



The Efficacy of Introductory Level Linguistics Course at an English Language and Literature Department: An Evaluation¹

İlyas YAKUT²

Received: 25 October 2018, Accepted: 23 November 2018

ABSTRACT

This explanatory study aims to investigate and evaluate the effectiveness of Introduction to Linguistics course given in the undergraduate program of the department of English Language and Literature (ELL) at a state university in Turkey. Even though linguistics courses in most of the ELL departments in Turkey are offered to the students, there is no so far an evaluation of introductory level linguistics course unravelling whether the course contents, teaching methods and objectives and outcomes of the linguistics courses in ELL departments meet the students' needs and expectations. For this reason, the research makes an evaluation of the linguistics course offered to ELL students to be able to figure out strengths and weaknesses of the course syllabus and course content. Adopting the qualitative design of the study, the data were collected through open ended questionnaire which was followed by semi-structured interviews and field notes taken by the researcher. Broadly speaking, the overall results indicated that students were happy with the time allocated for the lesson and they were able to reach most of the goals and objectives of the course. Furthermore, they shared their opinions regarding the teaching techniques implemented in the course and how they will benefit from their knowledge related to linguistics in the future. The participants also revealed their suggestions regarding what to add to the course in terms of content and teaching techniques. It is hoped that the results of the study sheds light to the effectiveness of the content and syllabus designs of linguistics courses at ELL departments in Turkey.

Keywords: Course Evaluation, Qualitative Research Design, Linguistics Courses, English Language and Literature Department.

EXTENDED ABSTRACT

Purpose and Significance

Introductory level linguistics is offered as an elective or a compulsory course at a number of undergraduate ELL programs in Turkey. Despite this fact, the efficacy of the course at ELL departments in Turkey has not been investigated. For this reason, this current study aims to explore and evaluate the effectiveness of the Introduction to Linguistics-II course offered electively to literature students studying at a state university in Turkey.

Methods

This study adopts qualitative research design to investigate the efficacy of the introductory level linguistics course given at an ELL department at a state university in Turkey. Data was collected from 19 students through an open ended questionnaire which was followed by a semi-structured interview made by 10 students randomly selected for the study. Furthermore, the field notes compiled by the researcher constituted one part of the study. The data was analyzed through content analysis technique and the comments of the participants were evaluated from the perspectives of teaching techniques and materials, time allocated for classroom activities and the relationship between the course content and their current and foreign interests and studies.

Results

According to the results obtained from the data,

¹ This study was presented at 3rd BELL International Conference (17-18 May, Zonguldak)

² Res. Assist., Zonguldak Bülent Ecevit University, Faculty of Arts and Sciences, yakutilyas@gmail.com

- Students were aware of the importance of linguistics courses.
- They indicated that the course help them decide whether to go on linguistics related studies in the future.
- They revealed that the objectives and outcomes of the course syllabus were well-designed and they could achieve most of them.
- Regarding the teaching techniques, the students found all the classroom activities effective except the brief explanations of the topics that were not exemplified.

İngiliz Dili ve Edebiyatı Bölümündeki Dilbilime Giriş Dersinin Yeterliği Üzerine Bir Değerlendirme¹

İlyas YAKUT²

Başvuru Tarihi: 25 Ekim 2018, **Kabul Tarihi:** 23 Kasım 2018

ÖZET

Bu çalışma Türkiye'deki bir devlet üniversitesinde İngiliz Dili ve Edebiyatı (İDE) bölümünde verilen Dilbilime Giriş dersinin verimliliğini araştırmayı ve değerlendirmeyi amaçlamaktadır. Her ne kadar Türkiye'deki birçok İDE bölümünde dilbilim dersleri seçmeli ya da zorunlu olarak sunulmuş olsa da, giriş seviyesindeki dilbilim dersinin ders içerikleri, öğretim metotları ve dersin amaçları ve çıktıları açısından İDE öğrencilerinin ihtiyaç ve beklentilerini karşılayıp karşılamadığına dair bir değerlendirme rapor edilmemiştir. Bu yüzden, bu çalışmada dersin izlencesi ve ders içeriğinin güçlü ve zayıf yönlerini ortaya çıkarmak amacıyla İDE öğrencilerine sunulan dilbilim dersinin bir değerlendirmesi yapılmıştır. Genel anlamda sonuçlar, öğrencilerin ders süresinden memnun olduklarını ve dersin amaç ve çıktılarının birçoğunu başarabildiklerini ortaya koymuştur. Buna ek olarak, derste kullanılan öğretim yöntemleri ve derste edindikleri dilbilim bilgilerini gelecekte nasıl kullanabilecekleri konusunda öğrencilerin fikirlerini paylaşmıştır. Ayrıca, katılımcılar ders içeriği ve öğretim yöntemleri açısından derse neler eklenebileceği konusunda önerilerde bulunmuşlardır. Bu çalışmanın sonuçlarının Türkiye'deki İDE bölümlerinde verilen dilbilim derslerinin içerik ve izlence yapılarının verimliliği hususunda alana katkı sağladığı düşünülmektedir.

