Three Preparatory Schools' Syllabus Designs in
the Turkish Republic of Northern Cyprus

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Abstract

Problem Statement: Curriculum development involves the process of planning, setting up and running courses. The knowledge about designing syllabi, making choices of content and materials and assessing student performances plays an important role in curriculum development. Syllabus design is one aspect of curriculum development. It covers the kind of materials that are adopted and the ways they will be exploited for the classroom teaching. Choosing a syllabus is a major decision in language teaching. Therefore, it should be made as conscientiously and with as much information as possible.

Purpose of Study: The purpose of the study is to examine the syllabus designs used in the three preparatory schools of the three universities in the Turkish Republic of Northern Cyprus (TRNC) and make suggestions on how to improve these syllabus designs.

Methods: A qualitative research method was used in this study. An interview schedule was used to collect data. The study was conducted with 27 participants from the preparatory schools of the three universities in the TRNC. The data were broken into categories followed by thematic coding.

Findings and Results: The findings show that two universities are still using the traditional product-oriented approach (in other words, the grammar-based syllabus design), while one university is using a process-oriented approach with a skill-based syllabus design.

Conclusions and Recommendations: The integrated syllabus design seems to be the most beneficial design type, as it involves the use of language skills,

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functions, texts and grammatical items. Institutions can also be flexible in making adjustments to fit their students' needs.

The process of planning, setting up and running courses is familiar to teachers of English as a second language and English as foreign language. In addition, the knowledge about designing syllabi, making choices of content and materials and assessing student performances is likewise addressed by academic directors of schools (White, Martin, Stimson, & Hodge, 1991). Curriculum development involves the mentioned aspects, but one should bear in mind that the terms curriculum and syllabus are sometimes used interchangeably, differentiated, misused and misunderstood (Xiaotang, 2004).

According to Richards (2001), the history of curriculum development in language teaching starts with the notion of syllabus design. Syllabus design is one aspect of curriculum development but is not identical with it. He adds that a syllabus is a specification of the content of a course and lists what will be taught and tested. Syllabus design is the process of developing a syllabus.

Most education programs around the world follow a syllabus-driven approach. In other words, the kinds of materials that are adopted and the ways they will be exploited for classroom teaching are determined by the syllabus. The syllabus in certain educational contexts can also determine how materials should be designed in the first place (Xiaotang, 2004).

Choosing a syllabus is a major decision in language teaching; therefore, it should be made as conscientiously and with as much information as possible. There has been much confusion over the years as to what different types of content are possible in language-teaching syllabi and as to whether the differences are in the syllabus or the method. Several distinct types of language-teaching syllabi exist, and these different types may be implemented in various teaching situations (Reilly, 1988).

A suggestion of two super-ordinates of syllabus categories was put forth by Long & Crookes (1993), which they called the "analytic" and "synthetic" syllabi. The term "synthetic" refers to structural, lexical, notional, functional, and most situational and topical syllabi, in which acquisition is a process of gradual accumulation of separately taught parts, building up to the whole structure of the language. In addition, the synthetic syllabus relies on learners' (assumed) ability to learn a language in parts (e.g., structures and functions) independently of one another and also to integrate or synthesize the pieces when the time comes to use them for communicative purposes. On the contrary, the "analytic" syllabus that employs prior analysis of the total language system into a set of discrete pieces of language is largely unnecessary. Thus, "analytic" refers not to what the syllabus designer does but to the operations required by the learner. Analytic syllabi present the second language in chunks, without linguistic interference or control, and rely on the learner's ability to induce and infer language rules, as well as on natural knowledge of linguistic universals (Rabbini, 2002). Procedural, process and task syllabi are examples of the analytic syllabus.

According to Nunan (1994), there are two different types of syllabi: the product-oriented and process-oriented syllabi. The product-oriented syllabus focuses on the outcomes, in other words, things that are learnt at the end of the learning process--"knowledge and skills which learners should gain as a result of instruction" (p.27). On the other hand, the process-oriented syllabus focuses on the process of learning and puts the emphasis on "the learning experiences themselves" (p.27). Product-oriented syllabi tend to concentrate on grammatical input, functional/notional aspects and lexical items, whereas process-oriented syllabi are often task-based and more learner-centred (Dick, 2005).

