



T.C. YEDITEPE UNIVERSITY

Institute of Educational Sciences

Department of English Language Teaching

A NEEDS ANALYSIS STUDY ON ACADEMIC ENGLISH NEEDS OF FRESHMEN

STUDENTS IN ENGLISH MEDIUM INSTRUCTED PROGRAMS

Master of Arts

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2016



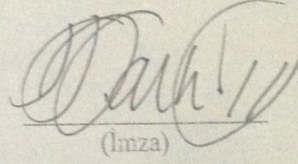
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EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜ

TEZ TESLİM ve ONAY TUTANAĞI

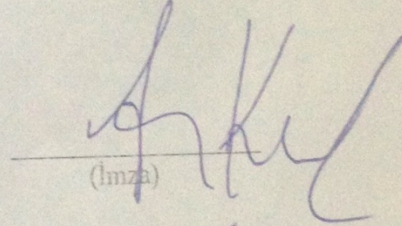
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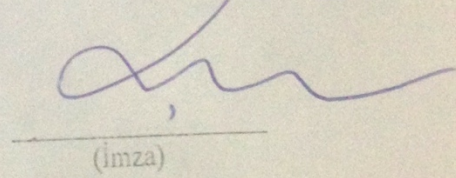
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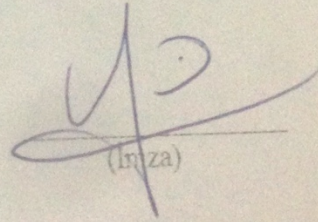
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## ACKNOWLEDGMENT

This study would not have been completed if it were not for the help of my advisor, Dr. Farhadi who supported me throughout this thesis; therefore, I owe my gratitude to him who have made this thesis possible.

I am also indebted to the head of the English Language Department, Prof. Dr. Akyel with whom I have interacted during the course of my graduate studies. She has always been helpful and supportive while completing my MA thesis.

Most importantly, none of this would have been possible without the love and patience of my wife. My family to whom this thesis is dedicated to, has been a constant source of love, concern, support and strength. I would like to express my heart-felt gratitude to my wife.

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## KISA ÖZET

Bu çalışmanın amacı, dil hazırlık programlarının daha etkili bir öğretim planı hazırlamasına ve İngilizce olarak eğitim veren üniversitelerde ihtiyaç duydukları akademik İngilizceyi sağlayabilmesine yardımcı olmak için öğrencilerin akademik İngilizce ihtiyaçlarını öğrenmektir.

Bu çalışma hem öğrencilere hem de üniversite hocalarına bir ihtiyaç analizi uygulayarak lisans programlarında okuyan öğrencilerin ihtiyaçlarını belirlemeyi amaçlamıştır. Katılımcılar 151 birinci sınıf öğrencisi ve 12 üniversite hocasıdır. Çalışma 2016 yılında Yeditepe Üniversitesi'nde beş İngilizce olarak eğitim veren bölümde gerçekleşmiştir.

Hem öğrencilerden hem de üniversite hocalarından toplanan datalar betimsel analiz sistemleri kullanılarak analiz edilmiştir. Ortalama değerler ihtiyaç analizi anketindeki maddelerin öğrenciler ve üniversite hocaları için önemli olup olmadığını yorumlamayı mümkün kılmıştır. Aynı zamanda, ortalama değerler ihtiyaç analizindeki bu maddelerin hazırlık okulunda öğretilip öğretilmediği hakkında net bir bilgi vermektedir.

Sonuçlar gösterdi ki akademik İngilizce bakımından öğrenci ihtiyaçları daha iyi karşılanmalıdır. Ayrıca bölümlerdeki öğrencilerin ihtiyaçları ve üniversite hocalarının bu ihtiyaçlarla ilgili fikri bağımsız grup t testi kullanılarak karşılaştırılmıştır. Sonuçlar öğrencilerin akademik İngilizce ihtiyaçları bakımından üniversite hocalarının düşünceleri ile öğrencilerin düşünceleri arasında büyük farkın var olduğunu göstermektedir.

Anket ile toplanan datanın yanında, üniversite hocalarıyla yarı yapılandırılmış görüşme ile de data toplanmıştır. Dersleri İngilizce olarak anlatan hocalar ile öğrencilerin İngilizce dil ihtiyaçları üzerine mülakat yapıldı. Mülakatın sonuçları üniversite hocalarının çoğu öğrencilerin konuşma ve dinleme becerileri hakkında şikayet etmekte olduğunu gösterdi.

Son olarak, anketlerden ve mülakattan elde edilen bulgulara isnaden, dil hazırlık programlarının daha etkili eğitim sunması için bazı öneriler sunuldu.



## ABSTRACT

The purpose of this study was to find out the academic English needs of the students in order to assist language preparation programs in designing a more effective curriculum and providing students with the academic English they need in English medium instruction universities.

This study attempted to determine the needs of the students who studied in undergraduate programs by administering a needs analysis survey to both students and lecturers. The participants were 151 freshmen students and 12 lecturers in five English Medium Instructed programs in Yeditepe University in 2016.

The needs analysis survey was prepared using a combination of some relevant questionnaires in the literature and outcomes of an exit level of a language preparatory school. The needs analysis questionnaire for students was supplemented by some close ended items with a yes-no response, but the questionnaire for lecturers did not have these items.

The data on both the students and the lecturers were analysed using descriptive statistics. The mean values enabled the interpretation of whether the items in the needs analysis questionnaire were important for the students and the lecturers. Also, the mean values assisted in getting a clear picture on whether these items in the needs analysis were practiced in the preparatory school or not.

The results revealed that most of the students' needs were not met regarding academic English.

Further, the needs of the students and the lecturers' opinions related to those needs in English Medium Instruction Programs were compared by using Independent Sample t-Tests. The results suggested that there is a significant difference between the opinions of the lecturers and those of students on the academic English needs of the students.

In addition to data collected through the questionnaire, data was also collected from the lecturers through a semi-structured interview. The instructors who delivered the courses in English were interviewed regarding their students' English language needs. The results of the interviews indicated that most of the lecturers complain about the performances of the students on speaking and writing skill.

Finally, based on the findings obtained from comparing the information from interviews and questionnaires, some suggestions were made that would hopefully help language preparation programs to offer a more effective instruction.





## LIST OF ABBREVIATIONS

|       |   |
|-------|---|
| EAP   | English for Academic Purposes                           |
| EFL   | English as a Foreign Language                           |
| EMI   | English Medium Instructed                               |
| EOP   | English for Occupational Purposes                       |
| ESL   | English as a Second Language                            |
| ESP   | English for Specific Purposes                           |
| GE    | General English   |
| NA    | Needs Analysis  |
| TMI   | Turkish Medium Instructed                               |
| YÖK   | Yüksek Öğretim Kurumu (The Council of Higher Education) |
| YUELI | York University English Language Institute              |

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# CHAPTER 1

## INTRODUCTION

### 1.1 Statement of Purpose

English has become widespread in almost every part of our lives whether one lives in their own country or goes abroad. Therefore, the need for English language learning and teaching has expanded since people started to communicate in English in the areas of “business, technology, science, the Internet, popular entertainment, and even sports” (Nunan, 2012). As a result of this increase in using English as an international language to communicate, most of developing countries including Turkey have attached importance to teaching students English at schools.

In Turkey, students start learning English at the age of ten (primary school, grade 3) in state schools. At present, students study at secondary school for four years in which English is a compulsory course for all students. Next, students continue their education in high school for four years in which students have to take English classes as an obligatory course. Students in secondary and high schools can also take elective English classes in their school as a part of their curriculum (meb.gov.tr 15, March, 2016).

When students go to the university, they can study in two types of universities with regard to English language teaching. Students can study at Turkish Medium Instructed programs (TMI) or English Medium Instructed Programs (EMI). TMI programs do not require students to learn English when they start their departments, whereas students in EMI programs have to be proficient enough to understand their lectures in English.

Teaching disciplines in English at a higher education level is not new in Turkey. Middle East Technical university which is a state university located in Ankara, started educating their students in English Medium Instructed programs in 1956. Later in 1985, Bilkent University which is the first foundation higher education institute was established and started education via English Medium Instruction. In Turkey, by the year 2016, there are 193 universities, 76 of which are foundation universities and 109 of which are state universities. There are also eight foundation vocational colleges which only offer associate's degree programs (YÖK, 2016). Today most of the foundation universities provide English Medium Instructed programs to their students.

In Turkey, many students desire to study in an English Medium Instruction Program instead of Turkish medium instruction (Kirkgoz, 2009) as they believe it will cater more for their future needs. Students think they can get better job opportunities and be paid higher salaries if they graduate from English Medium Instructed programs of the universities since they will be able to work in international companies as well. However, since many students may not be competent enough in English for EMI universities, they are often directed to study at language programs.

Hajana and Adam conducted a study in 2015 related to the needs of the student at a university setting. Their findings indicated that there might be some differences between the objectives of the language teaching programs and language needs of the students in EMI Programs. In the language teaching program that this project was conducted, it was assumed that there might be a similar difference between these two programs. Also, perceptions of the students might be different from those of the lecturers in the faculties (Eslami, 2010). There might be a difference between different English Medium Instructed programs and their lecturers' expectations (Ferris and Tagg, 1996). Finally, there might be a difference between the objectives of the materials

used in the preparatory school's classes and the requirements of the departments of the students; therefore, there seems to be a need to develop better materials to fit the department needs (Mohammed, 2016)

These discrepancies can be revealed through a needs analysis research looking at the requirements of the students' academic program and the students' language preparation skills (Brown, 2009). It is hoped that the conclusions of the needs analysis will aid program developers in setting objectives from which to design the courses. Upon setting the objectives, teaching materials can be developed accordingly, and student assessment can be devised (Richards, 2001; Grier, 2005; Tavit, 2006; Akyel and Özek, 2010; Gozuyesil, 2013). Specifically, different universities make different language demands of their students. This study aimed to propose more specific suggestions that Yeditepe University demands in the field of EAP.

### **ESP, EAP or EOP**

Students learn English in universities when they are directed to study at language programs not only for general purposes but also for their academic life survivals or for their future occupations. That means apart from general purposes for learning English, students learn English for specific purposes (ESP) as well (Richards, 2001).

ESP is a kind of umbrella term which covers both English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) (Jordan, 2002). ESP is a term which has been discussed in the literature since 1960s, and has been considered as a key component of English Language Teaching to non-native speakers of English (Howatt 1984).

