

**REPUCLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**THE ACADEMIC AND PROFESSIONAL ENGLISH LANGUAGE NEEDS OF
THE SCHOOL OF HEALTH STUDENTS**

Özlem AYAS

MASTER OF ARTS

ADANA/2011

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ÖZET

SAĞLIK YÜKSEKOKULU ÖĞRENCİLERİNİN AKADEMİK VE MESLEKİ İNGİLİZCE DİL İHTİYAÇLARI

Özlem AYAS

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Danışman: Doç. Dr. Yasemin KIRKGÖZ

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Bu çalışma var olan müfredatı, materyalleri ve dersin işlenişini iyileştirmek amacıyla Mersin Üniversitesi Sağlık Yüksekokulu'ndaki hemşirelik ve ebelik öğrencilerinin akademik ve mesleki İngilizce dil ihtiyaçlarını, kayıtlı bulunan öğrencilerin ve akademisyenlerin perspektiflerinden incelemeyi amaçlamıştır.

Bu çalışma için veri, anketler, öğrenciler ve akademisyenlerle yürütülmüş görüşmeler aracılığıyla toplanmıştır. Öncelikle, ikinci sınıf ebelik ve hemşirelik, üçüncü sınıf ebelik ve hemşirelik, dördüncü sınıf ebelik öğrencilerinin oluşturduğu beş grup tarafından tamamlanan anketler analiz edilmiş ve karşılaştırılmıştır ve daha sonra öğrencilerin İngilizce dil ihtiyaçlarıyla ilgili öğrencilerin ve akademisyenlerin algılarını bulmak üzere akademisyenlerin anket sonuçları açıklanmış ve öğrencilerle karşılaştırılmıştır.

Çalışmanın ana sonuçları Türkçe eğitim veren bir üniversite olan Mersin Üniversitesi, Sağlık Yüksekokulu öğrencilerinin özellikle konuşma ve dinleme olmak üzere dört İngilizce dil becerilerini geliştirme isteğinde olduğunu göstermektedir. Bunun yanı sıra, öğrencilerin çoğu, materyallerin ve dersin işlenişinin iyileştirilmesi gerektiğini düşünmektedir. Akademisyenlerin ise okuma ve çeviri becerilerini çoğunlukla diğer becerilerden daha çok önemsektirler.

Anahtar Kelimeler: Akademik İngilizce, Mesleki İngilizce, İhtiyaç Analizi, Algı

ABSTRACT**THE ACADEMIC AND PROFESSIONAL ENGLISH LANGUAGE NEEDS OF
THE SCHOOL OF HEALTH STUDENTS****Özlem AYAS****Master Thesis, Department of English Language Teaching****Supervisor: Assoc. Prof. Dr. Yasemin KIRKGÖZ****April 2011, 145 pages**

This study aimed to investigate the academic and professional English needs of nursing and midwifery students attending the School of Health at Mersin University from the perspectives of the currently enrolled students and the academicians in order to improve the current curriculum, materials and language instruction.

Data were collected through the questionnaires and interviews conducted with the students and the academicians. First, the questionnaires completed by five groups of students consisting of the second year midwifery and nursing, the third year midwifery and nursing and the fourth year midwifery students were analyzed and compared, and then the academicians' questionnaire results were revealed and compared with all the students in order to find out the students' and the academicians' perceptions about the students' English language needs.

The main results of the study indicate that the students at the School of Health at Mersin University, a Turkish-medium university, want to improve their all four English language skills, particularly speaking and listening skills. Besides, most of the students think that the materials and language instruction should be improved. Moreover, the academicians mostly value reading and translation skills more than the other skills.

Keywords: Academic English, Professional English, Needs Analysis, Perceptions

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ABBREVIATIONS

ESP: English for specific purposes

EAP: English for academic purposes

EOP: English for occupational purposes

ELT: English language teaching

SPSS: Statistical Package for the Social Sciences

M: Mean

SD: Standard deviation

T: Teacher

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CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, the statement of the problem and the purpose of the study which focuses on English for Specific Purposes (ESP) and needs analysis. Besides, the limitations of the study and operational definitions are revealed.

1.1. Background to the Study

English has become an international language for technological, economic and scientific reasons. It has necessitated the learning and teaching of English as a second or foreign language around the world. Within the English teaching practice, English for Specific Purposes (ESP) has been a very significant and developing field since 1960s as it takes into consideration the needs or interests of the learners, and the demand for ESP continues to increase around the world (Dudley-Evans & St. John, 2001).

ESP has either occupational or educational purposes which are named as English for Occupational Purposes (EOP) and English for Academic Purposes (EAP). At the tertiary level, ESP is generally referred as English for Academic Purposes (EAP) which is a significant area of ESP and accounts for a large amount of the ESP activity world-wide (Gillett, 1996). EAP which constitutes the educational aspect of ESP programmes and gains significance at the tertiary level aims at preparing students for professional or academic studies and future careers (Strevens, 1977).

As mentioned above, the needs, the interests and expectations of the learners are at the core of ESP courses. As Richards (2001, p. 32) states, “an important principle of ESP approaches to language teaching is that the purposes for which a learner needs a language rather than a syllabus reflecting the structure of general English should be used in planning a course”. Brown (1995) describes needs analysis as the activities trying to gather information for developing a curriculum which will meet the needs of a particular group of students. At this point, the ESP teacher holds a great responsibility for fulfilling the expectations and wishes of their students. Whether teachers take their students’ expectations and perceptions of an ESP course into consideration or not is very decisive in an efficient course. It is highly significant for students to be motivated and to get the best of the course they are attending.

The importance of English in a globalized world cannot be underestimated. Now, it is not adequate to know only general English, but to gain knowledge of English in one's own field of speciality is becoming more important. As the demand for developing a curriculum to meet students' career needs increases, ESP now may play an important role in helping students prepare for professional requirements, training and study (Lee, 1998). As medical or health sector gains significance in this globalized world, it may be expected of the students working in these sectors to have some English in their special area. It may be beneficial for them in many ways such as having a chance to work abroad, communicating with their foreign patients, updating themselves by following the recent developments in their fields through English publications or having the opportunity to have an academic career.

Health or medical area have many concepts, descriptions and terminology in English that need to be learnt (Lee, 1998). Hence, taking all these points into consideration, the researcher aimed to find out the specific English needs of nursing and midwifery students at the School of Health, Mersin University, and she also wanted to seek into these needs as although the professional English classes have been offered for a long time, no needs analysis has been conducted with the students, and the researcher has also observed that there are some problems in these classes.

Apart from the fact that no needs analysis has been carried out for the professional English classes at the School of Health, Mersin University, the researcher has not encountered any studies carried out in Turkey with regards to investigating the English needs of nursing and midwifery departments which are branches of health sector although there have been many needs analysis studies in different kinds of fields. There are some studies carried out abroad in health or medical field. In illustrating these studies, Mazdayasna and Tahririan's (2008) investigation of the foreign language learning needs of undergraduate medical sciences students studying in the faculties of nursing and midwifery in Iran could be named. Besides, Lee (1998) sought for what purposes the students used English in nursing and medical fields. Furthermore, Chia et al. (1999) tried to describe the perception of medical college students and faculty about the English language needs of the students. In Turkey, there are English needs analysis studies that were carried out on medical English; for instance, Taşçı (2007) investigated the needs of the medical students' English language needs at Pamukkale University. Akgül (1991, in Taşçı, 2007) carried out needs analysis of medical students at ESP

classes at Erciyes University. However, as far as researched by the researcher, there have been no studies on the English needs of midwifery and nursing students in Turkey.

Considering all the points mentioned above, the researcher aimed to determine the academic and professional English needs of the students at the School of Health at a Turkish-medium university, and she carried out a comprehensive study to find out these needs from the perspectives of the students and the academicians.

1.2. Statement of the Problem

English as a foreign language has been continuing to gain importance in Turkey. Currently, English is deemed necessary in both academic area and work life. In turn, universities responsible for preparing students for academic studies and work life put a heavy emphasis on English. Some universities have English-medium instruction, and some other universities have obligatory English preparation classes although they give their instruction in Turkish or in partly in English. Apart from that, English courses have become obligatory in all universities in accordance with the directives of the Higher Education Council (Köksoy, 2000). Although all universities have compulsory English courses, they have the right to determine their own foreign language policies and develop their language programs considering their own learner profiles (Güler, 2004).

While offering English courses, universities also include English courses oriented towards different specific purposes in accordance with students' needs. At this point, ESP gains importance. In these courses, ESP teachers should enable the students to get the best of these courses by taking into consideration what could be beneficial for their academic studies and future careers, what the students expect to have in these courses in order not to cause demotivation among students.

Considering these issues mentioned above and the fact that although many studies were conducted in order to find out different groups' specific English needs both in Turkey and abroad, and as far as the researcher researched, no need assesment investigations have been carried out in determining English language needs of nursery and midwifery departments which serve to educate students for health sector in Turkey, this study aimed to investigate the academic and professional English needs of nursery and midwifery students taking professional English courses at the School of Health at Mersin University. Furthermore, while determining their needs, the study also tries to

find out what kind of problems occur in those classes and if it is possible to improve those classes in terms of some issues such as the materials, course hours, language instruction and etc. or not. The study looks into the students English needs by assessing the students' and the academicians' perceptions about these specific needs.

1.3. Aim and the Scope of the Study

The aim of this study was to investigate the academic and professional English needs of nursery and midwifery students having ESP courses called professional English courses at the School of Health at Mersin University. The study dealt with the following research questions:

1. What are the academic and professional English needs of the nursing and midwifery students who have the professional English courses at the School of Health at Mersin University from the perspectives of the students?
2. What are the academic and professional English needs of the nursing and midwifery students who have the professional English courses at the School of Health at Mersin University from the perspectives of the academicians?
3. Are there any significant differences in the perspectives of the students and the academicians regarding these English needs?

1.4. Limitations of the Study

The main limitation of the study is that it was conducted with only 233 students and 15 academicians within only one context which is the School of Health at Mersin University. The other Turkish or English-medium universities offering the professional English courses to the midwifery and nursing students could be investigated in terms of determining the English needs of the students attending those universities. Besides, the English needs of the other departments which educate the students who will serve in health sector in the future could be sought. The second limitation of the study is that the English needs of the graduate nurses and midwiferies who now work at hospitals might be investigated as well to have a broader picture of these needs. The third limitation of the study is that the researcher had some time limitations because of both the students' and her intense schedules. The final limitation is that only two instruments, two questionnaires and focus group and semi-structured interviews, were used in this study.

However, some other research instruments such as observation, analysis of authentic texts or journals and etc. could be used.

1.5. Operational Definitions

English for Specific Purposes: “An approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning, and which is directed by specific and apparent reasons for learning” (Hutchinson & Waters, 2004, p. 19).

Needs analysis: “The activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students” (Brown, 1995, p. 35).

CHAPTER 2

LITERATURE REVIEW

This chapter looks into the origins and some important notions in ESP that are of relevance to the study, and it also deals with needs analysis in ESP, its types and data gathering tools in needs analysis and similar studies that have been carried out.

2.1. English for Specific Purposes

2.1.1. The Origins of ESP

As Gatehouse (2001) suggests, a great deal of information could be found about the origins of ESP. Hutchinson and Waters (2004) offered three reasons for the emergence of ESP: the demands of a Brave New World, a revolution in linguistics and focus on the learner.

In terms of the demands of a Brave New World, Hutchinson and Waters (2004) state that two important historical events had an impact on ESP. According to them, the first one was the end of the Second World War in 1945, and internationally, there were great scientific, technical and economic activities, and it caused technology and commerce to dominate the world resulting in a demand for an international language. This international language was English due to the economic power of the United States of America after the war.

The second event was the Oil Crises of the early 1970s which resulted in Western money and knowledge flowing into the oil-rich countries. This knowledge required the learning of English, and limited time and money generated “a need for cost effective courses with clearly defined goals” (Hutchinson & Waters, 2004, p.7). As a result of these two important historical events, English started to serve to “the wishes, needs and demands of people other than language teachers” (Hutchinson & Waters, 2004, p. 7).

The other reason offered by Hutchinson and Waters (2004) on the emergence of ESP is a revolution in linguistics. According to Widdowson (1978), traditionally, linguistics aimed to describe the formal features of English, namely grammar, but the new studies began to focus on how the language was used in real communication (in Hutchinson & Waters, 2004, p. 7). This idea also emphasized that English language teaching should vary within different contexts, and it led to the development of English

courses for specific groups of learners (Hutchinson & Waters, 2004). By analyzing the linguistic features of a particular group of learners' specialist area of work or study, ESP courses tailored for that group were organized.

According to Hutchinson and Waters (2004), the final reason that influenced the emergence of ESP was caused by the new developments in psychology which then took the learner and his/her attitudes to the center of learning. Learners were thought to have different needs and interests leading to the belief that an English course relevant to learners' needs could improve their motivation. As a result, specific courses were designed to meet those needs.

2.1.2. The Definitions and Characteristics of ESP

There exist different definitions of ESP in the literature. Hutchinson and Waters (2004) consider ESP as an approach rather than a product. According to them, it does not consist of a particular kind of language, methodology or a specific type of teaching material. Hutchinson and Waters (2004) put the greatest emphasis on the need of the learner to learn a foreign language, and they define ESP as "an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning, and which is directed by specific and apparent reasons for learning" (p. 19).

Robinson (1991) also gives the definition of ESP. For her, the needs of the learner is the key element in the definition of ESP, as well. Thus, ESP courses are organized in accordance with needs analysis, and these needs should be very specific. Besides, they are purposeful and aim at the successful performance of occupational or educational roles. Lastly, they are carried out in a limited time period for generally adults in terms of occupational or educational reasons.

Dudley-Evans and St. John (2001) who give an extended definition of ESP suggest that both Hutchinson & Waters' and Robinson's definitions have some weaknesses. According to Anthony (2009), the definition offered by Dudley-Evans and St. John is influenced by Streven's definition. Strevens divides ESP into four absolute characteristics and two variable characteristics whereas Dudley-Evans and St. John have included more variable characteristics and removed the absolute characteristic which states that ESP is in contrast with 'General English'. Dudley-Evans & St. John (2001, pp. 4-5) present the following absolute and variable characteristics:

1. Absolute characteristics:

- ESP is defined to meet specific needs of the learner;
- ESP makes use of underlying methodology and activities of the discipline it serves;
- ESP is centered on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.

2. Variable characteristics:

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students. Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

2.1.3. The Types of ESP

Hutchinson and Waters (2004) offer the tree of ELT in which they try to show how ESP is related to the rest of ELT. In the tree, ESP is broken into three branches: English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS). These branches are divided into two main types: English for Academic Purposes (EAP) which depend on whether the learner needs English for Academic study and English for Occupational Purposes (EOP) designed for learners who need English for work or training. They also use English for Vocational Purposes (EVP) or Vocational English as a Second Language (VESL) for the latter ESP type. In the tree, an example of EAP for the EBE branch is English for Economics whereas an example of EOP for the EBE branch is English for secretaries. However, Hutchinson and Waters (2004, p. 16) suggest that there is “not a clear-cut distinction” between EAP and EOP as “people people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job”.

Dudley-Evans and St John (2001) also classify ESP into EAP and EOP in accordance with discipline or professional area. For instance, English for (Academic) Science and Technology, English for (Academic) Medical Purposes, etc. can be found under the category of EAP. English for Medical Purposes and for Business purposes are under English for Professional Purposes area of EOP; and Pre-Vocational English and Vocational English are under EVP of EOP.

According to Dudley-Evans and St John (2001), EOP is interested in English which is not for academic purposes. It has professional purposes in medicine, law, business, etc. and vocational purposes for non-professionals in work or pre-work situations. Thus, studying the language of medicine for academic purposes, which is organized for medical students, and studying for occupational purposes organized for practising doctors could be distinguished between each other.

EAP focuses on some study skills and has been gaining impetus in the higher education of countries all around the world including Turkey as English is the dominant language in researches and academic publications (Dudley-Evans & Johns, 2001). EAP defined as an approach which focuses on the language of professional content subjects or disciplines plays a significant role in educational settings in terms of “research and research-based application”(Flowerdew & Peacock, 2001, p. 177). EAP is involved in the development of communication skills in English, which are required for study purposes in formal education systems (Jordan, 1997, p. 1).

Dudley-Evans and St. John (2001) also state that EAP refers to “any English teaching that relates to a study purpose” (p. 34). Dudley-Evans and St. John further explain as “students whose first language is not English may need help with both the language of academic disciplines and the specific ‘study skills’ required of them during their academic course”.

‘Study skills’ form the basis of EAP courses. Instructors help learners acquire those skills in accordance with their specific needs (Güler, 2004). ‘Study skills’ facilitate learners’ study and research in that language (Flowerdew & Peacock, 2001). Study skills are defined as “abilities, techniques, and strategies, which are used when reading, writing, listening or speaking for study purposes” (Richards, Platt & Platt, 1992, cited in Jordan, 1997, p. 6). Depending on the study situation and activity, study skills may consist of skills such as listening and note-taking in seminars and discussions; summarising and paraphrasing in reference material and library use; scanning and skimming and evaluating in private study and reading of journals and

books; writing essays; finding and analysing evidence and using quotations, footnotes and bibliography in essays, reports, projects and so on (Jordan, 1997). As Robinson (1991) states, all these skills should be taught to the native speaker of English as well as to the non-native.

2.2. Needs Analysis

As it is always stressed, the learner is at the center of ESP. As can be inferred from Hutchinson & Waters (2004), what the learners expect to find in an ESP course, what they perceive to be their needs and wants always constitute the utmost significance in how the classes will be organized and carried out. Furthermore, taking the importance of learner motivation in the learning process into consideration, learners' perceived wants, wishes and views cannot be overlooked.

Needs analysis, which is also called needs assessment, refers to the activities carried out to gather information which will develop a curriculum for meeting the learning needs of a specific group of students (Brown, 1995). It constitutes the basis for developing curriculum, syllabi, materials, teaching activities and etc. (Brown, 1995; Dudley-Evans & St. Johns, 2001; Richards, 2001; Hutchinson & Waters, 2004). In devising any language course, it is highly essential to begin with creating a learner profile and searching for the target learner's expectations about the different aspects of the course (Nunan, 1995; Harmer, 1991, in Krajka, 2009). According to Richards and Rodgers (1986), a course designer has to take into account learner needs, apart from logistical considerations, administrative considerations, psychosocial considerations.

According to Richards (2001), different types of students have different language needs and what they are taught should be limited to what they need. As these needs are specific, they can be found out, and they determine the content of a course. Strevens (1977) states that there are different levels for these limitations. He gives four levels which are: restriction (only the basic skills required by the learner's purposes), selection (only the vocabulary, grammar points, functions, etc. required by the learner's purposes), themes and topics and communicative needs.

As stated above, learner needs and expectations of an ESP course may show differences among themselves. For instance, in a survey carried out in a group of first-year archaeology students which aimed to investigate their attitude towards learning the foreign language and the expectations of the course, it was found out that language

needs of students are multifold (Krajka, 2009). On the one hand, learners expected to develop their general language proficiency, to gain mastery in reading, listening, writing and speaking, to enlarge vocabulary, to perfect the use of the grammatical system and to enhance communicative abilities. On the other hand, the students had to learn English for a given purpose, and they expected to learn specialized vocabulary, to enlarge their knowledge of the subject matter by reading in English and to be able to use the language in the prospective job by becoming prepared for some common situations such as for an interview or a professional correspondence. Finally, students also wished to become proficient enough to do research for their B.A./B.Sc. or M.A./M.Sc. theses. Thus, they had to find and evaluate English language sources, read and understand articles and books, translate, analyse, synthetise. Depending on a wide range of needs and expectations, the teacher should be meticulous in choosing content, materials and methods (Krajka, 2009).

In conclusion, “needs analysis is the cornerstone of ESP and leads to a very focused course (Dudle-Evans & St. John, 2001, p. 122). Thus, designing a course, the specific needs of the students should be determined and necessary steps should be taken.

2.2.1. Types of Needs Analysis

Different categories of needs are offered by some authors. A need analyst should know what to investigate in a needs analysis, so he/she should limit the types of needs (Brown, 1995). Some types of needs analysis are explained below.

Hutchinson and Waters (2004) makes a distinction between *target* and *learning needs*. Target needs are about what a learner should do in the target situations. Learning needs are related to what a learner needs to do in order to learn. They divide the target needs into three categories: *necessities*, *lacks* and *wants*. Necessities are determined by the demands of the target situation, that is, what a learner should know to function effectively in that target situation. By ‘lacks’, they mean the gap between the target proficiency and the existing proficiency. A needs analyst should decide which of the necessities the learner lacks. The ‘wants’ of the learner could be explained as the learners’ subjective needs and these needs are what the learners expect. Identifying the target language needs, Hutchinson and Waters (2004, p. 59) poses these questions: “Why is the language needed? How will the language be used? What will the content

areas be? Who will the learner use the language with? Where will the language be used?”. In terms of learning needs, they point out that how people learn to do what they do with language should also be known. The target situation analysis only deals with language use, but language learning also has to be known. In identifying learning needs, one should try to find out the learners’ perceptions, knowledge, skills, strategies, motivation and etc. Analyzing learning needs, the questions that should be asked are as follows: “Why are the learners taking the course? How do the learners learn? What resources are available? Who are the learners? and Where and when will the ESP course take place?” (Hutchinson & Waters, 2004, p. 62-63).

Brown (1995) makes a distinction between *situation needs* and *language needs*. Situation needs focus on the physical, social and psychological contexts where learning occurs and they are generally related to administrative, financial, logistical, manpower, pedagogic, etc. factors that could affect the program. On the other hand, language needs are about the target linguistic behaviours that the learners have to acquire. Language needs give information about the situations in which the language will be used, how much language competence is required, the learners’ reasons for studying the language, their present abilities and so on.

Brindley (1989) offers two categories of *objective* and *subjective* needs. Objective needs are about the situation, the learners, the language the students should acquire, their proficiency and skill levels, etc. Subjective needs are difficult to determine as they are about wants, wishes and expectations of the learners. There are also “perceived” and “felt” needs offered by Berwick (1989, in Dudley-Evans & St. John, 2001).

The types of needs analysis presented above are very significant in conducting a needs analysis in a specific setting. Thus, this study carried out its needs analysis study taking the points mentioned in the types of needs analysis by the different authors above into consideration. Furthermore, this study also aimed to find out the learners wants, needs, lacks and expectations regarding professional English. Besides, this study tried to determine the learners’ target, situation and learning needs by asking questions through the questionnaires and the interviews.

2.2.2. Types of Instruments and Procedures for Gathering Information in Needs Analysis

According to Richards (2001), different types of procedures could be used while conducting needs analysis and what kind of information will be gathered is related to the type of procedure chosen. As one source of information will not be adequate, it is much better to gather information from two or more sources. Thus, different methods and instruments are used to collect data for needs analysis.

Brown (1995) mentions about existing information, tests, observations, interviews, meetings and questionnaires to gather information in needs analysis. Existing information implies data sources in a program or external data sources. They include preexisting information found in files, records, library sources and so on. For Brown (1995), tests are very important in a needs analysis, and they provide significant amount of information about the ability levels of the students and specific problems they may have. Observations refer to the type of instrument which involves “watching an individual or a small number of individuals, and recording the behaviors that occur” (Brown, 1995, p. 48). These behaviors consist of language and classroom behaviors. As for interviews, they are open-ended type of instrumentation. Brown (1995) mentions individual and group interviews. Meetings, on the other hand, are different from group interviews. Group interviews could enable the needs analyst to obtain information from the group, but meetings are more structured so that the participants can carry out certain tasks. Lastly, as sometimes interviews and meetings produce issues and questions that should be dealt with on a larger scale, questionnaires may help to gather information on a broader scale than many procedures. Whereas interviews are time-consuming, questionnaires are useful and time efficient way of collecting data that could be conducted on a large group of people (Taşçı, 2007).

Richards (2001) presents questionnaires, self-ratings, interviews, meetings and observation to collect data in a needs analysis as Brown (1995) does. Richard also mentions about collecting learners’ language samples, task analysis, case studies and analysis of available information to gather necessary information in a needs analysis. According to Richard (2001), questionnaires are one of the mostly used instruments, and they are easy to prepare, can be conducted on a large group of people and are easy to analyze. Questionnaires can consist of structured items (in which there are a limited number of responses the respondents chooses from) or unstructured items (which

included open-ended questions giving the respondents opportunity to answer as they choose). As structured items are easier to analyze, they are normally preferred. Self-ratings consist of scales students use to rate their knowledge or abilities, and they can be a part of a questionnaire. Richards (2001) mentions the similar issues in interviews, meetings and observation with Brown (1995). As for collecting language learner samples, he refers to collecting data on “how well learners perform on different language tasks (e.g., business letters, interviews, telephone calls) and documenting the typical problems” (Richards, 2001, p. 61). Task analysis is about analyzing tasks the learners will need to carry out in English in a future occupational or educational setting and assessing the linguistic features of the tasks. In case studies, a student or a group of students is followed in a relevant work or educational setting to find out the characteristics of that situation. Finally, regarding analysis of available information, he means searching for information in various sources such as books, journal articles, reports and surveys and records and files.

2.3. Previous Studies

Many studies have been conducted worldwide and in Turkey in order to find out learners’ needs in different contexts. However, as the current study aims to explore nurses’ and midwives’ English language needs at tertiary level, this section will be limited to those that have focused on nursing and midwifery contexts and also on medical contexts as they might have some English needs in common. Besides, taking the conducted studies into consideration, it is difficult to find out the studies which focus on both nurses’ and midwives’ needs. Generally, the studies mainly deal with nurses’ English needs.

Mazdayasna and Tahririan (2008) explored the foreign language learning needs, wants and lacks of undergraduate medical sciences students studying in the faculties of nursing and midwifery in Iran. The participants of the study were 681 undergraduate students, 168 subject-specific instructors and 6 EFL instructors. The study was conducted using qualitative and quantitative research methods including interviews and questionnaires. The interviews and questionnaires were carried out with the first year undergraduate nursing and midwifery students, who had ESP courses especially aimed at teaching English for academic purposes, subject-specific instructors and English instructors. At the beginning of the study, interviews were conducted with the students,

subject-specific instructors and English instructors at Isfahan, Shahr-e-Kord and Yazd universities of medical sciences. The questions in the interviews aimed at investigating interviewees' perspectives on the learning needs of the students, areas of difficulty the students faced and the participants' attitudes and expectations regarding the ESP course. The interviewees' opinions on the importance of proficiency in different areas of language skills, namely listening, speaking, reading, and writing were obtained. The researcher also explored the interviewees' views upon the kind of vocabulary, i.e. technical, semi-technical, and core vocabulary which they expected to be emphasized in the course, their attitude towards language instruction, length of the English course, and their perceptions of communication in the foreign language. They were also asked to express their opinions regarding class activities and methodology which were implemented to develop the students' English proficiency. The second instrument consisted of students' and language and subject-specific instructors' questionnaires. These questionnaires were prepared after the preliminary interviews with students, English instructors and subject-specific instructors.

The questionnaires mostly consisted of Likert-scale items. They aimed to explore the participants' opinions on English language skills the students had to use in their academic studies, their language demands and needs and attitudes toward language instruction, the length of the course, the content, syllabus and methodology of the specialized English course. The findings of the study revealed that most of the students agreed that they needed to develop their English proficiency and regarding four skills, they stated reading comprehension followed by listening, speaking and writing were the most important skills they needed for their medical studies. The participants beliefs' on course duration varied. Some of the students expressed their dissatisfaction with the coursebook, methodology and activities used in classes. Besides, majority of the instructors reported that the students should develop their general reading and oral communication skills and their vocabulary in order to read in their specialized courses.

Lee (1998) investigated for what purposes the students used English in nursing and medical fields. Besides, he explored what language skills they needed to have and strengthen. To have a picture of students' needs, two groups of students were asked to fill out a questionnaire. One of the groups consisted of full time students who did not have any vocational working experience in nursing. Their needs were characterized as "expectation needs". The other group included in-service students in evening classes who had day-time jobs in nursing. Their needs were characterized as "in-service needs".

The study tried to find out if there were any differences in needs of these two groups or not. It was a descriptive study and to analyze the questionnaire results, they used SPSS and calculated frequency, means and standard deviation.