Although there are many approaches to syllabus design, Reilly (1988), Richards (2001), and Harmer (2007) claim the existence of five types of syllabi:

Grammatical Syllabi (structural/formal syllabi)

Grammatical syllabi are those where learning is organized upon language (a list of items such as present continuous, comparatives, countable, and so on). Historically, the most prevalent of syllabi types is perhaps the grammatical syllabus in which the selection and grading of the content is based on the complexity and simplicity of grammatical items. The learner is expected to master each structural step and add it to her grammar collection. Therefore, it could be said that the focus is on the outcomes or the product.

Topic or Content-Based Syllabi

Topic syllabi groups contents into sequences of topics (e.g., the weather, sports and so on). A content-based-syllabus' primary purpose of instruction is to teach some content or information using the language that the students are also learning. The students are simultaneously language students and students of whatever content is being taught. The subject matter is primary, and language learning occurs incidentally to the content learning. The content teaching is not organised around the language teaching but vice-versa. An example of content-based language teaching is a science class taught in the language the students need or want to learn, possibly with linguistic adjustment to make the science more comprehensible.

Functional/Notional Syllabi

In this type of syllabus design, the content is organised upon a list of functions like informing, agreeing, apologizing, and requesting; examples of notions include size, age, colour, comparison, time, and so on. The content of the language teaching is a collection of the functions that are performed when language is used or of the notions that language is used to express.

Situational Syllabi

These types of syllabi are constructed around situations (e.g., seeing the dentist, complaining to the property owner, buying a book at the bookstore, meeting a new student, and so on). In other words, the content of language teaching is a collection of real or imaginary situations in which language occurs or is used. A situation usually involves several participants who are engaged in some activity in a specific setting.

The language occurring in the situation involves a number of functions, combined into a reasonable segment of discourse. The primary purpose of a situational language-teaching syllabus is to teach the language that occurs in the situations.

Lexical Syllabi

Lexical syllabi are based on the lexical approach (lexis and language chunks). A lexical syllabus uses vocabulary as the building blocks. Usually stemming from an analysis of high-frequency vocabulary and phrases, they work from language in use and build up vocabulary areas. Richards (2001) claims that this type of syllabus is the one that identifies the target vocabulary that will be taught during a language course and points out that lexical syllabi are the ones that were first developed in language teaching.

Task-Based Syllabi

A task-based approach assumes that speaking a language is a skill best perfected through practice and interaction and uses tasks and activities to encourage learners to use the language communicatively in order to achieve a purpose. Tasks must be relevant to the real-world language needs of the student. That is, the underlying learning theory of task-based and communicative language teaching seems to suggest that activities in which language is employed to complete meaningful tasks enhance learning. The task-based and communicative approach also allows productive tasks that encourage self-expression of students (Bruton, 2005). The task-based syllabus is focused on meaning. The work is also done in the classroom where the teacher provides all the input to help students develop their ability in communication In this model, there is no interaction with the linguist (Yalden, 1987). Mohseni (2008) mentions that task-based syllabi use tasks and activities to encourage learners to utilize the language communicatively in order to achieve a goal.

Apart from the syllabus types claimed by Harmer (2007), Reilly (1988) identified the skill-based syllabus. In this type of syllabus, the content of the language teaching is a collection of specific abilities that may play a part in using language. Skills are things that people must be able to do to be competent in a language, relatively independently of the situation or setting in which the language use can occur. While situational syllabi group functions together into specific settings of language use, skill-based syllabi group linguistic competencies (pronunciation, vocabulary, grammar, and discourse) together into generalized types of behaviour, such as listening to the spoken language for the main idea, writing well-formed paragraphs, giving effective oral presentations, and so on. The primary purpose of skill-based instruction is to learn a specific language skill. A possible secondary purpose is to develop more general competency in the language, learning only incidentally any information that may be available while applying the language skills.

Richards (2001) has also identified the existence of integrated syllabi (also called the multi-syllabus). In this kind of syllabus, all skills, functions, texts, topics and grammatical areas are linked to each other. Karhnke (1987) argued that a combination of all types of the syllabi is extremely beneficial for language learners,

because syllabus designers need to aim successful students towards fields of the target language at the end of the program.