In Turkey, as an EFL context, students are usually exposed to some technical words or phrases on their senior year in their ESP classes before they graduate from university. However, ESP should not be limited to some words or phrases only. As ESP embodies English for Academic Purposes (EAP), students should be equipped with the right skills in order to cope with academic requirements of their subject courses before starting their disciplines in their departments (Dudley-Evans & ST John, 1998). While EAP is mostly linked with the academic needs of students at a university setting, English for Occupational Purposes (EOP) mostly zeroes in on “work related needs or training” (Robinson, 1991).

Consequently, the language programs which students are directed to upon falling behind the required level of English on a proficiency test should not only involve the requirements of the General English (GE). The aim of GE is to teach students all skills of a language proportionately. Yet, the requirements of GE style of teaching may not match the needs of the students who are to study their disciplines in English Medium Instructed programs at universities. Therefore, it is necessary to set up the objectives of a language program in accordance with students’ future needs (Grier, 2005; Tavil, 2006; Akyel and Özek, 2010; Gozuyesil, 2013) before creating a curriculum of a language program of a university. Here the curriculum of a language preparation school matters more with respect to English for Academic Purposes when the students are to be taught via English Medium Instruction.

### **Curriculum Development**

Curriculum development is an essential part of a language teaching program (Brown, 2012). That is, if there is not constant development over the curriculum, it may fall behind the expectations of the lecturers and the students. In his study on curriculum approaches in language teaching, Richards (2013) asserts three styles of designs for curriculum development.

These curriculum development approaches are “forward, central and backward designs” for language teaching. The important difference between these designs is the sequence of three significant components of a curriculum, that is “input, process and output” (Richards, 2013).

Forward design of a curriculum follows the sequence of deciding first on the content (input). Then the process which is related to teaching methodology is focused on. Finally, the outcomes (output) comprise the last phase of the curriculum development (Richards, 2013).

The second type of curriculum design according to Richards (2013) is central design. He mentions that in the central design, the central focus is on the methodology unlike forward design whose focus is on content. The way the lesson is structured by the teacher should be determined first before adopting content and outcomes of a curriculum. The activities and exercises that the teachers are to use in the classrooms play a key role in implementing this kind of design.

The last important design type of curriculum development is backward design (Richards, 2013). In this type, the process of developing a curriculum starts with defining the needed outcomes of the curriculum. After establishing the end products of a curriculum, the content and teaching methodology are planned. While planning, the desired needs should be kept in mind so that the materials and teachers’ teaching style can be in accordance with the outcomes. Since the end product of a curriculum is the starting point of a curriculum development in backward design (Richards, 2013), planning a needs analysis is a part of the curriculum development in language teaching.

The curriculum development process includes steps such as “identifying goals and objectives, preparing materials, and teaching and program evaluation” (Brown, 1995). It is asserted by some researchers (Brown, 1995; Akyel and Özek, 2010) that applying a needs analysis is



required for effective curriculum development in order to determine the real needs of the students (Richards, 2001).

### **Needs analysis, definition and its history**

Nunan describes needs analysis (NA) as the methods being employed while gathering some information related to the learners' needs for a curriculum development process (1988). The sources of gathering the required information to build the curriculum on can be students, language teachers, subject teachers, administrators or employers. The reliability is important in a needs analysis; therefore, the information gathering method should be at least from two different sources "in order to increase the reliability and validity" (Serafini, Lake & Long, 2015).

In terms of English for specific purposes, implementing a needs analysis is considered "as critical to ESP" (Robinson, 1991). Also, according to Hmap-Lyons (2001), needs analysis is an indispensable element of a curriculum development process of EAP programs. In other words, the needs analysis of a GE curriculum may not be as essential as the one of an EAP curriculum. It is obvious that GE curriculum teaches the skills such as reading, listening, writing and speaking equally. However, the needs of a student in an EAP setting may not need to master these skills evenly. For instance, a university student who is going to study Business after studying at a language program should be equipped with the needs of the department for academic purposes. While some departments need mastering writing, other departments may not need their students to be proficient in writing that much.

Therefore, needs analysis should mark the beginning of a curriculum development. British Council in Turkey has carried out a research named “the state of English in higher education in Turkey” recently (2015). Along with explaining the findings of the research, the report also gives some advices on what can be done to improve the state of English in terms of academic purposes at universities. On page 15 of the report as the figure 1 shows, it is stated that the programs which will be available for higher education students should be “based on a full needs analysis”.

Figure 1. Institutional context: language teaching (p.15)

|  |   |
|--|---|
| <p><b>Findings:</b> The current distribution and curriculum of English language teaching in Turkish universities do not give full support to the academic programmes or internationalisation. Students enter preparatory school with low English proficiency levels and low motivation. Preparatory school classes do not fully address these problems as the curriculum is perceived to be lacking in relevance and the classes are not delivered at the time in a student’s academic career when they could be most effective.</p> | <p><b>Recommendation:</b> Systemic changes should be made in three areas:</p> <p><b>a) Eligibility and standards:</b> Preparatory classes should be voluntary and normally available only to EMI students. The threshold for both entry to and exit from preparatory school should be raised and assessed through valid examinations assessing all four skills in order to ensure that standards are met and maintained. Students who do not meet these standards should be redirected to TMI programmes or universities.</p> <p><b>b) Curriculum:</b> The curriculum should be shifted away from English for General Purposes (EGP) towards English for General Academic Purposes (EGAP), and EGAP classes should be customised to cater for students’ specialist academic fields. An elective English for Occupational Purposes (EOP) course should be available in the final undergraduate year for those seeking jobs. The curriculum for all of these programmes should be based on a <b>full needs analysis</b>.</p> <p><b>c) Distribution:</b> Credit-bearing English language courses should be maintained throughout all undergraduate and graduate programmes. These courses should be requirements for all EMI students but elective for TMI students.</p> |
|--|---|

If the needs analysis is not conducted in the process of developing the curriculum of a language preparation program, there can be differences between what is expected from the language program and what is produced as the outcome of the language teaching program (Mede and Akyel, 2014). In other words, the needs analysis will help the programmers coordinate what students can do with what students are required to do (Richards, 2001).

The needs that the programmers are to seek can be categorised in two different ways (Berwick, 1989): “felt needs – perceived needs” and “subjective needs – objective needs”. Felt needs are the ones gathered from students’ own statements related to their needs, whereas perceived needs can be considered as the needs of students from their teachers’ perspective in terms of EAP. On the other hand, Brindley (1984) categorised needs of students as ‘subjective needs’ and ‘objective needs’. Brindley defined ‘subjective needs’ as ‘wants, desires, expectations or other psychological manifestation’ of learners, whereas ‘objective needs’ is described as ‘those can be diagnosed by teachers on the basis of the analysis of personal data about the learners along with information about their language proficiency and patterns of language use’ (p.44).

## **1.2 Justification**

Conducting such a study was needed because it is important to understand what the students in the faculty need in terms of academic English requirements (Richards, 2011). If the students who complete an English preparatory program of their university still feel incompetent regarding academic English needs, then there should be collaboration between English Medium Instructed programs and language preparatory school; therefore, a needs analysis is an essential element of a preparatory program (Hmap-Lyons, 2001).

When the students complete their education in the language preparatory school, they start their departmental courses in the faculty. The programs in the faculty are English Medium Instructed; therefore, the students need to be equipped with the required level of academic English. To illustrate, making presentations, summarizing or making research through data bases can be some of these academic English needs. The students may feel uncomfortable and reluctant to participate in the departmental courses if they are not equipped with the required level of academic English. Therefore, it is aimed to conduct a needs analysis in order to find out whether the academic English needs of the students in the faculties are met in the preparatory school of their university. There are many studies conducted to find out the academic English needs of the students in a similar setting (Tavil, 2006; Akyel and Ozek, 2010; Gozuyesil, 2014; David, Thang and Azman, 2015).

Also, Yeditepe University has bilateral agreements with universities in European Union as a part of Erasmus Exchange Program ([international.yeditepe.edu.tr](http://international.yeditepe.edu.tr)). That is why, there are many university students attending European universities who need to communicate in their classes when they go there. University students may come across many challenges when they go to other universities abroad as a part of this exchange program (Camiciottoli, 2010). If the students are not competent in academic English, they will not be able to study and collaborate with other students when Also, they will not be able to get used to the new environment since students go to other European Universities for a period of one semester or one year in which they will not be able to get extra language support regarding academic English needs. Therefore, students can encounter difficulties in terms of understanding the lectures and conducting joint projects with their peers (Papatsiba, 2005). As a result, the students should be equipped with the academic English needs when they go to other countries as a part of Erasmus exchange program. This can only be provided by developing a language preparation program which suits

to the academic English needs of the students as a result of a needs analysis survey on the students and the lecturers in the faculty.

### **1.3 Significance**

The findings of this study will hopefully redound to the benefit of universities which have English Medium Instructed programs. It is considered that developing a well prepared language preparatory program plays an important role in the success of students in departmental courses with respect to academic English requirements of the course.

There is an increasing trend towards opening more English Medium Instructed programs in Turkey, especially in foundation universities. That is why, conducting such a study will be beneficial first to the university where I conducted the study. More importantly, since this study was conducted in the second most populated foundation university in Turkey ([www.istatistik.yok.gov.tr](http://www.istatistik.yok.gov.tr), 2015-2016), it could be a good example for other universities which intend to develop their language preparatory school programs in order to cater to the academic needs of the students in the faculty.

Thus, the higher education institutions that apply the recommended strategies derived from the results of this study will be able to train their students better regarding academic English needs. Also, this study will help program developers be guided on what is emphasized by the lecturers as indispensable requirements of departmental courses in the faculties in order to improve the performances of the students with respect to academic English needs. For other researchers, this study will provide an insight to the perceptions of the students and lecturers towards the academic English needs of the students in one of the most populated foundation university in Turkey.

To shed some light on these issues, the following questions were answered.

#### **1.4 Research Questions**

The following questions are formulated in the study:

1. What are the needs of the first year undergraduate students in terms of English language learning in their English Medium Instructed classes?
2. What are the challenges that lecturers in English Medium Instruction programs face when their students start their subject departments after they complete the language preparation program?
3. What is the correspondence between the objectives of the English Medium Instruction programs and those of preparation programs?
4. What practical steps can be suggested from the perspective of the lecturers to establish effective collaboration between the two programs?