According to the findings of the study, the majority of students in Kang Ning Junior College of Nursing had a positive attitude towards ESP. Full-time students especially believed that they should take an ESP course. In terms of in-service students, they agreed that they needed English for nursing purposes (ENP) in their daily career tasks. Four items including understanding doctor orders, chief complaints and symptoms and diagnosis reports were accepted the most essential needs by both of the groups. Besides, whereas the in-service students were more interested in being able to describe nursing procedures, to express comforting and to greet in English, full-time students were more interested in medical terms. Thus, it indicated that in-service students valued communication more than the full-time students. However, speaking and listening skills were considered the most important skills by both of the groups. Furthermore, full-time students also cared about getting competent in terminology and reading comprehension in professional texts. In-service students expressed the need to learn pronunciation and to make brief oral introduction and presentation. Some participants expressed their need to pronounce the terms in English more correctly.

Jialim (2006) investigated the needs, problems and wants of Saint Louis College's nursing students regarding English for academic purposes in nursing in terms of four English language skills. Two groups including 119 first year nursing students and 98 second year nursing students participated in the study. A Likert-scale questionnaire was used in the study, and using SPSS the mean values were calculated and *t*-test results were also presented to show the difference between the groups. According to the findings of the study, the first year students needed to speak general and more simple sentences while the second year students needed to understand technical English terms in texts. As for language problems, the first year students suffered from listening and had difficulty in understanding foreign instructors' lectures. However, the second year students had problems in terms of writing and had difficulties in preparing presentations using textbooks, journals and newspapers. Lastly, both of the groups wished to improve their speaking skills.

Miyake and Tremarco (2005) also conducted a needs analysis on nurses. Their aim was to investigate the needs of undergraduate, graduate, postgraduate and professional nurses via questionnaires and interviews and to discuss the implications for

EFL teachers. Their main focus of the investigation was on the balance between “social” and “technical” English regarding syllabus design, classroom activities and professional requirements. According to them, “technical English” refers to the English content and functions that can be encountered by nurses working in medical profession. “Social English” refers to the language items and functions that may be used in interactions with the speakers of English.

The results of the study revealed that the graduate students working over 30 hours a week and professional nurses expressed that “social English” was more important as it helped them communicate with patients. Besides, they believed that “technical English” was limited in their workplaces. Furthermore, the study implied that activities oriented improving social communicative English through a course focusing on speaking and listening would be much better. Besides, the study also suggested that technical English should be introduced gradually and be limited to basic technical vocabulary such as patient illnesses and procedures.

Chia and et al. (1999) conducted English needs analysis on medicine students in Taiwan. 349 medical students and 20 faculty at Chung Shan Medical College in Taichung, Taiwan participated in the study. Survey tried to elicit respondents’ opinions on the importance of English language use in students’ studies and their future careers, basic English skills needed in a freshman English course, and suggestions for development of an English language curriculum. Results of the study showed that English was perceived as important for students’ academic studies and their future work. Students wanted a basic English language course at the freshmen level, and they found listening as the most important skill to improve. Students and faculty stated the necessity of more than one year of English language study.

In the study of Chia et al. (1999), two questionnaires were developed. The questionnaire distributed to the medical students consisted of five sections and 23 questions on the topics of the importance of English in college and professional careers, perceived language skills and problems, the activities needed in a freshman language course and suggestions for the development of course content and materials and demographic information. The questionnaire for faculty consisted of four sections of 16 questions, which were parallel to those filled out by the students except demographic information was not gathered. The data were analyzed using an SPSS program. Student responses were divided into two groups based on the courses in which the students were enrolled: freshmen and sophomores in one group and juniors and seniors in the other.

Chi-square, *t*-tests, and ANOVA analyses were conducted in order to determine the perceptions of English language needs of medical college students and their faculty and to compare the perceptions held by the various groups.

According to the results of the study in general, at present, the most widely-used method for teaching English is the Grammar-Translation Method, which does not meet the students' needs for higher proficiency in listening. Therefore, the researchers recommend that techniques such as role playing and problem solving be used in the general English course, to increase students' proficiency in the oral/aural skills. In addition, authentic reading materials such as newspapers and magazines should be used to encourage reading without translation. Further, elective English courses in the sophomore, junior, and senior years should concentrate on using materials such as medical research studies, on helping students understand academic rhetoric, and on giving them specific reading strategies. Medical vocabulary should be taught in context. Listening comprehension should be developed.

Hwang and Lin (2010) aimed to give a description of the linguistic needs and perceptions of medical students and faculty members in Taiwan. The issues that are dealt with in the study are the frequency of the use of English by medical students, the importance of using English in the medical field, evaluation of medical students' proficiency in English, needs analysis of the English course for the School of Medicine, suggestions for the improvement of the English curriculum at the School and requirements for medical students' linguistic needs. Participants were 378 medical students from the Department of Medicine at Chung Shan Medical University, including 117 freshmen, 79 sophomores, 59 juniors, 79 seniors, 44 fifth graders and 24 faculty members. The quantitative analysis of the questionnaires was conducted with Chi-square and one-way ANOVA analysis in order to determine the perceptions of linguistic needs of medical students and to compare the perceptions held by the three groups: faculty (F), lowerclass group (LC) and upperclass group (UC).

The results of the study show that the faculty members generally use Chinese as a medium of instruction, but give medical terms in English. Sometimes, the students need to understand English for reading medical books. English was very important for both medical students in their current studies and future careers. However, in comparison, the results indicate that the faculty members perceive English as more important than the students. In terms of the students proficiency in English, the students

mostly face poor speaking skill, limited vocabulary, poor writing and listening comprehension. Poor reading comprehension was rated among the easiest problem.

With regard to reading, LC felt that *reading English newspapers and magazines* was the most important while UC and F thought that *reading English medical journals* should be the focus. In response to listening, LC felt that *understanding daily conversations* was the most important aspect while UC (46.3%) and F (50.0%) thought that *understanding the medical conversations* should be the focus. Regarding speaking, LC (76.8%), UC (62.3%) and F (56.5%) felt that *carrying on daily conversations* was the most important aspect while F (43.5%) thought that *presenting classroom oral presentations* should be the focus. In terms of writing, LC (58.8%), UC (41.4%) and F (34.8%) felt that *writing for practical purpose (e.g. memos, e-mail messages, letters)* was the most important aspect whereas 47.7% of the UC and 52.2% of F thought that *writing medical reports* should be the focus. All three groups of respondents believed that the materials in the English course should be relevant to the medical field. With regard to the curriculum, the best design perceived by the majority of students and faculty was *general English in the freshman year*, followed by *medical English in the second and third years*. The second desirable design was *general English in the first and second years, medical English in the third year*. The majority of the respondents claimed that they liked learning (Q22) from *television/video/DVD/films, CDs/cassettes* (40.8%), *radio* (37.0%) and *the internet* (33.8%) in the English course instead of learning from *pictures/posters* (11.4%) and *the blackboard/whiteboard* (7.6%). Besides, 63.3% of the students stated that they found the activities of *singing songs* and *talking with and listening to other students* (42.4%) helped their English learning.

CHAPTER 3

METHODOLOGY

This chapter describes the methodology of the study. The design of the study, participants, setting, data collection instruments, data collection procedures and data analysis procedures are presented.

3.1. The Design of the Study

The present study is a mixed methods study. This study aims to determine perceptions of the academicians and the midwifery students attending the second, third and fourth years and nursing students attending the second and third years of the School of Health at Mersin University about the students' academic and professional English needs.

In this study, both quantitative and qualitative methods were used in order to collect data. To determine perceptions of the participants about their English language needs, both questionnaires and interviews were conducted. A questionnaire was used for the students and a very similar questionnaire to the students' was distributed to the academicians, and they were analyzed quantitatively. Additionally, in order to have more detailed information about the students' English needs and in order to enrich the results obtained by the questionnaires, focus groups interviews were conducted with the students, and semi-structured interviews were held with the academicians, and the results were analyzed qualitatively.

3.2. Participants and Sampling

Needs analysis aims to collect information on learners' needs in an ongoing and systematic way (Richards, 2001). Thus, what is at the center of needs analysis is learners and their needs in order to make necessary changes in materials, goals, methodologies and etc. Thus, the main participants of this study were 233 midwifery and nursing students at School of Health at Mersin University, and 15 academicians were also included in the study to have their contribution to determining the students' English language needs. Their teaching and academic experience in midwifery and nursing fields and their closer contact with the students were thought to be helpful in

bringing out the students' needs into light. The permission of the headmaster at the School of Health, Mersin University was requested in order to conduct the study. The questionnaires were handed out to the students, who were present at the time when the questionnaires were carried out, and academicians, who were available. For the interviews conducted with both the students and the academicians, random sampling method was used. The first year nursing and midwifery students did not participate in the study as they only had general English lesson, and the professional English classes at the School start in the second year of education.

Out of 233 students, there were 204 females and 29 males. The mean average of their ages was 21,5. Additional demographic information about the students can be seen in tables 1 and 2. Table 1 shows the number of the students who filled out the questionnaires. Table 3 indicates the number of the students who took part in the interviews.

Table 1

The Number of the Students Groups Who Filled out the Questionnaire.

Groups	Number
Midwifery 2	52
Midwifery 3	41
Midwifery 4	46
Nursing 2	50
Nursing 3	44
Total	233

Note: Midwifery 2: The second year midwifery students; Midwifery 3: The third year midwifery students; Midwifery 4: The fourth year midwifery students; Nursing 2: The second year nursing students; Nursing 3: The third year nursing students

Table 2

Types of High Schools the Students Come From

Types of High Schools	Number
General high school	159
High schools which provide intensive English education	66
Health Schools	8
Total	233

Table 3

The Number of the Students Who Participated in the Interviews

Groups	Number
Midwifery 2	10
Midwifery 3	10
Midwifery 4	10
Nursing 2	10
Nursing 3	10
Total	10

As can be seen in Table 2 above, the students mostly come from general high schools which generally do not provide adequate English education.

Out of 16 lecturers and research assistants at the School of Health at Mersin University, 15 questionnaires were distributed to those who were available on the days the researcher visited, and they completed the questionnaires. All the academicians who filled out the questionnaire were females. As there is an inadequate number of lecturers who could teach in the students' fields, particularly in the midwifery department, lecturers from the midwifery and nursing department instruct at both of the departments. Thus, the academicians were not divided into two groups as midwifery and nursing lecturers. The average age mean of the academicians were 38. Additional information on the titles of the academicians are presented in Table 4.

Table 4
The Number of the Academicians

Titles	Number
Lecturer	6
Assistant Prof.	6
Associate Prof.	1
Research Assistant	2
Total	15

3.3. Research Instruments

In needs analysis, the main research instruments for gathering data are questionnaire surveys, analysis of authentic written and spoken texts, discussions, structured interviews, observations and assessments (Dudley-Evans and St. John, 2001). As each data has its own strengths and weaknesses, it is better to collect information from two or more sources with multiple instruments (Nugraha, 2002). Thus, two research instruments were used to collect the necessary data in this study. One of them was questionnaires which consisted of likert-scale questions, and it was adapted from some other surveys. The other research instrument was focus group interviews conducted with the students as the number of the students was high, and semi-structured interviews held with the academicians at the School of Health, Mersin University. The questions of the interviews were developed by the researcher based on the research questions and the items in the questionnaires.

3.3.1. Questionnaire

The questionnaires are widely used, and they are useful research instruments for gathering information providing structured, often numerical data, and they can be conducted without the researcher being there and are easy to analyze (Wilson and McLean, 1994, in Cohen, 2003). Thus, different questionnaire surveys were examined in order to develop the questionnaires appropriate for the study. The questionnaires of Mazdayasna and Tahririan (2008), Taşçı (2007), Çelik (2003), Kırkgöz (2005), Green (2007) and Baştürkmen (1998) were analyzed.

Before the new questionnaire surveys were created, the researcher carried out informal interviews with the head of the school and two academicians at the School of Health in order to have their opinions on what English language needs might be for the students and also in order to develop the questionnaire for the academicians. Besides, the researcher also asked for the opinions of an English instructor teaching ESP courses at the School where the study was carried out. As these were informal interviews, they were not recorded. Then, by using the knowledge obtained from the academicians and using the questions of the examined surveys, new questionnaires were developed by making the necessary changes to the questions of these surveys. First, the questionnaires were prepared in English and translated into Turkish. Turkish questionnaires were used to avoid any misunderstandings by the students and the academicians. And the researcher also consulted an educational expert to examine the Turkish version of the questionnaire that would be filled out by the students. As a result of his suggestions, some necessary changes were made to the questionnaire. Besides, both Turkish and English version of the questionnaires were shown to some English instructors to check if there were any unclear items or if there was a problem with translation.

First the questionnaire for the students was designed, and then the questionnaire for the academicians was developed as the items of both of the questionnaires were going to be very similar to each other. Very minimum changes were made to the academicians' questionnaire as can be seen in Appendices (C, D). The developed questionnaires consisted of three main sections and nine parts in total. For both of the questionnaires they were:

1. Demographic Information (Open and close-ended questions)
2. General Opinions on ESP and ESP courses

- Reasons for learning English (Likert-scale questions)
- Opinions on the ESP courses (Likert-scale questions)
- The areas of language difficulty (Likert-scale questions)
- 3. Four English Language Skills
 - The Importance of Four English Language Skills (Likert-scale questions)
 - The Importance of Reading Skills (Likert-scale questions)
 - The Importance of Writing Skills (Likert-scale questions)
 - The Importance of Listening Skills (Likert-scale questions)
 - The Importance of Speaking Skills (Likert-scale questions)

Likert scales are mainly used in the questionnaires of this study. There are two types of Likert scales in the questionnaires. In the first type of the Likert scale, the five levels of scale is used ranging from “strongly disagree”, “disagree”, “undecided”, “agree” to “strongly agree”. In the second type of the Likert scale, the four levels of scale is used comprising “not important at all”, “not important”, “important” and “very important”. The first type of the scale is used in the second section of the questionnaire. This section of the questionnaire is titled as “general opinions on ESP and ESP courses”, the students’ and academicians’ perceptions on the reasons for learning English, professional English courses in general, whether these courses are adequate or not and the students’ difficulties in these courses are elicited; and the second type of the Likert scale is used in the third section which focuses on how important the students and academicians consider the four English skills and their sub-skills. Besides, in the Likert-scale questions, “other” item is provided in order for the participants to include their open-ended suggestions.

The piloting study of the students’ questionnaire was also conducted in Turkish at the School of Health, Çukurova University in the third week of February, 2010. During the piloting, the students were asked if there were any items which caused misunderstanding or were not clear and how many minutes it took to complete the questionnaires. The piloting lasted 15-20 minutes, and 66 students could easily fill out the questionnaires except from only one part about which they could not be exactly sure. After that, the researcher made the necessary changes and created the last form of the questionnaire.

To check the questionnaire’s validity, a researcher opinion was consulted, and after contacting with the educational expert, the validity of the questionnaire was

confirmed. The reliability of the questionnaire was calculated using SPSS statistical program in which Cronbach's Alpha was used to measure the reliability. First, the reliability of every part of every section was calculated. In the second section which is on general opinions on ESP and ESP courses as can be seen above, the reliability coefficients were 0.728, 0.835 and 0.893 respectively. For the third section the coefficients were: 0.938, 0.933, 0.897 and 0.856 and 0.858. The coefficient for all the questionnaire was 0.867 indicating that the questionnaire is reliable. The reliability coefficient for the questionnaire completed by the main participants of this study was 0.888.

The researcher also conducted the piloting study of the academicians' questionnaire in Turkish at the School of Health, Çukurova University in the third week of March. Five academicians filled out the questionnaire, the reliability coefficient for this study was 0.947 indicating that the questionnaire was appropriate to use for the academicians.

3.3.2. Interview

Qualitative researches include studying things in their natural settings and understanding them in terms of the meanings people attach to them (Trumbull, 2005). There are different data gathering instruments in qualitative research, and interviews are one of the the mostly used data gathering instruments in qualitative research (Krathwohl, 2004). They provide deep responses about people's experiences, perceptions, opinions, feelings and knowledge (Patton, 2002). In needs analysis, interviews are significant as different sources of information will be necessary owing to the fact that every procedure has its own weaknesses and strengths (Richards, 2001). For instance, it could be difficult to collect the distributed questionnaires back and after they are handed out, the items in the questionnaire cannot be changed although they may confuse the respondents. Besides, they cannot go deeply into the respondents' feelings or opinions. However, interviews could make up for this drawback and have the opportunity to clarify because the researcher is physically present there (West, 1994; Gall et al. , 1996, in Nugraha, 2002).

In this study, two types of interviews were used. For the students, focus group interviews were conducted by the researcher as there was a great number of students that the researcher interviewed with. According to Liederman (1995), a focus group is

“a technique involving the use of in-depth group interviews in which participants are selected because they are a purposive, although not necessarily representative, sampling of a specific population, this group being ‘focused’ on a given topic” (cited in Rabiee, 2004, p. 655). It is a useful way of conducting interviews. In addition, they are economical on time and produces a large amount of data in a short time. Focus group interviews mainly focuses on the interaction within a group, and the data emerge from this interaction (Cohen, 2003).

For the students six questions were prepared by taking the research questions and the questionnaire items into consideration as can be seen in Appendices (E, F). Besides, the questions for the interviews were organized in a way that could make it possible for the students to present their more detailed and elaborate opinions than the questionnaires. Furthermore, as focus group interviews were conducted, the researcher could have a setting in which the students had the chance of discussing their opinions and contrasting them with each other and the researcher also tried to enable an environment where the students could feel themselves free to talk. Interview questions were prepared in English and they were translated into Turkish. The questions were asked in Turkish to make the students feel freer and more secure by having them talk in their mother tongues. The interviews were carried out with ten voluntary students from each group amounting to 50 students in total. As the research questions and the questionnaire items indicate, the interviews were oriented towards understanding the students’ perspectives on their English language needs. The first three questions were related to the second section of the questionnaire aiming to find out the students’ reasons for learning English, their general opinions on professional English and courses and their areas of language difficulty. The fourth and fifth questions aimed to bring out the students’ opinions on the importance and the use of language skills. In the last question the students were asked if they had any further comments.

The researcher carried out semi-structured interviews with three academicians from the School of Health. Semi-structured interviews were preferred in this study to enable the interviewees to talk more freely and more interaction between the researcher and interviewees. The questions of the interviews carried out with the academicians were also in Turkish as they could also have difficulty in understanding the questions and expressing themselves in English. The questions here also aimed at research questions and the questionnaire items, and the results obtained from the students’ interviews were helpful in preparing the academicians’ questions, as well. Besides, as

one-to-one interviews were carried out with the academicians, it became more possible for the researcher to ask more questions to the academicians than the students. The researcher talked to two assistant professors and a lecturer. The first seven questions aimed at finding their opinions on the students' reasons for learning English, some general opinions on the professional English courses and the students' language difficulties. The following two questions tried to elicit their opinions on the importance and the use of English language skills. The last question tried to elicit their further comments (see Appendices G and H).

The piloting of the interview could not be conducted because of some time limitations. However, an expert opinion was obtained, and the researcher talked to a few English instructors about the questions and asked them if they caused any misunderstandings, and if they were appropriate for the study or not.

3.4. Data Collection Procedure

For this study, data were collected through the questionnaires and interviews. 266 questionnaires were distributed to the students in the third and fourth weeks of March, 2010. It took two weeks because some of the students were absent at the time of the questionnaire handouts. The distribution of the student questionnaires were carried out by the researcher and an English instructor who taught the professional English classes. 15 questionnaires were distributed to the academicians throughout May as they were not always available, and after some of the questionnaires were left at some academicians' rooms, they were not collected back immediately.

After the questionnaires were distributed to the students, they were asked who would be volunteer to join the interviews. The volunteer students who could also say something in the interviews were chosen. 10 students from each of the groups voluntarily took part in the interviews. The schedules that were suitable for the students and the researcher were determined. The interviews with them were conducted in a teachers' room. Regarding academicians, five of them were asked if they would like to join in the interview or not, and three of them volunteered to take part in the interviews as the other two academicians' schedules were not suitable for the interviews. The interviews with two of them were conducted in their own rooms, and an interview was held with one of them in a teachers' room. The recording feature of a camera was used for all the interviews, and some notes were also taken during the interviews all of which

were conducted in Turkish. The participants, date and length of the interviews are shown in Table 5.

Table 5

Interview Participants, Dates and Duration of the Interview

Interview Participants	Date of the interview	Length of Interview (min)
Six second year nursing students	31.03.2010	20:12
Five fourth year midwifery students	01.04.2010	15:10
Five fourth year midwifery students	01.04.2010	13:40
Six third year midwifery students	01.04.2010	16:03
Five third year nursing students	03.04.2010	14:56
Four third year midwifery students	15.04.2010	12:08
Six second year midwifery students	15.04.2010	15:05
Five third year nursing students	26.04.2010	18:04
Four second year nursing students	28.04.2010	19:07
Four second year midwifery students	28.04.2010	13:05
T1	24.05.2010	7:55
T2	27.05.2010	6:42
T3	04.06.2010	11:48
Total	9 days	3h 2min 35 sec

As the tables suggests, the interviews conducted with fifty three participants including the students and the academicians lasted for nine days and for three hours, two minutes and thirty five seconds in total.

3.5. Data Analysis

As the data were gathered via the the questionnaires and interviews, both qualitative and quantitative research analysis techniques were used. In the analysis of the questionnaires, the Statistical Package for Social Sciences (SPSS) was used. The Likert-type scales were mainly used in the questionnaires of this study, and numbers in the scales were entered to the programme. In the analysis of the students groups' answers, one-way-ANOVA (post hoc LSD test) was used to calculate and analyze means and standard deviations for the Likert-scale items and to indicate the significant differences. In the comparison of the students' and the academicians' results, independent-samples *t*-test was used as there were only two groups. Closed-ended question items were also given some numbers, and then the data were entered into SPSS. Descriptive analysis of SPSS was used to calculate means and standard deviations of the each item of the questionnaires.

The qualitative data were analyzed using content analysis technique. According to Patton (2002), the data are transformed into findings (p. 432). Content analysis goes beyond simply counting words, and what makes this technique rich and meaningful is its focusing on coding and categorizing the data (Sternler, 2001). Cohen (2003, p. 282) presents several stages in analysis: generating general units of meaning, classifying and categorizing these units of meaning, structuring narratives to describe the interview contents and interpreting data.

Miles and Huberman (1994) also give a lot of importance to coding of interview responses. According to them, after the researcher finishes the first round of coding, she/he can find out patterns, themes and make generalizations by counting the frequencies of codes. The researcher can also group codes into more general cluster or categories. The researcher may read the data a few more times and can make changes in the first coding. Lastly, the researcher interprets the data gathered by these coding steps.

Taking all these steps offered by different researchers into consideration, the researcher in this study started her coding process, and she examined the information that she had a few times and separated them into meaningful categories and collected themes under meaningful categories.

CHAPTER 4

DATA ANALYSIS AND RESULTS

4.1. Introduction

This study intended to find out the academic and occupational needs of the nursing students attending the second and third grades and midwifery students attending the second, third and fourth grades of the School of Health at Mersin University. In the study, the perceptions of the currently enrolled students and academicians were obtained regarding these needs.

4.2. Analysis of The Student Questionnaire

4.2.1. General Views about ESP and ESP Courses

This section consists of three sub-parts aiming to determine the reasons for the students' learning English, whether they consider their professional English classes adequate regarding the different issues such as course hours, materials, language instruction, etc., and what kind of problems they experience in those classes.

4.2.1.1. The Student Groups' Perceptions about the Reasons for Learning English

The student groups' opinions on why they are learning English are elicited via the items listed in the questionnaire. The mean averages obtained for some of the items also indicate how they could use English in their present or future career. For instance, some of the students may need English to use it in their academic life, to work abroad or communicate with the foreign patients in their training or work life.

Table 6

ANOVA Results for Perceptions of the Student Groups about the Reasons for Learning English

Items	Groups	N	M	SD	F	p
1. Course requirement	Midwifery 2	52	3.23	1.33	0.126	.973
	Midwifery 3	41	3.14	1.54		
	Midwifery 4	46	3.08	1.42		
	Nursing 2	50	3.06	1.51		
	Nursing 3	44	3.06	1.40		
2. To follow the developments related to our field from different English sources	Midwifery 2	52	3.06	1.27	2.260	.064
	Midwifery 3	41	2.98	1.35		
	Midwifery 4	46	3.65	1.19		
	Nursing 2	50	3.26	1.46		
	Nursing 3	44	3.50	1.04		
3. To increase job opportunities	Midwifery 2	52	3.57	1.28	1.827	.125
	Midwifery 3	41	3.21	1.38		
	Midwifery 4	46	3.88	1.30		
	Nursing 2	50	3.80	1.27		
	Nursing 3	44	3.68	1.11		
4. To work abroad	Midwifery 2	52	3.19	1.40	2.845	.025
	Midwifery 3	41	2.65	1.33		
	Midwifery 4	46	3.43	1.27		
	Nursing 2	50	3.40	1.24		
	Nursing 3	44	2.93	1.18		
5. To pursue a Master or Ph. D. degree	Midwifery 2	52	3.78	1.22	3.250	.013
	Midwifery 3	41	3.11	1.43		
	Midwifery 4	46	4.05	1.10		
	Nursing 2	50	3.64	1.33		
	Nursing 3	44	3.59	1.16		
6. To attend conferences / seminars / symposiums in English	Midwifery 2	52	3.28	1.20	2.851	.025
	Midwifery 3	41	2.51	1.30		
	Midwifery 4	46	3.17	1.25		
	Nursing 2	50	3.18	1.40		
	Nursing 3	44	2.81	1.16		
7. To be able to communicate with the foreign patients in our work place	Midwifery 2	52	3.74	1.08	0.339	.852
	Midwifery 3	41	3.65	1.08		
	Midwifery 4	46	3.79	1.06		
	Nursing 2	50	3.88	1.28		
	Nursing 3	44	3.88	0.99		
8. To have the Proficiency Exam for Academicians	Midwifery 2	52	3.23	1.39	1.112	.352
	Midwifery 3	41	3.39	1.35		
	Midwifery 4	46	3.68	1.13		
	Nursing 2	50	3.16	1.41		
	Nursing 3	44	3.31	1.21		

Note. N= number; M= mean; SD= standard deviation

Regarding the students' perceptions about the reasons for learning English, Table 6 indicates that regarding the seventh item, all the groups have a consensus on learning English in order to be able to communicate with the patients in their workplace,

and this item gets the highest mean averages among all the student groups. The second and third-year nursing students' mean values are the same (3.88); and the mean values for the second, third and fourth-year midwifery students are 3.74, 3.65 and 3.79, respectively. Besides, there is no significant difference regarding this item ($p > .05$). As can be seen in Table 6, the second-year midwifery and nursing students ($M=3.57, 3.80$, respectively), the third-year nursing and the fourth-year midwifery students ($M=3.68, 3.88$, respectively) agree on learning English to increase job opportunities. The third-grade midwifery students seem to be undecided about this reason ($M=3.21$), and there are no significant differences regarding these two items ($p > .05$).

The second-year midwifery and nursing students, the third-year nursing students and the fourth-year midwifery students agree about learning English in order to pursue a Master or Ph. D. degree (3.78, 3.64, 3.59 and 4.05, respectively). However, the third-year midwifery students seem to be undecided about this ($M=3.11$). Besides, one way ANOVA results also indicate a significant difference between the third-year midwifery students and the second-year midwifery, the fourth year midwifery and the second year nursing students ($p < .05$).

Considering the second item "to follow the developments related to our field from different English sources", the average means differ across groups. The second-year midwifery and nursing students and the third-year midwifery students are not certain about whether they learn English for this reason ($M=3.06, 3.26$ and 2.98 , respectively) whereas both the third-year nursing and the fourth-year midwifery students agree upon this reason ($M=3.50, 3.65$, respectively).

Regarding the fourth item, all the groups except the midwifery students attending the fourth grade are not decided about whether they need to learn English to work abroad or not. The mean values are as follows: 3.19 (Midwifery 2), 2.65 (Midwifery 3), 3.40 (Nursing 2) and 2.93 (Nursing 3). The fourth-grade midwifery students seem to agree on working abroad and want to learn English for this reason ($M=3.43$). Furthermore, according to one way ANOVA results, there is a significant difference between the third-year midwifery students and the fourth-year midwifery, the second-year nursing and the second-year midwifery students ($p < .05$).