The traditional and most prevalent of syllabi types is seen to be the grammatical syllabus which focuses on the outcomes or the product (Rabbini, 2002). Many limitations have come to the fore on behalf of the adoption of this type of syllabi in the language-learning classroom. One of the problems that a syllabus designer faces in this type of syllabus is the bond connecting the structural items, which is seen to be weak. Another criticism is that there are many aspects to language, but grammatical syllabi focus on only one aspect (grammar). Furthermore, present corpus-based research suggests that there is a deviation between spoken language and written language grammar (Rabbini, 2002).

Artut and Bal (2006) evaluated curriculum of the Elementary School Education Department from the perspectives of undergraduate students. Their descriptive research showed a general syllabus about mathematics courses that had been used by most of the instructors. Students suggested that cognitive, affective and psychomotor developments should be equally distributed in the syllabus. Cengizhan (2010) compared the curriculum used in preparatory classes of three universities. The research showed some similarities and differences in general English courses. "The similarities between these universities: the materials used in each preparatory department are communicative and task based. The differences: there are extra reading activity courses and a native speaker of English as a lecturer in one of these universities" (p. 305).

There are many types of syllabi that universities can adopt; therefore, an investigation must be held to find out what kinds of syllabi universities use. The present study aims to investigate the syllabus designs that are currently being used in the preparatory schools of three Universities in the TRNC. In addition, this study involves the investigation of the necessities, which are needed to promote the syllabi's encouragement of better student achievement.

In order to meet our aims, answers to the following sub-questions are thought to be needed:

1- Does the aim of the school and syllabus design being used match?

2- Have any changes been made to the syllabus? If so, why were these changes made?

3- According to what factor/factors is the syllabus organized or designed?

4- What are the weak and strong points of the syllabi?

5- What kind of technological devices are used to improve student learning?

Method

Research Design

In this study, a multiple-case study design was used to reveal and investigate the type of syllabi that three universities in the TRNC administer in their preparatory schools. Yin (1994) argues that the case study is an appropriate research method if the researcher wants to explain complex casual links in real-life interventions and describe a real-life context in these interventions. Case studies can be either single- or multiple-case designs. Single case studies represent a unique or extreme case. Multiple case studies allow the researcher to study cases in depth either individually or by comparing their similarities and differences (Stake, 1995).

Research Setting

In the TRNC, there are six preparatory schools. For this study, three preparatory schools were chosen in accordance with the preliminary observation.in which the preparatory schools of these three universities were seen to be using different syllabus designs. In addition, the three preparatory schools in question were specifically chosen due to the fact that they have a different number of students, a difference in English hours per week, a different aim, a different system and different English-teaching strategies and techniques.

Cases

Preparatory School 1.There are approximately 390 students mostly from different regions of Turkey. Students are obliged to attend 21 hours of English lessons per week. The school is involved in a module system. According to this system, each module involves seven hours. At the end of every week and during some weeks, students have quizzes (consisting of up to 10 quizzes) that affect their grades. At the end of seven weeks, students have an examination. This examination determines the students' next level. For example, if a student is at the elementary level s/he will pass to the next level, which is pre-intermediate. Students' levels are determined through a placement examination, which is held at the very beginning of the year. Basically, students have to take two major examinations per term, which involves two levels. In addition to this, students have two hours per week of foundational classes, which involve professional English and general English. These additional hours are compulsory but do not affect the students' grades. There are five levels (beginner, elementary, pre-intermediate, intermediate and advanced) in the school, and each level has a coordinator. An additional education coordinator is in charge of the five coordinators. The school has a director and assistant director. The examinations are prepared by a testing office involving three experienced teachers. The examinations given to the students are marked by an optic reader. All examinations involve a grammar, a vocabulary, a reading and a writing section. The writing section involved in the examination is read by two different teachers who do not know and have not taught the students in question. The writing section in question can be read and graded a second time if there is a big difference in the two teachers' grading. As mentioned above, each student attends 21 hours of English lessons. Two and sometimes three teachers attend one class. The quizzes held every week are graded

by the teacher who attends that class at the hour presented on the weekly plan given to them. The school has a weekly plan system that is prepared by the coordinators of the level. The coordinator determines what is going to be taught that week. The course book used is called "New English file".