## CHAPTER 2

### LITERATURE REVIEW

Conducting a needs analysis survey before developing a program is important for every field since what the needs of the people in the program can be taken into account and the program developers can take actions accordingly (Richards, 2011). The results of this study, conducted at a higher education institute, will hopefully be beneficial to the universities which provide English Medium Instructed programs to their students with respect to determining academic English needs of the programs.

Program developers of English language preparatory schools including the university that this study was conducted should benefit from the findings of this study if they desire to have an effective program for their English preparatory school which would preferably cater to the needs of the English Medium Instructed programs of the university.

There have been many attempts reported in the literature to find out the English language needs of the students and employees. The academic English needs of students in higher education institutions usually falls into the category of EAP, whereas the English needs of employees in a workplace belongs to the category of EOP (Jordan, 2002). Also, ESP in the literature refers to the English language needs of the students for occupational purposes.

The purpose of the needs analysis survey is to find out what students require in their departmental courses in terms of academic English. The results of a needs analysis can help program developers find what students need, and thus they can find discrepancies between the academic English needs of the students and those included in the language preparatory school program.

Nunan describes needs analysis as the methods being employed while gathering some information related to the learners' needs for a curriculum development process (1988). The sources of gathering the required information to build the curriculum on can be students, language teachers, subject teachers, administrators or employers.

Needs analysis was first used by Michael West in the 1920s in India in order to discover the language requirements of students in an EFL setting (Rahman, 2015). The term needs analysis was not very popular until 1960s. However, there have always been informal analysis of the English needs of the students in the classrooms by the teachers (Brown, 1994: 35). After 1960s, the term ESP appeared (Commonwealth Education Committee) in 1961 (West, 1994 as cited in Rahman, 2015), there have been many studies conducted in the field of ESP using needs analysis as the basic of research.

ESP is a term which has been discussed in the literature since 1960s, and has been considered as a key component of English Language Teaching to non-native speakers of English (Howatt 1984 as cited in Rahman, 2015). Among many subcategories of the term ESP, two of them which are English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) have received more attention than other. EAP is a term which is used to refer to the academic English needs of students especially in a university setting, whereas EOP is a term to describe the occupational English needs of students or employees (Jordan, 2002). This study is related to the academic English needs of the students in order to succeed in departmental courses in English Medium Instructed programs; that is, it falls in the category of EAP.

Any discrepancies identified by the needs analysis either in the field of EAP or EOP could stem from various differences between the teaching program and English Medium Instructed classes. Many studies have been conducted regarding the use of a needs analysis to reveal and solve problems of language teaching programs. While some studies concentrate on problems



regarding program materials, other studies focus on program content or objectives. Also, some of these problems can be due to the unsuitable material selection, whereas these differences might be a result of contrasting perceptions of the students and the lecturers regarding the academic English needs of the students. Finally, the difference between the terms EAP (English for Academic Purposes) and ESP (English for Specific Purposes) can be one of the main discrepancies that could be identified as a result of a need analysis survey.

Needs analysis has a long history in its being implemented in various settings so far. According to Serafini et al. (2015), the history of needs analysis is categorised into two time periods; from 1984 – 1999 and from 2000 – 2014. In the first period, most of the needs analysis projects (70%) were carried out in an EFL context, whereas 30 % of the needs analysis focused on ESL setting. In this period, there were not many needs analysis studies conducted in an EAP setting. Only one needs analysis study was conducted in an EAP setting (Coleman, 1988). The others were in the interest of searching the occupational needs of the students or working people. It shows that the investigation of the needs of students in academic settings at a university level was not common during the first period.

The second time period for needs analysis begins with the second millennium according to Serafini et al. (2015). In this period, 23 needs analysis studies were listed and 19 of them were carried out in EFL contexts, while four of them were implemented in an ESL setting. As for the difference between EAP and EOP, most of them concentrated on occupational purposes, whereas there is only one entry on the list for academic purposes (Huh, 2006). Although there are some more studies reported on needs analysis in the following years after 2014, the number of studies is not enough.

It is obvious that the tendency to implement a needs analysis survey is towards occupational purposes such as accounting, healthcare and engineering in the literature. However, there should be more EAP studies in the literature since the students who study in English Medium Instructed programs should go through a language preparation program in which a needs analysis is conducted in order for them to succeed in their departmental programs regarding academic English needs at a university level.

When administering a needs analysis for the undergraduate programs within universities for academic purposes to discover the needs of students with regard to English, the learners have also recently gained importance while developing a curriculum since the content and the learning purpose of the language preparation program should be designed taking into account the data gathered from the learners (Nunan, 1988; Mazdayasna & Noori, 2014). According to Önder (2014), students in higher education system should be considered as a dependable informant on their own needs of academic English along with administrators and language instructors.

In addition to the importance of the learner participation while conducting a needs analysis, the needs of the learners can be analysed from different viewpoints. Target Situation Analysis which is one type of analysis of the students' needs focuses on the future needs of students (West, 1994, as cited in Rahman, 2015). That is, in the context that this study was conducted, the target needs of the students are related to the end of the preparatory school.

On the other hand, Learner Situation Analysis investigates the needs of the learners from the learners' perspective. This analysis type focuses on what the learners want to learn and why they want to learn them (Duddly-Evans & ST John, 1998, as cited in Rahman (2015). In this needs analysis, the learners are in place while determining their own needs, and they can state their own preferences.

Another needs analysis type which can be used is called Present Situation Analysis. As the name of the analysis suggests, it is important to understand the present situation of the students with respect to their English language needs (Robinson, 1991, as cited in Rahman, 2015). While conducting such a needs analysis, the weaknesses and the strengths of the learners at the time of the analysis carried out can be recorded.

One of these needs analysis types or a combination of two or three can be used while developing language preparatory school programs with respect to academic English needs in English Medium Instructed programs, and some adjustments can be made to tailor the preparatory program in order to meet the needs of the students such as integrating ESP courses.

Integrating the ESP courses and the preparatory schools' programs is a popular and required step of higher education settings nowadays, and many university students who were interviewed support such an integration (Chien & Hsu, 2010). Therefore, many universities are looking for ways to make some adjustments in their preparatory programs in accordance with needs of the students in departmental courses when they start their department, (Long, 2005).

For instance, a study was carried out on the academic needs of the students at King AbdulAziz University in Saudi Arabia. (Fadel & Elyas, 2015). The purpose of the study was to design a better program which would suit their departmental courses in the preparatory school for the university students. In the needs analysis survey, perceptions of the students on taking ESP classes were taken into account, and most of the students stated that they needed ESP classes. The results of the needs analysis survey also showed that the participating students believed in taking general English classes in addition to ESP classes. 75 % of the students in this study affirmed that general English classes were as important as ESP classes. That is why, instead of taking ESP classes on its own, integrating ESP courses into general English classes were suggested in the study.

Subject teachers' attitudes are also important while conducting a needs analysis survey on undergraduate students. One recent study by Hajana and Adam (2015) stresses this part of needs analysis. The needs analysis survey consisted of questions which asked both the students and the subject teachers to judge ESP courses on the whole whether they were necessary or not in order for the students to be successful in departmental courses. In addition, both sides of the participants rated each language skill (reading, speaking, listening, writing) individually. The views of both the students and the subject teachers in needs analysis survey were compared. The results indicated that the students thought that they needed an ESP integration into their classes. The subject teachers, on the other hand, were reported as unhappy with the academic English performances of the students in the departmental courses; therefore, the students were suggested to have been "exposed to ESP courses rather than ready made syllabi".

Another study which was conducted on the perceptions of the lecturers in the faculties emphasized the differences in perceptions of the lecturers in different departments (Ferris and Tagg, 1996). The study focused only on the academic needs of the students in listening and speaking tasks. The results of the study indicated that the needs of the students varied a lot across different programs. It was suggested in the study that the lecturers should prepare the students to understand lectures and participate in discussion based lectures.

The differences between the perceptions of the lecturers and those of students are important to bear in mind. There can be a remarkable difference between these two groups of participants which may lead to inconsistency and; therefore, result in discrepancies between the needs of the students and the extent to which these academic English needs were fulfilled during their study in the language preparatory school. Another study focused on the discrepancy of the perceptions of the lecturers and the students (Eslami, 2010). The purpose of the study was to understand the academic English needs of the students and among them the problematic ones

that the students suffer most. The results demonstrated that there is a significant difference between the perceptions of the students in different English Medium Instructed programs and between the perceptions of the students and the lecturers.

Some researchers focused on specific concepts of EAP instruction such as learner centred EAP (Kashef, Pandian & Khameneh, 2014). They believed that the learners are more important as to determine their own academic English needs. The study only took reading as a focus. It is claimed that the students felt more encouraged and motivated toward reading classes when a needs analysis was conducted to find out the learner needs. Thus, a learner centred instruction created as a result of a needs analysis on the students improved the attitude of the students toward reading with respect to EAP.

The materials which are used in language preparatory classes can also be a source of differences between English Medium Instructed programs and the language preparatory program. One of the studies which was conducted by Ayas and Kirkgoz (2013) focused on the materials and language instruction of the curriculum of midwifery and nursing programs at a university. A needs analysis on academic and vocational English needs was conducted, and students were found to have various difficulties in some skills such as speaking and listening. The students' opinions were also gathered via an interview in order to find out the problematic areas of the content based classes regarding academic English needs. The results suggested having more tailor-cut language preparatory program with more relevant materials for these mentioned programs.

Another study which focused on the materials development was conducted in Oman (Ali & Salih, 2013). They administered a needs analysis questionnaire in order to find out the academic writing needs of the students in an EAP setting. The purpose of the study was also to get better feedback on the writing materials; subsequently compare the needs of the students with the

writing component of the course book material. The lecturers affirmed that before starting materials development for an ESP class, a needs analysis was an essential part of a materials selection. They believe that the results of a needs analysis survey should be one of the basic factors to be taken into account in materials for writing.

Different undergraduate programs may require different academic English needs. One study which was applied to the students of a language teaching department (Tavil, 2006) revealed that students still had difficulties in terms of speaking and listening abilities in their departmental courses although they were the students of English language teaching program. As a result of needs analysis questionnaire involving students and interviews with the teaching staff, the needs analysis survey helped identify the differences between the objectives of the program and the needs of the students; accordingly, some suggestions were made.