Regarding the eighth item, "to have the Proficiency Exam for Academicians (ÜDS)", only the fourth-grade midwifery students want to learn English for this reason. Their mean value is 3.68, corresponding to 'agree' in the questionnaire. The other

groups do not seem to be decided about this yet. The mean values are as follows: 3.23 (Midwifery 2), 3.39 (Midwifery 3), 3.16 (Nursing 2) and 3.31 (Nursing 3).

As can be seen in the table, all the student groups are not certain about “learning English to attend conferences, seminars and symposiums in English” as a reason for learning English. The average mean values are as in the following: 3.28 (Midwifery 2), 2.51 (Midwifery 3), 3.17 (Midwifery 4), 3.18 (Nursing 2) and 2.81 (Nursing 3). Besides, although the mean values of the groups correspond to ‘undecided’ option in the questionnaire, there is a significant difference between the third-year midwifery students and the second-year, the fourth-year midwifery and the second-year nursing students ($p < .05$). Moreover, all the student groups are undecided about whether they learn English for it is a course requirement or not. The average mean values for the groups are as follows: 3.23 (Midwifery 2), 3.14 (Midwifery 3), 3.08 (Midwifery 4) and 3.06 (Nursing 2, Nursing 3). There are not significant differences for these two items ($p > .05$).

In the comments section of the questionnaire, a second-year and a fourth-year midwifery student expressed the necessity of English by stressing that English is the most common and a universal language in the globalized world. Besides, the former student added that English could be helpful in increasing job opportunities, and the latter student mentioned that knowing English could help to understand the instructions in English on hospital supplies. A third-year midwifery student wrote in the “other” option of the part about the reasons for learning English that she learnt English as she liked and wanted to learn it. A fourth-year midwifery student expressed that she wanted to learn English to increase her general knowledge; one of the fourth-year midwifery students wrote that she wanted to understand films in English, and another one expressed she would like to use it in daily life, and two fourth-year midwifery students stated that they would like to improve themselves.

4.2.1.2. The Student Groups’ Perceptions about the Adequacy of the Professional English Classes

The following part of the questionnaire deals with whether the students find the professional English classes adequate or not in terms of course hours, language instruction, audio and visual aids, the subject and the content of the course materials.

Table 7

ANOVA Results for Perceptions of the Student Groups about the Adequacy of the Professional English Classes

Items	Groups	N	M	SD	F	p
1. Total amount of course hours	Midwifery 2	52	3.21	1.45	1.147	.335
	Midwifery 3	41	3.07	1.47		
	Midwifery 4	46	3.54	1.31		
	Nursing 2	50	2.96	1.32		
	Nursing 3	44	3.20	1.42		
2. Language instruction	Midwifery 2	52	3.30	1.37	1.237	.296
	Midwifery 3	41	3.31	1.29		
	Midwifery 4	46	3.54	1.32		
	Nursing 2	50	2.96	1.29		
	Nursing 3	44	3.22	1.23		
3. Visual aids	Midwifery 2	52	2.28	1.37	0.282	.889
	Midwifery 3	41	2.17	0.97		
	Midwifery 4	46	2.34	1.23		
	Nursing 2	50	2.12	1.13		
	Nursing 3	44	2.20	1.13		
4. Audio aids	Midwifery 2	52	2.36	1.34	0.653	.626
	Midwifery 3	41	2.26	1.16		
	Midwifery 4	46	2.65	1.41		
	Nursing 2	50	2.32	1.09		
	Nursing 3	44	2.36	1.18		
5. The subjects in the course materials	Midwifery 2	52	2.75	1.34	2.934	.022
	Midwifery 3	41	2.60	1.18		
	Midwifery 4	46	3.32	1.23		
	Nursing 2	50	2.66	1.09		
	Nursing 3	44	2.61	1.10		
6. The content of the course materials	Midwifery 2	52	2.76	1.29	3.071	.017
	Midwifery 3	41	2.65	1.19		
	Midwifery 4	46	3.43	1.18		
	Nursing 2	50	2.81	1.06		
	Nursing 3	44	2.93	1.06		

Note. N= number; M= mean; SD= standard deviation

Table 7 reveals all the student groups disagree that visual aids used in classes are adequate. Their mean values vary from 2.34 to 2.12. The groups do not seem positive about audio aids, either. Other than the fourth-year midwifery students, all the groups do not agree that audio aids are adequate. Their mean values change from 2.65 to 2.26. However, the fourth-year midwifery students are not certain about whether they are adequate or not (M=2.65). There is no significant difference for these two items ($p > .05$).

The student groups including the second and third-year midwifery students (M=3.21 and 3.07, respectively) and the second and third-year nursing students (M=2.96 and 3.20, respectively) are not decided about whether the total amount of course hours are adequate or not. However, the fourth-grade midwifery students agree that the course hours are adequate (M=3.54). Regarding the way language is instructed, the fourth-year midwifery students find it adequate (M=3.54). However, the other groups seem to be undecided about this. The mean values for this item are as in the following: 3.30 (Midwifery 2), 3.31 (Midwifery 3), 2.96 (Nursing 2) and 3.22 (Nursing 3). Besides, there is not a significant difference for this item ($p > .05$).

The second-year midwifery and nursing students and the fourth-year midwifery and the third-year nursing students are undecided about the adequacy of the subjects in the course materials (M= 2.75, 2.66, 3.32 and 2.61, respectively). Only the third-year midwifery students disagree about the adequacy of the subjects in the materials (M=2.60). According to one way ANOVA results, there is a significant difference between the fourth-year midwifery students and the remaining groups ($p < .05$).

Regarding the adequacy of the content of the materials, the second-year midwifery and nursing students (M= 2.76, 2.81, respectively) and the third-year midwifery and nursing students (M= 2.65, 2.93, respectively) consider themselves undecided about this whereas the fourth-year midwifery students agree that the content of the materials is adequate (M=3.43). Besides, significant differences are observed between the fourth-year midwifery students and the remaining groups ($p < .05$).

4.2.1.3. The Student Groups' Perceptions about the Reasons for Difficulties in Understanding Professional English

The following items listed in the table below present the reasons for why they have difficulties in understanding professional English. The reasons given in the table include grammar, vocabulary, four English language skills, pronunciation and course materials.

Table 8

ANOVA Results for Perceptions of the Student Groups about the Reasons for Difficulties in Understanding Professional English

Items	Groups	N	M	SD	F	p
1. Poor general English grammar	Midwifery 2	52	3.86	1.38	3.369	.011
	Midwifery 3	41	3.52	1.43		
	Midwifery 4	46	4.14	0.99		
	Nursing 2	50	3.47	1.23		
	Nursing 3	44	3.25	1.43		
2. Poor general English vocabulary	Midwifery 2	52	4.17	1.29	2.794	.027
	Midwifery 3	41	3.95	1.28		
	Midwifery 4	46	4.32	0.87		
	Nursing 2	50	3.98	1.05		
	Nursing 3	44	3.54	1.35		
3. Poor Professional English vocabulary	Midwifery 2	52	4.19	1.28	1.154	.332
	Midwifery 3	41	4.04	1.20		
	Midwifery 4	46	4.04	0.81		
	Nursing 2	50	4.02	1.03		
	Nursing 3	44	3.70	1.26		
4. Poor English reading skill	Midwifery 2	52	3.37	1.55	2.860	.024
	Midwifery 3	41	3.54	1.20		
	Midwifery 4	46	3.94	1.03		
	Nursing 2	50	3.36	1.11		
	Nursing 3	44	3.06	1.37		
5. Poor English writing skill	Midwifery 2	52	3.15	1.55	1.902	.111
	Midwifery 3	41	3.42	1.26		
	Midwifery 4	46	3.63	1.17		
	Nursing 2	50	3.18	1.04		
	Nursing 3	44	2.93	1.45		
6. Poor English listening comprehension	Midwifery 2	52	3.15	1.39	1.523	.196
	Midwifery 3	41	3.27	1.09		
	Midwifery 4	46	3.50	1.12		
	Nursing 2	50	3.28	1.16		
	Nursing 3	44	2.88	1.29		
7. Poor English speaking skill	Midwifery 2	52	3.58	1.47	2.224	.067
	Midwifery 3	41	3.77	1.06		
	Midwifery 4	46	3.86	1.08		
	Nursing 2	50	3.71	1.06		
	Nursing 3	44	3.15	1.36		
8. Poor English pronunciation	Midwifery 2	52	3.35	1.43	2.975	.020
	Midwifery 3	41	3.47	1.24		
	Midwifery 4	46	3.84	1.13		
	Nursing 2	50	3.38	1.13		
	Nursing 3	44	2.93	1.35		
9. The course materials that are not tailored to our level	Midwifery 2	52	2.93	1.30	0.715	.582
	Midwifery 3	41	2.57	1.22		
	Midwifery 4	46	2.69	1.26		
	Nursing 2	50	2.91	1.29		
	Nursing 3	44	2.68	1.19		

Note. N= number; M= mean; SD= standard deviation

This part of the students' questionnaire deals with the reasons why the students might experience some problems in their professional English classes. In fact, this part also indicates the difficulties the students have with professional English.

According to one way ANOVA results, poor general English grammar is one of the most problematic areas for some difficulties the students have in the classes. Apart from the third-year nursing students, the second-year nursing and midwifery students, the third-year and the fourth-year midwifery students agree to have problems with their general English grammar ($M=3.47, 3.86, 3.52$ and 4.14 , respectively). Only the third-year nursing students are undecided about this with the average mean of 3.25 . Additionally, the results indicate that there is a significant difference between the fourth-year midwifery students and the third-year midwifery, the second-year and the third-year nursing students ($p < .05$).

Regarding poor general English vocabulary, as the table suggests, the student groups seem to face this problem. The fourth-year midwifery students strongly agree upon this item ($M=4.32$). The other groups also agree to have this problem. Their mean values are as follows: 4.17 (Midwifery 2), 3.95 (Midwifery 3), 3.98 (Nursing 2) and 3.54 (Nursing 3). One way ANOVA results also reveal a significant difference between the third-year nursing students and the second and fourth-year midwifery students ($p < .05$) regarding this item. The results obtained from the item "poor professional English vocabulary" indicate that all the student groups agree that it causes them to have difficulties in their classes. Their mean values vary from 3.70 to 4.19 .

In terms of the seventh item the table suggests that the second-grade midwifery and nursing students, the third-grade midwifery students and the fourth-grade midwifery students agree to have poor speaking skill as a problem in their classes ($M=3.58, 3.71, 3.77$ and 3.86 , respectively). However, the third-year nursing students seem to be uncertain about this ($M=3.15$). Regarding poor pronunciation, the third and fourth-year midwifery students agree to have this problem with the average means of 3.47 and 3.84 , respectively. The other groups are not decided about this according to the results with the mean values ranging from 2.93 to 3.38 . There is a significant difference between the fourth-year midwifery students and the third-year nursing students for this item ($p < .05$).

As for reading, the third and fourth-grade midwifery students agree upon the fact that poor reading skills lead them to have difficulties in their classes ($M=3.54, 3.94$,

respectively) whereas the remaining groups, including the second-year midwifery and nursing students (M= 3.37 and 3.36, respectively) and the third-year nursing students (M= 3.06), are not certain about it. No significant differences are observed for these two items ($p > .05$).

Regarding poor writing skills, it is seen that the third and fourth-grade midwifery students agree to have poor writing skills (M=3.42 and 3.63, respectively). However, the rest of the student groups seem to be uncertain about this. Their results vary from 2.93 to 3.18. According to Table 8, only the fourth-grade midwifery students agree that poor listening comprehension is a problem for them (M=3.50). The other groups are undecided about this. Their mean values are as follows: 3.15 (Midwifery 2), 3.27 (Midwifery 3), 3.28 (Nursing 2) and 2.88 (Nursing 3). There are no significant differences for these items ($p > .05$).

Considering the last item in this table, all the student groups are not decided about if the course materials that are not tailored to their levels lead them to have difficulties in their classes or not. Their mean values range from 2.57 to 2.93.

In the comments section of the questionnaire, a second-year and a fourth-year midwifery student stated that lack of basic English posed a great problem to understand professional English.

4.2.2. Language Skills

4.2.2.1. The Student Groups' Perceptions about the Importance of English Language Skills

This part of the questionnaire shows how much importance the student groups attach to four English language skills: reading, writing, listening and speaking.

Table 9

ANOVA Results for Perceptions of the Student Groups about the Importance of English Language Skills

Items	Groups	N	M	SD	F	p
1. READING	Midwifery 2	52	3.11	0.75	1.476	.210
	Midwifery 3	41	2.92	0.90		
	Midwifery 4	46	3.26	0.57		
	Nursing 2	50	2.96	0.96		
	Nursing 3	44	3.18	0.65		
2. WRITING	Midwifery 2	52	2.88	0.83	1.104	.355
	Midwifery 3	41	2.75	0.82		
	Midwifery 4	46	3.08	0.78		
	Nursing 2	50	2.90	0.88		
	Nursing 3	44	3.02	0.69		
3. LISTENING	Midwifery 2	52	3.25	0.78	0.430	.787
	Midwifery 3	41	3.15	0.72		
	Midwifery 4	46	3.30	0.55		
	Nursing 2	50	3.14	0.85		
	Nursing 3	44	3.22	0.67		
4. SPEAKING	Midwifery 2	52	3.30	0.78	0.906	.461
	Midwifery 3	41	3.25	0.79		
	Midwifery 4	46	3.48	0.61		
	Nursing 2	50	3.28	1.01		
	Nursing 3	44	3.47	0.66		

Note. N= number; M= mean; SD=standard deviation

According to Table 9, speaking skill, which is the last item in the table, is regarded as the most important skill by the second-year midwifery and nursing students, the third-year nursing students and the fourth-year midwifery students. Additionally, the third-year midwifery students find it less important than the remaining groups (M=3.25). These results indicate that speaking skill is regarded as the most important skill among the groups with the mean averages varying from 3.28 to 3.47.

All the student groups find reading skill important. The average means are as follows: 3.11 (Midwifery 2), 2.92 (Midwifery 3), 3.26 (Midwifery 4) 2.96 (Nursing 2) and 3.18 (Nursing 3). Considering writing skill, it is also found important among the student groups. The students' mean values range from 2.75 to 3.08 for this skill. However, when considering the importance of listening skill, it can be seen that the fourth-grade midwifery students perceive this skill as very important (M=3.30). Yet, the other groups, including the second-year midwifery and nursing students and the third-year midwifery and nursing students, think it is important with the average means of 3.25, 3.14, 3.15 and 3.22, respectively.

In terms of the importance of four English language skills, it can be suggested that all of them are deemed important among the groups. Besides, one way ANOVA results do not indicate any significant differences regarding these items ($p > .05$).

4.2.2.2. The Student Groups' Perceptions about the Importance of Reading Skills

The items in the table below list some sub-reading skills, and try to elicit the students' opinions how important they find them. The results indicate that some of the sub-reading skills get higher mean averages than the other sub-skills.

Table 10

ANOVA Results for Perceptions of the Student Groups about the Importance of English Reading Skills

Items	Groups	N	M	SD	F	p
1. Reading an article/a text for general information	Midwifery 2	52	2.86	0.86	1.829	.124
	Midwifery 3	41	2.75	0.88		
	Midwifery 4	46	3.10	0.70		
	Nursing 2	50	2.92	0.82		
	Nursing 3	44	3.13	0.86		
2. Reading an article/a text to find out specific information	Midwifery 2	52	3.03	0.88	0.884	.474
	Midwifery 3	41	2.92	0.87		
	Midwifery 4	46	3.19	0.68		
	Nursing 2	50	3.10	0.86		
	Nursing 3	44	3.20	0.66		
3. Reading an article/a text to find out the main idea	Midwifery 2	52	2.88	0.83	1.394	.237
	Midwifery 3	41	2.63	0.82		
	Midwifery 4	46	3.04	0.78		
	Nursing 2	50	2.88	0.87		
	Nursing 3	44	2.86	0.76		
4. Reading texts in detail	Midwifery 2	52	2.90	0.84	1.175	.323
	Midwifery 3	41	2.58	0.86		
	Midwifery 4	46	2.93	0.90		
	Nursing 2	50	2.80	1.01		
	Nursing 3	44	2.90	0.74		
5. Guessing the terminology in an article/a text without using a dictionary	Midwifery 2	52	3.13	0.86	0.372	.828
	Midwifery 3	41	3.02	0.82		
	Midwifery 4	46	3.11	0.79		
	Nursing 2	50	3.04	0.83		
	Nursing 3	44	3.20	0.63		
6. Understanding the professional terms in articles/texts	Midwifery 2	52	3.28	0.77	1.100	.357
	Midwifery 3	41	3.30	0.55		
	Midwifery 4	46	3.39	0.71		
	Nursing 2	50	3.18	0.71		
	Nursing 3	44	3.45	0.66		
7. Summarizing a text orally or in a written form	Midwifery 2	52	3.01	0.91	.538	.708
	Midwifery 3	41	2.82	0.89		
	Midwifery 4	46	3.08	0.89		
	Nursing 2	50	2.96	0.85		
	Nursing 3	44	2.97	0.66		

8. Answering reading comprehension questions in a classwork, in an exam or for an assignment	Midwifery 2	52	3.26	0.84	1.517	.198
	Midwifery 3	41	3.19	0.67		
	Midwifery 4	46	3.30	0.59		
	Nursing 2	50	3.00	0.75		
	Nursing 3	44	3.02	0.75		
9. Answering true/false questions related to a text	Midwifery 2	52	3.17	0.75	1.276	.280
	Midwifery 3	41	3.24	0.62		
	Midwifery 4	46	3.23	0.60		
	Nursing 2	50	2.98	0.71		
	Nursing 3	44	3.06	0.75		
10. Translating English texts into Turkish	Midwifery 2	52	3.21	0.84	0.265	.900
	Midwifery 3	41	3.22	0.87		
	Midwifery 4	46	3.26	0.77		
	Nursing 2	50	3.12	0.82		
	Nursing 3	44	3.27	0.72		
11. Understanding the grammatical structures in texts	Midwifery 2	52	2.82	0.92	0.546	.702
	Midwifery 3	41	2.82	0.91		
	Midwifery 4	46	2.91	0.78		
	Nursing 2	50	2.86	0.78		
	Nursing 3	44	3.04	0.71		

Note. N= number; M= mean; SD= standard deviation

According to Table 10, one of the most important sub-reading skills for the student groups is “understanding the professional terms in articles/texts”, and the second-year, the third and fourth-year midwifery students and the third-year nursing students perceive understanding the professional terms in articles/texts as a very important skill (M=3.28, 3.30, 3.39 and 3.45, respectively). The second year nursing students see it a little less important compared to the other groups. However, for them, it is an important skill, as well (M=3.18).

The fifth skill “guessing the terminology in an article/a text without using a dictionary” in Table 10 is related to the vocabulary in articles or texts, as well. It can be said that all the student groups find it important. The mean values for this item are as follows: 3.13 (Midwifery 2), 3.02 (Midwifery 3), 3.11 (Midwifery 4), 3.04 (Nursing 2) and 3.20 (Nursing 3).

The results of the fifth skill which aims to find out whether the students find translating English texts into Turkish important or not indicate that the third-year nursing and the fourth-year midwifery students regard this skill as very important, and their average means are 3.27 and 3.26, respectively. The second and third-year midwifery students and the second-year nursing students find this skill important, as well, but they attach a little less importance to this skill than the other two groups (3.21, 3.22 and 3.12, respectively).

The mean averages of the item about “answering reading comprehension questions in a classwork, in an exam or for an assignment” vary across the groups.

Although the second-year and the fourth-year midwifery students find it very important ($M=3.26, 3.30$, respectively), the second and the third-year nursing students and the third-year midwifery students consider it important ($3.00, 3.02$ and 3.19 , respectively).

All the student groups perceive the first skill “reading an article/a text for general information” as important. Regarding the table, the average means are 2.86 (Midwifery 2), 2.75 (Midwifery 3), 3.10 (Midwifery 4), 2.92 (Nursing 2) and 3.13 (Nursing 3). It is the same for the second item, as well. For all the student groups, “reading an article/a text to find out specific information” is an important reading skill. The average means range from 3.03 to 3.20 . As can be seen in Table 10, reading an article/a text to find out the main idea whose mean values are 2.88 (Midwifery 2), 2.63 (Midwifery 3), 3.04 (Midwifery 4) 2.88 (Nursing 2) and 2.86 (Nursing 3), and reading texts in detail for which the mean values range from 2.58 to 2.93 are also considered important reading skills among the groups.

“Summarizing a text orally or in a written form” is also regarded as an important skill among the student groups for which the mean values change from 2.82 to 3.01 . “Answering true/false questions related to a text” is deemed an important skill among all student groups, too with the mean averages ranging from 2.98 to 3.24 .

The last item in the table is related to grammar. Surprisingly, all the student groups consider understanding the grammatical structures in texts only an important skill. Based on the students’ backgrounds and the fact that the number of the students that had an intense English education before is not high, it could be assumed that they should have attached more importance to this skill. However, the students with a better English knowledge from their background must have affected the results. It becomes more obvious in the section of the analysis of the students’ interviews. The mean averages for this item are as follows: 2.82 (Midwifery 2), 2.82 (Midwifery3), 2.91 (Midwifery 4), 2.86 (Nursing 2) and 3.04 (Nursing 3).

In general, when observing the table, all the skills related to reading are found important among the groups even though some of the skills are a little more important than the others. Additionally, there is not a significant difference regarding all the items ($p>.05$).

4.2.2.3. Student Groups' Perceptions about the Importance of Writing Skills

The following items in the table below are related to some sub-writing skills, and try to elicit the students' opinions on how important they find them.

Table 11

ANOVA Results for Perceptions of the Student Groups about the Importance of English Writing Skills

Items	Groups	N	M	SD	F	p
1. Answering the questions in a written form, in an exam or in a classwork	Midwifery 2	52	2,96	0.90	1.054	.380
	Midwifery 3	41	3,04	0.73		
	Midwifery 4	46	3,02	0.61		
	Nursing 2	50	2,80	0.85		
	Nursing 3	44	3,11	0.81		
2. Writing medical reports	Midwifery 2	52	2,86	0.92	0.880	.477
	Midwifery 3	41	2,58	0.99		
	Midwifery 4	46	2,89	0.84		
	Nursing 2	50	2,88	0.93		
	Nursing 3	44	2,87	0.81		
3. Writing a paragraph on a topic related to our field	Midwifery 2	52	3,01	0.72	1.253	.289
	Midwifery 3	41	2,68	0.98		
	Midwifery 4	46	3,04	0.78		
	Nursing 2	50	2,94	0.97		
	Nursing 3	44	2,99	0.77		
4. Being able to use the appropriate professional terms while writing a text	Midwifery 2	52	3,15	0.75	0.573	.682
	Midwifery 3	41	3,09	0.73		
	Midwifery 4	46	3,15	0.66		
	Nursing 2	50	3,04	0.75		
	Nursing 3	44	3,25	0.68		
5. Being able to form grammatically correct sentences while writing	Midwifery 2	52	3,00	0.84	0.337	.853
	Midwifery 3	41	2,92	0.90		
	Midwifery 4	46	3,10	0.84		
	Nursing 2	50	3,04	0.83		
	Nursing 3	44	3,09	0.74		

Note. N= number; M= mean; SD= standard deviation

According to Table 11, all the writing skills presented in the questionnaire are perceived as important among the student groups. However, the results of all the items in this skill are in the same range of importance, and the means of some groups are slightly higher than the others. For instance, regarding the first item “answering the questions in a written form, in an exam or in a classwork, the average mean of the third-year nursing students are a little higher than the other groups (M= 3.11). The mean values for the remaining groups are as follows: 2.96 (Midwifery 2), 3.04 (Midwifery3), 3.02 (Midwifery 4) and 2.80 (Nursing 2). There is not much difference related to the skill “writing medical reports”. The mean values are very close to each other ranging from 2.58 to 2.89. It is the same for the third item which is about “writing a paragraph

related to the students' own fields", too. The mean values vary from 2.68 to 3.04 for this item.

The fourth item which is about "being able to use the appropriate professional terms while writing a text" is deemed slightly more important than the previous items; especially, the third-year nursing students are very close to recognizing this skill as very important (M= 3.25). This skill is also related to the use of vocabulary in writing. The mean values for the remaining groups are as follows: 3.15 (Midwifery 2), 3.09 (Midwifery 3), 3.15 (Midwifery 4) and 3.04 (Nursing 2). The last skill is related to the use of grammar in writing. It is also important among the groups, and the mean values of the groups are very close to each other. The mean values for the groups are as follows: 3.00 (Midwifery 2), 2.92 (Midwifery 3), 3.10 (Midwifery 4), 3.04 (Nursing 2) and 3.09 (Nursing 3).

Finally, according to one way ANOVA results, no significant difference is observed between the groups ($p > .05$).

4.2.2.4. Student Groups' Perceptions about the Importance of Listening Skills

This part of the questionnaire indicates how much importance the student groups attach to some listening skills. As can be seen from Table 12, some of the skills get high mean averages compared to the remaining skills.

Table 12

ANOVA Results for Perceptions of the Student Groups about the Importance of English Listening Skills

Items	Groups	N	M	SD	F	p
1. Understanding daily speeches	Midwifery 2	52	3.11	0.70	2.378	.053
	Midwifery 3	41	3.04	0.83		
	Midwifery 4	46	3.23	0.73		
	Nursing 2	50	2.96	0.87		
	Nursing 3	44	3.41	0.69		
2. Understanding foreign patients	Midwifery 2	52	3.45	0.60	1.019	.399
	Midwifery 3	41	3.29	0.74		
	Midwifery 4	46	3.28	0.71		
	Nursing 2	50	3.52	0.70		
	Nursing 3	44	3.44	0.75		
3. Understanding a short lecture on a topic related to our field	Midwifery 2	52	3.37	0.65	0.920	.453
	Midwifery 3	41	3.26	0.74		
	Midwifery 4	46	3.26	0.68		
	Nursing 2	50	3.42	0.64		
	Nursing 3	44	3.48	0.60		
4. Understanding professional terms in the lecture	Midwifery 2	52	3.39	0.62	0.370	.830
	Midwifery 3	41	3.29	0.71		
	Midwifery 4	46	3.36	0.64		
	Nursing 2	50	3.36	0.59		
	Nursing 3	44	3.46	0.72		

Note. N= number; M= mean; SD= standard deviation

According to the table, all the groups think that “understanding foreign patients” is very important. Thus, the average means are very high. The mean values vary from 3.28 to 3.52. All student groups also find understanding a short lecture on a topic related to their field very important. Related to this skill, the third-year nursing students’ mean is the highest among the groups (M= 3.48). The mean values for the remaining groups are as in the following: 3.37 (Midwifery 2), 3.26 (Midwifery 3), 3.26 (Midwifery 3) and 3.42 (Nursing 2). Understanding professional terms in that lecture is deemed very important, as well. The third-year nursing students’ mean is also the highest among the groups regarding this item (M= 3.46). Additionally, the mean values for this item range from 3.29 to 3.46.

Table 12 indicates that the third-year nursing students perceive understanding daily speeches as very important (M= 3.41). The fourth-year midwifery students’ means is also very close to this range. However, they perceive it important (M= 3.23). It is the same for the remaining groups. The second-grade midwifery and nursing students and the third-grade midwifery students consider this skill important (M= 3.11, 2.96 and 3.04, respectively).

Lastly, one way ANOVA results indicate no significant difference among the groups regarding the items about listening skills ($p>.05$).

4.2.2.5. Student Groups’ Perceptions about the Importance of Speaking Skills

How important the students find English language speaking skills are presented in Table 13. Particularly, the items try to figure out their academic and professional English language speaking skills. The results show that some of the skills are found more important than the other skills.