Preparatory School 2.There are approximately 700 students mostly from different regions of Turkey. At the beginning of every year (September), students who register at the University take a placement examination that identifies their level of English. After entering the placement examination, students are set into three groups. Beginner to elementary-level students study Level A (LA); pre-intermediate to intermediate-level students study Level B (LB). Students who want to pursue an MA degree or study in an English-related department who cannot score 80 in the placement test can join the IELTS (International English Language Testing System) class which is usually a maximum of 20 students. Students are exposed to 24 hours of English lessons a week. In these 24 hours, students have two hours of lessons in English for Specific Purposes (ESP) and two hours of interactive white-board lessons, which are both taught or instructed by another teacher. The school has a director, assistant director, a coordinator and two assistant coordinators. For every class, at least three instructors teach, and one of these instructors is the main teacher (the teacher who attends the class in question the most hours). Students have a mid-term examination and a final examination each term. The mid-term examination is 40 points, the final is 40 points, and students' portfolios are 20 points, totalling 100 points. The points of the portfolio are given according to the work students do, which include writing journals, a trip presentation (students go on a school trip beforehand), presenting a leaflet or watching a film (higher-level students do this). Moreover, one or two pop quizzes are given to the students throughout the term. Three teachers prepare the examinations. Students are tested according to reading, listening and writing in the examinations. The listening test lasts 20 minutes, the writing test lasts an hour and the reading test lasts between 45 minutes and an hour. Teachers randomly mark the examination papers. In addition, the course book used is called "New English File", and an extra skills book is also used.

Preparatory School 3.This preparatory school has approximately 1,000 students. Students are exposed to four tests and a final examination. Three of the tests (the highest three) are taken into account for the grading of the students. Every class has one teacher. After a proficiency examination is given at the beginning of the year, students are separated into classes. The school has a Preparatory First (PF) group and a Preparatory Second (PS) group. Students of the PF group have to study two terms of English (in the first term they are called PF students; when they pass, they move up to the PS group). Students of the PF group start from elementary and pre-intermediate. Students from the PS group continue from the pre-intermediate level to an intermediate level. In order for students to pass, they need to get 120 points out of 200; 30 points for the three tests they enter, 90 points in the final examination, and 20 points for doing their homework, participating in class and so on. Students are exposed to 20 hours of English per week. The course book used at the school is called "Success". The examinations are prepared by chosen teachers and confirmed or

modified by the head coordinator. Every teacher has a contribution to the exams. The exams are checked and marked by the class teacher and double-checked and marked by another teacher. The school has a director, an assistant director, a head coordinator, and in every office, (there are three staff rooms) a coordinator.

In order to meet the aims of this study, several questions were asked to the participants involved.

Participants

An interview was carried out with the director, the assistant Director, the head of the testing office, the head of the coordinators, a coordinator of a level, and four English-language teachers of Preparatory School 1; the director, assistant director, a coordinator and five English-language teachers of Preparatory School 2; and the director, assistant director, head coordinator, two coordinators, and five English-language teachers of Preparatory School 3. The 27 participants in question were asked questions regarding the syllabus they use in their universities. In addition, sub-questions were asked to support the aims of the study. The researchers have used maximum variation sampling as a sampling strategy. Patton (1990) argues that maximum variation sampling helps the researcher to include individuals with quite different experiences and characteristics. It also "aims at capturing and describing the central themes or principal outcomes that cut across a great deal of participant or program variation" (p.172).

Data Collection and Analysis Procedures

Concerning validity and reliability of the data-collection instrument, the interview schedules prepared by the researchers were reviewed by three experts of qualitative study from the Department of Educational Sciences at a university in Nicosia, TRNC. Some questions of the schedule were revised in regards to the suggestions of the experts. The revised version of the schedule was then piloted with three preparatory-school teachers at the same university to test the clarity of the questions. During this piloting process, some new questions were added to the interview schedule. In this study, face-to-face, semi-structured interviews were conducted. Each question asked opinions of the participants concerning the type of syllabus they used. Different sets of interview schedules were used for administrators, coordinators and instructors. The interviews took on average 30-60 minutes. Data were analysed by recording and writing down the participants' responses verbatim. In this study, content analysis was used to determine where the greatest emphasis took place in the qualitative data (Marshall & Rossman, 1989). For the formation of the interview schedules, the researchers benefited from the literature review, which helped them generate coding categories prior to the interviews. The interview data were then broken into manageable categories (Bogdan & Biklen, 1998).

