner, Acar and Ünlü (2014) analyzed 34 curriculum evaluation doctoral dissertations which were conducted in Curriculum and Instruction departments between 1996-2012 via content analysis..

However, any study implementing holistic analysis of foreign language curriculum evaluation studies could not be reached in the literature. Therefore, the current study may fill in this gap. Also, it may be possible to determine the current status and research trends in the field of foreign language curriculum evaluation. This study intended to analyze curriculum evaluation studies conducted in foreign language education in terms of the levels the studies were conducted in, sample groups, sample size, research methods and curriculum evaluation models. Thus, revealing which levels, sample groups, methods and evaluation models were used more or less frequently may help researchers guide their future studies.

### *1.2. Research questions*

The purpose of the study was to analyze foreign language curriculum evaluation studies which were conducted between 2005 and 2016. Within the framework of this general aim, the following research questions were formed:

1. What is the distribution of research in terms of publishing language?
2. What is the distribution of research in terms of publishing years?
3. What is the distribution of research in terms of levels?
4. What is the distribution of research in terms of sample group?
5. What is the distribution of research in terms of sample size?
6. What is the distribution of research in terms of research method?
7. What is the distribution of research in terms of data collection tools?
8. What is the distribution of research in terms of validity/reliability study?
9. What is the distribution of research in terms of data analysis method?
10. What is the distribution of research in terms of sampling technique?
11. What is the distribution of research in terms of use of curriculum evaluation model?

## 2. Method

### 2.1. Research design

In this study, descriptive content analysis method was used. Content analysis is used to quantify the contents of a text (Denscombe, 2010). In content analysis, selecting units of analysis, defining categories to be analyzed, validity and reliability studies and sampling need to be dealt with carefully (Koçak and Arun, 2006).

Three types of content analysis can be used which are meta-analysis, meta-synthesis (thematic content analysis) and descriptive content analysis. Meta-analysis is a quantitative application by combining, synthesizing and commenting on the findings of experimental studies which are conducted on the same topic but in different times and places. Meta-synthesis (thematic content analysis) consists of the critical synthesis and comment of studies, which are conducted on the same topic, through themes or main maxrix/template. Meta-synthesis studies focus on the comparative presentation of the similarities and differences of qualitative studies conducted on a topic through qualitative means. Descriptive content analysis determines the general trends in a field by analyzing independent qualitative and quantitative studies (Çalık and Sözbilir, 2014).

In this study, descriptive content analysis method was preferred because both qualitative and quantitative studies were included for analysis and the general tendency was determined in these studies.

### 2.2. The criteria on selecting studies

While 87 studies related to curriculum evaluation were being chosen, the following criteria were utilized:

- 1) The research published between the years of 2005-2016,
- 2) The research conducted on foreign language education and programs,
- 3) The research conducted on curriculum, program or course evaluation,
- 4) The research using keywords such as curriculum evaluation, program evaluation, course evaluation, foreign language curriculum evaluation, foreign language program evaluation and language course evaluation.
- 5) The research not limited to the analysis of the views of participants about a program.
- 6) The research either as master's thesis, Ph.D dissertations or peer-reviewed articles published in scientific journals,
- 7) The research written in Turkish or English.

### 2.3. Data collection procedures

ERIC data base, ASOS index, EBSCOhost, ULAKBIM, Google Scholar and YOK National Thesis Center were accessed to find curriculum evaluation studies by using keywords such as curriculum evaluation, program evaluation, course evaluation, foreign language curriculum evaluation, foreign language program evaluation, language course evaluation. Searching various data bases, 87 studies which were conducted between the years of 2005-2016 were accessed in total. The distribution of studies according to publication type can be seen in Table 1.

**Table 1.** Distribution of studies according to publication type (n=87)

Publication type	Frequency	Percentage
Master's Thesis	39	44.8
Article	32	36.8
Ph.D Dissertation	16	18.4

As it is seen from Table 1, studies are mostly published as article (n=32, 36.8%) or master's theses. Almost half of the foreign language curriculum evaluation studies were conducted as master's theses (n=39, 44.8%). In contrast, there are fewer Ph.D dissertations (n=16, 18.4%) in this field. The distribution of theses according to the university was presented in Table 2.