Table 13

ANOVA Results for Perceptions of the Student Groups about the Importance of English Speaking Skills

Items	Groups	N	M	SD	F	p
1. Being able to carry out daily conversations	Midwifery 2	52	2.92	0.83	2.019	.093
	Midwifery 3	41	2.87	0.84		
	Midwifery 4	46	2.93	0.80		
	Nursing 2	50	2.96	0.80		
	Nursing 3	44	3.29	0.63		
2. Asking and answering questions in class	Midwifery 2	52	3.09	0.72	0.477	.752
	Midwifery 3	41	3.07	0.72		
	Midwifery 4	46	3.13	0.58		
	Nursing 2	50	2.96	0.80		
	Nursing 3	44	3.13	0.73		
3. Talking to foreign patients	Midwifery 2	52	3.42	0.56	2.060	.087
	Midwifery 3	41	3.14	0.61		
	Midwifery 4	46	3.17	0.73		
	Nursing 2	50	3.40	0.69		
	Nursing 3	44	3.41	0.65		
4. Making a presentation on a topic related to our field	Midwifery 2	52	3.32	0.66	1.162	.328
	Midwifery 3	41	3.13	0.86		
	Midwifery 4	46	2.78	0.88		
	Nursing 2	50	3.08	0.91		
	Nursing 3	44	2.94	0.81		
5. Being able to use the appropriate professional terms while speaking	Midwifery 2	52	2.95	0.86	1.402	.234
	Midwifery 3	41	3.25	0.73		
	Midwifery 4	46	3.17	0.70		
	Nursing 2	50	3.32	0.73		
	Nursing 3	44	3.08	0.69		
6. Being able to form grammatically correct sentences while speaking	Midwifery 2	52	3.39	0.68	1.056	.379
	Midwifery 3	41	3.01	0.77		
	Midwifery 4	46	2.95	0.80		
	Nursing 2	50	3.06	0.77		
	Nursing 3	44	2.90	0.76		

Note. N= number; M= mean; SD= standard deviation

Table 13 indicates that “talking to foreign patients” as a speaking skill is found to be very important by the second-year midwifery and nursing students and the third-grade nursing students with the average means of 3.42, 3.40 and 3.41, respectively. For the third and fourth-year midwifery students, this skill is slightly less important than the other groups (M= 3.14 and 3.17, respectively). However, still, it is an important skill.

It can be observed from Table 13 that the third-year nursing students perceive “being able to carry out daily conversations” as very important (M= 3.29). The other groups find this skill important, too, but not as much important as the third- year nursing students. The other groups’ means are close to each other ranging from 2.92 to 2.96. With reference to the following skill, which is about “making a presentation on a topic related to their field”, it can be deduced from the table that the second-year midwifery

students regard this skill as very important ($M= 3,32$). The other student groups think that it is an important skill with the mean values ranging from 2.78 to 3.13.

Being able to use the appropriate professional terms while speaking is also an important skill among the groups. This skill may also be related to the use of vocabulary. The second-year nursing students find this skill very important with the mean values of 3.32. The third-year midwifery students' mean is 3.25, so they are also close to finding it very important. The rest of the groups' average means correspond to 'important' ranging from 2.95 to 3.17. The second item "asking and answering questions in class in English" are also deemed as important among the student groups. The highest means belong to the fourth-year midwifery and the third-year nursing students ($M=3.13$). The mean averages of the remaining groups are as follows: Midwifery 2 (3.09), Midwifery 3 (3.07), Nursing 2 (2.96).

The last item in this table is also related to the use of grammar, and tries to find out whether the student groups find it important "to be able to make grammatically correct sentences while speaking", and the results suggest that it is the most important for the second-year midwifery students ($M= 3.39$). It is important for the other groups, as well, but it is a little less important than the second-year midwifery students. The mean values for the remaining groups are as follows: 3.01 (Midwifery 3), 2.95 (Midwifery 4), 3.06 (Nursing 2) and 2.90 (Nursing 3).

In terms of all the items in this section, no significant difference is observed according to one way ANOVA results ($p>.05$).

4.3. Analysis of the Academicians' Questionnaire and the Comparison of the Students' and the Academicians' Questionnaire Results

In this section, the items that are parallel in the students' and academicians' questionnaires are analyzed and compared. Moreover, the results of the sections and the items that are different in the academicians' questionnaire are presented. The students are not analyzed according to different groups in this section, but the responses of all the students in total are analyzed and compared with the academicians in accordance with the research question by using *t*-test.

The items that are in common in these two groups' questionnaires are analyzed in two sections. The first section, which is dealt in two parts and concerned with the general views on ESP courses at the School of Health, Mersin University, tries to find

out the reasons for the students' learning English and the difficulties they might encounter in the professional English courses. The second section consisting of five parts tries to analyze and compare the perceptions of the students and academicians about the importance of four English language skills.

4.3.1. General Views about ESP and ESP Courses

4.3.1.1. Perceptions of the Students and Academicians about the Reasons for the Students' Learning English

In this section, the results of the academicians' and students' questionnaires are analyzed and compared with each other in order to figure out their perspectives towards the reasons for the students' learning English.

Table 14

t-Test Results for Perceptions of the Students and Academicians about the Reasons for the Students' Learning English

Items	Groups	N	M	SD	<i>t</i>	<i>p</i>
1. To follow the developments in their/our field from different English sources	Academicians	15	4.80	0.41	4.495	.000
	Students	233	3.29	1.29		
2. To increase job opportunities	Academicians	15	4.40	0.73	2.265	.024
	Students	233	3.63	1.28		
3. To work abroad	Academicians	15	4.20	0.67	3.085	.002
	Students	233	3.14	1.31		
4. To pursue a Master or Ph. D. degree	Academicians	15	4.66	0.61	3.040	.003
	Students	233	3.65	1.28		
5. To attend conferences / seminars / symposiums in English	Academicians	15	4.26	0.88	3.680	.000
	Students	233	3.01	1.29		
6. To be able to communicate with the patients in their / our work place	Academicians	15	4.58	0.52	2.756	.006
	Students	233	3.79	1.10		
7. To have the Proficiency Exam for Academicians (ÜDS)	Academicians	15	4.53	0.74	3.439	.001
	Students	233	3.35	1.31		

Note. N= number; M= mean; SD= standard deviation

According to Table 14, for the first item, which is about the students' learning English to follow the developments in their fields from different English sources, the results indicate that the students and the academicians' perceptions are not similar, and their mean values are different from each other. While the academicians strongly agree on this item (M = 4.80), the students are undecided (M= 3.29), and regarding *t*-test results there is a significant difference between these two groups ($p < .05$).

Table 14 suggests that one of the most important items that the academicians strongly agree on is learning English to pursue a Master or Ph. D. degree with the mean average of 4.66. The mean average of the students is 3.65 suggesting that they agree to want to learn English for this reason, and additionally, there is a significant difference for this item ($p < .05$) between the groups.

The academicians strongly think that that the students need English to increase their job opportunities ($M = 4.40$). The students also agree that English may be helpful in opening new job opportunities for them ($M = 3.63$), but their mean average is not as high as the academicians'. Besides, according to the *t*-test results, a significant difference is observed for this item ($p < .05$). For the remaining items, which are "to attend conferences/seminars/symposiums in English", "to be able to communicate with the patients in their/our work place" and "to have the Proficiency Exam for Academicians", significant differences are observed between the groups ($p < .05$), and the mean values show differences for the two groups. While the academicians strongly agree on these items, the students only agree to learn English in order to be able to communicate with the patients in their work place, and they are undecided about the other two items. The mean values are 4.26, 4.58 and 4.53 for the academicians, respectively, and the values are 3.01, 3.79 and 3.35 for the students, respectively.

For the third item, which implies the necessity of English to increase the chances of being able to work abroad, there is a significant difference ($p < .05$), and the mean values for the academicians are 4.20 indicating that they agree on that, and 3.14 for the students meaning that they are not certain on the item.

4.3.1.2. The Academicians' Perceptions about Professional English

This part of the questionnaire is different from the students'. Thus, it is given separately from the students. The academicians' opinions on professional English are elicited here whereas in the students' questionnaire, their perspectives on whether professional English is adequate in terms of the different points are discussed.

Table 15

Descriptive Statistics for Perceptions of the Academicians about Professional English

Items	N	M	SD
1. The Professional English is important for the students at the School of Health.	15	5.00	0.00
2. The Professional English classes should be offered in the second, third and fourth years.	15	4.60	0.63
3. The time allocated for the Professional English classes (1–2 hours a week) is adequate.	15	2.92	1.33
4. The content of the materials used in classes should be relevant to the students' field.	15	4.66	0.48
5. Audio and visual materials should be used in classes.	15	4.86	0.35

Note. N= number; M= mean; SD= standard deviation

In this part, there are items aiming to find out the academicians' general opinions on the professional English classes. Thus, the items are about the importance of professional English, course hours and course length and content of the materials.

Table 15 indicates that the academicians strongly agree on the fact that the professional English is important for the students attending the School of Health at Mersin University (M= 5.00), and this item has the highest mean average in this part of the academicians' questionnaire.

According to the table, the academicians strongly agree on the fact that the content of the materials used in classes should be relevant to the students' field. The average mean for this item is 4.66; and the last item in the table is related to the materials, as well. It tries to elicit the academicians' opinions on the use of audio and visual materials, and it is found out that they strongly agree that audio and visual materials should be used in classes (M= 4.86). The average mean obtained for this item is very high.

The second item tries to find out how many years the academicians think the professional classes should be offered to the students. It can be seen from the table that they strongly agree that the courses should be given in the second, third and fourth years of education. The average mean obtained for this item is 4.60. Regarding the third item, which is about the duration of the professional classes, the academicians are undecided. They are not certain whether the time allocated for the classes is adequate or not (M=2.92). It may be related to the fact that the students' departmental courses are very intense and they should also have training at the hospitals, and it is already very difficult to organize the students' schedules and increase the hours of English classes.

4.3.1.3. Perceptions of the Students and Academicians about the Reasons for Difficulties in Understanding Professional English

In this part of the questionnaire, the students' and the academicians' opinions on why the students have some difficulties in understanding professional English are analyzed and compared.

Table 16

t-Test Results for Perceptions of the Students and Academicians about the Reasons for the Difficulties in Understanding Professional English

Items	Groups	N	M	SD	t	p
1. Poor general English grammar	Academicians	15	3.86	0.99	0.589	.557
	Students	233	3.66	1.32		
2. Poor general English vocabulary	Academicians	15	4.20	0.56	0.625	.533
	Students	233	4.00	1.20		
3. Poor Professional English vocabulary	Academicians	15	4.20	0.41	0.647	.518
	Students	233	4.00	1.13		
4. Poor reading skill	Academicians	15	4.53	0.51	3.182	.002
	Students	233	3.45	1.29		
5. Poor writing skill	Academicians	15	4.46	0.51	3.499	.001
	Students	233	3.26	1.32		
6. Poor listening comprehension	Academicians	15	4.40	0.63	3.664	.000
	Students	233	3.22	1.23		
7. Poor speaking skill	Academicians	15	4.33	0.61	2.201	.029
	Students	233	3.62	1.24		
8. Poor pronunciation	Academicians	15	3.92	0.71	1.468	.144
	Students	233	3.40	1.29		

Note. N= number; M= mean; SD= standard deviation

This section of the questionnaire indicates the lacks of the students regarding professional English from both the academicians' and the students' perspectives.

When observing the table, it can be seen that from the point of four English language skills including reading, writing, listening and speaking, there are significant differences ($p < .05$), and mean values of the items for the academicians and the students differ from each other. Whereas the academicians strongly agree that poor reading skills can be the source of difficulties the students might have in their classes ($M = 4.53$), the students only agree on this item ($M = 3.45$). In terms of poor writing skills, the students are undecided about this ($M = 3.26$). However, the academicians strongly think that it might be a problem for the students ($M = 4.46$).

The mean value regarding listening skills is 4.40 for the academicians, and it corresponds to 'strongly agree' mean range. The students seem not certain about this

item, and their average mean is 3.22. This may stem from the fact that this skill is limitedly used in classes, and the students might not be sure whether this skill is very important for them or not, and they might not often need this skill. Poor speaking skills are seen as a problem for the academicians and they strongly agree on this (M= 4.33). The students' mean value is 3.62 for this item, and it corresponds to 'agree' range.

The groups agree on the item "poor general English vocabulary", there is not a significant difference between the groups ($p>.05$), and the mean values are 4.20 for the academicians and 4.00 for the students. For the following item, there is not a significant difference and the mean values are the same with the previous item, and both the groups agree that the insufficient knowledge of professional English vocabulary is a problem for the students. However, it should be noted here that it is very normal for the students to have this problem in the classes as one of the aims of these courses to get the students to gain the knowledge of professional English vocabulary, and the students do not bring much knowledge of professional English vocabulary from their background.

Both the academicians and the students agree on the fact that poor general English grammar might cause a problem for the students in their professional classes, and their mean values are 3.86 and 3.66, respectively. There is no significant difference between the groups in terms of poor general English vocabulary, either ($p<.05$).

Lastly, from the point of poor pronunciation, it can be seen from *t*-test results, there is a significant difference between the groups ($p<.05$). The academicians agree on the fact that poor pronunciation may be a problem for the students in the courses (M=3.92). The students are not decided about this, but they are also very close to the mean range of 'agree' (M= 3.40). Besides, there is not a significant difference between the groups based on the results ($p>.05$).

4.3.2. Language Skills

4.3.2.1. Perceptions of the Students and Academicians about the Importance of Language Skills

The students' and academicians' opinions on how much importance they attach to English language skills are elicited and compared.

Table 17

t-Test Results for Perceptions of the Students and Academicians about the Importance of Language Skills

Items	Groups	N	M	SD	<i>t</i>	<i>p</i>
1. READING	Academicians	15	3.60	0.50	2.454	.015
	Students	233	3.09	0.79		
2. WRITING	Academicians	15	3.33	0.48	1.896	.059
	Students	233	2.93	0.81		
3. LISTENING	Academicians	15	3.46	0.51	1.307	.192
	Students	233	3.21	0.72		
4. SPEAKING	Academicians	15	3.40	0.63	0.195	.846
	Students	233	3.35	0.79		

Note. N= number; M= mean; SD= standard deviation

With regard to Table 17, there is only a significant difference for reading skill ($p < .05$), and the academicians perceive this skill as very important ($M = 3.60$) whereas the students find it less important than the academicians, and their average mean is 3.09 corresponding to 'important' in the scale. In terms of writing, listening and speaking skills, there aren't any significant differences ($p > .05$). Writing skills are perceived as very important by the academicians ($M = 3.33$). This skill is considered less important by the students, and its mean value is 2.93. In terms of listening, the average mean of the academicians is 3.46 corresponding to 'very important' in the scale. The students' mean value is 3.21 corresponding to 'important' in the scale. Regarding speaking skill, both the academicians and students perceive it as very important, and their mean values are 3.40 and 3.35, respectively.

4.3.2.2. Perceptions of the Students and Academicians about the Importance of Reading Skills

In this part, there are items consisting of some English reading sub-skills that could be important for the students at the School of Health, and they investigate the students' and academicians' perspectives on these skills.

Table 18

t-Test Results for Perceptions of the Students and Academicians about the Importance of Reading Skills

Items	Groups	N	M	SD	<i>t</i>	<i>p</i>
1. Reading an article/ a text for general information	Academicians	15	3.66	0.48	3.379	.001
	Students	233	2.95	0.80		
2. Reading an article/ a text to find out specific information	Academicians	15	3.80	0.41	3.363	.001
	Students	233	3.09	0.80		
3. Reading an article/ a text to find out the main idea	Academicians	15	3.53	0.51	3.098	.002
	Students	233	2.86	0.82		
4. Reading texts in detail	Academicians	15	3.26	0.59	1.880	.061
	Students	233	2.83	0.88		
5. Guessing the terminology in an article/ a text without using a dictionary	Academicians	15	3.26	0.70	0.776	.439
	Students	233	3.10	0.79		
6. Understanding the professional terms in articles/ texts	Academicians	15	3.73	0.45	2.264	.024
	Students	233	3.32	0.69		
7. Summarizing a text orally or in a written form	Academicians	15	3.33	0.61	1.592	.113
	Students	233	2.97	0.84		
8. Answering reading comprehension questions in a classwork, in an exam or for an assignment	Academicians	15	3.53	0.51	1.884	.061
	Students	233	3.16	0.73		
9. Answering true/false questions related to a text	Academicians	15	3.60	0.50	2.513	.013
	Students	233	3.13	0.69		
10. Translating English texts into Turkish	Academicians	15	3.66	0.61	2.122	.035
	Students	233	3.21	0.80		
11. Understanding the grammatical structures in texts	Academicians	15	3.20	0.67	1.412	.159
	Students	233	2.89	0.82		

Note. N= number; M= mean; SD= standard deviation

According to Table 18, there are significant differences for the first, second, third, sixth, ninth and tenth items ($p < .05$). In terms of the second item, “reading an article/a text to find out specific information”, it can be seen that the academicians consider it very important ($M = 3.80$). However, the students see it only important, and their mean value is lower than the academicians ($M = 3.09$). The first item, which is “reading an article/a text for general information”, is perceived as very important by the academicians ($M = 3.66$) whereas this skill is perceived as less important by the students, and its mean value is 2.95 corresponding to ‘important’ in the scale. For the third item, the table indicates that there is a mean difference between the groups, as well. Thus, “reading an article/a text to find out the main idea” is perceived as very

important by the academicians ($M= 3.53$), and it is perceived as important by the students, and its average mean is 2.86.

The sixth item having a significant difference is related to professional English terminology. For the academicians, “understanding the professional terms in articles or texts” is highly important ($M= 3.73$). It is also very important for the students although there seems to be a significant difference according to the *t*-test results. The ninth and tenth items are “answering true/false questions related to a text” and “translating English texts into Turkish”, and they are perceived as very important by the academicians, and their mean values are 3.60 and 3.66, respectively. For the students, they are slightly less important, and their mean values are 3.13 and 3.21, respectively corresponding to ‘important’ in the scale.

The eighth item “answering reading comprehension questions in a classwork, in an exam or for an assignment” does not point out a significant difference ($p>.05$), but there are mean differences between the groups. The mean value for the academicians is 3.53 corresponding to ‘very important’ in the scale, and it is 3.16 for the students meaning they see this skill only important and less important than the academicians.

The remaining items do not have any significant differences according to Table 18 ($p>.05$). The fourth item “reading texts in detail” is perceived as very important by the academicians ($M= 3.26$), but it is at the threshold of ‘very important’ range in the scale. Its mean value is 2.83 for the students corresponding to ‘important’ in the scale. It is the same case for the academicians for the fifth item and its average mean is 3.26, as well. For the students, its mean value is 3.10, and it is regarded as important by the students. The seventh item, which is “summarizing a text orally or in a written form”, is perceived as very important by the academicians ($M= 3.33$), and it is considered important by the students its mean value being 2.97. The last item “understanding the grammatical structures in texts” is more related to grammar, and it is perceived as important by both the academicians and the students ($M= 3.20, 2.89$, respectively).

4.3.2.3. Perceptions of the Students and Academicians about the Importance of Writing Skills

This part elicits the students and the academicians opinions on the importance of some sub-writing skills. These two groups’ are analyzed and compared with each other.

Table 19

t-Test Results for Perceptions of the Students and Academicians about the Importance of Writing Skills

Items	Groups	N	M	SD	<i>t</i>	<i>p</i>
1. Answering the questions in a written form, in an exam or in a classwork	Academicians	15	3.06	0.70	0.398	.691
	Students	233	2.98	0.79		
2. Writing medical reports	Academicians	15	3.06	0.70	1.006	.315
	Students	233	2.82	0.90		
3. Writing a paragraph on a topic related to our / their field	Academicians	15	3.33	0.61	1.731	.045
	Students	233	2.94	0.85		
4. Being able to use the appropriate professional terms while writing a text	Academicians	15	3.53	0.51	2.095	.037
	Students	233	3.14	0.71		
5. Being able to form grammatically correct sentences while writing	Academicians	15	3.20	0.67	0.754	.451
	Students	233	3.03	0.82		

Note. N= number; M= mean; SD= standard deviation

According to the compared results of the writing skills between the academicians and students, Table 19 indicates that for the items “being able to write a paragraph on a topic related to their field” and “using the appropriate professional terms while writing a text”, the mean values of the academicians and students differ from each other. The academicians find these two skills very important, and their mean values are 3.33 and 3.53, respectively. Particularly, the ability to use the professional English terms in an appropriate way gets the highest mean value within writing skills for the academicians. From the perspective of the students, the mean values are 2.94 and 3.14, respectively, corresponding to ‘important’ in the scale. However, it should also be noted here that the latter item, which is related to the professional terminology, also has the highest average mean within writing skills for the students. Additionally, there is a significant difference for these two items ($p < .05$).

Both of the groups consider the first item “answering the questions in a written form, in an exam or in a classwork” and the second item “writing medical reports” as important. The academicians’ mean values are the same ($M=3.06$) for these two items, and the students’ mean values are 2.98 and 2.82 for the items, respectively. Besides, the *t*-test results reveal that there is not a significant difference regarding these two items ($p > .05$).

The last item is “being able to form grammatically correct sentences while writing” in the table. It is more about the right use of grammar. The *t*-test results do not

point out a significant difference for this item ($p > .05$). The mean values of the groups are 3.20 for the academicians, and 3.03 for the students.

4.3.2.4. Perceptions of the Students and Academicians about the Importance of Listening Skills

The *t*-test results of the academicians' and the students' perspectives on some sub-listening skills which are answered by both of the groups in the questionnaires are presented below.

Table 20.

t-Test Results for Perceptions of the Students and Academicians about the Importance of Listening Skills

Items	Groups	N	M	SD	<i>t</i>	<i>p</i>
1. Understanding daily speeches	Academicians	15	3.46	0.51	1.538	.125
	Students	233	3.15	0.78		
2. Understanding foreign patients	Academicians	15	3.50	0.50	0.492	.623
	Students	233	3.40	0.70		
3. Understanding a short lecture on a topic related to their /our field	Academicians	15	3.64	0.48	1.477	.141
	Students	233	3.36	0.67		
4. Understanding the professional terms in the lecture	Academicians	15	3.57	0.49	1.055	.292
	Students	233	3.37	0.65		

Note. N= number; M= mean; SD= standard deviation

According to Table 20, only for the first item, which is “understanding daily speeches”, the mean values of the groups differ slightly from each other. The academicians' mean value is 3.46, corresponding to ‘very important’ in the scale; and the students' mean value is 3.15 meaning they perceive this skill as important. However, there is not a significant difference for this item in accordance with the *t*-test results ($p > .05$).

In terms of the remaining skills, it can be observed in the table that both of the groups perceive them as very important. Both the academicians' and students' mean values are very close to each other for the second skill “understanding foreign patients” (M= 3.50, 3.40, respectively). The mean values for the following skill, “understanding a short lecture on a topic related to the students' field” are 3.64 (academicians) and 3.36 (students). This skill gets the highest average mean by the academicians. The last skill

in the table is about the use of professional English terms in the lecture they hear. The mean values for the groups are 3.57 (the academicians) and 3.37 (the students). Furthermore, in reference to the *t*-test results, there is not a significant difference for these items, either ($p > .05$).

4.3.2.5. Perceptions of the Students and Academicians about the Importance of Speaking Skills

How much importance the students and academicians attach to the following sub-speaking skills are presented, and their mean averages are compared with each other.

Table 21

t-Test Results for Perceptions of the Students and Academicians about the Importance of Speaking Skills

Items	Groups	N	M	SD	<i>t</i>	<i>p</i>
1. Being able to carry out daily conversations	Academicians	15	3.33	0.61	1.610	.109
	Students	233	2.99	0.79		
2. Asking and answering questions in class	Academicians	15	3.46	0.51	2.066	.040
	Students	233	3.07	0.71		
3. Talking to foreign patients	Academicians	15	3.53	0.63	1.206	.229
	Students	233	3.32	0.66		
4. Making a presentation on a topic related to their / our field	Academicians	15	3.26	0.79	1.214	.226
	Students	233	2.98	0.86		
5. Being able to use the appropriate professional terms while speaking	Academicians	15	3.46	0.51	1.194	.234
	Students	233	3.24	0.71		
6. Being able to form grammatically correct sentences while speaking	Academicians	15	3.28	0.59	1.199	.232
	Students	233	3.02	0.77		

Note. N= number; M= mean; SD= standard deviation

Table 21 indicates that “to have the ability to talk to foreign patients” is perceived as very important by both the academicians and students (M= 3.53 and 3.32, respectively). Besides, this skill gets the highest mean values based on the results. As regards the second item, which is “asking and answering questions in class”, the mean values are as in the following: 3.46 (the academicians) and 3.07 (the students). Thus, the academicians perceive this skill as slightly more important than the students. Besides, that is the only item in the table that points out a significant difference according to the

t-test results ($p < .05$). The results do not show a significant difference for the rest of the items ($p > .05$).

The academicians perceive the first skill “being able to carry out daily conversations” as very important ($M=3.33$). The students consider this skill less important than the academicians, and their mean value is 2.99, corresponding to ‘important’ in the scale.

The academicians value the students’ being able to make a presentation on a topic related to their fields as a very important skill ($M=3.26$). Regarding to this item, the mean value for the students is 2.98, corresponding to ‘important’ in the scale.

The fifth and sixth items, “which are being able to use the appropriate professional English terms and form grammatically correct sentences while speaking”, are perceived as very important by the academicians ($M=3.46$ and 3.28 , respectively) and as important by the students ($M=3.24$ and 3.02 , respectively).

4.4. Analysis of the Students’ Interviews

In this section, the results of the focus group interviews that were carried out with the students will be discussed. As in the previous sections, the results will be presented in different parts including students’ reasons for learning English, their perspectives on professional English, materials, course duration, language instruction, different kind of difficulties they suffer in the courses and the use of language skills. Some sample quotations from the students that were interviewed with were presented in the following parts. Some coding letters such as A, B, C, D, E, F, G, H, I, J were given to the students whose statements were quoted. As there were ten students from each of the group, the first ten letters of the alphabet were chosen as the codes for the interviewed students.

4.4.1. General Views about ESP and ESP Courses

This part consists of three sub-parts aiming to find out the reasons for the students for learning English, their general perspectives on professional English classes in terms of course hours, materials, language instruction, etc. and what kind of problems they have in those classes.

4.4.1.1. Interview Results of Students Perspectives on the Reasons for Learning English

The students' perspectives on the reasons for learning English are presented in accordance with the interviews conducted with the students by taking the frequency of every item into account.

Table 22

Students' Perspectives on the Reasons for Learning English

Items	Groups					fr
	Nur. 2	Nur. 3	Mid. 2	Mid.3	Mid.4	
Reasons for Learning English						
Academic and educational reasons						
Course requirement	4	2	4	4	-	14
To pursue an academic career	2	5	3	1	1	12
To follow and understand different English sources related to our field	1	1	2	1	1	6
To have ÜDS	-	2	-	-	-	2
To learn professional terminology related to our field	1	-	-	1	-	2
To study abroad	1	-	-	-	1	2
To be able to attend the conferences in the future	1	-	-	-	-	1
Personal reasons						
English' being a universal language	3	2	3	2	-	10
To improve myself	1	-	2	-	1	4
Personal interest	-	3	-	-	-	3
Personal like	-	1	2	-	-	3
Occupational reasons						
To communicate with foreign patients	3	1	-	-	1	5
To have the chance of working abroad	-	1	-	-	2	3
To understand instructions on medical equipment	-	-	-	1	1	2
To increase job opportunities	-	-	1	-	-	1
Total	17	18	17	10	8	70

Note. fr= frequency

Nur.2= the second year nursing students; Nur. 3= the third year nursing students; Mid.2= the second year midwifery students; Mid.3= the third year midwifery students; Mid.4= the fourth year midwifery students

When the students were asked about their reasons for learning English, different kinds of answers were obtained from them. In terms of the academic and educational reasons, the most frequently expressed reason is that they learn English because it is a course requirement. 14 students consisting of four second-year nursing students, two third-year nursing students, four second-year midwifery students and four third-year midwifery students stated this reason. However, although some of the students had a negative attitude towards English and stated they were learning it as they had to, some

of the students stated their other reasons for learning English along with this reason. Some sample quotations from the interviews are as follows:

“Of course, one of the reasons is that English is a course requirement, but I agree with my friend. We should learn English as it is a universal language.” (Mid. 3 H)

“Ok, English we take in the first year is necessary as we express ourselves, but I do not have an aim such as having a Master’s degree, etc. I only learn it because it is a course requirement.” (Nur. 2 C)

Regarding the results of the questionnaires, the students are not decided about whether they learn it for it is a course requirement or not. However, interview results reveal that it is one of the reasons they learn English. On the otherhand, it must be noted here that it is very normal for them to state this reason as they are in the position of learning English as professional English is an obligatory course for them. Besides, as it has been mentioned before, this reason is accompanied with some other reasons by many students.