Anahtar Kelimeler: Ders Değerlendirmesi, Niteliksel Araştırma Tekniği, Dilbilim Dersleri, İngiliz Dili ve Edebiyatı Bölümü.

1. Introduction

Linguistics in general and its sub-branches are very important for scholars dealing with language-related studies. We can see the traces of linguistics in all subfields related to language. As linguistics constitutes the basis of the many studies related to language, introduction to linguistics as a course gains more importance in the departments related to language. Introduction to linguistics is a compulsory course in most of the English language and literature and English language teaching departments in Turkey. As this course is considered to be the first step to the linguistics, introducing the topics to the students becomes more important. To do so, planning and implementing the course efficiently have a vital importance.

Even though instructors or professors have been teaching this course for many years, students may still feel frustrated as the course itself is not planned well. In order to avoid failures, the syllabus and teaching methods of this lesson should be evaluated systematically to see the problematic parts of the course design. Although there are many studies aiming to evaluate the effectiveness of the programs or courses, to the best of our knowledge, there is no study in Turkey aiming to explore the effectiveness of introduction to linguistics courses from the students' perspectives and beliefs. Thus, in this present study, we aimed to test the effectiveness of the course offered to English and Literature department students at one of the state universities in Turkey and to improve the quality of the course by making necessary changes for the future students. Thus, the results of this study could be considered as indicators of whether the course content and teaching techniques adopted in the course were beneficial for the students' current and future studies.

1.1. Research questions

This study aims to find out effectiveness of introduction to linguistics – II course in terms of teaching methods and fulfilling students' needs and beliefs. For this reason, this study seeks answers to the following research questions.

- To what extent was the course beneficial for the students in terms of their both current and future studies?

¹ Bu çalışma 3. BELL Uluslararası konferansında sunulmuştur. (17-18 Mayıs 2018, Zonguldak)

² Arş. Gör., Zonguldak Bülent Ecevit Üniversitesi, Fen Edebiyat Fakültesi, yakutilyas@gmail.com

- How did the students find the effectiveness of the teaching techniques?

1.2. Review of literature

Richards, Platt and Weber (1985) define evaluation as “the systematic gathering of information for purposes of making decisions.” (p. 98). As highlighted in the definition, evaluation should be done in a systematic way and the purpose should be to make necessary changes to fix the problematic areas in a system. As for the program or course evaluation, the information collected from the people needs to be valuable and valid to be able to make required changes.

In the related literature, it is mentioned that there are many ways to collect data for program evaluation. Some of them are questionnaires, interviews, journals, exam results and students' grades. As highlighted by Brown (1995), these techniques may result in either quantitative or qualitative data. Quantitative data are countable bits of information which can be collected by adopting measures and producing results as numbers (Brown, 1995). However, qualitative data in program evaluation consist of information that cannot be converted into numbers. Even though qualitative data may seem to be unnecessary, these data generally play important roles in actual decisions made in a program (Zohrabi, 2012). As qualitative data is crucial while making decisions about the changes in a program, types of data collection methods should be chosen very carefully.

Although there are many ways to collect qualitative data for program evaluation, interviews and questionnaires constitute an important part of qualitative data collection. Hence, many scholars prefer these data collection techniques to collect data for program evaluation studies. Even having their own shortcomings due to their being second-hand data collection tools as mentioned by Weir and Roberts (1992), they are efficient in revealing beliefs and reactions of the stakeholders of a program. Furthermore, as mentioned by Weir and Roberts (1992), if the evaluators of the program are not insiders, they are not able to provide comprehensive information related to the program. Thus, they need the accounts of the learners, teachers or even administrators to verify what they have found.