**Table 2.** Distribution of theses according to the university (n=55)

Type	Year	Institute	University	F
Master's	2005	Social Sciences	Mersin University	1
	2005	Social Sciences	Middle East Technical University	1
	2005	Educational Sciences	Anadolu University	1
	2005	Educational Sciences	Ankara University	1
	2006	Social Sciences	Middle East Technical University	2
	2007	Educational Sciences	Anadolu University	1
	2007	Social Sciences	Çukurova University	1
	2007	Social Sciences	Yıldız Teknik University	1
	2008	Social Sciences	Abant İzzet Baysal University	1
	2008	Social Sciences	Çanakkale Onsekiz Mart University	1
	2008	Social Sciences	Sakarya University	1
	2009	Social Sciences	Adnan Menderes University	1
	2009	Social Sciences	Ege University	1
	2009	Social Sciences	Hacettepe University	1
	2009	Social Sciences	Trakya University	1
	2009	Social Sciences	Middle East Technical University	2
	2010	Social Sciences	Çukurova University	1
	2010	Social Sciences	Ege University	1
	2010	Social Sciences	Fırat University	1
	2010	Social Sciences	Middle East Technical University	1
	2011	Social Sciences	Mehmet Akif Ersoy University	1
	2012	Social Sciences	Adnan Menderes University	1
	2012	Social Sciences	Akdeniz University	1
	2012	Social Sciences	Cumhuriyet University	1
	2012	Educational Sciences	Gazi University	1
	2013	Social Sciences	Ufuk University	1
	2014	Educational Sciences	Dicle University	1
	2014	Social Sciences	Middle East Technical University	1
	2014	Educational Sciences	Çanakkale Onsekiz Mart University	1
	2014	Educational Sciences	Uludağ University	1
	2015	Educational Sciences	Bahçeşehir University	1
	2015	Educational Sciences	Dicle University	1
	2016	Educational Sciences	Pamukkale University	1
2016	Social Sciences	Boğaziçi University	1	
2016	Social Sciences	Düzce University	1	
2016	Educational Sciences	Eskişehir Osmangazi University	1	

	2016	Educational Sciences	Akdeniz University	1
Ph.D.	2005	Educational Sciences	Ankara University	1
	2005	Social Sciences	Middle East Technical University	1
	2006	Educational Sciences	Ankara University	1
	2006	Social Sciences	Middle East Technical University	2
	2009	Educational Sciences	Anadolu University	1
	2009	Social Sciences	Ankara University	1
	2010	Social Sciences	Hacettepe University	1
	2011	Social Sciences	Hacettepe University	1
	2011	Social Sciences	Middle East Technical University	1
	2012	Social Sciences	Middle East Technical University	1
	2012	Educational Sciences	Yeditepe University	1
	2013	Social Sciences	Adnan Menderes University	1
	2015	Educational Sciences	Hacettepe University	1
	2016	Educational Sciences	Anadolu University	1
	2016	Educational Sciences	Çanakkale Onsekiz Mart University	1
Total				55

As seen from Table 2, twelve master's theses and seven Ph.D dissertations were carried out in the Institute of Educational Sciences Institute. As Hazır-Bıkmaz, Aksoy, Tatar and Atak-Altınüzük (2013) state, some developed universities such as Middle East Technical University having post-graduate degrees in Educational Sciences still conduct them in the Institute of Social Sciences. The distribution of theses according to the department they were conducted in was shown in Table 3.

**Table 3.** Distribution of theses according to the department (n=55)

Department	Master's	Ph.D.	Total
Educational Sciences	17	8	25
English Language Teaching	17	7	24
Curriculum and Instruction	4	-	4
Linguistics	-	1	1
English Language-Literature	1	-	1
Total	39	16	55

As seen from Table 3, most of the foreign language evaluation studies were conducted in Educational Sciences (n=25) departments. 24 theses were done in English Language Teaching departments. 4 studies were realized in Curriculum and Instruction departments. Only one study was conducted in Linguistics and English Language and Literature departments. The distribution of articles according to the journal published was given in Table 4.