The second most frequently mentioned reason is to pursue an academic career. In total, there are 12 students consisting of two second-year nursing students, five third-year nursing students, two second-year midwifery students and one third and one fourth-year midwifery students, and some of the sample quotations are presented below:

“ I am planning to be an academician.” (Nur. 3 B)

“I do not learn English as it is a course requirement. I would like to pursue a Master degree in the future, and I think English is necessary for that.” (Mid. 2 B)

When compared with the interview results, the questionnaire results also reveal that to pursue a Master or Ph. D. degree is an important reason for the students to learn English. In the questionnaires, the students agree on this reason, as well apart from the third year midwifery students who are undecided about it. The third most frequently stated academic and educational reason is that to be able follow and understand different English sources related to their field. Totally, six students mentioned this. Two second-year midwifery students and one student from each of the remaining groups gave this as a reason for learning English as indicated in the following:

“Even in our main courses, we use English sources and do translation from them. Thus, I would like to learn English to read English sources.”

(Mid. 2 F)

“[...] as a lot of sources on health are in English.” (Mid. 4 C)

The following academic and educational reasons for why the students learn English are having ÜDS (two third-year nursing students), learning professional terminology related to their field (one second-year nursing student and one third-year midwifery student), studying abroad (one second-year nursing student and one fourth-year midwifery student) and being able to attend the conferences in the future (one second-year nursing student). The following quotations present the students' opinions on these items:

“Well, generally, to learn professional English terms in our profession.”

(Mid. 3 C)

“I think English is very necessary to be able to study abroad.” (Mid. 4 I)

“In the future, if I could, I would like to attend the conferences abroad.”

(Nur. 2 B)

The most frequently stated personal reason is English being a universal language. Although it is not included in the questionnaire, some of the students stated this reason in the “other” option of the reasons for learning English section in the questionnaire for the students. In the interview, it was expressed by 10 students consisting of three second-year nursing students, two third-year nursing students, three-second year and two third-year midwifery students. Some sample quotations are as in the following:

“English is a universal language that should be learnt.”(Nur. 2 A)

“First of all, English is a universal language. I think it is a language that should be spoken by everybody.” (Mid. 3 G)

The other frequently stated reason for students' learning English for personal reasons is their wish to improve themselves. In total, four students including one

second-year nursing and two-second year midwifery and one fourth-year midwifery students presented this reason. This item is not included in the questionnaire, and it is only expressed by the students in the interviews. The remaining reasons are the students' personal interest or like. Each of these items were stated by three students. Three third year nursing students mentioned that they had a personal interest in English. One third-year nursing student and two second year midwifery students said that they liked learning English. Representative quotations for these items are given below:

“I would like to learn English to improve myself, and I believe it will be beneficial in the future.” (Mid. 2 D)

“I have a personal interest in English.” (Mid. 3 E)

Considering the occupational reasons, the most frequently stated item is communicating with foreign patients (three second-year nursing and one third-year nursing students and one fourth-year midwifery student). In addition, to be able to communicate with foreign patients gets high averages among the student groups in the questionnaire results, and all student groups agree to need English to talk to foreign patients. Apart from this reason, one third-year nursing student and two fourth-year midwifery students believe that knowing English might increase their chances of working abroad. In terms of this item, the questionnaire results also suggest that the fourth-year midwifery students agree to need English for this reason whereas the remaining groups are undecided about it. The quotations of two students regarding the items are:

“Well, people who share the same language with us do not always come to the hospital. There may be an Arabic patient who knows English”. (Nur. 3 G)

“Our profession is carried out abroad, too because what a midwifery does is the same everywhere, and I wish I could really use English we learn here and do our profession abroad, as well [...]”. (Mid. 4 J)

The remaining occupational reasons are understanding instructions on health equipment (one third year and one fourth year midwifery student) and increasing job opportunities (one fourth year midwifery student) as exemplified by the sample quotations below. The questionnaire results also reveal that learning English to increase

job opportunities is agreed by all the student groups except from the third-year midwifery students.

“[...] generally, there are English instructions on a lot of equipment at the hospital.” (Mid. 3 C)

“[...] as I believe to know English will help me to find a job...” (Mid. 2 G)

In conclusion, different kinds of answers were obtained from the students in terms of their reasons for learning English, and the interviews helped the researcher gain different perspectives of the students about why they needed to learn and know English.

4.4.1.2. Interview Results of Students’ Perspectives on Professional English

This part tries to figure out the students’ perspectives on professional English in terms of some issues such as course courses, materials, language instruction and etc.

Table 23

Students’ Perspectives on Professional English

Items	Groups					fr
	Nur. 2	Nur. 3	Mid. 2	Mid. 3	Mid.4	
General opinions on courses, material, course duration, language instruction						
Opinions on Courses in General						
Necessity of professional English	3	1	-	-	1	5
Unnecessity of professional English	3	-	-	-	-	3
Level differences among students	-	2	1	-	-	3
The option of professional English courses’ being elective	1	-	-	-	1	2
Opinions on the Course hours						
Adequacy of course hours	-	-	-	2	6	8
Inadequacy of course hours	5	2	1	-	-	8
Opinions on the Materials						
Lack of audio-visual materials	4	3	3	1	4	15
Integration of listening and speaking skills in the material	1	6	2	-	1	10
The more integration of grammar into the materials	-	-	-	1	3	4
The use of more field-oriented subjects	-	-	1	-	1	2
Opinions on Language Instruction						
The classes’ being based on memorization	6	7	1	1	-	15
Superficial, not detailed classes	1	2	-	-	-	3
Classes’ not being active	-	-	2	1	-	3
Not learning –oriented	1	1	-	-	-	2
Monotonous classes	-	1	1	-	-	2
Lack of different activities	2	-	-	-	-	2
Total						87

Note. fr= frequency

Nur.2= the second year nursing students; Nur.3= the third year nursing students; Mid.2= the second year midwifery students; Mid.3= the third year midwifery students; Mid.4= the fourth year midwifery students

When the interviewed students were asked about what they thought about their professional English courses in general regarding the duration of the classes, materials and language instruction, different kinds of answers were elicited from the groups. The section which aims to elicit the opinions of the students on professional English courses in the questionnaires is organized in a way that the students only evaluate the courses in terms of whether they find some points adequate or not. However, the interviews help to obtain more elaborate, detailed and useful results.

The first part is related to some general views of the students on the professional English courses. Five of the students expressed the necessity of professional English classes including three second-year and one third-year nursing students and one fourth-year midwifery student. There is not an item relating to the necessity or importance of professional English classes in the students' questionnaires. Thus, the students could explain why they thought the courses were necessary or not in the interviews. Below are the quotations of some students regarding the necessity of the courses:

“I think professional English is necessary. We carry out researches [...] English articles related to our field are more comprehensive.” (Nur. 2 H)

In general, regarding the necessity of the courses, only few students commented on whether professional English was necessary or not. Three second-year nursing students expressed that they did not find professional English necessary. Most of the students did not comment on this. They may have avoided making negative comments regarding this issue. However, it should be noted that a lot of the students implicitly expressed the necessity of professional English when they explained why they needed and would like to learn English. The following second-year nursing student explains why he/she does not find professional English classes necessary:

“Already, we do not need professional English when we communicate with a foreign patient. You can understand each other with general English too, so professional English is only a burden and necessary for Master or Ph. D. degree students.” (Nur. 2 E)

Some of the students pointed out the level differences among the students and suggested that the classes should be grouped in accordance with the students' levels.

There is not such an item in the questionnaire, so the interviews showed that level differences might become important and problematic for the students. Two third-year nursing students and one second year midwifery student touched upon this issue as supported by the following quotation.

“There is a level difference in the class. Some of the students attended English preparation classes, but some of them did not.” (Mid. 2 B)

Lastly, two of the interviewed students, including a second-year nursing student and a fourth-year midwifery student, proposed that professional English should be elective by stating their reasons for that. This item does not exist in the questionnaires, either. Some illustrative sentences are:

“Professional English we are taking now is not enough for us [...] it had better be elective, because we know that our very hardworking friends failed this course.” (Mid. 4 H)

“My level of English is very low, and I think it would be better if this course were elective.” (Nur. 2 C)

Regarding the students’ perspectives on the course hours, two different answers were elicited. Some of the students stated that they found class hours adequate whereas some of the students did not consider this amount of time allocated to professional English adequate. The frequencies for these items are the same. Generally, the second-year nursing students were more negative about this as they had only one hour of professional English in a week and found it not effective. However, the fourth and third-year midwifery students considered course hours adequate as they had a two-hours class in a week. Considering the frequencies, two third-year midwifery and six fourth-year midwifery students said course hours were adequate. Five second-year and two third-year nursing students and one second-year midwifery student did not find course hours adequate.

In terms of the students’ responses to the adequacy of course hours in the questionnaires, apart from the fourth-year midwifery students, the remaining groups are undecided about whether the course hours are adequate or not. Interview results also

revealed different responses to this issue. However, in the interviews, the fourth-year midwifery students supported that the course hours were adequate, as well.

The students were also asked to give their opinions on the materials that were used in the courses. Very important results were obtained from the interviews regarding the use of materials. Many of the students stated they found the materials inadequate in different ways. The most frequently expressed problem with materials was that no audio-visual materials were used in the classes. The students considered it as a huge deficiency for the classes. Fifteen students consisting of four second-year nursing students, three third-year nursing students, three second-year and one third-year and one four fourth-year midwifery students commented on this inadequacy as shown by the following sample quotations:

“[...] The material is already inadequate. When there are no visual materials and when the material is only in a written format, what we learn is not permanent. Besides, as the time is limited and we do not hear or see what we learn, we forget it so easily.”(Nur. 3 G)

“Generally, as my friend said, if the visuality is given more importance and video are used [...] when we hear somebody who speaks English, it would be more different.” (Nur. 2 H)

“Our teacher may bring a record to the class, and we can listen to it.” (Mid. 4 F)

“The materials could be more visual. For instance, slides might be used. We would understand better then.” (Mid. 4 D)

“The material is not much adequate. For instance, we see from our friends who study English Language Teaching, they prepare a lot of materials which have visual elements for the students.” (Mid. 3 B)

In comparing the interview results with the questionnaire results, it can be said in general, the students do not find audio and visual aids adequate. Only the fourth-year midwifery students are undecided about the adequacy of audio materials according to the questionnaire results. The interviews of the students were helpful in elaborating on why the students did not find audio and visual materials adequate.

The second most frequently expressed problem with the materials is that they lacked the use of activities oriented towards listening and speaking skills, and the

students thought that these skills should also be integrated into the materials. The students particularly emphasized it as a great shortcoming of the materials. Ten students consisting of one second-year nursing student, six third-year nursing students, two second-year and one fourth-year midwifery students expressed this issue. The questionnaire does not include any items that could elicit opinions on the use of these two skills in the materials. Thus, the interviews reveal significant results in terms of indicating some important shortcomings in the materials.

“If we could only improve the use of the material. For example, when we watch a film on TV, we should not read the subtitles or when somebody speaks we should understand him/her. We should learn in English with all its aspects. Listening, speaking, they all should be included so that we can use English easily.” (Mid. 2 B)”

“I think the material is inadequate. We are just dealing with reading. We do not spare much time for listening, speaking, etc.” (Mid. 3 D)

“For example, now in the first year, as we hear, a book is being used which includes listening activities, etc. We could use such a book, too.” (Nur. 3 A)

The other most frequently expressed issue was that the materials lacked in the grammatical points. One third-year and three fourth-year midwifery students stated that material should also include grammar topics, as well. Regarding grammar, there is no specific item in the section of the questionnaire which tries to elicit the students' opinions on the professional English courses. Thus, the interviews brings out the importance of grammar for some of the students and indicates that the materials could include more grammar topics.

The least frequently item expressed by the students regarding the materials is the use of more field-oriented subjects. None of the nursing students commented on this, but one second -year and one fourth-year midwifery students expressed that it could be better if the subjects in the material were chosen from the field of midwifery. According to the questionnaires, most of the students are undecided about the adequacy of the subjects used in the materials. Only the third-year midwifery students find them inadequate as illustrated by one of the following quotations. However, the interviews reveal more different answers than the questionnaires, and very few students make comments on the use of subjects in the materials according to the interview results.

“[...] I mean that generally, the material consists of illnesses such as tuberculosis, diabetics, etc., but I wish there were more subjects oriented towards our field such as babies, mother’s education, etc.”(Mid. 2 H)

The students were also asked to give their opinions on language instruction. The interview results were very useful in eliciting detailed responses from the students as the item related to language instruction in the questionnaire was very limited and only tried to find out whether the students found language instruction adequate or not. The most frequently stated issue that the students mentioned was the fact that the classes were mainly based on memorization and the fact that it would be much better if the classes were more meaning oriented. Six of the second-year nursing students, seven of the third-year nursing students, one of the second-year midwifery students and one of the third-year midwifery students pointed out that issue summing up to fifteen students in total. Some representative quotations are given below:

“The classes are totally based on memorization. We just memorize the words and take the exams. In fact, we do not learn. (Nur. 3 C)

“Professional English must be taught in the best way [...] it’s based on memorization. We just memorize and forget after the exam. (Nur. 2 F)

*“Well, to tell the truth, as I have observed, nobody achieves in English classes by using their English knowledge; they use their memorization.”
(Mid. 2 C)*

The following most frequent item the students expressed was about the fact that classes were superficial and not detailed and they were not active. One of the second-year and two of the third-year nursing students stated that the classes were superficial, and two second-year and one third-year midwifery students said that the classes were not active. This issues are not found in the questionnaire, either. Thus, the interviews indicate one more time that they provide the researcher with much more amount of detailed information by getting students’ more comprehensive aspects of professional English. The illustrative quotations regarding the classes’ being superficial, not detailed in active are:

“We cannot go into the detail in the class. Some words or some subjects cannot be learnt in 15 minutes. When we cover them only in half an hour or forty five minutes, what we learn does not become permanent. (Nur. 3 G)

“I feel like I am only learning vocabulary. As I know a lot of things, I find the lessons very monotonous. In the past, my English classes were active, but now it is not. I just look up the words in the dictionary and then it is ok.” (Mid. 2 D)

The remaining items, which are the least frequent items, are related to the classes' not being learning-oriented, being monotonous and lacking in different activities. One second-year and one third-year nursing students mentioned that the classes were not learning-oriented. One third-year nursing and one second-year midwifery students whose quotation is given above expressed that they found the lessons monotonous. Lastly, two second-year nursing students expressed that the classes were limited in the use of different activities, and some of the following quotations exemplify these issues.

“Here, the classes are carried out only for the sake of the course, it is not oriented towards learning English.” (Nur. 2 F)

“The classes are very monotonous.” (Nur. 3 B)

“The classes are limited. Different activities could be done; for example, different groups could be formed for dialogues [...] (Nur. 2 I)

In sum, the interviews help to gain more insights into what the students' general opinions are on professional English classes from different perspectives and what they find problematic or insufficient regarding the classes. The results show that materials need developing and the classes should be organized in a way that enables the students to be more involved and active in the classes.

4.4.1.3. Interview Results of Students' Perspectives on the English Language Difficulties

Regarding some of the language difficulties the students have in understanding their professional English classes, the following issues are presented by the student groups.

Table 24

Students' Perspectives on the English Language Difficulties

Items	Groups					fr
	Nur. 2	Nur. 3	Mid. 2	Mid. 3	Mid.4	
The Areas of Language Difficulty						
Four Skills						
Poor speaking	2	2	1	1	1	7
Poor pronunciation	-	2	2	1	-	5
Poor listening comprehension	2	1	-	1	-	4
Poor reading	2	-	-	1	-	3
Grammar & Vocabulary						
Poor English grammar	2	1	-	3	3	9
Poor Professional vocabulary	4	-	1	-	3	8
General vocabulary	2	-	-	-	-	2
Other						
English level differences among the students	1	1	2	-	-	4
Lack of basic English	2	1	-	1	-	4
Total	17	8	6	8	7	46

Note. fr= frequency

Nur.2= the second year nursing students; Nur. 3= the third year nursing students; Mid.2= the second year midwifery students; Mid.3= the third year midwifery students; Mid.4= the fourth year midwifery students

When the students were asked to give their opinions on English language difficulties they experienced, they touched upon the problems they had in the classes and in general. Some of the students did not make any comments as they had intense English education before, but they generally mentioned they could not succeed in speaking, and professional English was a little different from general English they had before. On the otherhand, some of the students did not speak about their problems, but they made their problematic areas and deficiencies regarding the use of English clear when they explained what could be done in the classes. The interviews also contributed to the section which is about what might be the reasons for the difficulties the students have in professional English classes in the questionnaire. Besides, the interviews helped to clear the misunderstanding the students might have had while answering that section in the questionnaire because they might have perceived the question as it asked about English problems they faced, and the interviews also showed English problems the

students had regarding professional English in general. Most frequently expressed difficulties are shown in Table 24.

The most frequently expressed difficulty by the students regarding the language skills is poor speaking skills. Seven students, including two of the second-year and two of the third-year nursing students and one student each from the second, third and fourth-year midwifery students, stated they had problems with speaking. In comparison to the interview results, the questionnaire results indicated that all the student groups, except from the third-year nursing students who seem to be undecided about this issue, agreed to have difficulties because of their poor speaking skills. However, in the interviews, the third-year nursing students speak out their problems they experience with speaking as indicated by a following speaking problem:

“[...] Speaking is a bigger problem for us; for instance, so many complicated sentences go across our mind, but although we could express them in a more simple way, we cannot do that.” (Nur. 2 J)

The second most frequently expressed difficulty stems from poor pronunciation, which is also related to speaking. Two of the second and two of the third-year nursing students and one third-year midwifery student stated this as a problem for them. In fact, a higher number of the students could have pointed out to this problem as the researcher witnessed in the professional English classes she instructed that a lot of the students had great difficulties in pronouncing the words correctly, particularly professional English words. The questionnaire results also indicate the student groups who agree on the fact that poor pronunciation skill causes them to have difficulties in the classes are only the fourth-year midwifery and the third-year midwifery students, the quotations below illustrate this problem:

“We have a pronunciation problem. Now, I pronounce English like I pronounce Latin.” (Nur. 3 B)

The following recurring problem was their difficulties in understanding what they heard, namely, listening comprehension. They stressed the importance of listening comprehension when they gave their opinions on the courses, materials, etc. and the use of language skills, which will be covered in the following sections. Four students from

the groups consisting of two second-year nursing students, one third-year nursing student and one third-year midwifery student mentioned this problem as shown in the following:

“For instance, when a tourist speaks I cannot understand him/her much although I can understand what I read... I cannot understand what I listen to immediately.” (Nur. 2 J)

In terms of the questionnaires, the results indicate that the student groups are undecided about whether poor listening comprehension causes them any difficulties or not apart from the fourth year midwifery students who agree to have this problem. However, in the interviews, four students from the second and third-year nursing and third-year midwifery students expressed this problem.

Regarding four skills, the least frequently expressed problem is related to some students' having problems with reading. Two of the second-year nursing students and one of the third-year midwifery students pointed out that they had problems with reading. In the questionnaires, only the third and fourth-year midwifery students agree that poor reading skills cause them difficulties in the classes.

Regarding writing skills, the students do not make any specific comments. However, they generally related their having difficulties with writing to their poor English grammar as they thought that to be able to write something, one should know sentence structures in English. As can be seen in Table 24, nine of the students remarked that they generally had difficulties with English grammar. Two of the second-year nursing students, one of the third-year nursing students, three of the third-year midwifery students and three of the fourth-year midwifery students pointed out to their grammatical problems as exemplified in the following quotations. The questionnaire results also reveal that student groups agree to have difficulties caused by poor English grammar knowledge. Only the third-year nursing students seem undecided about it.

“As we do not exactly know English grammar, we have great difficulties with professional English... We cannot even make a sentence. We do not know where a subject or a verb should be.” (Mid. 4 I)

The students also highly stressed their difficulties with English vocabulary, particularly, professional English vocabulary. Four second-year nursing students, one second-year midwifery student and three fourth-year midwifery students expressed that professional terms caused a difficulty for them. Two of the second-year nursing students also remarked that some general English words they did not know caused them some difficulties. The questionnaire results indicate that all student groups agree to have difficulties in professional English because of their poor general and professional English vocabulary, as well. Thus, both the interviews and questionnaires show that vocabulary is an important problem for the students, and they need to develop their vocabulary knowledge. Some sample quotations are presented below:

“There are technical terms, and we have difficulty in understanding them.”
(Nur. 2 B)

“We have great difficulty with words in this English course as we do not know the words, and there are not enough sources for professional English.” (Mid. 4 A)

Apart from the difficulties mentioned above, some students made some comments on what these problems might stem from. Some of the students, particularly, stressed that level differences among the students were very problematic. Besides, some of them said they lacked in basic English and had great difficulties in understanding professional English classes. One student each from the second and third-year nursing students and two of the second-year midwifery students mentioned the level differences among the students. Furthermore, two second-year nursing students and one third-year nursing student and one third-year midwifery student said they had inadequate basic English. These items are not included in the questionnaire, and illustrated by the quotations in the following:

“I do not have basic English, so I do not understand lessons much, and I do not even listen to the lessons.” (Nur. 2 C)

“I think the problems in the classes stem from English level differences. The ones who know English better may sometimes find the classes boring, but our other friends, they have hard time understanding what is taught.”(Mid. 2 C)

4.4.2. Language Skills

4.4.2.1. Interview Results of Students' Perspectives on the Importance of Language Skills

The interview results of how important the students consider four English language skills are presented in this part.

Table 25

Students' Perspectives on the Importance of Language Skills

Items	Groups					fr
	Nur. 2	Nur. 3	Mid. 2	Mid. 3	Mid.4	
Importance of Four Language Skills						
All skills' being equally important and related to each other	3	5	6	5	9	28
The importance of speaking	2	3	3	3	1	12
The importance of listening	1	1	-	1	-	3
The importance of reading	-	1	1	1	-	3
Total	6	10	10	10	10	46

Note. fr= frequency

Nur.2= the second year nursing students; Nur. 3= the third year nursing students; Mid.2= the second year midwifery students; Mid.3= the third year midwifery students; Mid.4= the fourth year midwifery students

When the students were asked about how important they found four language skills, they presented their prioritized language skills. Generally, the answers of the students were close to each other's. Table 25 gives the skills which the students find most important in a descending order.

As can be seen in Table 25, most of the students stated that all the skills were equally important and related to each other. Twenty eight students consisting of three second-year nursing students, five third-year nursing students, six second-year midwifery students, five third-year midwifery students and nine fourth-year midwifery students comprised on the equality of four skills as indicated below:

"I think all skills are equally important; for example, when you read something, you must understand it or when you hear somebody's speech, you should be able to understand it, too." (Nur. 3 G)

"I think that for us, if we would like to improve ourselves, all four skills are more important than each other." (Mid. 4 B)

Although most of the students believed that all four skills were equally important, some of the students supported the fact that speaking was the most important

skill. Twelve students, including two second-year nursing students, three third-year nursing students, three second-year midwifery students, two third-year midwifery students and one fourth-year midwifery student, expressed the huge importance of speaking skills. This result is also supported by the questionnaire results. This skill is deemed very important among the groups and gets the highest mean averages, and it is illustrated by the following quotations:

“I think speaking is very important; for instance, when we go to the hospital, I think our English is not enough to be able to communicate.”
(Nur. 3 D)

“I think speaking is very important. Hopefully, if we have the chance to go abroad or if foreign people come to Turkey, it is very important to know how to speak to them.” (Mid. 2 J)

The most frequently stressed other skill is listening. Three students consisting of one second-year and one third-year nursing students and one third-year midwifery student expressed the importance of listening skill. In fact, this skill is generally accompanied by another skill, particularly, speaking. Listening skills are found to be important among the groups according to the questionnaire results, as well. Two sample quotations are presented below:

“Listening and speaking are more important than the others.” (Nur. 2 J)

“Listening is important in terms of understanding the words we hear in a different setting and being able to answer.” (Nur. 3 G)

Lastly, three of the students, including one third-year nursing student, one second-year and one third-year midwifery students, stressed the importance of reading which was the least frequently stressed skill. In comparison to the interview results, the questionnaire results suggest that reading skill is also considered important among the groups. An illustrative quotation:

“I think that reading is also important in terms of understanding English sources.” (Mid. 3 B)

In terms of writing skill, specific points are not mentioned by the students. In fact, this skill is found to be important by the students according to the questionnaire results. However, in the interviews, they did not specifically mention the importance of this skill. Few students commented on writing skill in the section of the use of four skills below. In general, although most of the students find all of four skills equally important, speaking skill is highly expressed by the students in this section.

4.4.2.2. Interview Results of Students' Perspectives on the Use of Language Skills

In this section, the students were requested to give their opinions on what could be done relating to four language skills. The aim of this section was to determine what the students found important regarding the use of four skills and what kind of activities could be used to help them acquire the language skills they needed.