Correspondingly, another study by Noori and Mazdayasna (2014) which aimed at analysing the “target needs” of English language teaching and literature undergraduate students via a needs analysis questionnaire highlighted the differences between the student needs and the language preparatory program they received. The study reported that the students needed more development in writing and speaking skills and provision of up-to-date text books.

Likewise, a different study by Akyel and Ozek (2010) which focused on the curriculum development of an ELT program targeted the academic English needs of the students of ELT program and the language preparation program. They indicated that the gap they identified between the ELT program and the language preparation program resulted from a lack of “effective learning strategies” in the language preparation program. As a result, they suggested teaching more strategies while the students are educated in language preparation program. To sum up, for students who study at English language teaching program, a different language

preparatory program can be applied since their academic needs can differ from the needs of the students in other English Medium Instructed program.

The needs of the students in the faculties can be different in terms of EAP. For example, a needs analysis of engineering students' academic English needs was completed in a study by Gozuyesil (2014). The results of this study indicated that engineering students needed more improvement in their reading and listening skills in the language preparation program for their departmental courses. Specifically, some skills in the field of EAP such as note taking and guessing unknown words were also reported to be problematic areas for engineering students. It was therefore implied that the use of a needs analysis as a research instrument was useful in investigating the challenges students may face of English language preparation programs. As a result, some suggestions were provided to help bridge the gap between these two programs.

A similar study which was carried out by Evans and Morrison (2011) emphasized using needs analysis while evaluating and developing a curriculum of EAP for a variety of disciplines. The results indicated that students had difficulty in some areas such as technical vocabulary, understanding the lectures and gaining academic writing style. The study also made a comparison between the needs of the students who studied in high school in Chinese language medium instruction background and those with English medium instruction background. The authors suggested having first general EAP courses and then "discipline specific" courses for the ones coming from Chinese language medium instruction background, whereas the students from English medium instruction background can start with discipline specific courses only.

Researchers such as David, Thang and Azman (2015) carried out a study in the field of EAP in order to suggest specific application for specific needs. For instance, a needs analysis survey was conducted in Malaysia in order to find out the language needs of the students. The results of the study showed that the students had the most difficulty in writing. After identifying

challenges of the students regarding writing skill, the researchers created an online writing support system in order to cater to the needs of the students in accordance with the results of the needs analysis survey.

In the field of EAP, there are also some studies which use a variety of instrumentation methods to investigate the perceptions of students and lecturers. One study which was conducted on Turkish medical students used a “longitudinal critical needs analysis” (Önder, 2014). In order to find out the needs of the medical students, five types of instruments were utilized which were ethnographic methods, including classroom observations and reflective journals, a questionnaire and an interview. Also, the results obtained from the students were compared with the those of the lecturers in the needs analysis questionnaire, and there were some differences between the perceptions of the students and those of the lecturers. The author suggested including the “outsider view” and “insider view” together to get a better picture of the students needs in the departments. In other words, taking lecturers as outsider and students as insider would help the program developers compare the perspectives of these both sides.

Another recent study related to an EAP setting (Gelan, Degago & Nelson, 2015) was conducted in Ethiopia. The purpose of the study was to evaluate the academic English needs of undergraduate medical students in a university setting and check whether those needs were met in their general English courses. The results showed that students needed more EAP oriented classes. Also, the comparison of the needs analysis result and the objectives of the course materials demonstrated that these general English materials did not focus on the needs of the medical students. Therefore, it was suggested for the medical students to have materials which would comprise the needs of the students as a result of the needs analysis survey.

The difference between the terms EAP and ESP can be one of the main discrepancies that could be identified as a result of a need analysis survey. As the ESP covers occupational needs as



well, some studies demonstrate that the perceptions of the students on the needs analysis related to their departments can be different from the perceptions of employers who will employ these students after graduating from universities. One recent study which was conducted in Taiwan (Chen, Chang & Chang, 2016) consisted of 30 students and 30 employers. The same needs analysis survey was administered to both students and employers. The results of the needs analysis survey showed that the perceptions of the students and the employers differed greatly particularly in listening and speaking skills. The differences between the perceptions of the students and the employers suggested that what was being studied in the schools and what the employers require their employees to have do not match. The results of the study indicated that the textbooks and the materials should be designed according to the requirements of the workplaces which would be the needs of the students in the future.

Another study which also focused on the academic and occupational needs of the students of an engineering program administered needs analysis on the students, the lecturers and the graduate engineers at workplaces (Atai & Asadi, 2013). The needs analysis study consisted of interviews, questionnaires, observations and course book analysis. The results indicated that the needs of the students academically and the needs of the graduate engineers were not met during their ESP classes. Therefore, conducting a needs analysis and developing a program accordingly was suggested in the study.

While most of the studies mentioned concentrated on single subject departments, this project focused on five different subject departments which use English as a medium of instruction at Yeditepe University. A needs analysis will determine the difficulties students may face during the academic studies (Akyel and Özek, 2010; Gozuyesil, 2013). This research has been conducted with first grade undergraduate students from five different English Medium Instruction undergraduate programs at Yeditepe University. It is clear that these students are

new to their disciplines and have the most challenges (Evans and Morrison, 2011).

All in all, in a language preparation program of a university, implementing a needs analysis to determine the academic English needs of the students is also a key point to start (Long, 2005). Since students are prepared to study in their disciplines in an English Medium of Instruction Programs, the content, teaching methods and instructional tasks should be in accordance with the needs of the students (Long, 2005). In other words, the tasks and the content of a language preparation program should also be determined along with the needs of the students in English Medium Instruction Programs.



## CHAPTER 3

### METHODOLOGY

#### 3.1 Participants

In this study, a descriptive survey design was adopted in order to analyse the needs of the students. The participants of the project were 151 freshman students and 12 lecturers of the English Medium Instruction programs in a private university (Yeditepe University) in İstanbul. Freshman students were chosen rather than junior or senior students since they could both identify the problems that they face once they start departmental courses and report easily the academic English needs for the content courses. They can also remember and evaluate the components of the curriculum of the language preparatory school at the same time.

All the departments in the faculties are English Medium Instruction programs in this private university. However, as a research area, five most populated departments were selected for the population sampling. These departments are Law, Political Science and International Relations, Business Administration, International Business and Trade, and Psychology. The numbers of the students in these departments are 864, 549, 543, 538, 501 and 418 respectively. Their level of English should be high intermediate as they have completed upper-intermediate level of English in the language preparation program and have passed a proficiency examination after the completion of the language preparation program.

Native language of all the students who took part in this study is Turkish. On the other hand, three instructors in the departments are American and the rest are Turkish. age range of the students participating is between 19-22. All the students who participated in the project studied in the language preparatory school at least 4 months.

There are two groups of participants;

1. undergraduate students in faculties (freshman students)
2. instructors in the departments

The participants of the project as a student were selected using convenient sampling considering availability and willingness to cooperate. The participants in the main study were 151 students who did not participate in the pilot study. Also the students who did not study in the language program of the university and exchange students coming from other countries were excluded from the pilot and main study since they would not be able to compare and contrast the language preparation program of the university with the academic English needs of the departmental courses.

Secondly, the participants of the project are some instructors of the English Medium Instruction programs in faculties. A total of 12 major field instructors participated. The numbers of the lecturers are different in each department since the questionnaire was administered to 10 % of the total lecturers in a department and they were interviewed after the questionnaire in order to get in-depth data related to the problems during their lectures in the classes.

In Law department, there are 29 lecturers teaching subject disciplines; therefore, three lecturers were chosen for the questionnaire and the interview. In Political and Science department, there are 20 lecturers, so two lecturers were chosen for the questionnaire and the interview. There are 26 lecturers in Business Administration department; consequently, three lecturers were chosen for the questionnaire and the interview. There are 21 lecturers in International Business and Trade department. For this reason, two lecturers were chosen for the questionnaire and the interview. Finally, for the psychology department which has 18 lecturers, two lecturers were chosen for the questionnaire and the interview. The table below demonstrates the summary of the numbers of the lecturers who participated in the study.

**Table 3.1 The number of the lecturers in the faculty and the number of the lecturers interviewed**

| <u>Names of the departments</u>  | <u>Numbers of the lecturers</u> | <u>Numbers of the lecturers interviewed</u> |
|----------------------------------|---------------------------------|---|
| Law                              | 29                              | 3   |
| Political Science                | 20                              | 2   |
| Business Administration          | 26                              | 3   |
| International Business and Trade | 21                              | 2   |
| Psychology                       | 18                              | 2   |

### **3.2 Instrumentation**

Both quantitative and qualitative data were collected in order to triangulate the data and increase its validity and reliability. For the quantitative data, a questionnaire was administered to participants to carry out a needs analysis survey. In addition, there was a questionnaire which asked for the opinions of the department instructors on the Academic English needs of the students. Further, semi-structured interviews were conducted with the department instructors of the English Medium Instruction programs. The purpose of the interview was to collect in-depth data from the lecturers since they can evaluate the real needs of their students as an outside viewer.

The questionnaire was developed through an examination of three different language needs analysis surveys (Kortan, Sığınan, Somuncuoğlu and Tayanç, 2003; Bacha, 2003 and Seferoğlu, 2001) and the student learning outcomes of the exit level (level 5b) of a language preparation program which is used in York University English Language Institute (YUELI) in Canada.

The reason why the program of this language preparation school was chosen is because this program has been in operation since 1985, which means it has been successfully operated for over 30 years. YUELI serves over 2,000 students from more than 50 different countries every year ([https://yueli.yorku.ca/downloads/pdf/yueli\\_brochure.pdf](https://yueli.yorku.ca/downloads/pdf/yueli_brochure.pdf)). YUELI is accredited by Languages Canada as well.

Also, this preparation program is used not only in Canada, but also in many countries including Turkey. I worked with this institute in İstanbul. We implemented YUELI language program to Turkish students and it worked well since the department instructors were more satisfied with the academic English level of the students who participated in the language program whose curriculum was based on the curriculum of York University, Canada.

To put it in another way, all the departments have English Medium Instructed classes in Canada, and the universities abroad have a variety of students coming from various countries. Likewise, the universities in Turkey are becoming the centre of higher education, and many students from different countries are hosted by Turkish universities. Also, there exist many students who come to Turkey as a participant of Erasmus Student Exchange every year, so the classes are becoming more multinational day by day. To illustrate, every class in Yeditepe University has at least two or three Erasmus Exchange students. Thereby, students who are to study in English Medium Instructed programs in Turkey should be equipped with required needs of an international university regarding English for Academic Purposes. For this reason, the expected outcomes of the exit level of the curriculum of York University were taken as basis for the items used in needs analysis survey.