**Table 4.** Distribution of articles according to the journal published

Journals	Year	Type of Journal	F
Uluslararası Eğitim Programları ve Öğretim Çalışmaları D.	2014	International	1
Hacettepe Üniversitesi Eğitim Fakültesi Dergisi	2005	International	1
ELT Research Journal	2014,2015	International	4
Australian Journal of Teacher Education	2009,2010	International	2
Turkish Online Journal of Qualitative Inquiry	2012,2014	International	2
Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi	2014	National	1
Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi	2012	National	1
Polis Bilimleri Dergisi	2011	National	1
Kafkas Üniversitesi Sosyal Bilimler Enstitüsü Dergisi	2008	National	1
Eğitim ve Öğretim Araştırmaları Dergisi	2014	National	1
Turkish Online Journal of Distance Education	2007,2009	International	2
Procedia - Social and Behavioral Sciences	2012	International	1
Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi	2012	National	1
Ticaret ve Turizm Eğitim Fakültesi Dergisi	2008	National	1
NOVITAS-ROYAL (Research on Youth and Language)	2013	International	1
South African Journal of Education	2013	International	1
International Journal of Academic Research	2013	International	1
Ondokuz Mayıs Üniversitesi Eğitim Fakültesi Dergisi	2005	National	1
Bilim, Eğitim ve Düşünce Dergisi	2009	National	1
The Journal of Interantional Social Research	2015	International	1
International Journal of Language Academy	2016	International	1
Pegem Journal of Education and Instruction	2016	National	1
Turkish Studies	2015	International	1
Journal of Qualitative Research in Education	2015	International	1
Educational Research and Reviews	2016	International	1
Atatürk University Journal of Graduate School of Social Sciences	2005	National	1
Total			32

Table 4 indicated that 21 articles were published in international journals whereas 11 articles were published in national journals.

#### 2.4. Data collection tool

The data were collected via a ‘Paper Classification Form’ developed by Sözbilir and Kutu (2008) and adapted by the researcher. This form consists of six parts which are descriptive information about the paper (Part 1), subject of the paper (Part 2), research design/methods (Part 3), data collection tools (Part 4), sample and sample size (Part 5) and data analysis methods (Part 6). This form was revised according to the purpose of the present study. Hence, a part about validity and reliability, a part about sampling technique and a part about curriculum evaluation models were added to the form.

#### 2.5. Data analysis

The studies were subjected to descriptive content analysis. The data were analyzed by using SPSS 22.0 and presented through descriptive statistics (frequency and percentage). The data were first coded by the researcher. Then, in order to prevent errors in coding, all articles and theses were shared with two voluntary field experts from the department of Curriculum and Instruction and asked to check all coding and collected data. The researchers checked the data independently from each other. The inter-

rater reliability was calculated by using Miles and Huberman's (1994) formula (reliability= consensus/consensus+ dissidence) and found .91 and 0.90 between the experts and the researcher and .92 between the experts. Thus, reliability was ensured to a high degree in the study.

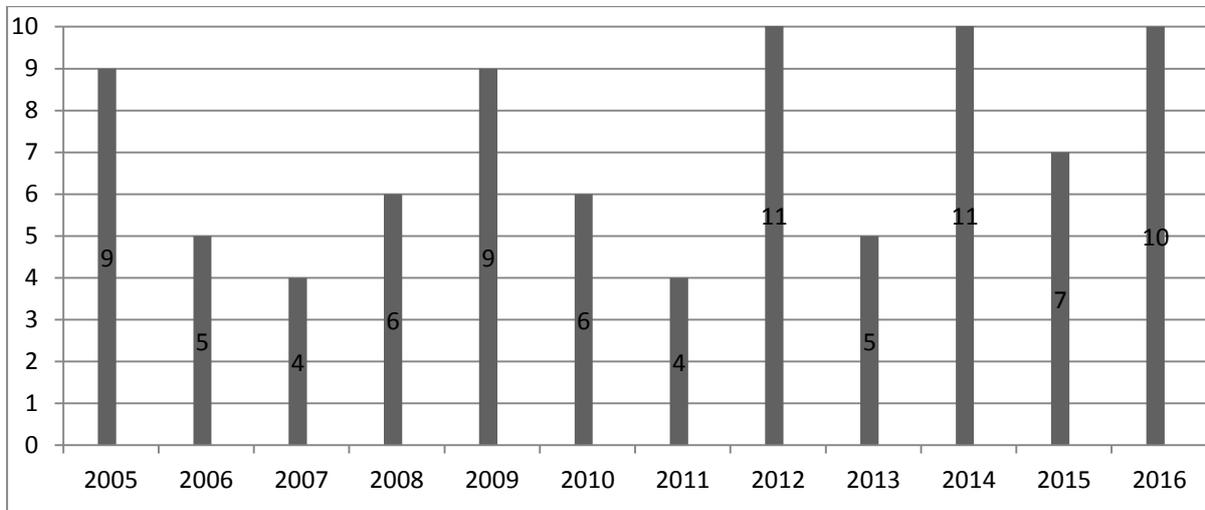
### 3. Results

In the results part, the analysis of studies in terms of different variables takes place. Research results were analyzed in parallel with research questions. Thus, research findings were presented under publishing language, publishing years, levels, sample group, sample size, research method, data collection tools, validity/reliability study, data analysis method, sampling technique and curriculum evaluation model topics. In Table 5, the distribution of studies according to publishing language was shown.