Table 26

Students' Perspectives on the Use of Language Skills

Items	Groups					fr
	Nur. 2	Nur. 3	Mid. 2	Mid. 3	Mid.4	
The Use of Four Language Skills						
Reading						
Understanding English articles related to our field	2	-	-	2	1	5
Summarizing or translating short story books	1	1	2	-	-	4
Translating academic texts in English into Turkish	-	1	1	-	-	2
Understanding English instructions on health equipment and supplies	2	-	-	-	-	2
Being able to interpret the answers of the questions related to a text	-	1	-	-	-	1
Summarizing a text in a written or oral form with our own words	-	1	-	-	-	1
Understanding the main idea of a text	-	-	-	-	1	1
Writing						
Corresponding to a nurse abroad	1	-	-	-	-	1
Writing an assignment on a topic	-	-	-	-	1	1
Writing a composition on a topic related to our field in the exams	-	-	1	-	-	1
Keeping a diary	1	-	-	-	-	1
Listening						
Listening to records and watching videos on illnesses, midwife/nurse-patient dialogues or on different topics in English	4	1	2	2	-	9
Speaking						
Preparing and carrying out sketches/dialogues in English to communicate with foreign patients or use daily language	2	6	8	2	2	20
Making a small presentation of a topic we prepare	-	-	2	-	1	3
Doing exercises to improve pronunciation	-	-	-	1	-	1
Related with four skills						
Focusing on grammar at four skills	5	2	1	3	2	13
Total						66

Note. fr= frequency

Nur.2= the second year nursing students; Nur. 3= the third year nursing students; Mid.2= the second year midwifery students; Mid.3= the third year midwifery students; Mid.4= the fourth year midwifery students

Regarding reading skills, most of the students stated the need of understanding English articles related to their field for different reasons. They generally wanted to understand them for their future academic career or to be able to use them when they prepared an assignment or a presentation for their main courses. Thus, they wanted different English articles from their fields to be covered in classes. Two second-year nursing students, two third-year and one fourth-year midwifery students commented on that. This general skill the students expressed could be related to reading an article/a text for general information or to find out specific information which were found important by the student groups in the questionnaires as they needed to understand the articles or texts related to their field to be able to understand and to use the information they were looking for in their assignments or etc. Some illustrative quotations are given below:

“We are preparing presentations, and the number of Turkish articles is very low. I would like to understand them for our presentations in the main courses. It would be more useful for my professional knowledge. It would be much better if they were covered in classes. We cannot use them in any way.” (Nur. 2 H)

“When we look for some information on the internet, the resources related to our profession is generally in English. We cannot understand them.” (Mid. 3 D)

The second most frequently expressed item by the students regarding reading skills was to summarize or to translate short story books. Four students including one student from the second and one student from the third-year nursing students and two second-year midwifery students stressed the reading of short story books. It is also a general skill, and a reading skill related to short stories is not included in the questionnaire. In fact, there are items on the skills of summarizing or translating, but these items are more limited to articles or texts related to the students' fields. This interpretation the students made during the interviews actually indicates that the students also want to carry out activities apart from dealing with only their own fields as indicated below:

“I think if we could start from the lowest level of short story books and translate them, it would be more helpful.” (Mid. 2 C)

“A short story could be read and summarized.” (Nur. 3 F)

The third frequently expressed items for reading skills were to translate English academic texts into Turkish and understanding English instructions on medical equipment and supplies at the hospital. Two students consisting of one third-year nursing student and one second-year midwifery student proposed to translate English academic texts, and two second-year nursing students suggested they should learn to understand instructions on medical equipment and supplies at the hospital. Regarding translating academic texts, there is an item about translating English texts into Turkish in the questionnaire. Although few students expressed this skill in the interviews, the third-year nursing and fourth-year midwifery students find this skill very important, and the other groups find this skill important according to the questionnaire results. There is not an item related to understanding English instructions on medical equipment and supplies at the hospital in the questionnaire. Some sample quotations from the interviews are as follows:

“For instance, academic texts could be given to us and we could translate them.” (Nur. 3 G)

“[...] Besides, at hospitals, all medical equipment and supplies are in English. At least, if we could understand them, it would be very good. (Nur. 2 H)

The following skills, related to reading, are being able to interpret the answers of the questions related to a text (one third-year nursing student), summarizing a text in a written or oral form with our their words (one third-year nursing student) and understanding the main idea of a text (one fourth-year midwifery student). These skills also exist in the questionnaires, and they are found important by the student groups, and the following exemplifying quotations support that:

“For instance, when we answer the reading comprehension questions, we write the paragraphs directly. It is not meaningful as the answer is obvious. The questions that make us interpret the answers would be better”. (Nur. 3 A)

“We might work on finding out the main idea of a text or paragraph.” (Mid. 4 E)

In terms of writing, the students did not express many ideas, but limited replies of the students to the use of writing skills are presented in Table 26. The expressed items were “corresponding to a nurse abroad” (one second-year nursing student), “writing an assignment on a topic” (one fourth-year midwifery student), “writing a composition on a topic related to their field in the exams” (one second-year midwifery student) and “keeping a diary” (one second-year nursing student). All of these items were expressed by the students to indicate the ways which could improve writing skills. For instance, corresponding to a nurse abroad was proposed by a student to help acquire writing skills, and it is not included in the questionnaire as it is more like an activity. There is also not a specific item related to writing an assignment in the questionnaire, but there is an item about writing a paragraph on a topic which might be related to writing a composition on a field-oriented topic. Moreover, keeping a diary is not included in the questionnaire, either, and it is also expressed by a student showing how he thinks writing skills could be improved. Illustrative quotations are presented below:

“It would be very helpful if we could correspond to a nurse abroad.” (Nur. 2 J)

“For example, we might be asked to prepare an assignment on a topic, and we could study for that assignment.” (Mid. 4 B)

“Regarding writing, we could be asked to write a short composition on a topic in the exams.” (Mid. 2 C)

“We used to keep a diary in our English preparation classes. It could be done here, too.” (Nur. 2 A)

In terms of listening skills, particularly, the students stressed the importance of hearing native English language and to be able to understand what they heard. The most frequently expressed item was to listen to records or videos on especially illnesses and nurse/midwife/doctor-patient dialogues to be able to improve their listening skills. Nine

students consisting of four second-year nursing students, one third-year nursing student, two second-year and two third-year midwifery students expressed this item. It could be related to “understanding foreign patients” and “understanding a short lecture on a topic related to their field” which are found very important by the students according to the questionnaire results. The following quotations represent the student’ opinions:

“We cover illnesses in classes, so we could watch videos about them in the way we could understand. Thus, we could hear English.” (Nur. 2 F)

“We could listen to a record or watch a video on a topic so that we could hear the words in English ourselves, as well.” (Mid. 3 B)

“We could watch a video about a nurse-patient dialogue.” (Nur. 2 J)

Regarding speaking skills, the students mostly focused on preparing sketches or dialogues for classes. In fact, their aim was to improve their communication skills regarding both professional and daily communication skills. Besides, it should be noted here that the students mentioned the sketches or dialogues in connection with the following two items in Table 26, which are using daily languages and communicating with foreign patients. Whereas some of them only stated that preparing sketches or dialogues would be very helpful adding that they might liven up classes for speaking, some of them mentioned both the speaking skills themselves and the advantage of using sketches or dialogues in improving them. Eleven students, consisting of one second-year nursing student, three third-year nursing students, four second-year, two third-year and one fourth-year midwifery students, proposed that sketches and dialogues might be very useful. Six students, including one second-year nursing student, one third-year nursing student, three second-year and one fourth-year midwifery students, stressed the importance of learning how to use daily language and expressions. Furthermore, two second-year nursing students and one second-year midwifery student mentioned importance of knowing how to communicate with foreign patients, these items are exemplified by some quotations as in the following:

“Up-to-date subjects may be covered in classes, as well. For instance, when a foreign patient comes to the hospital, how should we approach to him/her?”

How should we communicate with him? We are just covering some topics, but, for example, we do not know how we could talk to a patient, and we can also learn to use some daily language expressions. It would make what we learn more permanent. I mean dialogues and sketches would make what we learn more permanent in our minds.” (Nur. 3 E)

“I think if only we could prepare some sketches and make students more active; I mean the speeches between a midwifery and a patient, etc.” (Mid. 2 G)

“The way we should approach to a patient could be taught. More up-to-date topics. We could learn daily language expressions through sketches.” (Mid. 2 C)

“As we did in the first year’s English, we may act out a speech in front of the class. It would also help improve our speaking.” (Mid. 3 G)

In terms of speaking skills mentioned above, it could be said that the questionnaire results also indicate that it is important for the students to be able to carry out daily speech or to communicate with the patients, particularly, “talking to foreign patients” gets high mean averages in the questionnaires. The interview results also support the finding of the questionnaire.

Regarding speaking, the following item in Table 26 is the students’ wish to make a small presentation on a topic they have prepared. That could also develop their presentations skills, as well. Two second-year and one fourth-year midwifery students expressed that it would be good for speaking skills. This skill is considered very important by the second-year students according to the questionnaire results, as well; and the other groups find this skill important. Representative quotations are:

“For instance, we only have theoretical classes, but we shall also have more practical classes, too. All of us could prepare something on a topic and present it in the class.” (Mid. 2 B)

“We can develop our speaking skills if we could present a topic in English. (Mid. 4 F)

The least stated item for speaking is doing exercises for improving pronunciation. One of the third-year midwifery students said that exercises to improve

pronunciation could be carried out. There is not an item related to pronunciation in the questionnaire, so it is a new proposition offered by only one student. However, as there are significant problems with the students' pronunciation, some activities could be done to improve this skill.

In relation to four skills, a significant number of students stressed the need to focus on grammar to be able to acquire four skills more easily and efficiently. There is not a section on grammar in the questionnaire, but there are items in connection with grammar in the section about four skills. In the interviews, 13 students, consisting of five second-year nursing students, two third-year nursing students, one second-year midwifery student, three third-year and two fourth-year midwifery students expressed the need of grammar in the use of four skills as illustrated below:

“If grammar were more detailed, at least, our friends could write something or discuss something among themselves.” (Nur. 2 F)

“I think that before everything, a good knowledge of grammar is required. For someone who does not know grammar or how to form a sentence, reading, writing, etc. do not mean much. (Nur. 3 G)

“Grammar is necessary. For instance, we can work on grammar topics in a reading text.” (Mid. 3 I)

The interviews on the use of four skills give very fruitful and useful results as it helps to see what the students need most to be able to acquire four English language skills very efficiently and show the ways that could be done to improve these skills more actively and permanently.

4.5. Analysis of the Academicians' Interviews

In this section, the results of the semi-structured interviews that were carried out with three academicians will be discussed. As in the previous sections, the results will be presented in different parts including academicians' perspectives on why the students should learn English, their perspectives on professional English, materials, course duration, etc. and different kind of difficulties they experience in the courses and the use of language skills.

4.5.1. Interview Results of Academicians' Perspectives on the Reasons for the Students' Learning English

The interview results of the academicians on why the students should learn English is presented in this section.

Table 27

Academicians' Perspectives on the Reasons for the Students' Learning English

Items	fr
To follow the developments related to their field from different English sources (T1, T2, T3)	3
To be able to pass the Proficiency Exam for Academicians (ÜDS) (T1, T2)	2
To be able to help and speak to a foreigner at their work place in the future (T3)	1
Total	6

Note. fr= frequency,

T1= the first teacher interviewed T2= the second teacher interviewed T3=the first teacher interviewed

In the interviews held with the academicians, the most frequently stated reason for why the students should learn English was their following English literature related to their field. All three interviewed academicians stressed that the students should have the knowledge of English, in particular professional English, to be able to read different English sources as indicated in the following:

“Because of the requirement of the Council of Higher Education, the publications even in Turkey is in English, so the students have to know English. The subjects in medicine are constantly updated. Some up-to-date information now will be old in two or three years. New researches are being carried out. Thus, a nurse or midwifery should always renew his/her knowledge related to his/her field. He/she should follow the recent developments in his/her field even after graduation, so English is a necessity.” (T2)

“Medical literature is generally in English. If the students would like to have a broad amount of information, we have to use that literature. Thus, English is a necessity.” (T1)

Regarding following different English sources related to the students' field, it can be seen in the section of the questionnaire results of academicians, the mean

average of this item is the highest. Thus, it can be pointed out that the academicians highly value this item.

The second mostly expressed item is the students' being able to pass the Proficiency Exam for Academicians (ÜDS), particularly for those who think of pursuing an academic career. Two academicians stressed the importance of professional English in terms of achieving in that exam. They see this exam as an obstacle for many of the students. In fact, ÜDS concerns those who plan to pursue an academic career. Thus, in a way, the academicians who were interviewed also pointed out to the importance of English in academic area. The questionnaire results of the academicians also support this finding obtained in the interviews, and the following quotations exemplify this issue.

“In the midwifery department, there are so few research assistants, lecturers or etc. One of the biggest reasons is that they fail in ÜDS. I wish they could pass this exam. If they could get professional English knowledge now, it would be very helpful.”(T3)

“Learning English could also help the students succeed in ÜDS.”(T1)

The least expressed item is “to be able to communicate with foreigners at work place in the future”. Only one academician gave that answer when they were asked why the students should learn English. Referring to the questionnaire results of the academicians, it was observed that the academicians who participated in questionnaires, strongly agreed that the students should also learn English in order to use it in their work places. A sample quotation below is:

“In professional terms, when the students start to work in the future and see a foreigner, they can help him/her.” (T3)

In conclusion, three interviewed academicians think that the students need to know English to follow field-oriented English literature, to pass ÜDS to be able to become an academician and for the possibility of the students' using their English in their work places in the future.

4.5.2. Interview Results of Academicians' Perspectives on Professional English

The academicians' opinions on professional English class is elicited through the questions focusing on the importance of the classes, course hours and materials.

Table 28

Academicians' Perspectives on Professional English

Items	fr
General opinions on professional English	
Professional English's necessity and importance (T1, T2, T3)	3
The courses' being offered in the second, third and fourth years (T1, T2, T3)	3
The classes' being organized in accordance with the students' English proficiency levels if possible (T1, T2, T3)	3
Opinions on the course hours	
The course hours' being more than one or two hours if possible. (T1, T2, T3)	3
Opinions on the materials	
The use of materials consisting of texts from the literature related to the students' fields (T1, T2, T3)	3
The use of audio-visual materials (T1, T2, T3)	3
TOTAL	18

Note. fr= frequency

T1= the first teacher interviewed T2= the second teacher interviewed T3=the first teacher interviewed

Firstly, some questions were asked to the academicians to elicit their some general opinions about the professional English classes. All the academicians stated that the professional English classes were so necessary and important. According to the questionnaire results, the academicians strongly agree on the fact that professional English is important, as well. Some sample quotations are as follows:

“Professional English is very necessary. In professional English, professional terms are also covered through the use of paragraphs, so the students become more knowledgeable about their field-related literature.”

(T2)

“Professional English is very important. They must learn it very well. They will see that it will be very beneficial in the future.” (T3)

When the academicians were asked if they supported the courses being offered in the second, third and fourth years or not, they all agreed to it as can be seen in the sample quotations below. The questionnaire results also support it. However, it should be noted here that the fourth-year nursing students do not have professional English classes because of their intense training schedule in their last year.

“Yes, they must be absolutely offered for these three years.” (T2)

“I think they must be offered for three years.(T1)

Regarding the question whether it would be better or not if the classes were organized in accordance with the students' English proficiency levels, general view of the academicians were in favor of that if it could be possible. There is not such a question in the questionnaire, but it was asked to the interviewed academicians to have their opinion on this issue and as some students also stated it as a problem in their interviews, as well. Illustrating quotations are:

“If there could be such an opportunity, that would be much better. Some students graduated from Anatolian High Schools whereas some of them did not have proper English education. Thus, it creates an inequality for the ones who know English well.” (T2)

“In fact, it would be reasonable as unsuccessful students might affect successful ones in a bad way.” (T3)

When the academicians were asked about the course hours, they expressed that the course hours allocated for the classes could not be adequate, particularly one hour of English in a week offered in the second year. However, they also pointed out that programme schedules might not be suitable for increasing course hours. Regarding the questionnaire results, they seem more uncertain about that. However, interviewed academicians are in favor of increased course hours if it can be possible, but to understand it fully, the other academicians' opinions should also be obtained about this issue. The interviewed academicians' opinions are presented below:

“I wish course hours could be more only if their schedule were convenient for that as English is very important. Moreover, our students cannot speak, understand or do translation. Thus, it would be better if class hours were more than they are now, but the students' schedule is so intense.” (T3)

“If the second year students only have one hour a week, it should be more than that, at least, two hours a week. It could be even three hours a week, too.” (T2)

When the academicians were asked about the materials that could be used in classes, two significant answers were obtained from them. Generally, they stated that they knew what kind of materials were now used in classes, and they could be enough

adding a few comments on how they could be used and audio and visual materials could be beneficial. All of the academicians that were interviewed stated that the materials could consist of texts taken from the sources related to the students' fields. Additionally, three academicians also stated that some audio-visual materials could be effective in the class as indicated by the following quotations. The questionnaire results also support the interview results.

“I know our friends (English instructors) use a material including texts. I think that would do enough. I do not know what kind of a material could be used in crowded classes, but I think audio-visual material would be good too.” (T2)

“I do not think so many materials are necessary, but as we generally work on translation, a nice text could be taken from the literature. One of the illnesses or topics that the students also cover in their main classes can be chosen. English instructors can talk to the specialist lecturers and ask for articles or texts that are found in English textbooks. Barkovision could also be used to have the students do translation. You can benefit from technology. (T1)

“[...] Apart from that, powerpoint could be used in terms of visuality.” (T3)

To sum up, the academicians are in favor of professional English, increased course hours, and the materials chosen from the students' fields, which include audio and visual elements.

4.5.3. Interview Results of The Academicians' Perceptions about the Reasons for Difficulties in Students' Understanding Professional English

The interviewed academicians elaborate on why they think the students have some difficulties in understanding English taking their own students' background and their experiences with them into consideration.

Table 29

Academics' Perceptions about the Reasons for Difficulties in Students' Understanding Professional English

Items	fr
Lack of basic English (T1, T2, T3)	3
Poor reading skills (T1)	1
Poor vocabulary (T1)	1
Total	5

Note. fr= frequency

T1= the first teacher interviewed; T2= the second teacher interviewed; T3=the first teacher interviewed

In this section, the academicians were asked about if the students had difficulties in the classes, what the reasons could be, and what language difficulties the students might have in general. Not so many detailed answers were obtained from the academicians. Regarding this question, the academicians particularly pointed out that the students might lack in basic English, and it could create a serious problem for those students. The reason why the academicians did not give any elaborate answers might have stemmed from the fact that they did not give professional English and only looked at the issue as outsiders.

The most frequent item expressed by the academicians is that the students had inadequate basic English and they did not have proper and adequate language instruction in their previous schools as illustrated below:

"I can talk about what I have observed. In terms of feedback I get from the students whose I am the advisor of, they have difficulties in professional English as they do not have enough basic English. If they did not have adequate English education during high school years or they did not have English teachers, they generally fail." (T2)

"Some students did not have proper English education before." (T3)

One of the academicians that were interviewed stated that the students, particularly the ones who graduated from classical high schools, had problems with vocabulary and understanding what they read and translating it. Regarding vocabulary, she did not particularly mention general or professional vocabulary. She also stressed the lack of basic English that stemmed from their educational background. The questionnaire results also show that the academicians believe that poor reading and vocabulary skills cause difficulties for the students. A sample quotation is given below:

“The students have difficulties in vocabulary and understanding what they read and translate, particularly classical high schools graduates. It is caused by their not having adequate English before. (T1)

In terms of the difficulties the students experience in professional English and what causes these difficulties, the interviewed academicians did not make many comments, but they specifically stated that the students’ not having enough basic English was a great problem for them, and their poor reading skills affected them in a bad way.

4.5.4. Interview Results of The Academicians’ Perceptions about the Importance of English Language Skills

This section deals with how much importance the interviewed academicians attach to English language skills.

Table 30

Academicians’ Perceptions about the Importance of English Language Skills

Items	fr
The Importance of Language Skills	
Equally important (T1, T3)	2
Reading as the most important skill (T2)	1
TOTAL	3

Note. fr= frequency

T1= the first teacher interviewed T2= the second teacher interviewed T3=the first teacher interviewed

When the interviewed academicians were asked about how important they found four skills, two of them stated that they all were important whereas one of them particularly stressed the importance of reading skills in comparison with the other skills. However, it should be noted here that although one of the academicians said she thought all of the skills were important, she still accentuated the importance of reading skills. The quotations regarding the importance of language skills are given below:

“In fact, four skills are important, but in terms of following literature, reading comprehension and translation are important.” (T1)

“Regarding our profession, if you do not work abroad or nurse the patients coming from abroad, following literature is the most important. Reading comprehension is very important. If they plan to pursue an academic career,

writing could be important, too to publish an article, etc. If they take care of foreign patients, speaking could be important as well, but in nursing or midwifery education, reading is the most important skill.”(T2)

“I think all of them are equally important and they all need to be acquired. It is wrong to say this skill is important than the other skill.”(T3)

In terms of comparing these results with the academicians’ questionnaire results, it can be said that they find all skills very important in questionnaire, but still reading skill gets the highest mean average. The questionnaire results bear the similar results with the interviews’.

4.5.5. Interview Results of the Academicians’ Perceptions about the Use of English Language Skills

The academicians were also asked about what could be done relating to four English skills, what sub-skills might be important regarding these skills, and the prominent skills out of the interviews are presented in Table 30.

Table 31

Academicians’ Perceptions about the Use of English Language Skills

Items	fr
The Use of Four Skills	
Reading	
Translating texts/articles in English (T1, T3)	2
Reading articles for research purposes	1
Answering reading comprehension questions related to a text (T2)	1
Writing	
Writing assignments (T3)	1
Writing articles (T1)	1
Listening	
Understanding foreign speeches (T3)	1
Understanding foreign patients (T1)	1
Understanding conferences (T1)	1
Speaking	
Talking to foreign patients (T1, T3)	2
Making presentations (T3)	1
TOTAL	12

Note. fr= frequency

T1= the first teacher interviewed T2= the second teacher interviewed T3=the first teacher interviewed

Regarding reading skills, two academicians expressed the importance of understanding what was read and being able to translate it. It is the most frequent item.

The questionnaire results also indicate that the academicians deem translating texts as very important. Two sample quotations from the interviews are presented below:

“The texts that the students might like could be reflected on the board with the barcovision and they might be asked to translate it. The students’ being able to understand and translate what they read is very important.” (T1)

“If the students plan to have an academic career, it is important for them to translate what they read.” (T3)

One of the academicians stressed the importance of reading skill to be able to do researches. In fact, this could also be related to the skill “read a text/an article to find some specific or general information” as illustrated in the quotation below:

“When doing researches and scanning the literature, reading is important.” (T1)

Another of the academicians stated that some texts could be used in the classes and via answering reading comprehension questions, reading skill could be improved. This skill is regarded as very important by the academicians according to the questionnaire results, as well. The sample quotation is given below:

“As reading comprehension is important, instructing lessons through the use of reading texts might improve this skill. This skill is improved better via answering reading comprehension questions and similar activities.” (T2)

In terms of writing, not many results are obtained from the academicians. An academician stated assignments could improve their writing skills, and another of them stressed the importance of writing skills while writing articles, particularly for academicians nurses and midwives as presented below:

“The students’ writing skills could be improved through assignments.” (T3)

“Academician nurses/midwives use writing skills when they write articles.” (T1)

Regarding listening skills, one of the academicians said that listening skill could be improved via the use of records in the classes or listening to a foreigner and trying to understand what he/she was saying. Hence, in a way, she expressed the importance of understanding foreign patients/daily speeches. The questionnaire results also reveal that the academicians think understanding daily speeches is important. The other academician expressed the importance of understanding foreign patients. She stated that listening was particularly needed for clinical nurses or midwiferies. This skill got a high average mean in the questionnaire results, as well. Illustrative quotations are given in the following:

“By listening to records, the students’ listening skills could be improved or the students could be made to listen to a foreigner and to be asked what they understand.” (T3)

“For nurses/midwives who work at clinics, listening comprehension is important.” (T1)

Considering listening skills, the last item in Table 30 is “understanding conferences”. One of the academicians expressed the need for understanding conferences for academician nurses/midwives. This item could be related to understanding short lectures which is found in the listening skills section of the questionnaire. Taking the students’ levels into consideration, understanding conferences skill is not included in the questionnaire. However, instead of this skill, understanding a short lecture related to the students’ field is included in the questionnaire. The sample quotation regarding understanding conferences is as follows:

“The nurses/midwives attending conferences should be able to listen to actively.” (T1)

Lastly, two items are obtained for speaking skills which are “talking to foreign patients” and “making presentations”. To have the ability to talk to foreign patients also obtains a high average mean according to the questionnaire results. It is the most frequent item in the interviews, too, and these two skills are exemplified by the two following examples:

“The ones who are going to work in clinics or touristic places should speak to tourist patients.” (T1)

“Role-plays could be used. Generally, in our main classes, we try to teach with role plays, too. One student can be a patient and the other one can be a midwife or nurse. Thus, they can improve their speaking skill. In general, we cannot speak. We try to understand when someone speaks, but we cannot answer him/her. Maybe, this obstacle could be overcome through role-plays. Perhaps the need for talking to foreign patients will increase now because of European Union, etc. or they will go abroad. (T3)

One academician expressed the importance of the skill “making presentations”. The questionnaire results also reveal that this skill is found to be important by the academicians. The sample quotation from the interview is as follows:

“The students may present a topic they have prepared.” (T3)

In conclusion, the academicians that were interviewed point out to the skills they mostly find necessary. They make more comments on reading and speaking skills. In terms of reading, translation is stressed more by them. Regarding speaking skills, to be able to communicate with foreign patients is stated by two academicians. Very few skills are presented by the academicians for writing and listening.

CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter presents conclusion and discussion of the study, its implications for ELT and suggestions for further research. The results obtained from the study are summed up, and some significant outcomes of the study are presented. Besides, how this study could prove helpful for the other ELT contexts are discussed.

5.1. Conclusion and Discussion

This study investigated the academic and professional English needs of the second and third year nursing students and midwifery students and the fourth year midwifery students attending the School of Health at Mersin University. 266 students and 15 academicians participated in the study and filled out the questionnaires prepared for both the students and the academicians. 266 students consisting of five groups –the second year nursing and midwifery, the third year nursing and midwifery and the fourth year midwifery students- completed the questionnaire, and the results of each group were presented in the tables, discussed and compared.

As the study aimed to have specific and elaborate results in terms of the students' specific English needs, the students were assessed in five groups. The academicians were accepted as only one group. Besides, as the academicians were assessed as one group, in the section where the results of the academicians' and the students' perceptions were compared with, the results obtained from all the students were presented instead of the results of five groups. In addition to the questionnaires, ten students from each group amounting to fifty students participated in focus group interviews, and three academicians out of 15 academicians took place in semi-structured interviews, and the results were discussed in the findings section.

In this chapter, the conclusions obtained from the findings of the questionnaires and interviews carried out with the students and the academicians based on the research questions will be discussed. The research questions that were addressed in this study are as follows:

1. What are the academic and professional English needs of the nursing and midwifery students who have the professional English courses at the School of Health at Mersin University from the perspectives of the students?

2. What are the academic and professional English needs of the nursing and midwifery students who have the professional English courses at the School of Health at Mersin University from the perspectives of the academicians?
3. Are there any significant differences in the perspectives of all the students and the academicians regarding these English needs?

There were three main sections and nine parts in total in the questionnaires that were developed for the students and academicians. The first section aimed to collect demographical information, and the second section consisted of questions aiming to determine the students' reasons for learning English, what kind of inadequacies the students found and the problems they encountered regarding professional English. The academicians were also asked the same kind of questions except the part which existed in the students' questionnaire and focused on the inadequacies in the professional English classes. Instead of that, they completed the items that elicited their perspectives regarding professional English in general. The last section investigated the opinions of the academicians and the students on the use of four English language skills -reading, writing, listening and speaking- and their sub-skills.

All these items in the questionnaires are designed in a way that targets at eliciting the answers to the research questions. The questionnaire that was prepared for the students tried to determine their academic and professional English needs, which was in parallel with the first research question. Besides, while evaluating the students specific English needs, the significant differences were also indicated in the findings section. The second questionnaire that was prepared for the academicians was very similar to the questionnaire filled out by the students apart from a few changes which were indicated above. This questionnaire aimed to find out the academicians' opinions on the students' English needs, which was in parallel with the second research question. While showing the academicians' perspectives on this issue, the significant differences were also indicated between the academicians and the students regarding the items, which also complied with the last research question.

Additionally, the questionnaire results were accompanied with the interview results. Very rich amount of information was obtained from both the students and the academicians in terms of the students' academic and professional English needs during the interviews. The results that supported the questionnaire results or that were different from them were pointed out in the findings section.

This chapter sums up the results of this study obtained from both the questionnaires and the interviews. The results will be presented based on the different sections in the questionnaires. As the interview questions were prepared considering the sections in the questionnaires, the results of the interviews are discussed along with the questionnaires.

5.1.1. General Views of the Students and the Academicians

5.1.1.1. Reasons for Learning English

This section focuses on the reasons for the students' learning English from the perspectives of both the students and the academicians. First, the students were assessed in five groups including the second-year nursing and midwifery, the third-year nursing and midwifery and the fourth-year midwifery students, and the significant differences regarding the items were indicated (See Table 6). The results showed that the fourth-year midwifery students seemed to be more certain about their reasons for learning English. It may stem from the fact that they are about to graduate and have some future plans. For instance, the questionnaire results showed that only the fourth year midwifery students wanted to have ÜDS. Furthermore, in terms of following the developments related to the students' field, only the third-year nursing and the fourth-year midwifery students agreed to this item. However, the remaining groups were undecided although there are many English sources in their fields, which could help them for their main courses, as well.

Most of the student groups believed that knowing English might increase job opportunities for them. In a needs analysis study carried out by Miyake and Tremarco (2005) with the first and second year nursing students, it was also shown that some of the first and second year nursing students expressed that they needed English to increase job opportunities. The fourth-year midwifery students considered knowing English an opportunity for working abroad in the future. The same result was obtained in the interviews, as well. In terms of following an academic career, apart from the third-year midwifery students, the other groups agreed that English was necessary for this purpose. Furthermore, all the groups agreed to learn English to be able to talk to foreign patients in case they met some at their work place. However, according to the questionnaire results, the mean averages of the third-year midwifery students were lower than the

other groups in this part of the questionnaire in general. This may be related to their English levels, their expectations of the course or future plans.

According to the interview results (see Table 22), the reasons which are “course requirement, pursuing an academic career, English’s being a universal language which is not included in the questionnaire, understanding English sources related to their field” got the highest frequencies. According to the questionnaire results, it can be seen that the student groups are undecided about whether they learn English because it is a course requirement or not, but the interviews show that the course requirement makes them attend the classes. In the study of Miyake and Tremarco (2005), the questionnaire results also indicate that the particularly the first year students learn English as it is a course requirement. In terms of the interviews in the present study, the distribution of the frequencies among the groups showed some differences from the questionnaire results. However, it might be related to the fact that the interviews were carried out by ten students from each group as representatives. Yet, it can be noted here that as in the questionnaires, the item “pursuing an academic career” was the most frequently stated by the third-year nursing and the second-year midwifery students.

Apart from the questionnaire items, in the interviews, a few students mentioned some items such as “personal like or interest, personal improvement, studying abroad and understanding medical instructions on equipment”.