Denzin and Lincoln (2000) argue that for reliability and validity issues, qualitative data should be reviewed by participants to see whether or not the answers to the interview questions are consistent with the transcribed data. In the present research,

the researchers asked five participants to cross-check the transcribed data to ensure the accuracy of the transcription.

After collecting all the information from the director/assistant director, coordinators and ELT teachers of the preparatory schools, the results were divided into three as Preparatory School 1, Preparatory School 2 and Preparatory School 3. The results for each question were analysed and interpreted by the researcher.

Results

The Aims of the Preparatory Schools

After the collection of all the data, the results from Preparatory School 1 revealed that the aim of the preparatory school is to enable students to use all English-language learning skills efficiently. In addition, students' expectations, needs analysis and communicative strategies are taken into account. Results regarding Preparatory School 2 show that the aim of the preparatory school is to bring students up to a higher level in English. Lastly, the results from Preparatory School 3 show that the aim of the preparatory school is to prepare students for the examinations given by the preparatory school. Students are obliged to learn the basics of English, not English intensively, because they will only need basic English in their departments.

Table 1
Aims of the Preparatory Schools

University	Aim
Prep School 1	Enable students to use all skills efficiently. Students' expectations, needs analysis and communicative strategies are taken into account.
Prep School 2	To bring students up to a higher level in English.
Prep School 3	1. Prepare students for examinations held at the prep school. 2. Teach students only the basics of English for use in their departments.

Syllabus Design, Preparation and Change

Results from Preparatory School 1 show that the course book is chosen by the teachers and the director of the school. All pages of the course book are used. The syllabus is designed according to the pages of the course book. The grammar presented in the course book is divided into weeks for instructors to teach. Although the director insisted that "we use a communicative approach not structural but functional, based on the task-based approach", the majority of the participants identified that the syllabus is grammar-based. The head coordinator emphasized, "Our weekly time-table is based on the grammar points stated in the course book".

All the grammar points identified in the course book are of importance, as students will be evaluated according to these points. Throughout the years, change to the syllabus has been made. Before, the writing and speaking skills were added to the syllabus, but soon this was changed, because as participants said, "Teachers are not qualified enough to teach the skills in question". Participants responded that the addition of these skills to the syllabus was time consuming and not beneficial.

Results from Preparatory School 2 show that it uses the Common European Framework (CEFR) ; (CEFR is a guideline used to describe achievements of learners of foreign languages across Europe and, increasingly, in other countries. Its main aim is to provide a method of assessing and teaching which applies to all languages in Europe); therefore, its syllabus is more communicative-based with a communicative approach. The assistant director put forth that "the course book is taken into consideration while preparing the syllabus, but the evaluation is done on the skills students have learnt". Students are involved in speaking, listening, reading and writing, and the exams are based on these skills. Changes have been made, as the school found that "the pacing was not right", some topics in the writing part were not useful, or the skills-book changes were equivalent to the course book. Results from Preparatory School 3 show that it uses a grammar-based syllabus. The coordinator explained, "The grammar in the course book is used as a guide to teach the grammar points". Teachers give extra materials to students in order to prepare them for the exam, which is based ninety percent on grammar. Extra teachers used to go into each class and teach listening and speaking and then evaluate students upon these skills, but due to staff unavailability, this was abolished.

Table 2
Syllabus Design, Preparation and Change

University	Syllabus design	Preparation of syllabus	Change
Prep School 1	Grammatical	According to course book	Extra writing and speaking lessons abolished
Prep School 2	Skill-based	Course book and skills	Useless writing activities
Prep School 3	Grammatical	Course book	Extra listening and speaking lessons abolished due to staff unavailability