**Table 5.** Distribution according to publishing language

Publishing language	Frequency (f)	Percentage (%)
Turkish	37	42.5
English	50	57.5

As seen from Table 5, the language used in studies is mostly English (n=50, 57.5%). Also, 37 studies (42.5%) were published in Turkish. The distribution of studies according to publishing years was presented in Figure 1.



**Figure 1.** Distribution according to publishing years

As seen from Figure 1, the distribution of studies according to publishing years does not follow a pattern. The years that studies are published the most are 2012 (n=11), 2014 (n=11) and 2016 (n=10) and the year studies are published the least is 2007 (n=4), 2011 (n=4) and 2013 (n=5). The distribution of studies according to type of program was shown in Table 6.

**Table 6.** Distribution according to type of program

Type of Program	Frequency (f)	Percentage (%)
Elementary school	25	28.7
Course programs	19	21.8
Preparatory schools	16	18.4
ELT Bachelor	7	8
In-Service training	6	6.9
Post-graduate degrees	5	5.8
Secondary school	5	5.8
Distance foreign language	4	4.6

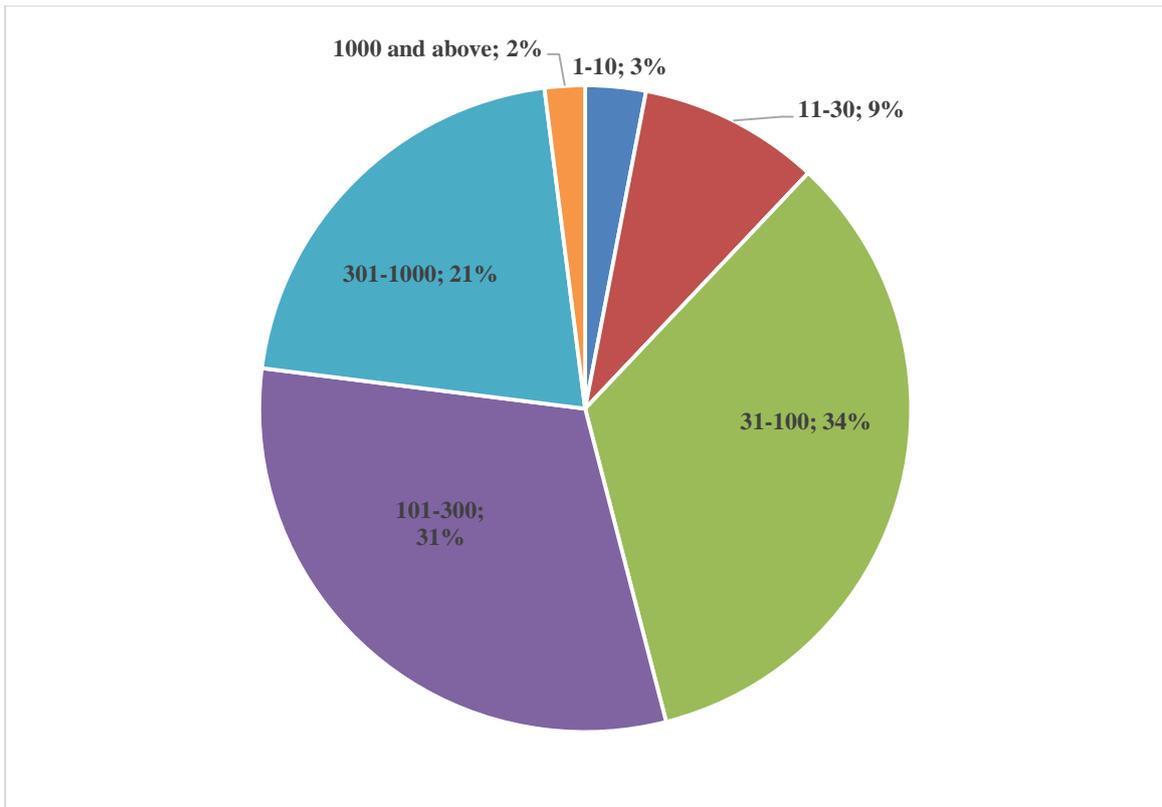
As shown in Table 6, most of the studies focused on the evaluation of elementary school programs (from Grade 2 to 8). Other studies widely evaluated are language course programs (n=19, 21.8%) and preparatory school programs (n=16, 18.4%). ELT Bachelor programs (n=7, 8%) and in-service training programs (n=6, 6.9%) for English teachers or instructors were evaluated less. Post-graduate degrees were evaluated in five studies; three of which focused on the evaluation of ELT master's programs and two of them addressed ELT Ph.D program. In five studies, secondary school programs were evaluated. Distance foreign language programs were evaluated in four studies; three of which evaluated distance ELT program offered in Anadolu University and one of which evaluated compulsory Foreign Language I curriculum conducted through distance education. In Table 7, the distribution of studies according to sample group was presented.