When considering the results of the academicians, it can be seen that they value all the items. “Following field-related English sources, pursuing an academic career and communicating with foreign patients” got the highest mean averages (see Table 14). In the study of Taşçı (2007) carried out with the medical students at Pamukkale University, the academicians attach a great importance to be able to understand the original English texts from the students’ field, as well. In the present study, the interview results also indicated that the academicians attached the highest importance to reading English sources in their fields (see Table 27). Besides, along with talking to foreign patients, the academicians expressed that the students should know English to pass ÜDS exam, and it posed a great problem for their students’ pursuing an academic career.

5.1.1.2. Perceptions about the Adequacy of the Professional English Classes

In this section of the questionnaire, the student groups were asked about whether they found professional English classes adequate from different aspects (see Table 7). In

terms of the current class hours, most of the student groups are not undecided. However, the fourth-year midwifery students think that the course hours in a week are adequate. It can stem from the fact that they have a two-hour class a week and an intense schedule as they are about to graduate. During the interviews, different answers were obtained regarding class hours. Generally, the third-year and fourth-year students consider class hours adequate as the second-year students have only one hour in a week (see Table 23).

Regarding language instruction, apart from the fourth year midwifery students whose expectations of the course and their goals regarding professional English could be different from the most of the students, the remaining groups were undecided. The fact that the students are undecided about this issue may require English instructors to make some changes in their language instruction. The students' opinions on this issue became more clear during the whole process of the interviews. Particularly, during the interviews, the second and the third-year nursing students elaborated on in what way they did not find language instruction inadequate. They expressed that the classes were mainly based on memorization, which avoided what was learnt being permanent. A few students from the second and third-year midwifery students said that the classes should be more active. The study carried out by Taşçı (2007) in the medical department also indicates that students agree about the fact that English language instructors should use a method of teaching in which they can learn English interactively in groups. Besides, in the study by Mazdayasna and Tahririan (2008), it was found out that some of the students were dissatisfied with the teaching methodology. These findings show similarity to the results obtained in the present study.

The fourth-year midwifery students did not make any comments on language instruction during the interviews. Particularly, the second and third-year nursing students and some second-year midwifery students put forward more suggestions about language instruction. However, it should be noted here that it would be more beneficial if more meaning-oriented lessons were integrated into all the classes.

The student groups were negative about both visual and audio aids. All of the student groups disagreed that visual aids were adequate according to the questionnaire results. The same results were observed for audio aids, too. Except from the fourth-year midwifery students, who were undecided about this issue, all the groups did not think that audio aids were adequate. The interview results indicated why the student groups found audio or visual aids inadequate and what kind of suggestions they made.

Particularly, the second-year nursing and midwifery, the third-year nursing and the fourth-year midwifery students commented that they found these aids inadequate. In the study of Taşçı (2007), the questionnaire results also indicated that both the academicians and the student groups disagreed about the adequacy of technological equipment and their usage (TV, video, radio, internet, D.V.D) in the classes for language teaching.

Most of the third-year nursing students expressed that listening and speaking should also be integrated into the materials. A few second-year midwifery students also commented on that. During the interviews, especially, the fourth-year midwifery students expressed that more grammar subjects should be included in the materials. Some differences in the students' comments may be related to their English level, and what kind of English education they had before. The students who had an intense English education could have been more aware of what should be developed in the classes. Yet, some speaking and listening and grammar activities in accordance with the student levels could be included in the materials for all the student groups.

In terms of the subjects in the materials, the students groups were not sure according to the questionnaire results. However, two second and fourth-year midwifery students believed that more field-oriented subjects should be included in the materials in accordance with the interview results. It may be related to the fact that more general subjects from the area of health are preferred in the materials, and they are generally more suitable for nursing students. Thus, although there are subjects on midwifery in the materials, a few more could be added to the materials.

The academicians' general opinions on professional English classes were elicited in the questionnaires and interviews (see Tables 15 and 28). All of them think professional English classes are very important for the students at the School of Health. In the study of Chia et al. (1999) conducted with the medical faculty students, it was also shown that the academicians highly agreed about the importance of professional English. However, not all the students at the School comprise on the importance of these classes. The differences in the students' opinions may be related to their English knowledge and their expectations of the classes. In fact, the opinions of all the students were not elicited on this issue. Thus, many different comments could be made on this issue among the students. Additionally, the academicians also agree that audio and visual materials should be used in the classes. Besides, materials relevant to the students' field must be preferred according to them. It is supported by the findings of

Taşçı (2007) and Chia et al. (1999), as well. The students in the present study also think that professional English classes must be offered for three years if possible. They are not sure about whether the current class hours are adequate or not. It could stem from the fact that it is not very possible to change the class hours because of the schedules at the School or because these hours are organized beforehand. There are also different opinions among the students regarding the class hours.

The interviews conducted with three academicians revealed that they thought professional English was very important and necessary in terms of different aspects such as academic career, ÜDS or reading different English sources related to the students' field. In the interviews, the importance of audio and visual materials was accentuated by the academicians, as well. They agree upon that with the students.

5.1.1.3. The Reasons for Difficulties in Understanding Professional English

This part, which is found in both of the students' and academicians' questionnaires, aimed to find out the lacks or problems the students experienced regarding professional English (see Tables 8 and 16). According to the results, all of the student groups, apart from the third-year nursing students, think that they lack in general English grammar. The third-year nursing students seem to be undecided about it. The students who had intense English education before may have had an effect on the results. However, in general, it can be said that most of the students having professional English lesson have problems with grammar, and grammar teaching should be increased in the classes. The interviews results also support this finding (see Table 24). Particularly, the third and fourth-year midwifery students expressed that grammar posed a problem for them in terms of understanding professional English. There may be more students who did not have intense education before in these two groups, and due to this reason, they could feel the need to improve their grammar.

All of the student groups have difficulties in professional English due to their lack of knowledge as regards to general and professional English vocabulary. Particularly, according to the questionnaire results, they have bigger problems with professional vocabulary. Taşçı's study (2007) also showed that both the students and the academicians regarded poor vocabulary as one of the most problematic areas for the medical students. Regarding the present study, it could be suggested that some activities that help make the learning of these words easier be integrated into the courses. The

difficulty the students had with professional English was expressed during the interviews, as well. Thus, it could be very helpful if exercises oriented towards the students' learning professional English vocabulary more easily were integrated into the classes.

There are also items related to four skills in the questionnaires. As can be seen from high standart deviations, the students have different views regarding their problems with four English skills. In terms of poor reading and writing skills, only the third year and fourth-year midwifery students agree to these items. The remaining groups seem to be undecided. If the students attending the third and fourth-year midwifery classes had lower levels of English than the other groups, it may have affected the results. Besides, it should be taken into consideration that writing skills are not much focused on in the classes. Thus, the students may not have had clear opinions on writing skill or this skill may not have been as important as the other skills for them. In the interviews, the students did not make any comments on whether they had problems with writing or not. This skill seems less important than the other skills according to the results.

In terms of listening skills, it is observed from the results that the fourth-year midwifery students is the only group that agree to the item "poor listening comprehension". The other student groups are undecided. The fourth-year midwifery students might have thought that they had problems with understanding a foreigner or etc. Hence, they may have considered it a deficiency for themselves. However, again, in the case of listening skill, it can be said that this skill is only limited to what the students hear from the English instructor. Thus, the remaining groups may have been undecided about it. During the interviews, very few comments were made on listening skills, either. However, in the following parts where the perspectives of the students towards four English skills were evaluated, it became obvious that they really cared about listening comperehension and they had some problems with this skill in general.

Poor speaking skills are agreed by all of the groups apart from the third-year nursing students. In general, it can be stated that the students find themselves inadequate in terms of speaking. The reason for the averages' being high for this item may have stemmed from the fact that the students really valued speaking skills, and they thought they needed to improve these skills. According to Taşçı's study (2007), both the students and the academicians regard poor listening and speaking as the most problematic areas for the medical students, as well. On the otherhand, in the present

study, the third-year nursing students may have been undecided, because speaking skills were not stressed much in the classes, and some students who had better knowledge of English might have affected the results. Besides, the standard deviations are already high for this item. Taking the interviews results into consideration, this skill is the most stressed one among the language difficulties the students had in professional English. This skill is followed by pronunciation problems which are discussed below.

Related with speaking skills, pronunciation is considered a problem for the third and fourth-year midwifery students. In fact, the English instructor faced with this problem during the classes, as well, particularly with these two groups of the students. Although these two groups had more inadequacies with pronunciation, the other groups faced this problem, as well. However, the students with better knowledge of English or pronunciation may have affected the results.

The last item in this part was “the course materials that are not tailored to our level”. The groups were undecided about this item in general. However, the students with lack of adequate basic English and lower levels of English may have agreed to this item.

During the interviews, a few more items that were not included in the questionnaires were obtained from the students. These were “English level differences among the students” and “lack of basic English”. In fact, it is very normal to have such comments from the students. Probably, these kinds of comments could have been made by a greater number of the students if all of the students had been interviewed as there were students who had or did not have intense English education before in all of the classes. Thus, the English instructors should be very careful in organizing the lessons, take into account these kind of level differences and the students with lack of basic English and create a balance in the classes. When the academicians were asked the language difficulties the students might have during the interviews conducted with them, “lack of basic English” was stated by all of them, as well.

The academicians also expressed poor reading skills and professional English vocabulary might constitute some problems in terms of their understanding professional English. Their opinions on the language difficulties the students could have were also obtained in the questionnaires. The results of the academicians and the students show both differences and similarities. For instance, poor general English grammar and professional English vocabulary are agreed by both the academicians and all the students. However, in terms of poor reading, writing and listening skills, these two

groups do not comprise. The academicians highly agree poor reading skills constitute a big problem for the students. It may stem from the fact that the academicians consider reading very important and they might have thought that reading was mostly handled in the professional English classes, so it may have posed difficulties for the students. Besides, whereas the students in general are undecided about poor writing and listening skills, the academicians strongly agree to these items. In Taşçı's study (2007), the academicians also find writing skills more problematic than the student groups do. However, it should be noted here that the academicians do not attend the classes, and they just present their ideas what the problems regarding professional English may be caused by. On the otherhand, the students are present in the classes themselves, and they may also evaluate themselves in terms of what kind of skills are important for them.

“Poor speaking” is one of the items that got high averages in the results of the academicians. Although the students see it as a problem for themselves, their mean averages are lower than the academicians. Besides, the academicians consider poor pronunciation a bigger problem than the students do. In general, the academicians' mean averages are higher than the students for most of the items. The academicians might have thought that most of the students' English levels were low and they had a lot of difficulties in professional English.

5.1.2. Language Skills

5.1.2.1. The Importance of Language Skills

This part of the questionnaire filled out by the students and academicians aimed to figure out how important four English skills were for the students. This question was directed to the students and the academicians during the interviews, as well.

According to the questionnaire results (see Table 9) , speaking is found the most important skill by the student groups. Speaking is followed by listening. The fourth-year midwifery students value reading a little more than the other groups. It may be related to the fact that they are about to graduate, and some of them may be planing to have ÜDS exam or to follow an academic career. Although the student groups think writing important, this skill gets the lowest mean averages. In the interviews (see Table 25), it can be seen that the students have a bigger tendency towards finding all the skills equally important and related to each other, particularly, nearly all of the fourth-year

midwifery students express that. There also some students that think speaking is more important and necessary than the other skills.

The questionnaire results indicate that the academicians value reading more than all the students (see Table 17). In fact, this skill gets the highest average by the academicians. As for the other skills, they consider them very important, as well. However, reading is the most important skill for them. This skill is followed by listening, speaking and writing in terms of mean averages. For instance, in the study of Chia et al. (1999), the the medical faculty academicians find the reading skill the most important. In that study, the medical students also consider reading the most important skill followed by listening, writing and speaking. However, the present study shows that in general, although the students value all the skills, it can be also observed that they value speaking and listening more than reading and writing, and writing gets the lowest mean average. Lee's study (1998) conducted with the in-service and full time nursing students supports the present study, and speaking and listening skills were considered the most important skills by both of the groups in that study.

As can be seen from the results, it is important to integrate all the skills into the professional English classes. However, the classes are generally limited to reading. Thus, it would be better to improve the students' speaking and listening skills, as well.

5.1.2.2. The Importance of Reading Skills

Regarding reading skills, it can be generally concluded that the students groups find these skills important (see Table 10). The reading skills in the table consist of the sub-skills "reading an article for general or specific information, "finding out the main idea", "guessing the terminology", etc. However, particularly understanding the professional terminology in texts gets the highest mean averages by the student groups. Especially, the third-year nursing and midwifery students and the fourth-year midwifery students find this skill very important. It indicates that the classes should include activities that makes the learning of professional vocabulary easier.

In general, it can be seen that the mean averages of the fourth and second-year midwifery students for the skill "answering reading comprehension questions in a classwork, in an exam or for an assignment" are higher than the remaining groups. Particularly, the fourth-year midwifery students attach a great importance to this skill. It may stem from the fact that some of them plan to have ÜDS or some of them may think

that this skill is necessary for their main courses, as well or it may be necessary for their academic careers in the future. Besides, this skill and the skill “answering true/false questions related to a text” get the highest mean averages by all the midwifery student groups, particularly by the third and fourth-year midwifery students. They may also have attached a lot of importance to this skill as there are finding true/false questions related to a text activities in their materials, and they may have felt the need to improve this skill for their professional English courses.

Translation skill is deemed very important by the third-year nursing and the fourth-year midwifery students. In general, the students who are about to graduate find translation more important. Translation was found more important by all the medical students who participated in the study of Taşçı (2007) than in the present study. However, it should be noted here that specifically, the academicians attach a great importance to translation skills (see Table 18). For instance, the questionnaire results indicate that this skill gets one of the highest mean averages by the academicians whereas the mean average of the students in general is lower than the academicians.

Apart from all the skills above, it is surprising that the student groups do not give as much importance to “understanding grammatical structures in texts” as they do to some other skills. The results must have been affected by the students with better English knowledge from their background. However, both in the interviews and the questionnaires, the results indicate that the most of the students have problems with grammar.

In terms of the results obtained from the interviews that were conducted with the students, the students did not make many comments on the use of reading skills (see Table 26). Especially, the students from the second-year nursing, the third and fourth-year midwifery students expressed it was important to understand English articles related to their fields. They said that they needed to understand English articles while doing some researches for their main studies. Besides, apart from the items in the questionnaire, a few students expressed that it could be helpful to summarize short story books. This comment was especially made by the students who had intense English education before. Two students from the second-year nursing students also stated that there were a lot of health equipment and supplies in English in the hospitals and had difficulties in understanding them. Thus, for the students who start to have professional English classes in their second year, some instructions in English could be brought to the classes, and it could also break the monotony in the classes.

As for the academicians, the questionnaire results reveal that they find nearly all the reading skills very important. They already value reading and understanding professional English articles or texts very much. According to the study of Mazdayasna and Tahririan (2008), subject-specific instructors think that the nursing and midwifery students need to develop their reading skills and vocabulary knowledge, as well. Only understanding the grammatical structures in texts gets the lowest mean average. Besides, in general, the mean averages of the academicians are higher than the students'. In terms of the interviews, the most frequent item is translating texts or articles. In fact, most of the academicians find being able to understand and translate English texts very important.

5.1.2.3. The Importance of Writing Skills

The questionnaire results of the student groups indicate that writing skills get lower mean averages than the other three skills (see Table 11). In fact, the students find the writing skills important, but a little less important than the other skills. In terms of writing skills, "to be able to use appropriate professional English terms while writing" gets the highest mean averages among groups. Particularly, the third-year nursing students deem this skill a little more important than the other groups. This skill is followed by "forming grammatically correct sentences". However, it should be noted here that although the students expressed the importance of grammar during the interviews, they could be expected to find the correct use of grammar very necessary and important in the questionnaires, as well. Still, as stated before, the students stressed the importance and necessity of grammar and how they lacked in adequate grammar knowledge during the interviews.

As in the case of the students, the academicians do not deem writing as important as the other skills according to the questionnaires (see Table 19). They also find "being able to use appropriate professional terms while writing" very important. This skill gets the highest mean average among the academicians. Besides, they think it is very important for the students to be able to write, at least, a paragraph on a topic related to their fields. In the interviews, very few comments on writing skills were made by the academicians. One of them believed that if there were students who were planning to follow an academic career, they should develop their skills on writing articles.

Besides, one of the academicians proposed that it could be helpful for the students to prepare an assignment in terms of helping them develop their writing skills.

As for the students, very few suggestions were made by the students. It may be related to the fact that they did not attach as much importance to writing skills as they did to speaking or listening skills or they were not very knowledgeable about using writing skills in terms of professional English. One of the fourth-year midwifery students proposed that they could write an assignment on a topic, and one second-year midwifery student expressed that they could be asked to write a composition on field-related topic. Two second-year nursing students made more general comments such as keeping a diary or corresponding to a nurse abroad. These suggestions are more in relation with general English. In fact, the students who had just started to attend professional English classes had more limited ideas about professional English. Still, these kind of propositions can be taken into consideration and used in the classes in order to integrate a variety of activities into the lessons.

5.1.2.4. The Importance of Listening Skills

In general, English listening skills get high mean averages according to the questionnaire results of the students (see Table 12). Obviously, the students groups are in a great agreement that they need professional English to be able to understand foreign patients. Particularly, the second-year midwifery and nursing and the third-year nursing students attach a lot of importance to this item. These student groups also find understanding a short lecture on field-related topic more important than the third and fourth-year midwifery students. Besides that, the mean averages of the third-year nursing students for all the listening items are very high in general. This group may have thought that listening was a very important part of knowing English, and they needed listening skills for many purposes listed in the questionnaire.

“Understanding a short lecture on topic related to the students’ field” is followed by “understanding professional terms in the lecture”. The student groups attach importance to English professional terms for listening skill, as well. Lastly, it is observed from the results that the students do not give as much as importance to understanding daily speeches as they do to the other listening skills. However, the third-year nursing students think it is very necessary to understand daily English speeches, too. In the study of Hwang and Lin (2010) conducted with the medical students,

lowerclass group thought that understanding daily conversations was the most important aspect while upperclass (46.3%) and faculty members (50.0%) thought that understanding the medical conversations should be the focus. In the present study, most of the student groups also found understanding foreign patients very important.

The interviews conducted with the students also suggest that they need to listen to the records or watch videos on illnesses/midwife/nurse-patient dialogues or on different topics in English to improve their English listening skills. In the study of Hwang and Lin (2010), the majority of the respondents claimed that they liked learning (Q22) from television/video/DVD/films, CDs/cassettes (40.8%), radio (37.0%) and the internet (33.8%), as well. Besides, the students generally mentioned that the professional English classes lacked in listening skill to a great extent, and it was a very important part of an English class. Mostly, the second-year nursing students pointed out to the necessity of using records or videos in terms of listening. Apart from them, a few students from the other groups mentioned this point.

The academicians are in agreement with the importance of listening skills with the students, as well. They find “understanding a short lecture on a topic related to the students field” very important, and this item gets the highest mean average among them. This item is followed by “understanding English professional terms”, “foreign patients” and “daily speeches”. However, the results of the students in general indicate that they find understanding foreign patients the most important. Besides, the interviews carried out with the academicians revealed that each of the academicians interviewed pointed out to the different skills such as understanding foreign speeches, patients and conferences. One of the academicians particularly stated that this actually depended on in what kind of area the nurse or midwife would work. According to her, a nurse/midwife who plans to be an academician may need to understand foreign field-related lectures or conferences whereas a nurse/midwife who plan to work in a clinic may need to understand foreign patients.

In general, the results show that activities oriented towards improving English listening skills need to be integrated into the classes. It is obvious that there is a great inadequacy in terms of listening skills in the classes. Although some of the groups attach more importance to this skill, still, all the groups should be involved in some kind of listening activities. The instructor may find videos including documentaries, lectures or series on different health topics or dialogues.

5.1.2.5. The Importance of Speaking Skills

Among speaking skills, “talking to foreign patients” is the item that is found more important than the other items by the students. Particularly, the second-year nursing and midwifery and the third-year nursing students attach a lot of importance to this skill. According to the study of Lee (1998), in-service students agreed that they needed English for nursing purposes (ENP) in their daily career tasks. One third of the in-service students claimed that they could work with or take care of foreigners. The findings of Lee’s study support those obtained in the present study. Besides, the third-year nursing students find “carrying out daily speeches” very important as they consider “understanding daily speeches” very important in the present study.

Generally, the average means of the groups are close to each other for the item “asking and answering questions in class”. Particularly, the second-year midwifery students think it is very important for them to make a small presentation on a topic related to their field. In the study of Mazdayasna and Tahririan (2008), the students expressed that they needed to improve their speaking skills to make presentations during the interviews. Regarding the present study, it is highly possible that there some students among them who plan to pursue an academic career and who believe presentations could improve their speaking skills. Apart from this skill, the second-year nursing students attach a great importance to the use of appropriate professional terms while speaking. In terms of the correct use of grammar while speaking, the mean averages are close to each other apart from the second-year nursing students who think that it is very important. For this item, it is probable that there were students in all of the groups who had an intense English education or a good knowledge of English and who did not. Thus, the mean averages may have shown differences due to this fact.

The interviews conducted with the students also reveal that the students are in the opinion of carrying out dialogues or sketches in the classes to improve their skills in terms of communication with foreign patients and use of daily language. Particularly, most of the third-year nursing and the second-year midwifery students stated this point. Apart from that, two second year and one fourth-year midwifery students mentioned that small presentations could help them improve their speaking skills. Taşçı (2007) also suggests that role play activities be used in the classes to practice communicating with foreign patients in real life situations in the medical context.

As for the academicians, the questionnaire results show that there are some differences between them and the students in terms of the importance they attach to the items (see Table 21). For instance, the academicians perceive “asking and answering questions in class” or “carrying out daily conversations” as very important. However, these two groups are in agreement on the importance of the skill “talking to foreign patients”. The results indicate that it is professionally important for the students at the School of Health to have the ability to be able to use their English in order to talk to the foreign patients. Apart from that, the academicians deem “being able to use the appropriate professional terms while speaking” very important in terms of professional English. As regards to the interviews conducted with the academicians, “talking to foreign patients” is the most frequently stated skill by the academicians. One of the academicians pointed out to the importance of making presentations. Besides, one of the academicians also stated at this stage that different speaking skills may be required by clinical nurses/midwiferies and academic ones.

All the results that were obtained from the questionnaires and the interviews indicated that speaking skills should definitely be integrated into all of the classes. The speaking activities that can be matched with the students levels should be used in the classes, and the dialogues/sketches should be made use of in the classes, as well.

5.2. Implications for ELT

The present study aimed to investigate the academic and occupational needs of the students attending the School of Health at Mersin University. The students consisting of the second-year nursing and midwifery, the third-year nursing and midwifery and the fourth-year midwifery students and the academicians at the School participated in the study. The results of the study have several implications for the English instructors who teach professional English at the School of Health, Mersin University and in some similar contexts.

Regarding the School of Health context at Mersin University, the results suggest that some changes need to be done to the curriculum using the findings of this study. First of all, in more general terms, a lot of students did not have intense English education before. Hence, the English instructors should act in accordance with the students’ English proficiency levels. Besides, the administration and the English

instructors at the School may encourage the students to attend the elective English preparatory classes. Additionally, some of the students and academicians mentioned that it could be helpful to separate the students in accordance with their English levels. Thus, considering the available circumstances, the students can be taught in separate classes according to their proficiency levels after they have a proficiency exam, which will be conducted with the English instructors. However, still, this issue should be discussed with the administration, and their permissions should be requested.

Some changes can be done about the course hours if the schedule of the School could be arranged. In fact, the students did not make many comments on the course hours. Some of them stated that the course hours were not enough for learning professional English in such limited time during the interviews. On the otherhand, the course hours were adequate for some of the students. However, at least, the course hourse could be two hours a week with the second-year nursing and midwifery students who have one-hour-class a week.

The questionnaires, and particularly the interviews conducted with the students revealed that the four English skills also should be developed while making changes in the curriculum. During the interviews, the students generally complained that the classes were mainly based on reading and vocabulary, and they found speaking and listening very important. The questionnaires also indicated that speaking and listening skills were appreciated a lot by the students. The results suggest that the students need to develop their communication and comprehension skills in order to talk to the foreign patients. The students pointed out that the dialogues and sketches could be very helpful and make the classes more enjoyable. Besides, presentation skills could be developed for the students planning an academic career or improving themselves professionally by attending conferences or seminars. From the point of the academicians, although they find the four skills important, they generally stress the importance of reading skills, and that the students need to develop their reading skills, particularly through the use of translation. Both the academicians' and the students suggestions could be taken into consideration. Apart from all these points, the students also made it very clear in the interviews that they had problems with English grammar, and they needed to develop their grammar to be more competent at the four skills.

The students also stressed in the interviews that there were some problems with the language instruction. They thought that the classes were mainly memorization-based and generally inactive and monotonous. The classes sould be organized in way that they

can promote English learning rather than make the students memorize the information they have learnt. Some different activities could be integrated into the classes. The students can be encouraged to take more participation in the classes, and the classes can be more learner and learning-oriented. The peers can help each other in the classes.

The materials need to be developed, as well. At this point, the students needs, expectations and their levels in general could be considered. Besides, the materials that will be used should be motivating. The materials should match the content of the syllabus that also needs to be organized. The students generally made it clear that the materials were inadequate according to the results of both the interviews and questionnaires. They believed that the materials lacked in the audio and visual materials. The academicians also stressed the importance of audio and visual materials and the use of technology in the classes. In accordance with the suggestions of the students and the academicians, some videos could be found on different health topics and shown to the students. Even some series on field of health and medicine can be shown in the classes. The students can also listen to some records including some dialogues between a doctor/nurse/midwife and a patient. This would also make the students more motivated towards the classes and break the monotony of the classes. In terms of reading, some authentic passages could be asked from their main courses instructors. In this way, they could be more involved in the classes as they can have some knowledge about the topics that will be covered. Besides, the students can make use of the texts or articles found on the internet for their own main courses.

5.3. Recommendations for Further Research

The results of the present study can form the basis for further studies. Based on this needs analysis, further studies can also be done on materials development, language instruction, assessment, student motivation, etc. Besides, after necessary changes are done to the curriculum, some further studies can be carried out to find out whether the students are satisfied with the new changes or not. Furthermore, some other needs analyses could be conducted at intervals to figure out the students' changing needs and expectations regarding professional English and their courses.

This study was carried out at only one university, and there were only two departments consisting of nursing and midwifery. Perhaps, further studies can be carried out in some other medical sciences departments including physical therapy and

rehabilitation, radiotherapy, etc. at other universities offering professional English courses. Besides, needs analysis can be conducted with the postgraduate students, as well to investigate their academic and professional English needs. Apart from that, this present study did not include any working nurses and midwives, so some further studies can be done on them, too, and the information obtained from them could be used to make some necessary changes in the professional English courses in the future.

Apart from the points mentioned above, the student groups can be divided into two as the ones who had intense English education before and the ones who did not, and the results obtained from these two groups can be analyzed and compared. It would be helpful for investigating these two groups to see whether they have different perceptions about the points presented in the questionnaire or not.

Lastly, in regards to the present study, questionnaires and interviews were used as data collection tools. Further studies can also include observation and diary keeping techniques in order to collect data. Thus, more detailed information can be obtained.

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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR THE STUDENTS (ENGLISH VERSION)

The aim of this questionnaire is to determine English language needs of the students at the School of Health, Mersin University. The information obtained will be used only for research purposes and will not be given to any people or institutes. Thank you for allocating time for completing the questions fully and meticulously.

Özlem TALAS

Çukurova University

The Department of English Language Teaching

PART 1- DEMOGRAPHICAL INFORMATION

Please circle the appropriate options for you in this section.

- 1) Gender: a) Male b) Female
- 2) Age: _____
- 3) Department: a) Midwifery b) Nursing
- 4) Class: a) Second b) Third c) Fourth
- 5) The type of high school you graduated from:
 - a) General High School b) Science School c) Health School
 - d) High schools which give intensive education such as Anatolian high schools.
 - e) Other (please specify): _____

PART 2: GENERAL INFORMATION

1) What are your reasons for learning English? Please circle the appropriate number for you according to the following scale.