Weak and Strong Points of the Syllabus

According to the results of Preparatory School 1's interview, participants responded that the syllabus has a lack of language skills. One of the language teachers added that "the grammar rules presented should be taught inductively". Although students are given extra writing lessons to support the syllabus, the

majority of the participants said, "The writing tasks presented do not enable students to use their creativity". The head coordinator of the school stated that "there are letters that students memorize and go into the exam. This situation results in knowledge being stored in the students' short-term memories, which results in learning to pass the examination not lifetime knowledge". According to the results of Preparatory School 2's interview, participants responded that the weak points are the pacing problems. One of the language teachers stated that "the strong point is that it is similar to the ELTS examination which uses all four skills", adding that "students are prepared for the real world, enabling the use of communicative English". According to the results of Preparatory School 3's interview, participants responded that there is a lack of language skills. Participants added that the four language skills should be given separately from the grammar by different English-language teachers. A strong point added by the head coordinator argued that "the syllabus is appropriate, as students do not use the English language thoroughly in their departments"; therefore, the English presented is enough for them. One of the English-language teachers adds that "the syllabus used is seen easier, as it does not need preparation by teachers". In addition, it is supported by a supplementary booklet involving writing and dictation lessons, which is enough to prepare students for their departments.

Table 3
Weak and Strong Points of the Syllabus

University	Weak Points	Strong Points
Prep School 1	1. Lack of language skills 2. Memorizing 3. Deductive grammar teaching	Students are given extra writing lessons to support the syllabus
Prep School 2	Pacing problems	1. Similar to the ELTS exam 2. Prepares students for the real world
Prep School 3	Lack of language skills	1 Students need basic English in departments 2. No teacher preparation 3. Supplementary booklet is sufficient to prepare students for their departments

Technology Used for Teaching and Learning

Participants' responses from Preparatory School 1 show that the school has added interactive white-board classes to their syllabus, but this is not compulsory and is given by one trained teacher. Attendance of these classes is optional. In addition, students use the computer lab, which is optional in addition to the compulsory

English classes. Participants from Preparatory School 2 imply that interactive white-board lessons are given and are a part of the weekly time schedule. Participants added that these interactive white-board lessons are beneficial and boost students' motivation to learn the English language subconsciously. These lessons are given by trained teachers. The ELTS classes, on the other hand, are involved in on-line homework exercises. Participants in Preparatory School 3 responded that due to a lack of technology, the CD player cannot even be used by teachers, let alone other innovative devices. In previous years, extra lab lessons were presented to students, but the outcomes were not satisfactory; therefore, this was abolished. The institution does not believe in innovation and finds it unbeneficial.

Table 4
Technology Used For Teaching and Learning

University	Technology Used
Prep School 1	Interactive white board: not compulsory
Prep School 2	1. Interactive white board: compulsory 2. ELTS classes: on-line homework
Prep School 3	No device: the institution does not believe in innovation

Discussion

This qualitative study was carried out to reveal the syllabi designs used in the English preparatory schools of three universities in the Turkish Republic of North Cyprus and find out the necessities to improve them. According to the results, despite the fact that Preparatory School 1 insisted on using the communicative approach, the findings show that they use the grammatical syllabus. Likewise, Preparatory School 3 also uses the grammatical syllabus design, based on a product-oriented approach. On the other hand, Preparatory School 2 uses the communicative approach with a skill-based syllabus design where students are evaluated according to their skills.

The aim of Preparatory School 1 did not match with the syllabus they are using. On the other hand, although Preparatory School 3 is using the grammatical syllabus design, their aim matched with their syllabus type. Moreover, Preparatory School 2's syllabus also matches with their aim.

Due to the fact that Preparatory Schools 1 and 3 are using the grammatical syllabus, both schools have a lack of the use of the four language skills in their language-learning classrooms. For this reason, it could be said that the syllabus designs they are using are not beneficial in terms of improving students' achievement and using the English language in "today's world". On the other hand, Preparatory School 2 seems to have not settled on the syllabus they are using, as they have pacing problems. Studies on behalf of improving their syllabus to fit students' needs and achievement are in force. In terms of the weak and strong points of the syllabus designs being used, the syllabus type used in Preparatory School 1 has no strong points. Apart from the director of the school, all participants believe the syllabus is not beneficial for the teacher and students. On the other hand, Preparatory School 2 believes they are on the right track, as their syllabus involves an ELTS-type evaluation. Furthermore, it could easily be said that students are being prepared for the real world. Last but not least, Preparatory School 3 believes that they are supporting their syllabus with supplementary materials, which are enough for students' examinations and further University studies. Therefore, we could say that the syllabus design used in Preparatory School 3 is beneficial for the students in contrast to Preparatory School 1, which also uses the same syllabus design.