**Table 7.** Distribution according to sample group

Sample Group	Frequency (f)	Percentage (%)
Teachers/Educators	39	26.1
Academics	31	20.8
Associate/Undergraduate students	24	16.1
Preparatory school students	18	12
Directors	11	7.4
Graduates	7	4.7
Elementary students	7	4.7
Post-graduate students	5	3.4
Secondary school students	3	2
Inspector	1	0.7
Curriculum development specialist	1	0.7
Coursebook writer	1	0.7
Course attendee	1	0.7

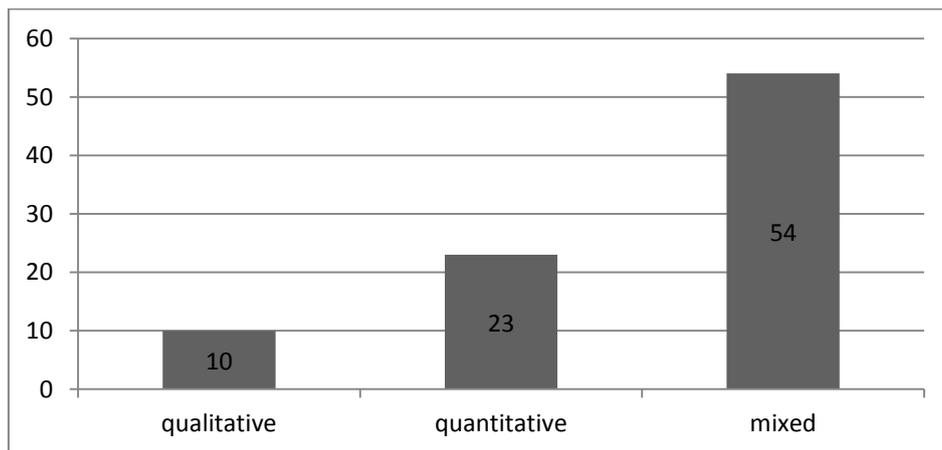
*In some studies, more than one sample group is used.*

Table 7 showed that mostly teachers/educators (n=39) and academics (n=31) were preferred in studies as the sample group. Also, data were collected from associate and undergraduate students in 24 studies and preparatory school students in 18 studies. Directors were consulted in 11 studies. Graduates of any language program were consulted in 7 studies. Data were collected from elementary students (n=7), post-graduate students (n=5), secondary school students (n=13), inspector (n=1), curriculum development specialist (n=1), coursebook writer (n=1) and course attendee (n=1) the least. In Figure 2, the distribution of studies according sample size was shown.



**Figure 2.** Distribution according to sample size

As presented in Figure 2, sample size between 31-100 ( $n=30$ , 34%) was preferred the most frequently in studies. After that, sample size between 101-300 ( $n=27$ , 31%), 301-1000 ( $n=18$ , 21%) and 11-30 ( $n=7$ , 9%) were preferred in studies. Sample size between 1-10 ( $n=3$ , 3%) and sample size 1000 and above ( $n=2$ , 2%) were preferred the least frequently. Figure 3, the distribution of studies according to research method was given.



**Figure 3.** Distribution according to research method

As seen from Figure 3, 10 (11.5%) studies were conducted by using only qualitative research method. 23 (26.5%) studies were implemented as quantitative research. 54 (62%) studies were done as mixed research. The distribution of studies according to data collection tools was shown in Table 8.

**Table 8.** Distribution according to data collection tools

Method	Data Collection Tools	Frequency (f)	Percentage (%)
Qualitative	Interview	7	7.8
	Observation	2	2.2
	Document Analysis	2	2.2
	Open-ended questions	2	2.2
Quantitative	Questionnaire	17	18.9
	Scale	5	5.6
	Achievement Test	2	2.2
Mixed	Questionnaire and Interview	28	31.1
	Multi data collection tools	25	27.8

As seen in Table 8, in qualitative research data were collected through interview in seven studies and observation, document analysis and open-ended questions were used only in two studies. In quantitative research, questionnaire (n=17) was mostly preferred. Scale was used in five studies and achievement test was used only in two studies. In mixed research, questionnaire and interview was widely preferred in 28 (31.1%) studies. In 25 (27.8%) studies, multi data collection tools such as survey, scale, interview, observation, achievement test and document analysis were used. The distribution of studies according to validity and reliability study can be seen in Table 9.