Regarding linguistics known as the scientific study of language (Yule, 2014), there are many studies aiming to explore one aspect of it such as one specific topic in sociolinguistics, pragmatics or language history. There are studies aiming to investigate and evaluate programs related to language teaching (Tsou & Chen, 2014) and there are frameworks for evaluating language teaching programs (Hutchinson & Water, 1987; Watanabe, Norris & Gonzalez-Lloret, 2009). Even there are studies aiming to evaluate a specific syllabus (Lawrence, 1990) of a specific program, but a specific study aiming to explore the effectiveness of an introduction to linguistics course and its evaluation from the students' perspective has not been reported.

2. Yöntem

A qualitative research method was adopted for this study to evaluate the effectiveness of the introduction to linguistics – II course from the students' perspective.

2.1. Participants

For this study, the participants are chosen from the sophomores studying at the department of English Language and Literature. As remarked by Suri (2011), “informed decisions about sampling are crucial to improve the quality of research synthesis” (p. 64). As the number of students taking introduction to linguistics – II course is limited, we had to include all the students coming to the lessons regularly. Despite having 27 students enrolled to the course, 3 of them were repeaters from the previous year(s) and 5 of them never showed up. Thus, after eliminating those students, 19 of them were chosen for the study. Therefore, a convenience sampling technique was adopted for this study.

All the students chosen for the study were given the questionnaire consisting of open ended questions. Out of 19, 10 students were chosen for the semi-structured interview which includes the same questions asked in the questionnaire. The purpose of asking the same questions was to be able to probe students further/ detailed opinions related to the questions.

For this study, we did not collect data systematically from the instructor since the course was evaluated by the instructor himself as an insider. The opinions of the instructor were not included in the study since they would have been intuitive and subjective.

2.2. Data Collection

A questionnaire consisting of open-ended questions, a semi-structured interview and field notes constituted the data collection techniques of this study.

For this study, data was collected from 19 students through a questionnaire consisting of 5 open-ended questions. Even though 10% of the participants who attended the questionnaire was enough for the interview, to get more reliable data 10 students who took the questionnaire were interviewed by the researcher to explore their opinions about the effectiveness of the course. The questions used in the questionnaire and the interview were the same as the purpose was to see whether students answered the questions sincerely. Also, by preferring the same questions for the interview, the researcher was able to ask follow-up questions to get further information about the effectiveness of the course.

The purpose of giving the questionnaire and interviews to the students was to seek beliefs of students about the effectiveness of the materials, teaching techniques, classroom activities, and to what extent the course objectives given in the syllabus was reached.

Regarding field notes, the instructor took notes about the course after each lesson. Also, as the instructor did not have an office in the building where the course was done, he was able to use his time during the break-times to talk/discuss the effectiveness of the course and the topics that were not clear either because of the technique used in the lesson or the degree of difficulty of the topic with the students.

2.3. Data Analysis

The data collected from questionnaire, interviews and field notes were analyzed in terms of effectiveness of the materials used in the classroom, effectiveness of the teaching techniques, and the relationship between the topics taught in the lesson and how they can be used in the future. Regarding effectiveness of the teaching techniques, we also aimed to find out whether the time allocated for the lesson was enough or not. To exemplify the data, students' statements are given in the results section without correcting the grammatical and spelling mistakes.

3. Results

The results of this study are given in five main topics which are the time allocated for the lesson, to what extent we reached our goals mentioned in the syllabus, teaching techniques used in the lessons, how they can use the knowledge they gained in the future and what can be added to the content of the course. To support the data collected through questionnaire, interviews and field notes, a comparison between syllabuses of the first term and the second term was made to show whether second term's syllabus had an effect on the students perceptions regarding the effectiveness of Introduction to Linguistics – II.

3.1. Time Allocated for the Lesson

To discover students beliefs related to the categories given above, they were given five open-ended questions both in the questionnaire and in the interviews. The first question was about whether the time allocated for the lesson was enough or not. Out of 19 students answering the questionnaire, 17 (89,47%) said the time allocated for the lesson was enough. Only 2 (10,52%) students stated that there should have been one more hour for the lesson.