Finally, the questionnaire was first written in English, and the Flesch–Kincaid readability score was measured as 47.1. The readability level is difficult which is suitable for university students.

The questionnaire was translated into Turkish since the students' native language is Turkish. Two specialists who are expert in Turkish translation field controlled its accuracy.

### **Piloting the instrument**

The questionnaire was first administered in a pilot study. It was 3 weeks prior to the main study. The pilot study included 30 students from each department, so a total of 150 students participated in the piloting procedure in order to identify the potential problems that the questionnaire as an instrument might have and in order to verify its validity and reliability.

The questionnaire has two versions. On the students' version that consists of three main parts, the first part includes personal information such as academic department, the length of attending preparatory school and the amount of classes they took. The last question in the first part requires students to rate the most important skill they need for their departments.

The second part asked students to evaluate different skills and their subcategories. There are five different skills in the second part. They are speaking, listening, reading, writing and study skills. Students judge and rate their academic English needs based on a five-point Likert scale 5= always, 4=usually, 3=sometime, 2=rarely and 1=never regarding the subcategories of these skills on the left column of the paper. Students also judge and rate based on a five-point Likert scale to what extent these academic English needs were fulfilled during the language preparatory school. This design is the same for five skills in the second part. The skills to be evaluated and rated are speaking, listening, reading, writing and study skills which have 12, four, nine, 13 and 10 items respectively in each.

The third part is asking students some questions related to language preparation program. There are seven questions in the third part which are designed to provide some data to evaluate the students' views on teaching program of the language preparatory school.

On the department instructors' version, the questionnaire consists of two main parts. In the first part, lecturers rate the importance of four language skills use, namely speaking, writing, listening and reading, on a five-point Likert scale 5=very important, 4=quite important, 3=important, 2=not very important and 1=not important.

In the second main part, lecturers evaluate different skills and their subcategories which are speaking, listening, reading, writing and study skills. Lecturers rate their students' academic English needs based on a five-point Likert scale 5=very important, 4=quite important, 3=important, 2=not very important and 1=not important.

In addition, in order to triangulate the data gathered from the questionnaire semi structured interviews as a qualitative data method were conducted with the department instructors. The semi structured interview consists of seven interview questions. These questionnaires were derived and modified from the answers of the students from the third main part of the questionnaire in the pilot study.

### **3.3 Procedures**

The first step to be taken was analysing the components of the language preparation program. Then the expected outcomes of the exit level of the language preparation program which is used in York University English Language Institute (YUELI) in Canada were analysed.



Next step was having interviews with the head of the English Medium Instruction programs and some lecturers and adapting the needs analysis questionnaire accordingly. While having interviews with the head of the programs, they were quite supportive of the idea. For instance, one of the lecturers in Faculty of Law told me to improve one item in the study skills part by adding “cases”. The item was “reading journals” but later it was changed into “reading journals / cases” for Faculty of Law.

When the necessary modifications were made on the needs analysis questionnaire, it was piloted with a sample selected from each department. 30 students participated from each department in the pilot study. The needs analysis questionnaire was administered to a total of 150 students. The lecturers were informed of the purpose of the study before administering the questionnaire. The researcher was present together with the lecturer in order for students to take the questionnaire seriously. The questionnaire was distributed within a class hour so that the students would be more attentive while completing the questionnaire. Taking the questionnaire seriously is important since freshman students may not consider this needs analysis as important. In order to raise awareness of the students, the importance of the needs analysis questionnaires was explained to the students. Thereby, the participants were fully informed of the purpose of the study before administering the questionnaire, and confidentiality was assured. Participants gave verbal consent by reading the first page on which the students were told the aim of the project and that this project was based on a voluntary response. While students were taking the questionnaire, any questions coming from a student were answered promptly and any misunderstandings were clarified on the spot.

To assure that the students are performing appropriately, the students were monitored while they were filling out the questionnaire. For instance, in one International Trade class, the questionnaire was administered by a teaching assistant of the department. Most of the students

in that class did not care about the questionnaire and did not even read the item in the needs analysis survey. Those who did not attach importance to the questionnaire rated all the items as not very important. Such questionnaires were disregarded and another sample was selected and additional data was collected to replace the invalid ones.

The results of the pilot study were analysed by SPSS. Descriptive statistics were used to describe the basic features of the pilot study. The calculated descriptive statistics showed mean and standard deviation of the items. In order to assess the reliability of the pilot study, reliability statistics were performed. The table below provides some information on means and standard deviations of the item in the pilot study questionnaire.

### 3.2 Item Statistics of Pilot Study Questionnaire

| Item Statistics |      |                | Q1_F11 | 3,08 | 1,276 | Q3_P6 | 2,8  | 1,024 |
|-----------------|------|----------------|--------|------|-------|-------|------|-------|
|                 | Mean | Std. Deviation | Q1_P11 | 3,1  | 1,116 | Q3_F7 | 3,18 | 1,27  |
| Q1_F1           | 3,02 | 1,192          | Q1_F12 | 2,27 | 1,309 | Q3_P7 | 2,82 | 1,189 |
| Q1_P1           | 3,44 | 1,098          | Q1_P12 | 2,2  | 1,293 | Q3_F8 | 3,45 | 1,098 |
| Q1_F2           | 3,05 | 1,015          | Q2_F1  | 3,89 | 1,005 | Q3_P8 | 3,38 | 1,133 |
| Q1_P2           | 3,35 | 1,058          | Q2_P1  | 3,38 | 0,928 | Q3_F9 | 3,56 | 1,118 |
| Q1_F3           | 2,97 | 1,14           | Q2_F2  | 3,8  | 0,991 | Q3_P9 | 3,52 | 1,026 |
| Q1_P3           | 3,08 | 1,118          | Q2_P2  | 3,31 | 0,974 | Q4_F1 | 3,53 | 1,259 |
| Q1_F4           | 3,45 | 1,088          | Q2_F3  | 3,14 | 1,279 | Q4_P1 | 3,   | 1,183 |
| Q1_P4           | 3,19 | 1,021          | Q2_P3  | 2,78 | 1,218 | Q4_F2 | 2,8  | 1,185 |
| Q1_F5           | 3,32 | 1,255          | Q2_F4  | 3,86 | 1,071 | Q4_P2 | 2,67 | 1,146 |
| Q1_P5           | 3,29 | 1,057          | Q2_P4  | 3,23 | 1,175 | Q4_F3 | 2,55 | 1,376 |
| Q1_F6           | 3,12 | 1,134          | Q3_F1  | 3,49 | 1,079 | Q4_P3 | 2,13 | 1,258 |
| Q1_P6           | 3,12 | 1,094          | Q3_P1  | 3,33 | 1,012 | Q4_F4 | 3,27 | 1,274 |
| Q1_F7           | 3,09 | 1,253          | Q3_F2  | 3,71 | 1,036 | Q4_P4 | 2,75 | 1,313 |
| Q1_P7           | 2,95 | 1,129          | Q3_P2  | 3,46 | 0,958 | Q4_F5 | 2,97 | 1,206 |
| Q1_F8           | 2,95 | 1,259          | Q3_F3  | 3,76 | 1,089 | Q4_P5 | 2,57 | 1,203 |
| Q1_P8           | 2,87 | 1,046          | Q3_P3  | 3,47 | 0,981 | Q4_F6 | 3,45 | 1,368 |
| Q1_F9           | 3,03 | 1,32           | Q3_F4  | 3,46 | 1,119 | Q4_P6 | 3,03 | 1,26  |
| Q1_P9           | 2,89 | 1,224          | Q3_P4  | 3,2  | 1,147 | Q4_F7 | 3,14 | 1,321 |
| Q1_F10          | 3,02 | 1,358          | Q3_F5  | 3,56 | 1,046 | Q4_P7 | 2,82 | 1,207 |
| Q1_P10          | 2,6  | 1,201          | Q3_P5  | 3,43 | 0,884 | Q4_F8 | 3,14 | 1,279 |
|                 |      |                | Q3_F6  | 3,2  | 1,098 | Q4_P8 | 2,93 | 1,237 |

|        |      |       |
|--------|------|-------|
| Q4_F9  | 3,2  | 1,185 |
| Q4_P9  | 2,88 | 1,21  |
| Q4_F10 | 3,09 | 1,288 |
| Q4_P10 | 2,71 | 1,214 |
| Q4_F11 | 3,4  | 1,173 |
| Q4_P11 | 3,27 | 1,221 |
| Q4_F12 | 2,95 | 1,345 |
| Q4_P12 | 2,49 | 1,277 |
| Q4_F13 | 2,71 | 1,409 |
| Q4_P13 | 2,21 | 1,15  |
| Q5_F1  | 2,57 | 1,194 |
| Q5_P1  | 2,01 | 1,09  |
| Q5_F2  | 3,05 | 1,168 |
| Q5_P2  | 2,87 | 1,249 |
| Q5_F3  | 2,89 | 1,251 |
| Q5_P3  | 2,47 | 1,205 |
| Q5_F4  | 3,36 | 1,169 |
| Q5_P4  | 2,67 | 1,146 |
| Q5_F5  | 3,26 | 1,298 |
| Q5_P5  | 2,62 | 1,331 |
| Q5_F6  | 3,15 | 1,229 |
| Q5_P6  | 2,42 | 1,239 |
| Q5_F7  | 2,91 | 1,322 |
| Q5_P7  | 2,29 | 1,267 |
| Q5_F8  | 3,16 | 1,078 |
| Q5_P8  | 2,78 | 1,254 |
| Q5_F9  | 3,07 | 1,2   |
| Q5_P9  | 2,67 | 1,283 |

On the table which shows the statistics of the items of the pilot study, F means the item is related to the faculty, whereas P indicates that it is related to preparatory school. Also, “Q1”, “Q2”, “Q3”, “Q4” and “Q5” demonstrates the skills that the items are about.

To explain, “Q1” refers to speaking skill items; “Q2” refers to listening skill items; “Q3” refers to reading skill items; “Q4” refers to writing skill items; “Q5” refers to study skill items. To illustrate, “Q4\_F4” refers to the writing skill item four for faculty needs.