**Table 9.** Distribution according to validity/reliability study

Type		Frequency (f)	Percentage (%)
Reliability	Cronbach's alfa	50	52.6
	Inter-rater reliability	11	11.5
	Kuder-Richardson 20	3	3.2
	Cohen's Kappa	2	2.1
	Test-Retest	1	1.1
	Item Total Correlation	1	1.1
	Not reported	27	28.4
Validity	Expert opinion	56	63
	Factor analysis	8	9
	Not reported	25	28

*In some studies, more than one reliability/validity study is used.*

Table 9 showed that Cronbach's alfa was mostly preferred for reliability study. Inter-rater reliability was ensured in 11 studies. However, KR-20 was used only in three studies and Cohen's Kappa was used in two studies. Test-retest and item total correlation were used in one study. In 27 studies, reliability study was not reported. For validity purposes, expert opinion (n=56, 63%) was used mostly. Factor analysis was used in eight studies. In 25 (28%) studies no information related to validity study was provided. The distribution of studies according to data analysis method was given in Table 10.

**Table 10.** Distribution according to data analysis method

Method	Data Analysis Method	Frequency (f)	Percentage (%)
Descriptive statistics	Descriptive analysis (f, %)	70	45.1
	Content analysis	32	20.6
	Descriptive analysis (qualitative)	21	13.6
Inferential statistics	One-variable (t-test, anova)	21	13.6
	Non-parametric	7	4.5
	Multi-variable (manova)	2	1.3
	Correlation	2	1.3

*In some studies, more than one data analysis method is used.*

In Table 10, it was seen that descriptive statistics were used more common than the inferential statistics. Among descriptive statistics descriptive analysis (f, %) was widely used. Following that, content analysis was used in 32 studies and descriptive analysis used in qualitative research was utilized in 21 studies. Among inferential statistics, one variable tests such as t-test and anova were used in 21 studies and non-parametric tests were used in seven studies. Besides, multi-variable test manova and correlation were used only in two studies. Table 11 shows the distribution of studies according to sampling technique:

**Table 11.** Distribution according to sampling technique

Sampling technique	Types	Frequency (f)	Percentage (%)
Probability Sampling	Random	7	7
	Cluster	5	5
	Stratified	4	4
	Multi-stage	1	1
Non-Probability Sampling	Purposive	8	8
	Criterion	5	5
	Maximum variation	4	4
	Convenience	3	3
	Critical case	2	2
	Snowball	1	1
The Whole Population		6	6
Not-Reported		54	54

*In some studies, more than one sampling technique is used.*

Table 11 showed that probability sampling was preferred less than non-probability sampling. Out of studies utilizing probability sampling, seven of them used random sampling, five of them used cluster sampling, four of them used stratified sampling and one of them used multi-stage sampling technique. Moreover, out of studies using non-probability sampling, eight of them used purposive sampling, five used criterion sampling, four used maximum variation, three used convenience sampling, two used critical case sampling and one used snowball sampling technique. Furthermore, in six studies the whole population was reached so no sampling technique was used. Besides, in 54 studies (54%) the sampling technique used was not reported. Table 12 indicates the distribution of studies according to curriculum evaluation model.

**Table 12.** Distribution according to curriculum evaluation models

Curriculum Evaluation Models	Frequency (f)	Percentage (%)
CIPP	11	12.6
Bloom's Program Evaluation Model	4	4.5
Tyler's Goal-Based Evaluation Model	2	2.2
Stake's Responsive Model	2	2.2
Peacock's Evaluation Model	2	2.2
Eisner's Educational Connoisseurship and Criticism Model	1	1.2
Illuminative Evaluation Model	1	1.2
Bellon&Handler Evaluation Model	1	1.2
Posavac&Carey Evaluation Model	1	1.2
Kirkpatrick's Evaluation Model	1	1.2
Lynch's Context-Adaptive Model	1	1.2

Adapted from Bellon&Handler E.M.	1	1.2
Adapted from Brown's Evaluation M.	1	1.2
Self-developed Curriculum Evaluation Model	1	1.2
Not used	57	65.5