Regarding the ones saying the time allocated for the lesson was enough, it was observed that 8 students explained their reasons regarding why they think the time was enough. Even though all the students explained their reasons with different styles, it is observed that all the students mentioned in their answers regarding the first question that 'the instructor is able to finish the lesson on time, and he does not need extra time to cover the topics'. This tendency shows that students believe that if an instructor can cover the topics mentioned in the syllabus during the allocated time, they do not need extra time for the lesson. However, students also mentioned that they had enough time to discuss the

topics with the teacher after the lecturing time. This shows that students also want enough time to discuss the points that they want/need to. Regarding the importance of time allocated for discussions and teaching time one of the male students stated that

“actually the time allocated to the lesson is absolutely enough because the teacher finishes every unit at same time we have group discussion which is very important”

In order to probe student’s answer to the first question in the questionnaire, the same question was asked to him again to reveal what he means by group discussions. In the interview he expressed that

“... at the end of each lesson, the teacher gives time for us to ask questions. We can ask questions to our teacher and our friends. Also, we discuss some topics with examples. So, I can learn points which I did not understand in the first two hours.”

From the extract given above, it can be understood that he mentioned the discussion guided by the teacher via giving sample situations which help them connect the theoretical information they learned with real life situations.

In addition to the students pointing that the time allocated for the lesson was enough as the instructor used the time efficiently for lecturing and they had enough time for discussion, there was one female student saying that the time was enough because of the concentration issues. Her statement is given below:

“I think this time is enough because if lessons have more time, students cannot concentrate. According to some evidence, people have 20 minutes for understanding.”

Also according to the field notes taken, the instructor (he is the researcher as well) highlighted that some of the students were happy with the numbers of teaching hours. They also mentioned that splitting the class hours into three different days would be useless as well.

Regarding the students stating that the time allocated for the lesson was not enough, we found that they wanted to have one more hour for the lesson for small group discussions after lecturing. As given below, one of the students stated that

“the allocated time was enough but it’s would be better if we have one hour more to discuss the topics in detail in small groups.”

The student stated the importance of discussion sections despite having a discussion part in the lesson, the student was asked what he means by small group discussions. His explanation to it was self-explanatory.

“first semester we had literature circle activities, but this semester we do not have circle. And, we cannot discuss what did we find while reading the chapter. So, we are not able to going in detail.”

His opinion related to group discussions (literature circles) makes sense when the first semester’s syllabus is checked. According to the first semester’s syllabus, the lessons were divided into three parts. In one of the sections, students used to come together and share what they have prepared related to the chapter of the week. However, as the instructor found it useless, he deleted literature circles from the syllabus.

3.2. Reaching the goals/objectives and outcomes mentioned in the syllabus

To collect data regarding the objectives of the lesson, the researcher asked *“to what extent did we reach the objectives of the class stated in the syllabus?”* in both the questionnaire and the interview. Out of 19 students who answered the questionnaire, all the students highlighted that they reached all the objectives mentioned in the syllabus. Only one student pointed out that she reached 99% of the objectives.

However, during the interviews the researcher noted that some of the students confused attending the courses and listening to the teacher with reaching the objectives. Regarding one of the units related to second language acquisition/ learning, one of the students stated that

“as far as I am concerned, I did not miss any part. I reached to the objectives. I know how to teach different languages.”

Although some of the students misunderstood the question, the general objectives of the course are clearly stated in the syllabus.

“the main objective of this course is to introduce basics of language and linguistics to students. Students will be encouraged to explore major aspects of linguistics and improve their knowledge in this field. The course aims to introduce the student to basic concepts of linguistics and to instill a scientific approach to language, remedying common misconceptions about language in the process.”

Also, as for the outcomes it is written in the syllabus that

At the end of the semester students will be able to;

1. define basic concepts of linguistics
2. describe the main sub-fields of linguistics
3. approach language from a scientific perspective
4. acquire critical thinking and basic argumentation skills pertinent to linguistics
5. develop an awareness of the universality of language rights and for the preservation of mother languages as cultural assets

Contrary to the students misunderstanding of the question, there were also students saying that ‘as the instructor taught them very well, I do not think that I missed anything’ which shows that some of the students are not aware of the difference between course contents and course objectives. For this reason, the item related to the course objectives was not clearly understood by the students. It would have been more comprehensible for the students if they had been informed about the objectives before the questionnaire.

However, there were four students, whose mid-term scores are also very high, expressed that they can do the things mentioned in the outcomes and objective parts of the syllabus. One of the students uttered in the interview that

“... now I can easily define the terms that we learnt during the lesson. Also, now I know why linguistics is so important in language studies, and I can use my knowledge for my further studies and research.”