As for the reliability of the items, Cronbach’s Alpha reliability score was “,949”. The results of “item-total statistics” suggested only making a few changes on the items which would increase the reliability from “,949” to “,950”.

**Table 3.3 Reliability Statistics of Pilot Study Questionnaire**

| <b>Reliability Statistics</b> |  |
|-------------------------------|--|
| Cronbach's Alpha              | Cronbach's Alpha Based on Standardized Items |
| ,949                          | ,950   |

Along with the suggestions, some modifications were made on the items in order for students to understand the items with no difficulty. For example, the word “essay” was added in parenthesis next to the word “makale” in the writing skill part since “makale” in Turkish could be confused with “article” or “research paper”. Therefore, to avoid potential ambiguity, the expression “essay writing” was added to the item.

Another change that the questionnaire went through is the third part. This part asks for the opinions of the students regarding the language preparatory school that they attended. Before the pilot study, this part comprised three open ended questions. These questions were “Please write down any positive points of Prep School Program”; “Please write down any negative points of Prep School Program” and “What kind of changes do you suggest in Prep School Program?”.

The open ended part provided some in-depth data related to positive, negative points of the language preparatory school. However, there were too many codes and categories. Only the most common concepts were analysed and used for the the third part of the main study. These most common concepts were transformed into a question such as “did your classes run in English?” for the main study. As a result, the main study had seven “yes / no” questions in the third part.

As for the lecturers, they were chosen randomly and an appointment was made through emails correspondence. They were given a questionnaire where they would express their ideas on the language preparation program and the academic English needs of the students studying in English Medium Instruction Programs. Administering the questionnaire took only five minutes for the lecturers. Later on, the lecturers were interviewed regarding the needs of the students. Some questions were about the problems that they would encounter while lecturing in English. The purpose of the interview was to get more detailed information about the way the classes were run and the most common problems that students struggle with during the lectures. Also, as the last question of the interview, the instructors made suggestions on improving the language preparatory school’s teaching program in order to cater to the needs of their students in the departmental courses. This was the most important part of the needs analysis survey on

lecturers as it is easier to get more detail on the insides of the English Medium Instructed classes.

Finally, the findings of the analysis of the components of the language preparation program were compared and contrasted with results of the questionnaires and the interviews completed by lecturers working in English Medium Instruction programs. Also the results of the needs analysis of the students and those of the lecturers were compared and contrasted in order to explore any differences between the statements of two population groups.

### **3.4 Data Analysis**

There are two types of research methods in the project which are quantitative and qualitative. For the quantitative research, the results of questionnaires will be analysed by SPSS program so that some statistical tests applied such as descriptive statistics and *t* test analysis in order to interpret the data. The *t* test was used to analyse the quantitative data concerning the differences between the students' and lecturers' assessments of academic English needs of the students in English Medium Instructed classes.

For the qualitative research, on the other hand, codes, categories and concepts of the semi-structured interviews were listed and analysed.

## **CHAPTER 4**

### **RESULTS**

In this chapter, the results are presented in three sections. Firstly, the results of the analysis of the students' needs questionnaire are presented. Second, the results of correspondence between the students' academic English needs with those stated in the curriculum of the language preparation program are displayed. Finally, the academic English the results of the questionnaire on needs of the students administered to the instructors in the faculties are presented. In addition to the findings from the analysis of the data obtained from the questionnaires, the findings from interviews are explained in the final section of this part.

#### **Results of the students' needs analysis survey**

In this section, the results of the students' academic English needs and their correspondence to the curriculum of the language preparation program are compared regarding five different skills of speaking, listening, reading, writing and study skills.

In this needs analysis survey, students judged and rated their academic English needs based on a five-point Likert scale 5= always, 4=usually, 3=sometimes, 2=rarely and 1=never regarding the subcategories of these skills. Students also judged and rated the extent to which these academic English needs were fulfilled during their study in the language preparatory school.

#### 4.1 Results of the Needs Analysis Survey Regarding Speaking Skill

Table 4.1 shows the descriptive statistics of the academic speaking skill subcategories which are required for the students to succeed in their departmental courses.

**Table 4.1 Descriptive statistics of Students' Speaking Needs**      **How much do they need in the faculty**      **To what extent they were met in the prep school**

| Items  | Mean | Std. Deviations | Mean | Std. Deviations |
|--|------|-----------------|------|-----------------|
| Q1. Introducing oneself and others   | 3.15 | 1.14            | 3.37 | 1.15            |
| Q2. Expressing likes and dislikes with reasons                               | 3.15 | 1.05            | 3.3  | 1.08            |
| Q3. Engaging in small talk   | 3.02 | 1.28            | 2.85 | 1.22            |
| Q4. Asking for explanation and clarification                                 | 3.36 | 1.20            | 3.03 | 1.17            |
| Q5. Asking questions from and answering to the teacher                       | 3.40 | 1.12            | 3.05 | 1.14            |
| Q6. Agreeing and disagreeing with providing reasons                          | 3.34 | 1.10            | 3.07 | 1.11            |
| Q7. Defending a point of view in a discussion                                | 3.3  | 1.28            | 2.79 | 1.14            |
| Q8. Summarizing or reporting information                                     | 3.21 | 1.30            | 2.78 | 1.20            |
| Q9. Giving short academic presentations (5-10 minutes)                       | 3.4  | 1.23            | 2.54 | 1.31            |
| Q10. Demonstrating confidence in seminar-style discussions and presentations | 3.15 | 1.38            | 2.44 | 1.29            |
| Q11. Participating in class discussions                                      | 3.1  | 1.24            | 2.58 | 1.20            |



|   |      |      |      |      |
|---|------|------|------|------|
| Q12. Talking on the phone with foreign people | 2.16 | 1.34 | 1.80 | 1.12 |
|---|------|------|------|------|

The table reveals that students claimed that they needed all the subcategories of the speaking skill mentioned in the questionnaire except for talking on the phone with native speakers (Item 12)

Item 1 and item 2 were two of the speaking subcategories with the means of 3.146, 3.146 respectively. These values are relatively low when compared to the same items with means of 3.371, 3.298 respectively in the prep school part. These two results indicate that students worked on these items more than needed regarding their academic English needs. It might be because the components of the course that the students focused on more general English modules. These findings may imply that the students do not need to focus on these two items as much as they do now. Instead, attention may be given to other items.

It is also shown in the table that the means of some items related to speaking section needs in the faculty were higher than the others. For example, item number four has the highest mean among the other items on the needs analysis result list. Its mean is 3.358, whereas the mean of the same item in the prep school part is 3.033 which implies that students learn how to ask for explanation and clarification during their education in the preparatory school; however, they may still need some more support. The results may indicate that the students do not ask questions for explanation or clarification in English in their preparatory classes.

On the other hand, in the speaking skill subcategories, there exist some items which were judged and rated as very low in the prep school part such as item 10 with the mean of 2.444. The finding implies that the students do not have the exposure to some academic needs such as “Demonstrating confidence in seminar-style discussions and presentations”. It seems that these

academic needs deserve more attention in the preparatory school program. Since this item has the lowest mean in the prep part, it is implied that the students might not make a presentation or participate in discussions in their preparatory classes.

As for the lecturers' perceptions on academic English needs of their students regarding speaking skill, table 4.2 shows descriptive statistics of the perceptions of the lecturers in the departments on their students' needs regarding academic speaking needs.

**Table 4.2 Descriptive Statistics of the Viewpoints of Lecturers on Students' Academic Speaking Needs**

| Items  | Mean | Std. Deviations |
|--|------|-----------------|
| Q1. Introducing oneself and others   | 2.91 | 1.08            |
| Q2. Expressing likes and dislikes with reasons                               | 4.00 | .85             |
| Q3. Engaging in small talk   | 3.08 | 1.08            |
| Q4. Asking for explanation and clarification                                 | 4.60 | .49             |
| Q5. Asking questions from and answering to the teacher                       | 4.83 | .39             |
| Q6. Agreeing and disagreeing with providing reasons                          | 4.83 | .39             |
| Q7. Defending a point of view in a discussion                                | 4.66 | .49             |
| Q8. Summarizing or reporting information                                     | 4.58 | .67             |
| Q9. Giving short academic presentations (5-10 minutes)                       | 4.75 | .45             |
| Q10. Demonstrating confidence in seminar-style discussions and presentations | 4.25 | .75             |
| Q11. Participating in class discussions                                      | 4.66 | .49             |

|   |      |      |
|---|------|------|
| Q12. Talking on the phone with foreign people | 3.00 | 1.48 |
|---|------|------|

The table indicates that most of the items presented on the needs analysis survey were rated as quite important or very important by the lecturers in the departments except for items 1, 3 and 12 with the means of 2.91, 3.08 and 3.00, respectively. The results presented imply that these items may be regarded as the needs which are not related to to the academic needs of the students. Therefore, the findings indicate that the academic program of the language preparatory school may not need to focus on these item very much.

To determine whether there are significant differences through the speaking subcategories between the perceptions of the students on their academic English needs and the perceptions of the lecturers in the departments on their students' academic English needs, the mean values were compared; subsequently, a two tailed t-test of significance is used to see whether these differences are significant in the table 4.3.