*In some studies, more than one curriculum evaluation model is used.*

When studies were analyzed in terms of curriculum evaluation models from Table 12, it was determined that 57 curriculum evaluation studies were carried out without utilizing a curriculum evaluation model. 'Context-Input-Process-Product (CIPP) Model' was the most implemented model with 11 studies. 'Bloom's Program Evaluation Model Based on Four Components' was used in four studies. Also, 'Tyler's Goal-Based Evaluation Model' was used in two studies. In two studies, 'Stake's Responsive Model' was utilized. 'Peacock's Evaluation Model' was used in two studies. 'Eisner's Educational Connoisseurship and Criticism Model' along with Bloom's Program Evaluation Model Based on Four Components' was used in one Illuminative program evaluation model was only used in one study (Özüdoğru, 2016). Bellon&Handler evaluation model was also used in one study. Moreover, Posavac&Carey evaluation model was used in one study. Kirkpatrick's evaluation model was also used in one study. Lynch's Context-Adaptive Model was utilized in one study. In one study, the evaluation model was adapted from Bellon&Handler and Brown's evaluation models. Also, in one study the researcher developed a curriculum evaluation model by herself (Altıışıldört, 2009).

Besides the curriculum evaluation models, both objective-oriented and participant-oriented curriculum evaluation approaches were used in one study without mentioning the model used. Also, summative evaluation was used in four studies and formative evaluation was used in one study. One study carried out utilization-focused evaluation and one study utilized clarificative and interactive evaluation type. Furthermore, eclectic curriculum evaluation approach was used in two studies.

#### 4. Discussion and Conclusion

This research intended to analyze curriculum evaluation studies conducted in foreign language education and published between the years of 2005-2016. In order to reach this aim, 87 studies including 32 articles, 39 master's theses and 16 Ph.D. dissertations were accessed.

When the distribution of studies was analyzed in terms of publishing type, it was seen that studies were mostly carried out as master's theses or articles. However, fewer Ph.D dissertations were published. This finding is in line with the results of the study conducted by Kurt and Erdoğan (2015). Thus, Ph.D dissertations focusing on comprehensive program evaluation may be increased.

Furthermore, it was found that most of the studies focused on the evaluation of elementary school programs, various language course programs and preparatory school programs. Similarly, Gökmenoğlu (2014) found that studies mostly focused on the evaluation of elementary school programs. In the current study, it was also found that post-graduate degrees, secondary school programs and distance foreign language teaching programs were evaluated in very few studies. Depending on this, it can be suggested that evaluation studies regarding ELT Master's and Ph.D programs and secondary programs be increased. Also, evaluation studies of distance ELT programs offered at Anadolu University as well as evaluation studies of distance Foreign Language I and II curricula carried out as compulsory courses may be increased.

Besides, mostly teachers/educators were preferred in studies as the sample group. This finding is in line with the results of the studies conducted by Gömleksiz and Bozpolat (2013), Küçükoğlu and Ozan

(2013), Kurt and Erdoğan (2015) and Ulutaş and Ubuz (2008). In the present study, after teachers, academics and undergraduate students were preferred as the sample group. This finding is similar to Yetkiner, Acar and Ünlü's (2014) study results. In studies, data can be collected from other sample groups such as parents, inspectors and curriculum development specialist in order to increase the reliability and validity of the study.

Sample size between 31-100 was preferred the most frequently and sample size between 1-10 and 1000 and above were preferred the least frequently. This finding is in parallel with the results of the study conducted by Gülbahar and Alper (2009) as well as Ozan and Köse (2014), who found that only 1% of the studies were composed of sample size 1-10 and 5% of the studies were composed of sample size 1000 and above.

It was also found that very few studies were conducted by using only qualitative research method and most of the studies were done as mixed research. While this finding is similar to Yetkiner, Acar and Ünlü's (2014) study results, which showed that studies were carried out as mixed research at most and as qualitative research the least, it is different from the results of some studies (Çiltaş, Güler and Sözbilir, 2012; Hazır-Bıkmaz, Aksoy, Tatar and Atak-Altınyüzük, 2013; Ozan and Köse, 2014; Ulutaş and Ubuz, 2008) indicating that quantitative research is the most preferred.

Moreover, in quantitative research, questionnaire was mostly preferred as data collection tool. It may result from the fact that large amounts of information can be collected from a large number of people in a short period of time and in a relatively cost effective way via questionnaires (Büyüköztürk and others, 2013). This finding is in line with the results of the studies conducted by Erdoğan and others (2015), Göktaş and others (2012), Gömleksiz and Bozpolat (2013), Küçükoğlu and Ozan (2013) and Yetkiner, Acar and Ünlü (2014). Besides, in mixed research, questionnaire and interview was widely preferred in most studies. This is in parallel with Gökmenoğlu's (2014) study. In studies, other data collection tools such as observation, document analysis and achievement test can be utilized more frequently.