In terms of innovation to support students' learning, Preparatory School 1 has started to use the interactive white board but has not yet added this to their syllabus; it is more like an activity students can do extra to support their language learning. Moreover, students are able to use computers in the computer laboratory, but yet again, this is not part of the syllabus design. Students are not punished or assessed if they do not attend these classes. On the other hand, Preparatory School 2 has added the interactive white-board classes to their syllabus. In addition, their ELTS class is able to make use of on-line homework. Both innovation attempts have beneficial outcomes concerning the language learners. Preparatory School 3, in contrast to the other two schools, has a lack of technology. Therefore, the use of any innovative device cannot be used in the school.

The integrated syllabus design put forth by Richards (2001) seems to be the most beneficial design type, as it involves the usage of language skills, functions, texts and grammatical items. Taking into account the culture of the Turkish Republic of North Cyprus (TRNC), integrating skills and preparing students to learn them in variety will enable their usage in their further education and life experiences. Moreover, this syllabus type, suggested by Richards (2001), enables users to organize the lessons grammatically at the first level and then later, the grammar presented functionally. Likewise, the first level of organization might be functional with grammar items selected according to the grammatical demands of different functions. Therefore, institutions can be flexible, making adjustments to fit their students' needs. Even though this may seem difficult to adopt at first for some institutions as a change in the TRNC, arranging the syllabus according to the above-mentioned factors may eventually become successful, allowing benefits for both the teachers and students. The skills which are a part of this design could be given by different teachers, and the examinations could be set on the skills.

Conclusions

To sum up, bearing in mind previous research and literature, the traditional grammatical syllabus design is still being adopted by university preparatory schools, even though it has many limitations. The adoption of the grammatical syllabus design, which Preparatory Schools 1 and 3 are acquiring, is seen to be inefficient, as it neglects the usage of language skills (listening, speaking, reading and writing) needed for communication. Moreover, the preparatory schools in question dwell upon grammar and ignore the process of learning by concentrating on the product. Students are being prepared for examinations instead of learning for "today's world." Even though Preparatory School 3's aim matched with its syllabus design, students are still not being prepared for live communication. On the other hand, Preparatory School 2 has adopted a more recent syllabus design, which is seen to be more effective in terms of long-term English language learning. Students are being prepared for examinations obliged by most institutions around the world. Furthermore, students are able to use English in the future, as they are evaluated according to the language skills needed for communication and their future studies.

The integration of the interactive white board and computer usage, which has been added to the syllabus design of Preparatory School 1, has no function, as it is not compulsory and thereby not evaluated. Unless students have an outcome of the usage of these devices, they will not want to learn. Therefore, these devices are seen as time consuming, as there is no aim for their integration. Preparatory School 2 also integrates the interactive white board classes in its syllabus. This integration is seen to be beneficial, as students and teachers have outcomes for its compulsory use. Integrating technology into the language-learning classroom should have a purpose for both the teacher and students. In addition, both teacher and student should benefit from this purpose.

Limitations

The present study has certain limitations. Only interviews were used to provide information. Interviews were conducted only with teachers, administrators and coordinators. Students' opinions were not elicited. To assure the validity of the study, document analysis and observation techniques could also be utilized together with the interviews. Besides, although there are six preparatory schools, only three preparatory schools were included in the study.

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Kuzey Kıbrıs Türk Cumhuriyeti'nde Üç Üniversite'nin İngilizce Hazırlık Okullarında Kullanılan Ders İzlenceleri ile ilgili Bir Araştırma.

(Özet)

Problem Durumu

Ders izlenceleri, öğrenci performansları ve materyal seçimleri eğitim programları geliştirme sürecinin önemli öğeleridir. Dünyadaki eğitim programlarının çoğu ders izlenceleri ile yürütülmektedir. Ders izlenceleri eğitim programlarının bir parçasıdır ancak aynı şey değildir. Ders izlenceleri derslerde hangi materyallerin kullanılacağını ve nasıl kullanılması gerektiğini, dersin nasıl öğretilmesi ve öğrenmenin nasıl test edilmesi gerektiğini belirtmektedir. Dolayısıyla ders izlenceleri dikkatle ve bilgi birikimi ile hazırlanması gerekmektedir. Birçok ders izlence yöntemi bulunmaktadır. Long ve Crookes izlence yaklaşımlarını sentezci ve analitik olmak üzere ikiye ayırır. Sentezci İzlence yaklaşımında dilin farklı yapıları adım adım ve parça parça öğretilir. Zamanı geldiğinde öğrenen bu parçaları birleştirerek sentezler. Analitik izlence yaklaşımında ise öğrenen yeteneği ile sonradan edindiği bilgileri kullanarak dili öğrenir.