**Table 4.3 Independent-Samples T Test on the perceptions of the lecturers and the students regarding speaking skill**

|     |           | Mean | Std. Deviation | t    | df  | Sig. (2-tailed) |
|-----|-----------|------|----------------|------|-----|-----------------|
| Q1  | Lecturers | 2.91 | 1.08           | -.67 | 161 | 0.50            |
|     | Students  | 3.14 | 1.14           |      |     |                 |
| Q2  | Lecturers | 4.00 | 0.85           | 2.73 | 161 | .00             |
|     | Students  | 3.14 | 1.05           |      |     |                 |
| Q3  | Lecturers | 3.08 | 1.08           | .167 | 161 | 0.87            |
|     | Students  | 3.01 | 1.28           |      |     |                 |
| Q4  | Lecturers | 4.66 | 0.49           | 3.76 | 161 | .00             |
|     | Students  | 3.35 | 1.20           |      |     |                 |
| Q5  | Lecturers | 4.83 | 0.39           | 4.41 | 161 | .00             |
|     | Students  | 3.39 | 1.12           |      |     |                 |
| Q6  | Lecturers | 4.83 | 0.39           | 4.64 | 161 | .00             |
|     | Students  | 3.34 | 1.10           |      |     |                 |
| Q7  | Lecturers | 4.66 | 0.49           | 3.67 | 161 | .00             |
|     | Students  | 3.29 | 1.28           |      |     |                 |
| Q8  | Lecturers | 4.58 | 0.67           | 3.60 | 161 | .00             |
|     | Students  | 3.21 | 1.30           |      |     |                 |
| Q9  | Lecturers | 4.75 | 0.45           | 3.77 | 161 | .00             |
|     | Students  | 3.40 | 1.23           |      |     |                 |
| Q10 | Lecturers | 4.25 | 0.75           | 2.73 | 161 | .00             |
|     | Students  | 3.14 | 1.38           |      |     |                 |
| Q11 | Lecturers | 4.66 | 0.49           | 4.33 | 161 | .00             |

|     |           |      |      |      |     |     |
|-----|-----------|------|------|------|-----|-----|
|     | Students  | 3.09 | 1.24 |      |     |     |
| Q12 | Lecturers | 3.00 | 1.48 | 2.08 | 161 | .04 |
|     | Students  | 2.15 | 1.34 |      |     |     |

N(lecturers)= 12      N(students)= 151

When the academic English needs of the students from the perception of students are compared with those from the perspective of the lecturers, there exists a major difference. Most of the means of the items of the lecturers are higher than those of the students except for item 1 which has a mean of 2.91 for the lecturers, whereas it is 4.14 for the students. The implication of this is that the lecturers may not regard this item as an academic need as much as the students, and may think that “introducing oneself” is not a component of EAP.

Since p values of items 2, 4, 5, 6, 7, 8, 9, 10 and 11 are less than  $p=0.05$ , it can be inferred from the table that regarding these speaking skill items, there is a statistically highly significant difference between perceptions of the lecturers and the students on academic English needs of the students in their departments except for items 1, 3 and 12.

To sum up, the table indicates that the lecturers and the students regard the importance of most of the speaking subcategories in a different way, and there is a great difference between the two groups which implies that the perception of the lecturers on these items is much higher than that of the students.

## 4.2 Results of the Needs Analysis Survey Regarding Listening Skill

Table 4.4 shows the descriptive statistics of the academic listening skill subcategories which are required for the students to succeed in their departmental courses.

| Table 4.4 Descriptive statistics of Students' Listening Needs  | How much do they need in the faculty |      | To what extent they were met in the prep school |      |
|--|--------------------------------------|------|---|------|
|  | Mean                                 | S. D | Mean  | S. D |
| Q1. Understanding the main points of a lecture   | 4.06                                 | .84  | 3.37  | 1.04 |
| Q2. Listening for key words, main ideas and some details from the listening sections of course materials | 3.93                                 | .92  | 3.34  | .99  |
| Q3. Listening to a lecture or documentary and producing a summary  | 3.72                                 | 1.22 | 2.86  | 1.25 |
| Q4. Understanding daily and academic conversations   | 3.93                                 | 1.05 | 3.17  | 1.11 |

The table reveals that the students claimed that they needed all the subcategories of the listening skill included in the survey. For instance, for item 1, the mean is 4.06 which is the highest of all the listening skills on the survey.

As for the language preparatory school program, the table demonstrates that means of the items related to listening subcategories are lower than they need in the faculty. It is clear that the students need more focus on these listening sub skills while they are studying in the preparatory school.

Item 3 has the lowest mean score which is “Listening to a lecture or documentary and producing a summary” with a mean of 2.86 which implies that students do not focus relatively enough on listening to lecture-like videos in the preparatory school program. Having a relatively low mean

might be due to not watching a lecture or documentary for the purpose of creating a summary of it. If the students are particularly not exposed to lecture-like videos for listening in the preparatory school, it may end up as a serious problem since most of the classes are lecture based in the departments when students start their departmental courses.

The lecturers' perceptions on academic English needs of their students regarding listening skill are presented on the table 4.5.

**Table 4.5 Descriptive statistics of the Viewpoints of Lecturers on Students' Academic Listening Needs**

| Items  | Mean | Std. Deviation |
|--|------|----------------|
| Q1. Understanding the main points of a lecture   | 5.00 | .00            |
| Q2. Listening for key words, main ideas and some details from the listening sections of course materials | 4.75 | .62            |
| Q3. Listening to a lecture or documentary and producing a summary  | 4.67 | .65            |
| Q4. Understanding daily and academic conversations   | 4.75 | .62            |

The items presented on the table demonstrates that all these item are sine qua non for the English Medium Instructed programs for the lecturers. Also, it is not a surprising fact for all the lecturers to judge and rate item 1 as very important in the needs analysis survey for their students with the mean of 5.00. In other words, all the lecturers believe in the importance of understanding the main idea of a lecture they are teaching.

To determine whether there are significant differences through the listening subcategories between the perceptions of the students on their academic English needs and the perceptions of the lecturers in the departments on their students' academic English needs, the mean values were compared; subsequently, a two tailed t-test of significance is used to see whether these

differences are significant in the table 4.6.

**Table 4.6 Independent-Samples T Test on the perceptions of the lecturers and the students regarding listening skill**

|       |           | Mean | Std. Deviation | t    | df  | Sig. (2-tailed) |
|-------|-----------|------|----------------|------|-----|-----------------|
| Q2_L1 | Lecturers | 5.00 | .00            | 3.86 | 161 | .000            |
|       | Students  | 4.06 | .84            |      |     |                 |
| Q2_L2 | Lecturers | 4.75 | .62            | 3.05 | 161 | .003            |
|       | Students  | 3.93 | .92            |      |     |                 |
| Q2_L3 | Lecturers | 4.67 | .65            | 2.65 | 161 | .009            |
|       | Students  | 3.72 | 1.22           |      |     |                 |
| Q2_L4 | Lecturers | 4.75 | .62            | 2.65 | 161 | .009            |
|       | Students  | 3.93 | 1.05           |      |     |                 |

When the academic English needs of the students from the perception of students are compared with those from the perceptive of the lecturers, there exist some differences between them. All the means of items for lecturers are higher than those for the students. For instance, for the item 1, the mean of the lecturers is 5.00, while the mean of the students is 4.06 which implies that the lecturers emphasize more on item 1. This difference might occur since the students may still not be aware of the importance of understanding a lecturer in English. It could also be due to not being exposed to so much lecturers in English in order for the students in the preparatory school to be sensitive about the importance of this item.



Since p values of the items 1, 2, 3 and 4 are less than .05, it can be inferred that there is a statistically significant difference between perceptions of the lecturers and students on academic English needs of the students in their departments on all the academic listening needs. Therefore, it can be deduced that the lecturers value these listening subcategories much more than the students. The findings also imply that the students may not care about listening as an essential component of English Medium Instructed classes. However, as the results of the lecturers indicate, the students will face some difficulty with respect to listening skill while taking their departmental courses.

#### **4.3 Results of the Needs Analysis Survey Regarding Reading Skill**

Table 4.7 shows the descriptive statistics of the academic reading skill subcategories which are required for the students to succeed in their departmental courses. It also demonstrates the means of these reading subcategories regarding the extent of studying in the preparatory school.

**Table 4.7 Descriptive statistics of Students' Reading Needs**

**How much do they need in the faculty**      **To what extent they were met in the prep school**

|   | Mean | Std. Dev. | Mean | Std. Dev. |
|---|------|-----------|------|-----------|
| Q1. Understanding the gist of a reading text  | 3.85 | .96       | 3.27 | 1.11      |
| Q2. Understanding the specific points of a reading text                                     | 4.00 | .91       | 3.42 | 1.1       |
| Q3. Understanding the instructions in the exams or assignments                              | 4.10 | .95       | 3.54 | 1.11      |
| Q4. Deriving the meanings of unfamiliar words from the context                              | 3.63 | 1.06      | 3.18 | 1.14      |
| Q5. Drawing inferences from reading texts   | 3.93 | .99       | 3.55 | 1.02      |
| Q6. Distinguishing facts from opinions  | 3.66 | 1.11      | 3.07 | 1.27      |
| Q7. Reading abridged university-level academic materials                                    | 3.63 | 1.18      | 2.82 | 1.21      |
| Q8. Recognizing patterns of organization (cause/effect, comparison/contrast, argumentative) | 3.72 | 1.1       | 3.34 | 1.1       |
| Q9. Outlining main points of a reading text   | 3.87 | 1.09      | 3.48 | 1.11      |

The table 4.7 reveals that students claimed that they needed all the subcategories of the speaking skill mentioned in the questionnaire in the faculty while the students are studying in their departmental courses.

In particular, item 3 has the highest mean in the faculty part with a mean of 4.10. The finding implies that the students are aware of the need to read the instructions during the exams in the faculty.

On the other hand, item 7 has the lowest mean related to the prep school with a mean of 2.83, whereas the mean of the same item related to faculty part is 3.63 which implies that most of the students needed this reading skill although they did not work on this reading subcategory much in the preparatory school. Having a low mean for item 7 in the prep school part might be related to difficulty of academic materials or it could be up to not being exposed to more complex university level texts as much as needed in the faculty.

The findings imply that more emphasis may be placed on some reading skills such as item 1. Although it has a mean of 3.85 on the needs analysis survey of the students, they rated the same item in the prep part with a mean of 3.27. These descriptive statistics indicate that students need to concentrate on these reading subcategories more in the preparatory school program. The results might stem from studying reading in the preparatory school in general but not practicing different subcategories of the reading skill such as “Deriving the meanings of unfamiliar words from the context”. This case is the same for all the reading subcategories presented in the needs analysis survey of the students.

The descriptive statistics of the lecturers’ perceptions on academic English needs of their students regarding speaking skill are shown on table 4.8.

**Table 4.8 Descriptive statistics of the Viewpoints of Lecturers on Students' Academic Reading Needs**

| Items   | Mean | Std. Deviation |
|---|------|----------------|
| Q1. Understanding the gist of a reading text  | 5.00 | .00            |
| Q2. Understanding the specific points of a reading text                                     | 4.67 | .65            |
| Q3. Understanding the instructions in the exams or assignments                              | 5.00 | .00            |
| Q4. Deriving the meanings of unfamiliar words from the context                              | 4.47 | .79            |
| Q5. Drawing inferences from reading texts   | 4.67 | .65            |
| Q6. Distinguishing facts from opinions  | 4.67 | .65            |
| Q7. Reading abridged university-level academic materials                                    | 4.50 | 1              |
| Q8. Recognizing patterns of organization (cause/effect, comparison/contrast, argumentative) | 4.67 | .65            |
| Q9. Outlining main points of a reading text   | 4.75 | .62            |

It is clear that most of the lecturers judged and rated these reading subcategories as very important or quite important since they may think that these reading skills are the prerequisite items of the English Medium Instructed programs. For instance, item 1 and 3 were rated by all the lecturers as “very important” on the needs analysis survey. The finding implies that all the lecturers believe that reading is one of the most important skills for their departmental courses.