For data analysis descriptive statistics were used more common than the inferential statistics. Among descriptive statistics, descriptive analysis (f, %) was widely used. This finding is similar to the results of the study conducted by Göktaş and others (2012), Gömleksiz and Bozpolat (2013) and Ozan and Köse (2014). In studies, inferential statistics can be utilized more in order to make inferences from the data instead of just giving frequency or percentage.

Cronbach's alfa was mostly preferred for reliability study and for validity purposes, expert opinion was mostly used. These findings are in parallel with Erdoğan and others (2015) and Kurt and Erdoğan's (2015) studies. In almost half of the studies, no information related to reliability and validity study was provided. This situation overshadows the generalizability and reliability of research findings. This finding is similar to what Erdoğan and others (2015) and Kurt and Erdoğan (2015) found in their studies. Thus, reliability and validity studies should be carried out in order to ensure cogency and reliability of the research results.

In more than half of the studies, the sampling technique used was not reported. This finding is in parallel with Delice's (2010) study results. He found that in almost 60% of the quantitative theses, no information was available about the sampling technique and in the theses where the sampling technique was mentioned, only a very short description was provided. In studies, carefully chosen sample should be used to represent the population, which also increases the reliability of the study.

When studies were analyzed in terms of curriculum evaluation model, it was determined that a curriculum evaluation model was used in very few studies though these studies aimed to evaluate curricula. The researchers may have assumed that learning participants' views about the curriculum would be enough for the study, which accounts for this situation. This interesting finding is similar to

the results of the studies conducted by Gökmenođlu (2014) and Kurt and Erdođan (2015). In curriculum evaluation research, a curriculum evaluation model needs to be utilized in order for a systematic, purposeful and careful evaluation to be realized.

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### **Appendix A. Research that are analyzed (n=87)**

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## Yabancı dil eğitimi alanında gerçekleştirilen program değerlendirme çalışmalarının incelenmesi: 2005-2016

### Öz

Bu çalışmada 2005-2016 yılları arasında yabancı dil alanında gerçekleştirilen program değerlendirme araştırmalarının araştırmanın gerçekleştiği kademe, örneklem grupları, örneklem sayıları, yöntem özellikleri ve program değerlendirme modelleri açılarından içerik analizi yoluyla incelenmesi amaçlanmaktadır. Çeşitli veri tabanları taranarak belirtilen yıllar arasında gerçekleştirilmiş olan 24 makale, 29 yüksek lisans tezi ve 10 doktora tezi olmak üzere toplam 87 çalışmaya ulaşılmıştır. Ulaşılan çalışmalar Sözbilir ve Kutu (2008) tarafından geliştirilen 'Makale Sınıflama Formu' kullanılarak betimsel içerik analizi yoluyla incelenmiştir. Elde edilen veriler SPSS 22.0 paket programı kullanılarak kodlanmış ve betimsel istatistikler kullanılarak sunulmuştur. Araştırmanın sonuçlarına bakıldığında araştırmaların en çok makale ve yüksek lisans tezi olarak gerçekleştirildiği görülmüştür. Bunun yanı sıra, çoğu araştırmada ilköğretim programları, ders programları ve hazırlık programlarının değerlendirilmesine odaklanılmıştır. Bununla birlikte, lisansüstü eğitim programları, ortaöğretim programları ve uzaktan yabancı dil programları çok az çalışmada değerlendirilmiştir. Ayrıca, araştırmalarda 31-100 kişilik örneklem grubu en çok tercih edilen, 1-10 kişilik örneklem grubu ile 1000 ve üzeri örneklem grubu ise en az tercih edilen örneklem grubudur. Araştırma bulguları ayrıca çoğu çalışmanın karma araştırma olarak desenlendiğini göstermiştir. Bunun yanı sıra, nicel araştırma desenlerinde en çok anket, karma araştırma desenlerinde anket ve görüşme yaygın olarak tercih edilmiştir. Veri analizi olarak betimsel istatistikler yordayıcı istatistiklere göre daha sık ve betimsel istatistikler arasında da en sık betimsel analiz (f, %) kullanılmıştır. Ayrıca, çalışmaların yarısından çoğunda bir program değerlendirme modelinin kullanılmadığı belirlenmiştir.

*Anahtar sözcükler:* Yabancı dil programları; program değerlendirme; betimsel içerik analizi

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