3.3. Effectiveness of Teaching Techniques

As these students are going to be English teachers/instructors in the future, we thought that asking “how did you find the techniques the instructor used in the lessons?” would give important clues regarding the beliefs of the learners about teaching techniques. Out of 19 students, all pointed out that the techniques used in the lessons were quite effective.

When the teaching techniques mentioned by the students are classified, we found that students were not happy when the instructor explained the things only verbally. The techniques they liked were

- Summarizing the chapter both verbally and written
- Group and whole class discussions
- Quizzes before the lecture
- Asking questions to raise curiosity
- Bringing visuals and videos into the classroom
- Giving examples from their mother tongue
- Connecting the theoretical information with the real life
- Answering the “study question” parts in the classroom by sharing different opinions

One of the most interesting points highlighted by the students as a teaching (can be learning as well) technique was quizzes. To clarify why quizzes are so important in this lesson, this was asked to the students during the interviews as a follow-up question. One of the students mentioned that

“if you do not do quizzes before teaching, we will not read the chapter. So, we cannot ask questions about the topics we do not understand. And, you will not explain them.”

The extract taken from the student shows that he is well aware of the fact that without reading and studying the topic of the week before coming to school, he will not be able to understand what the teacher talks about fully.

Regarding uses of videos in the classroom, the researcher tried to learn how it can be used for linguistics classes, thus, he asked "can we use videos for all topics?" In order to clarify whether students want to watch videos about all the topics written in the syllabus. However, it was not possible as some of the topics in the book were theoretical. One of the students expressed that regarding watching videos

"you brought videos related to language and the brain chapter. I will never forget Broca's and Wernicke's areas. But I know you cannot find videos for all the chapters in the book."

Both in the questionnaire and in the interviews, most of the students mentioned the importance of answering study questions in the classroom. Out of 19 students in the questionnaire, 15 highlighted the importance of answering the study questions as the teacher uses brainstorming technique during the course of answering those questions. Also, 7 students during the interviews pointed that study questions are organized in a way that they lead the students to discuss or reread the chapter to find the answers. One of the students during the interview mentioned that

"I love answering the study questions in the classroom. Especially, when the teacher asks more questions about the topic, we start talking about possible answers. Also, he sometimes writes the possible answers on the board and it makes discussion more fun"

When the field notes regarding teaching techniques, the instructor highlighted that small group discussions and literature circles were quite useful for the students who are willing to learn and share what they have collected related to the data. However, for the students who don't read the chapter, literature circles were burden for them as they did not get prepared for their roles. For this reason, he stated that he had to abandon using literature circles in the second semester.

3.4. Using the Knowledge in the Future

As this course is given to the second year students, they were all aware of the importance of the course and the topics covered during the semester. Regardless of their level of success all students highlighted that as they will be teachers in the future the things they learned in this course will be useful for them. However, when it comes to explaining how they will use the information they gathered in the future it is found that some students were not use of it. The extract given below is taken from one of the student's answer during the questionnaire.

"I will use them in the future when I become an English teacher."

So as to clarify how she would use what she learnt in the classroom while teaching English in the future, during the interview the researcher wanted her to explain how to make us of linguistics in language classrooms. Her answer was vague as she was not sure how to integrate the knowledge she gained in linguistics into the language classes.

"well, I will use for example when my students ask why."

In addition to using the knowledge when they become teachers, 8 students in the questionnaire mentioned that they will need the basic information related to linguistics during the third and fourth years as they will have courses such as applied linguistics and approaches to language teaching.

Also, 4 students stated that they wanted to do their master's in the field of linguistics. Thus, the knowledge they gained from this course would be very useful while deciding what aspect of linguistics they will study in the future as the book mentions many aspects of linguistics such as sociolinguistics, pragmatics and neurolinguistics.

