

# A Needs Analysis of EFL Instructors on Performance Evaluation: A Case Study in Türkiye

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### Abstract

The significance of performance evaluation models for teaching staff has increased in light of the growing demands for accountability in higher education. As a vital component of English as a medium of instruction (EMI) universities, English language preparatory programs have special affordances that prevent them from using the current appraisal models; instead, they require more specialized models. One reason for these distinctions is that they prioritize teaching over academic output. Universities in the private and public sectors differ significantly as well; the latter have fewer resources available to assist professional growth. In order to determine the qualities of an appraisal model appropriate for a public-sector school of foreign languages in an EMI higher education institution, a needs analysis was carried out. In order to do this, a questionnaire with 101 instructors, semi-structured individual interviews, and focus group interviews with 19 instructors were implemented in this mixed-method research. As for data analysis, SPSS and MAXQDA tools were used. The major quantitative findings showed that instructors preferred student-focused and self-conduct activities in their performance evaluation system. Besides, they highlighted the importance of workflow at the institution. These conclusions were supported by the qualitative data, which also shed more light on the advantages, disadvantages, and potential kinds of activities that would be included in the appraisal model. Other findings and implications that can be applied in comparable EMI situations will be discussed.

**Keywords:** EMI, higher education, performance evaluation, professional development