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

Course requirement	1	2	3	4	5
To follow the developments related to our field from different English sources	1	2	3	4	5
To increase job opportunities	1	2	3	4	5
To work abroad	1	2	3	4	5
To pursue a Master or Ph. D. degree	1	2	3	4	5
To attend conferences/seminars/symposiums in English	1	2	3	4	5
To be able to communicate with the patients in our work place	1	2	3	4	5
To have the Proficiency Exam for Academicians	1	2	3	4	5
Other (Please specify.):.....	1	2	3	4	5

2) In your opinion, is the professional English course you take adequate regarding the following points? Please circle the appropriate number for you according to the following scale.

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

Total amount of course hours	1	2	3	4	5
Language instruction	1	2	3	4	5
Visual aids	1	2	3	4	5
Audio aids	1	2	3	4	5
The subjects in the course materials	1	2	3	4	5
The content of the course materials	1	2	3	4	5
Other (Please specify.):	1	2	3	4	5

3) In your opinion, if you are having difficulties in understanding professional English, what are the reasons? Please circle the appropriate number for you according to the following scale..

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

Poor general English grammar	1	2	3	4	5
Poor general English vocabulary	1	2	3	4	5
Poor professional English vocabulary	1	2	3	4	5
Poor reading skill	1	2	3	4	5
Poor writing skill	1	2	3	4	5
Poor listening comprehension	1	2	3	4	5
Poor speaking skill	1	2	3	4	5
Poor pronunciation	1	2	3	4	5
The course materials that are not tailored to our level	1	2	3	4	5
Other (Please specify):	1	2	3	4	5

PART 3- ENGLISH LANGUAGE SKILLS

1) How important are the following skills for the students at the School of Health?

Please circle the appropriate number for you according to the following scale.

1. Not important at all 2. Not important 3. Important 4. Very important

READING	1	2	3	4
WRITING	1	2	3	4
LISTENING	1	2	3	4
SPEAKING	1	2	3	4

A- READING

2) How important are the following reading skills for the students at the School of Health? Please circle the appropriate number for you according to the following scale.

1. Not important at all 2. Not important 3. Important 4. Very important

Reading an article/a text for general information	1	2	3	4
Reading an article/a text to find out specific information	1	2	3	4
Reading an article/a text to find out the main idea	1	2	3	4
Reading texts in detail	1	2	3	4
Guessing the terminology in an article/a text without using a dictionary	1	2	3	4
Understanding the professional terms in articles/texts	1	2	3	4
Summarizing a text orally or in a written form	1	2	3	4
Answering reading comprehension questions in a classwork, in an exam or for an assignment	1	2	3	4
Answering true/false questions related to a text	1	2	3	4
Translating English texts into Turkish	1	2	3	4
Understanding the grammatical structures in texts	1	2	3	4
Other (Please specify):	1	2	3	4

B- WRITING

3) How important are the following writing skills for the students at the School of Health? Please circle the appropriate number for you according to the following scale.

1. Not important at all 2. Not important 3. Important 4. Very important

Answering the questions in a written form, in an exam or in a classwork	1	2	3	4
Writing medical reports	1	2	3	4
Writing a paragraph on a topic related to our field	1	2	3	4
Being able to use the appropriate professional terms while writing a text	1	2	3	4
Being able to form grammatically correct sentences while writing	1	2	3	4
Other (Please specify):	1	2	3	4

C- LISTENING

4) How important are the following listening skills for the students at the School of Health? Please circle the appropriate number for you according to the following scale.

1. Not important at all 2. Not important 3. Important 4. Very important

Understanding daily speeches	1	2	3	4
Understanding foreign patients	1	2	3	4
Understanding a short lecture on a topic related to our field	1	2	3	4
Understanding professional terms in the lecture	1	2	3	4
Other (Please specify):	1	2	3	4

D- SPEAKING

5) How important are the following speaking skills for the students at the School of Health? Please circle the appropriate number for you according to the following scale.

1. Not important at all 2. Not important 3. Important 4. Very important

Being able to carry out daily conversations	1	2	3	4
Asking and answering questions in class	1	2	3	4
Talking to foreign patients	1	2	3	4
Making a presentation on a topic related to our field	1	2	3	4
Being able to use the appropriate professional terms while speaking	1	2	3	4
Being able to form grammatically correct sentences while speaking	1	2	3	4
Other (Please specify):	1	2	3	4

COMMENTS: Please state in this section if there is anything that has not been asked in the questionnaire and you would like to add.

BÖLÜM 2: GENEL BİLGİLER

1) İngilizce öğrenme nedenleriniz nelerdir? Lütfen aşağıdaki ölçeğe göre sizin için uygun olan sayıyı yuvarlak içine alınız.

1. Kesinlikle katılmıyorum 2. Katılmıyorum 3. Kararsızım
4. Katılıyorum 5. Kesinlikle katılıyorum

Zorunlu ders olduğu için	1	2	3	4	5
Alanımızdaki gelişmeleri farklı İngilizce kaynaklardan takip etmek için	1	2	3	4	5
İş fırsatlarını artırmak için	1	2	3	4	5
Yurtdışında çalışmak için	1	2	3	4	5
Yüksek lisans ve doktora yapabilmek için	1	2	3	4	5
İngilizce konferanslara/seminerlere/sempozyumlara katılabilmek için	1	2	3	4	5
İş yerimize gelen yabancı hastalarla iletişim kurabilmek için	1	2	3	4	5
Akademisyenler için İngilizce Yeterlilik Sınavı'na (ÜDS) girebilmek için	1	2	3	4	5
Diğer (Lütfen belirtiniz):	1	2	3	4	5

2) Almakta olduğunuz mesleki İngilizce dersi sizce aşağıdaki açılardan yeterli midir? Lütfen aşağıdaki ölçeğe göre sizin için uygun olan sayıyı yuvarlak içine alınız.

1. Kesinlikle katılmıyorum 2. Katılmıyorum 3. Kararsızım
4. Katılıyorum 5. Kesinlikle katılıyorum

Toplam ders saati açısından yeterlidir.	1	2	3	4	5
Dersin işlenişi açısından yeterlidir.	1	2	3	4	5
Görsel materyaller açısından yeterlidir.	1	2	3	4	5
İşitsel materyaller açısından yeterlidir.	1	2	3	4	5
Ders materyallerindeki konular açısından yeterlidir.	1	2	3	4	5
Ders materyallerinin içeriği açısından yeterlidir.	1	2	3	4	5
Diğer (Lütfen belirtiniz):	1	2	3	4	5

3) Mesleki İngilizce'yi anlamakta sorun yaşıyorsanız bunun sebepleri sizce nelerdir?

Lütfen aşağıdaki ölçeğe göre sizin için uygun olan sayıyı yuvarlak içine alınız.

1. Kesinlikle katılmıyorum 2. Katılmıyorum 3. Kararsızım
4. Katılıyorum 5. Kesinlikle katılıyorum

Yetersiz genel İngilizce dilbilgisi	1	2	3	4	5
Yetersiz genel İngilizce kelime bilgisi	1	2	3	4	5
Yetersiz mesleki İngilizce kelime bilgisi	1	2	3	4	5
Yetersiz okuma becerisi	1	2	3	4	5
Yetersiz yazma becerisi	1	2	3	4	5
Yetersiz duyduğunu anlama becerisi	1	2	3	4	5
Yetersiz konuşma becerisi	1	2	3	4	5
Kötü telaffuz etme	1	2	3	4	5
Seviyemize uygun olmayan ders materyalleri	1	2	3	4	5
Diğer (Lütfen belirtiniz):	1	2	3	4	5

BÖLÜM III: İNGİLİZCE DİL BECERİLERİ

1) Aşağıdaki İngilizce dil becerileri Sağlık Yüksek Okulu öğrencileri için ne kadar önemlidir? Lütfen aşağıdaki ölçeğe göre sizin için uygun olan sayıyı yuvarlak içine alınız.

1. Hiç önemli değil 2. Önemli değil 3. Önemli 4. Çok önemli

OKUMA	1	2	3	4
YAZMA	1	2	3	4
DİNLEME	1	2	3	4
KONUŞMA	1	2	3	4

A- OKUMA

2) Aşağıdaki İngilizce okuma becerileri Sağlık Yüksek Okulu öğrencileri için ne kadar önemlidir? Lütfen aşağıdaki ölçüğe göre sizin için uygun olan sayıyı yuvarlak içine alınız.

1. Hiç önemli değil 2. Önemli değil 3. Önemli 4. Çok önemli

Genel bilgi edinimi için makale/metin okuma	1	2	3	4
Aradığın bir bilgiyi bulmak için makale/metin okuma	1	2	3	4
Ana fikri bulmak için metin okuma	1	2	3	4
Metinleri detaylı okuma	1	2	3	4
Sözlük kullanmadan metin/makale içindeki kelimelerin anlamlarını tahmin etme	1	2	3	4
Metinlerdeki/makalelerdeki mesleki terimleri anlama	1	2	3	4
Bir metni yazılı/ sözlü olarak özetleme	1	2	3	4
Sınıf içi çalışmada, bir ödev için ya da bir sınavda bir metinle ilgili okuduğunu anlama sorularına cevap verme	1	2	3	4
Bir metinle ilgili doğru/yanlış sorularına cevap verme	1	2	3	4
İngilizce metinleri Türkçeye çevirme	1	2	3	4
Metinlerdeki dilbilgisi yapılarını anlama	1	2	3	4
Diğer (Lütfen belirtiniz):	1	2	3	4

B- YAZMA

3) Aşağıdaki İngilizce yazma becerileri Sağlık Yüksek Okulu öğrencileri için ne kadar önemlidir? Lütfen aşağıdaki ölçeğe göre sizin için uygun olan sayıyı yuvarlak içine alınız.

1. Hiç önemli değil 2. Önemli değil 3. Önemli 4. Çok önemli

Sınavda ya da sınıf içi çalışmalarda sorulara yazılı olarak cevap verme	1	2	3	4
Tıbbi rapor yazma	1	2	3	4
Alanımız ile ilgili bir konu üzerine bir paragraf yazma	1	2	3	4
Yazdığımız metinde uygun mesleki terimleri kullanabilme	1	2	3	4
Yazarken dilbilgisi yapısı doğru cümleler kurabilme	1	2	3	4
Diğer (Lütfen belirtiniz):	1	2	3	4

C- DİNLEME

4) Aşağıdaki İngilizce dinleme becerileri Sağlık Yüksek Okulu için ne kadar önemlidir? Lütfen aşağıdaki ölçeğe göre sizin için uygun olan sayıyı yuvarlak içine alınız.

1. Hiç önemli değil 2. Önemli değil 3. Önemli 4. Çok önemli

Günlük konuşmaları anlama	1	2	3	4
Yabancı hastaları anlama	1	2	3	4
Alanımızla ilgili kısa İngilizce bir konuşmayı anlama	1	2	3	4
Duyduğumuz konuşmada mesleki terimleri anlama	1	2	3	4
Diğer (Lütfen belirtiniz):	1	2	3	4

D- KONUŞMA

5) Aşağıdaki İngilizce konuşma becerileri Sağlık Yüksek Okulu öğrencileri için ne kadar önemlidir? Lütfen aşağıdaki ölçeğe göre sizin için uygun olan sayıyı yuvarlak içine alınız.

1. Hiç önemli değil 2. Önemli değil 3. Önemli 4. Çok önemli

Günlük konuşmaları yapabilme	1	2	3	4
Sınıfta soru sorma ve cevaplama	1	2	3	4
Yabancı hastalarla konuşma	1	2	3	4
Alanımızla ilgili bir konu üzerine sunum yapma	1	2	3	4
Konuşurken uygun mesleki terimleri kullanabilme	1	2	3	4
Konuşurken dilbilgisi yapısı doğru cümleler kurabilme	1	2	3	4
Diğer (Lütfen belirtiniz):	1	2	3	4

YORUMLAR: Lütfen bu bölümde ankette bu konuyla ilgili sorulmamış ve sizin belirtmek istediğiniz başka herhangi bir şey varsa yazınız.

**APPENDIX C :QUESTIONNAIRE FOR THE ACADEMICIANS
(ENGLISH VERSION)**

The aim of this questionnaire is to determine English language needs of the students at the School of Health, Mersin University. The information obtained will be used only for research purposes and will not be given to any people or institutes. Thank you for allocating time for completing the questions fully and meticulously.

Özlem TALAS

Çukurova University

The Department of English Language Teaching

PART 1- DEMOGRAPHICAL INFORMATION

- 1) Gender: a) Male b) Female
- 2) Age:
- 3) Title:
- 4) The university you graduated from:
- 5) Department:

PART 2- GENERAL INFORMATION

1) Why should the students at the School of Health learn English? Please circle the appropriate number for you according to the following scale.

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

To follow the developments related to their field from different English sources	1	2	3	4	5
To increase job opportunities	1	2	3	4	5
To work abroad	1	2	3	4	5
To pursue a Master or Ph. D. degree	1	2	3	4	5
To attend conferences/seminars/symposiums in English	1	2	3	4	5
To be able to communicate with the patients in their work place	1	2	3	4	5
To have the Proficiency Exam for Academicians	1	2	3	4	5
Other (Please specify.):	1	2	3	4	5

2) Please answer the questions below in order to give your general opinions upon professional English at the School of Health? Please circle the appropriate number for you according to the following scale.

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

The Professional English is important for the students at the School of Health.	1	2	3	4	5
The Professional English classes should be offered at the second, third and fourth years.	1	2	3	4	5
The time allocated for the Professional English classes (1-2 hours a week) is adequate.	1	2	3	4	5
The content of the materials used in classes should be relevant to the students' field.	1	2	3	4	5
Audio and visual materials should be used in classes.	1	2	3	4	5
Other (Please specify):	1	2	3	4	5

3) In your opinion, if the students are having difficulties in understanding professional English, what are the reasons? Please circle the appropriate number for you according to the following scale.

1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree

Poor general English grammar	1	2	3	4	5
Poor general English vocabulary	1	2	3	4	5
Poor Professional English vocabulary	1	2	3	4	5
Poor reading skill	1	2	3	4	5
Poor writing skill	1	2	3	4	5
Poor listening comprehension	1	2	3	4	5
Poor speaking skill	1	2	3	4	5
Poor pronunciation	1	2	3	4	5
Other (Please specify):	1	2	3	4	5

PART 3- ENGLISH LANGUAGE SKILLS

1) How important are the following skills for the students at the School of Health?

Please circle the appropriate number for you according to the following scale.

1. Not important at all 2. Not important 3. Important 4. Very important

READING	1	2	3	4
WRITING	1	2	3	4
LISTENING	1	2	3	4
SPEAKING	1	2	3	4

A- READING

2) How important are the following reading skills for the students at the School of Health? Please circle the appropriate number for you according to the following scale.

1. Not important at all 2. Not important 3. Important 4. Very important

Reading an article/ a text for general information	1	2	3	4
Reading an article/ a text to find out specific information	1	2	3	4
Reading an article/ a text to find out the main idea	1	2	3	4
Reading texts in detail	1	2	3	4
Guessing the terminology in an article/a text without using a dictionary	1	2	3	4
Understanding the professional terms in articles/ texts	1	2	3	4
Summarizing a text orally or in a written form	1	2	3	4
Answering reading comprehension questions in a classwork, in an exam or for an assignment	1	2	3	4
Answering true/false questions related to a text	1	2	3	4
Translating English texts into Turkish	1	2	3	4
Understanding the grammatical structures in texts	1	2	3	4
Other (Please specify):	1	2	3	4

B- WRITING

3) How important are the following writing skills for the students at the School of Health? Please circle the appropriate number for you according to the following scale.

1. Not important at all 2. Not important 3. Important 4. Very important

Answering the questions in a written form, in an exam or in a classwork	1	2	3	4
Writing medical reports	1	2	3	4
Writing a paragraph on a topic related to their field	1	2	3	4
Being able to use the appropriate professional terms while writing a text	1	2	3	4
Being able to form grammatically correct sentences while writing	1	2	3	4
Other (Please specify):	1	2	3	4

C- LISTENING

4) How important are the following listening skills for the students at the School of Health? Please circle the appropriate number for you according to the following scale.

1. Not important at all 2. Not important 3. Important 4. Very important

Understanding daily speeches	1	2	3	4
Understanding foreign patients	1	2	3	4
Understanding a short lecture on a topic related to their field	1	2	3	4
Understanding professional terms in the lecture	1	2	3	4
Other (Please specify):	1	2	3	4

D- SPEAKING

5) How important are the following speaking skills for the students at the School of Health? Please circle the appropriate number for you according to the following scale.

1. Not important at all 2. Not important 3. Important 4. Very important

Being able to carry out daily conversations	1	2	3	4
Asking and answering questions in class	1	2	3	4
Talking to foreign patients	1	2	3	4
Making a presentation on a topic related to their field	1	2	3	4
Being able to use the appropriate professional terms while speaking	1	2	3	4
Being able to form grammatically correct sentences while speaking	1	2	3	4
Diğer (Lütfen belirtiniz):	1	2	3	4

COMMENTS: Please state in this section if there is anything that has not been asked in the questionnaire and you would like to add.

**APPENDIX D: QUESTIONNAIRE FOR THE ACADEMICIANS
(TURKISH VERSION)**

Bu anketin amacı Mersin Üniversitesi, Sağlık Yüksek Okulu'ndaki Ebelik ve Hemşirelik bölümü öğrencilerinin İngilizce dil gereksinimlerini belirlemektir. Bilgiler sadece araştırma için kullanılacaktır ve hiçbir kurum ya da kişiye verilmeyecektir. Soruları eksiksiz bir şekilde ve titizlikle cevaplandırmak için zaman ayırdığınızdan dolayı teşekkür ederim.

Özlem TALAS

Çukurova Üniversitesi

İngilizce Öğretmenliği Anabilim dalı

BÖLÜM I- DEMOGRAFİK BİLGİ

- 1) Cinsiyet: a) Kız b) Erkek
- 2) Yaş:
- 3) Ünvan:
- 4) Mezun olduğunuz üniversite:
- 5) Bölümünüz:

BÖLÜM II- GENEL BİLGİ

1) Sağlık Yüksek Okulu öğrencileri neden İngilizce öğrenmelidir? Lütfen aşağıdaki ölçeğe göre sizin için uygun olan sayıyı yuvarlak içine alınız.

1. Kesinlikle katılmıyorum 2. Katılmıyorum 3. Kararsızım
4. Katılıyorum 5. Kesinlikle katılıyorum

Alanlarındaki gelişmeleri farklı İngilizce kaynaklardan takip etmek için	1	2	3	4	5
İş fırsatlarını artırmak için	1	2	3	4	5
Yurtdışında çalışmak için	1	2	3	4	5
Yüksek lisans ve doktora yapabilmeleri için	1	2	3	4	5
İngilizce konferanslara/seminerlere/sempozyumlara katılabilmek için	1	2	3	4	5
İş yerlerine gelen yabancı hastalarla iletişim kurabilmek için	1	2	3	4	5
Akademisyenler için İngilizce Yeterlilik Sınavı'na (ÜDS) girebilmek için	1	2	3	4	5
Diğer (Lütfen belirtiniz):	1	2	3	4	5

2) Lütfen Sağlık Yüksekokulu'ndaki Mesleki İngilizce üzerine genel düşüncelerinizi belirtmek üzere aşağıdaki sorulara cevap veriniz. Lütfen aşağıdaki ölçeğe göre sizin için uygun olan sayıyı yuvarlak içine alınız.

1. Kesinlikle katılmıyorum 2. Katılmıyorum 3. Kararsızım
4. Katılıyorum 5. Kesinlikle katılıyorum

Mesleki İngilizce Sağlık Yüksekokulu öğrencileri için önemlidir.	1	2	3	4	5
Mesleki İngilizce dersleri ikinci, üçüncü ve dördüncü sınıfta verilmelidir.	1	2	3	4	5
Mesleki İngilizce dersleri için ayrılan süre (haftada 1-2 saat) yeterlidir.	1	2	3	4	5
Derste kullanılan materyallerin içeriği öğrencilerin alanlarıyla ilgili olmalıdır.	1	2	3	4	5
Derste işitsel ve görsel materyaller kullanılmalıdır.	1	2	3	4	5
Diğer (Lütfen belirtiniz):	1	2	3	4	5

3) Öğrenciler Mesleki İngilizce dersini anlamakta zorluk yaşıyorsa sebepleri sizce nelerdir? Lütfen aşağıdaki ölçeğe göre sizin için uygun olan sayıyı yuvarlak içine alınız.

1. Kesinlikle katılmıyorum 2. Katılmıyorum 3. Kararsızım
4. Katılıyorum 5. Kesinlikle katılıyorum

Yetersiz genel İngilizce dilbilgisi	1	2	3	4	5
Yetersiz genel İngilizce kelime bilgisi	1	2	3	4	5
Yetersiz mesleki İngilizce kelime bilgisi	1	2	3	4	5
Yetersiz okuma becerisi	1	2	3	4	5
Yetersiz yazma becerisi	1	2	3	4	5
Yetersiz duyduğunu anlama becerisi	1	2	3	4	5
Yetersiz konuşma becerisi	1	2	3	4	5
Kötü telaffuz etme	1	2	3	4	5
Diğer (Lütfen belirtiniz):	1	2	3	4	5

BÖLÜM III- İNGİLİZCE DİL BECERİLERİ

1) Aşağıdaki İngilizce dil becerileri Sağlık Yüksek Okulu öğrencileri için ne kadar önemlidir? Lütfen aşağıdaki ölçeğe göre sizin için uygun olan sayıyı yuvarlak içine alınız.

1. Hiç önemli değil 2. Önemli değil 3. Önemli 4. Çok önemli

OKUMA	1	2	3	4
YAZMA	1	2	3	4
DİNLEME	1	2	3	4
KONUŞMA	1	2	3	4

A- OKUMA

2) Aşağıdaki İngilizce okuma becerileri Sağlık Yüksek Okulu öğrencileri için ne kadar önemlidir? Lütfen aşağıdaki ölçüğe göre sizin için uygun olan sayıyı yuvarlak içine alınız.

1. Hiç önemli değil 2. Önemli değil 3. Önemli 4. Çok önemli

Genel bilgi edinimi için makale/metin okuma	1	2	3	4
Aradığın bir bilgiyi bulmak için makale/metin okuma	1	2	3	4
Ana fikri bulmak için metin okuma	1	2	3	4
Metinleri detaylı okuma	1	2	3	4
Sözlük kullanmadan metin/makale içindeki kelimelerin anlamlarını tahmin etme	1	2	3	4
Metinlerdeki/makalelerdeki mesleki terimleri anlama	1	2	3	4
Bir metni yazılı/ sözlü olarak özetleme	1	2	3	4
Sınıf içi çalışmada, bir ödev için ya da bir sınavda bir metinle ilgili okuduğunu anlama sorularına cevap verme	1	2	3	4
Bir metinle ilgili doğru/yanlış sorularına cevap verme	1	2	3	4
İngilizce metinleri Türkçeye çevirme	1	2	3	4
Metinlerdeki dilbilgisi yapılarını anlama	1	2	3	4
Diğer (Lütfen belirtiniz):	1	2	3	4

B- YAZMA

3) Aşağıdaki İngilizce yazma becerileri Sağlık Yüksek Okulu öğrencileri için ne kadar önemlidir? Lütfen aşağıdaki ölçüğe göre sizin için uygun olan sayıyı yuvarlak içine alınız.

1. Hiç önemli değil 2. Önemli değil 3. Önemli 4. Çok önemli

Sınavda ya da sınıf içi çalışmalarda sorulara yazılı olarak cevap verme	1	2	3	4
Tıbbi rapor yazma	1	2	3	4
Alanları ile ilgili bir konu üzerine bir paragraf yazma	1	2	3	4
Yazdıkları metinde uygun mesleki terimleri kullanabilme	1	2	3	4
Yazarken dilbilgisi yapısı doğru cümleler kurabilme	1	2	3	4
Diğer (Lütfen belirtiniz):	1	2	3	4

C- DİNLEME

4) Aşağıdaki İngilizce dinleme becerileri Sağlık Yüksek Okulu için ne kadar önemlidir? Lütfen aşağıdaki ölçüğe göre sizin için uygun olan sayıyı yuvarlak içine alınız.

1. Hiç önemli değil 2. Önemli değil 3. Önemli 4. Çok önemli

Günlük konuşmaları anlama	1	2	3	4
Yabancı hastaları anlama	1	2	3	4
Alanları ile ilgili kısa İngilizce bir konuşmayı anlama	1	2	3	4
Duydukları konuşmada mesleki terimleri anlama	1	2	3	4
Diğer (Lütfen belirtiniz):	1	2	3	4

D- KONUŞMA

5) Aşağıdaki İngilizce konuşma becerileri Sağlık Yüksek Okulu öğrencileri için ne kadar önemlidir? Lütfen aşağıdaki ölçeğe göre sizin için uygun olan sayıyı yuvarlak içine alınız.

1. Hiç önemli değil 2. Önemli değil 3. Önemli 4. Çok önemli

Günlük konuşmaları yapabilme	1	2	3	4
Sınıfta soru sorma ve cevaplama	1	2	3	4
Yabancı hastalarla konuşma	1	2	3	4
Alanları ilgili bir konu üzerine sunum yapma	1	2	3	4
Konuşurken uygun mesleki terimleri kullanabilme	1	2	3	4
Konuşurken dilbilgisi yapısı doğru cümleler kurabilme	1	2	3	4
Diğer (Lütfen belirtiniz):	1	2	3	4

YORUMLAR: Lütfen bu bölümde ankette bu konuyla ilgili sorulmamış ve sizin belirtmek istediğiniz başka herhangi bir şey varsa yazınız.

APPENDIX E:
INTERVIEW QUESTIONS FOR THE STUDENTS (ENGLISH VERSION)

1. What are your reasons for learning English?
2. What do you think about the professional English courses regarding the materials, course hours, language instruction?
3. What kind of language difficulties do you experience regarding professional English?
4. How important do you think four English language skills (reading, writing, listening and speaking) are?
5. What could be done relating to these four skills?
6. Apart from these, is there anything else that you would like to add?

**APPENDIX F: INTERVIEW QUESTIONS FOR THE STUDENTS (TURKISH
VERSION)**

1. İngilizce öğrenme nedenleriniz nelerdir?
2. Materyaller, ders saatleri, dersin işlenişi, vs. açısından mesleki İngilizce dersleriniz hakkında ne düşünüyorsunuz?
3. Mesleki İngilizce'ye yönelik olarak ne tür dil zorlukları yaşıyorsunuz?
4. Sizce dört dil becerisi (okuma, yazma, dinleme ve konuşma) ne kadar önemli?
5. Bu dört beceriye bağlı olarak neler yapılabilir?
6. Bunların dışında eklemek istediğiniz başka bir şey var mı?

**APPENDIX G: INTERVIEW QUESTIONS FOR THE ACADEMICIANS
(ENGLISH VERSION)**

1. In your opinion, why should the students learn English?
2. Is Professional English necessary?
3. Do you think that the professional English courses should be offered in the second, third and fourth years?
4. Do you think that time allocated for the classes is adequate?
5. What do you think about materials used in the classes? What kind of materials can be used?
6. Do you think that it would be better if the classes were organized in accordance with the students' levels?
7. In your opinion, if the students have difficulties in professional English, what could the reasons be?
8. How important are four English language skills?
9. What could be done relating to these skills?
10. Apart from these, is there anything else that you would like to add?

**APPENDIX H: INTERVIEW QUESTIONS FOR THE ACADEMICIANS
(TURKISH VERSION)**

1. Sizce öğrenciler neden İngilizce öğrenmelidir?
2. Mesleki İngilizce gerekli midir?
3. Sizce mesleki İngilizce dersleri ikinci, üçüncü ve dördüncü sınıfta verilmeli midir?
4. Sizce dersler için ayrılan zaman yeterli midir?
5. Derslerde kullanılan materyallerle ilgili neler düşünüyorsunuz? Ne tür materyaller kullanılabilir?
6. Sizce sınıflar öğrenci seviyelerine göre ayrılırdı daha mı iyi olurdu?
7. Sizce öğrenciler mesleki İngilizce’de sorun yaşıyorlarsa, bunun nedenleri ne olabilir?
8. Dört İngilizce becerisi ne kadar önemlidir?
9. Bu dört beceriye bağlı olarak neler yapılabilir?
10. Bunların dışında eklemek istediğiniz başka bir şey var mı?

CURRICULUM VITAE

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2000-2004	Boğaziçi University Department of Translation and Interpreting İstanbul, Türkiye	BA
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WORK EXPERIENCE

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2004–2005: Municipality of İstanbul, İstanbul, Türkiye (English Translator)