3.5. What to Add to the Course

Regarding "what can be added to the course?", 14 students expressed that nothing can be added to the course as the current course schedule is already tight. However, 5 students stated that different things can be added to the program. Their desires related to what can be added to the course are given below

- More research about the topics: they wanted to do research about all topics. Even though they had a project assignment targeting exploration of one of the topics taught, they expressed that increasing their numbers will be more useful. Also, studies done by the instructor or a scholar whom they know grabbed their attention a lot.
- Question-answer sessions: regarding this suggestion, the researcher asked whether the questions asked by the instructor during the lesson was enough or not. The student who requested this idea stated that "he can ask the questions that he will ask in the mid-term or final exam so that we can study them before the exams."
- Drama: only one student mentioned the importance of drama in teaching/ learning process. She also stated that "...to be able to do the drama, the instructor should give tasks, and we need to get prepared for that which is impossible for some of my classmates."

When more research is taken into consideration, the notes of the instructor express that students may do small-scale research related to the topics, but they may not be able go into detail if they are required to do research for each topic. Thus, giving one project to each group of students will help them motivate each other, and they will be able to work on the topic in detail.

4. Conclusion

This study was conducted at the department of English Language and Literature at a state university in Turkey to explore beliefs and perceptions of the students related to effectiveness of introduction to linguistics course.

With regard to the 1st research question focusing on the importance of the course for students current and future studies, it is found that students are well aware of the fact that they need to know linguistics to be able to continue or go further in this field. Thus, it can be stated that students know that this course is not just an introduction but also it will help them decide whether to continue in this field or not. For this reason, the lesson should be comprehensible. To do so, the instructor may need to simplify the language while explaining the topics. Also, giving chances to students to discuss what they have read may lead the instructor to focus on the requested topics.

As for the 2nd research question, it is clearly stated by the students that except mentioning the topics briefly and verbally, all the techniques used by the instructor were considered as effective. Especially, using visuals and videos may enhance the effectiveness of teaching/ learning process.

It is evident that syllabus is a guide which affects the beliefs of the students about the course as they do not have a lot of information related to the linguistics. Thus, we can point out that the syllabus is an effective tool for shaping or changing the beliefs of the students about a course. However, it should be kept in mind that only having a well-documented syllabus is never enough for shaping or changing the beliefs of the students unless the teacher converts the written items into practices in the classroom. Syllabus is not sufficient enough to fulfill the needs of students, but it is more like a map showing the way from beginning through the end of the way. As mentioned in the study, the students may not care about the syllabus itself, but they will focus on how the teacher presents the objectives and whether they are able to reach the objectives/ outcomes of the lesson.

5. Limitations of the Study

First limitation is that even though the study was planned to exhibit test results of students to show whether the program was successful or not, since the final exams are given too late to the students, we were not able to analyze the results of the exams. Also, students had a final project in which they were supposed to do real research related to the topics chosen by the instructor. Similar to exam results, projects are not delivered to the instructor on time, thus, reflections related to the projects were not included.

Secondly, as the number of participants was limited to 19, we were not able to collect enough data for the study. Also, there was only one instructor currently giving that course at the university and as the course was evaluated by the researcher, I thought that giving my own opinions might be too subjective.

Hence, I avoided adding my comments to the study. A study aiming to compare the same course at different universities might yield to more fruitful results in terms of effectiveness of introduction to linguistics.

References

- Brown, J. D. (1995). *The elements of language curriculum*. Heinle and Heinle: New York, NY.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning centered approach*. Cambridge University Press: Cambridge.
- Lawrence, (1990). *Language in education: An evaluation of the teaching of structure in Zambian grade 8 classes* (Unpublished PhD thesis). Lusaka: university of Zambia.
- Richards, J. C., Platt, J. & Weber, H. (1985). *Longman dictionary of applied linguistics*. Longman: London.
- Tsou, W., & Chen, F. (2014). ESP program evaluation framework: description and application to a Taiwanese university ESP program. *English for specific purposes*, 33, 39-53.
- Watanabe, Y., Norris, J. M. & Gonzalez-Lloret, M. (2009). Identifying and responding to evaluation needs in college foreign language programs. In J. M. Norris, J. Davis, C. Sinicrope & Y. Watanabe (Eds.), *Toward useful program evaluation in college foreign language education* 5-56. Honolulu, HI: University of Hawaii, National Foreign Language Resource Center.
- Weir, C., & Roberts, J. (1994). *Evaluation in ELT*. Blackwell: Oxford.
- Yule, G. (2014). *The study of language* (5th Ed.). Cambridge University Press: New York, NY.
- Zohrabi, M. (2012). An introduction to course and/or program evaluation. *Journal of Pan-Pacific Association of Applied Linguistics*, 15(2), 59-70.