Bunun yanında Reilly, Richards ve Harmer gibi araştırmacılar da Dilbilgisel, Konu-odaklı, İşlevsel-Kavramsal, Durumsal, Sözlüksel ve Görev Temelli olmak üzere 6 farklı izlence yaklaşımından bahsetmektedirler.

Araştırmanın Amacı

Bu araştırmanın amacı, KKTC'de üç üniversite'nin hazırlık okullarında kullanılan ders izlencelerini araştırmak ve öneriler getirmektir.

Araştırmanın Yöntemi

Araştırmada çoklu durum çalışması yöntemi kullanılmıştır. Üç üniversiteden 27 katılımcıya kullandıkları ders izlence yöntemleri ile ilgili görüşme soruları yöneltilmiştir. Veriler nitel araştırma tekniğini uygun olarak analiz edilmiş ve raporlaştırılmıştır.

Araştırmanın Bulguları

Araştırmanın sonuçları Hazırlık Okulu 1'in Dilbilgisel İzlence Yöntemini, Hazırlık Okulu 2'nin ise Beceri-Odaklı Yaklaşıma dayalı İletişimsel Yaklaşımı, Hazırlık Okulu 3'ün ise Ürün-odaklı Yaklaşım ile Dilbilgisel Yaklaşımı kullandıklarını göstermiştir. Bulgular ayrıca Hazırlık Okulu 1'in dil öğretimi amaçlarının kullandıkları ders izlenceleri ile örtüşmediğini göstermiştir. Diğer yandan Hazırlık Okulu 2 ile Hazırlık Okulu 3'ün dil öğretimi amaçları ile kullandıkları ders izlenceleri örtüşmektedir.

Sonuçlar Dilbigisel İzlence yöntemini tercih eden Hazırlık Okulu 1 ve Hazırlık Okulu 3'ün dil öğretimi sınıflarında dört dil becerisini etkili kullanamadıklarını göstermiştir. Hazırlık Okulu 2'nin ise ders izlencelerini takip etmede geri kaldıkları ortaya çıkmıştır.

Hazırlık Okulu 1 katılımcıları kullandıkları ders izlencelerinin öğretmen ve öğrenciler için faydalı olmadığını belirtirken, Hazırlık Okulu 2 katılımcıları takip ettikleri izlencelerin verimli olduğunu ifade etmişlerdir. Hazırlık Okulu 3 katılımcıları ise ilave materyallerle ders izlencelerindeki boşlukları doldurduklarını söylemişlerdir.

Bulgular yenilik adına Hazırlık Okulu 1'in izlencede belirtilmemesine rağmen sınıflarda etkileşimli beyaz tahta kullandıklarını ortaya koymuştur. Hazırlık Okulu 2'de sınıflarda etkileşimli beyaz tahta kullanmakta ve bu durum izlencede de belirtilmektedir. Hazırlık Okulu 3 ise teknoloji açısından diğer okullara göre geri kalmaktadır.

Araştırmanın Sonuçları ve Önerileri

Üç hazırlık okulunun da Bütünleşik İzlence yaklaşımını kullanmaları faydalı olabilir. Bütünleşik İzlence yöntemi dil becerilerinin, işlevlerinin, materyallerin ve dilbilgisi

öğelerinin kullanımını içerir. Böyle bir yöntemde öğrenenler dili ilk aşamada dilbilgisi kurallarına göre öğrenip daha sonra dili Kuzey Kıbrıs Türk Cumhuriyeti'nin kültürünü de dikkate alarak izlencelerin hazırlanması öğrencilerin dil becerilerini kazanmalarına yardımcı olacaktır. Kurumlar ders izlencelerini öğrencilerin ihtiyaçlarına göre hazırlamalıdırlar.

Anahtar Sözcükler: İzlence, Ders İzlenceleri, Hazırlık okulları, KKTC