To determine whether there are significant differences through the reading subcategories between the perceptions of the students on their academic English needs and the perceptions of

the lecturers in the departments on their students' academic English needs, the mean values were compared; subsequently, a two tailed t-test of significance is used to see whether these differences are significant in the table 4.9.

**Table 4.9 Independent-Samples T Test on the perceptions of the lecturers and the students regarding reading skill**

|    |           | Mean | Std. Deviation | t    | df  | Sig. (2-tailed) |
|----|-----------|------|----------------|------|-----|-----------------|
| Q1 | Lecturers | 5.00 | .00            | 4.11 | 161 | .000            |
|    | Students  | 3.85 | .08            |      |     |                 |
| Q2 | Lecturers | 4.67 | .19            | 2.49 | 161 | .014            |
|    | Students  | 4.00 | .07            |      |     |                 |
| Q3 | Lecturers | 5.00 | .00            | 3.27 | 161 | .001            |
|    | Students  | 4.10 | .08            |      |     |                 |
| Q4 | Lecturers | 4.42 | .23            | 2.55 | 161 | .012            |
|    | Students  | 3.64 | .08            |      |     |                 |
| Q5 | Lecturers | 4.67 | .19            | 2.53 | 161 | .012            |
|    | Students  | 3.98 | .08            |      |     |                 |
| Q6 | Lecturers | 4.67 | .19            | 3.08 | 161 | .002            |
|    | Students  | 3.66 | .09            |      |     |                 |
| Q7 | Lecturers | 4.50 | .29            | 2.49 | 161 | .014            |
|    | Students  | 3.63 | 1              |      |     |                 |
| Q8 | Lecturers | 4.67 | .19            | 2.94 | 161 | .004            |
|    | Students  | 3.72 | .09            |      |     |                 |
| Q9 | Lecturers | 4.75 | .18            | 2.77 | 161 | .006            |
|    | Students  | 3.87 | .09            |      |     |                 |

When the academic English needs of the students from the perception of the students are compared with those from the perspective of the lecturers regarding reading skills, there exist some differences. When the results of the comparison are analysed, it is clear that all the items were rated higher by the lecturers than the students in order for the students to succeed during the departmental courses.

The results of the t-test table 4.9 indicate that there is a statistically significant difference on all items related to the academic reading needs of the students between perceptions of the lecturers and the students.

To sum up, it is apparent that students and lecturers regard the importance of all the reading subcategories in a different way, and most of the lecturers believe that these reading skill subcategories are more important than the students think. It is indicated that these reading subcategories might be placed more importance by the lecturers since the students do not regard them as important as the lecturers do, or the results might imply that the lecturers expect their students to study the reading materials more during the departmental courses.

#### **4.4 Results of the Needs Analysis Survey Regarding Writing Skill**

Table 4.10 shows the descriptive statistics of the academic writing skill subcategories which are required for the students to succeed in their departmental courses.

**Table 4.10 Descriptive statistics of Students' Writing Needs**

**How much do they need in the faculty**

**To what extent they were met in the prep school**

| Items   | Mean | Std. Deviation | Mean | Std. Deviation |
|---|------|----------------|------|----------------|
| Q1. Answering open-ended questions during the exams   | 3.83 | 1.03           | 3.09 | 1.18           |
| Q2. Writing letters (formal, business, etc.)  | 3.04 | 1.26           | 2.80 | 1.27           |
| Q3. Writing CVs   | 2.91 | 1.40           | 2.27 | 1.37           |
| Q4. Writing e-mails   | 3.43 | 1.22           | 2.60 | 1.39           |
| Q5. Filling in forms (application form, questionnaire, etc.)  | 3.16 | 1.28           | 2.44 | 1.29           |
| Q6. Producing well developed academic paragraphs  | 3.83 | 1.15           | 3.33 | 1.27           |
| Q7. Writing short academic papers with well-developed thesis statements and good supporting paragraphs              | 3.64 | 1.24           | 3.23 | 1.31           |
| Q8. Using different organizational patterns of essays (cause/effect, comparison/contrast, argumentative) in writing | 3.51 | 1.32           | 3.36 | 1.26           |
| Q9. Writing an accurate summary   | 3.73 | 1.21           | 3.44 | 1.24           |

|  |      |      |      |      |
|--|------|------|------|------|
| Q10. Paraphrasing information from printed sources                     | 3.85 | 1.09 | 3.11 | 1.32 |
| Q11. Using increasingly more complex grammatical structures accurately | 3.78 | 1.18 | 3.75 | 1.15 |
| Q12. Writing reports of the data collected for an assignment           | 3.19 | 1.27 | 2.38 | 1.28 |

It is clear from the table that students claimed that they needed all these writing skill subcategories mentioned in the questionnaire in the English Medium Instructed programs.

Out of these writing skill items, item 3 has the lowest mean with a mean of 2.9. Although students do not need this item related to writing CVs much, the students seem to have studied how to write a CV less than they need during their education in the language preparatory school since the mean of item 3 in the prep school part is 2,27. This might be as the students may not need to write CVs in the faculty, and that could be why they did not work on writing CVs in the preparatory school.

Items 10, 6 and 1 have the highest means (3,85, 3,83 and 3,83 respectively) related to the needs of the students in the faculty in the needs analysis questionnaire. It can be revealed from the statistics that the students need these writing skill subcategories the most. However, regarding the education they received in the preparatory school, the means of item 10, 6 and 1 are 3.11, 3.33 and 3.09 respectively. It seems that students worked on these writing subcategories, but more training is needed since the students rated these writing subcategories as the most important of all the items in the questionnaire. The findings may imply that the students may not take open-ended exams during the preparatory school. They might be answering only fill in



the blank questions in the exams. Therefore, since they are expected more contextual writing such as paragraph writing and paraphrasing in the exam, they feel the need to practice more before starting their departmental courses.

As for the lecturers' opinions, their perceptions on academic English needs of their students regarding writing skill were demonstrated on the table 4.11.

**Table 4.11 Descriptive statistics of the Viewpoints of Lecturers on Students'**

**Academic Writing Needs**

|   | N    | Std. Dev. |
|---|------|-----------|
| Q1. Answering open-ended questions during the exams   | 4.67 | .89       |
| Q2. Writing letters (formal, business, etc.)  | 3.33 | 1.56      |
| Q3. Writing CVs   | 3.58 | 1.38      |
| Q4. Writing e-mails   | 3.50 | 1.09      |
| Q5. Filling in forms (application form, questionnaire, etc.)  | 3.08 | 1.44      |
| Q6. Producing well developed academic paragraphs  | 4.67 | .65       |
| Q7. Writing short academic papers with well-developed thesis statements and good supporting paragraphs              | 4.42 | 1         |
| Q8. Using different organizational patterns of essays (cause/effect, comparison/contrast, argumentative) in writing | 4.58 | .51       |
| Q9. Writing an accurate summary   | 4.75 | .45       |

|  |      |      |
|--|------|------|
| Q10. Paraphrasing information from printed sources                     | 4.67 | .78  |
| Q11. Using increasingly more complex grammatical structures accurately | 3.50 | 1.31 |
| Q12. Writing reports of the data collected for an assignment           | 3.42 | 1.44 |

With respect to the perceptions of the lecturers, all the writing items were regarded as important elements of departmental courses in the faculty. Some items have higher means (more than  $M=4.50$ ) than the others in the needs analysis survey. For instance, item 9 with a mean of 4.75 was rated as a respectively more important component of English Medium Instructed programs by the lecturers. On the other hand, some writing items on the needs analysis have relatively lower means than the others. For instance, the items item 2 and item 5 with the means of 3.33, 3.08 respectively have lower means than the other writing items in the needs analysis survey. The implication of this is that the lecturers regard some writing items superior than others. It might be related to principle of the lecturers' own classes, or some of these items might be considered as the components of general English courses instead of academic English needs.

To determine whether there are significant differences through the writing subcategories between the perceptions of the students on their academic English needs and the perceptions of the lecturers in the departments on their students' academic English needs, the mean values were compared; subsequently, a two tailed t-test of significance is used to see whether these differences are significant in the table 4.12.

**Table 4.12 Independent-Samples T Test on the perceptions of the lecturers and the students regarding writing skill**

|     |           | Mean | Std. Deviation | t    | df  | Sig. (2-tailed) |
|-----|-----------|------|----------------|------|-----|-----------------|
| Q1  | Lecturers | 4.67 | .89            | 2.74 | 161 | .007            |
|     | Students  | 3.83 | 1.03           |      |     |                 |
| Q2  | Lecturers | 3.33 | 1.56           | .76  | 161 | .448            |
|     | Students  | 3.04 | 1.26           |      |     |                 |
| Q3  | Lecturers | 3.58 | 1.38           | 1.61 | 161 | .108            |
|     | Students  | 2.91 | 1.40           |      |     |                 |
| Q4  | Lecturers | 3.50 | 1.09           | .20  | 160 | .840            |
|     | Students  | 3.43 | 1.22           |      |     |                 |
| Q5  | Lecturers | 3.08 | 1.44           | -.17 | 161 | .845            |
|     | Students  | 3.16 | 1.28           |      |     |                 |
| Q6  | Lecturers | 4.67 | .65            | 2.47 | 161 | .015            |
|     | Students  | 3.83 | 1.15           |      |     |                 |
| Q7  | Lecturers | 4.42 | 1              | 2.1  | 161 | .037            |
|     | Students  | 3.64 | 1.24           |      |     |                 |
| Q8  | Lecturers | 4.58 | .51            | 2.80 | 161 | .006            |
|     | Students  | 3.51 | 1.32           |      |     |                 |
| Q9  | Lecturers | 4.75 | .45            | 2.90 | 161 | .004            |
|     | Students  | 3.73 | 1.21           |      |     |                 |
| Q10 | Lecturers | 4.67 | .78            | 2.55 | 161 | .012            |
|     | Students  | 3.85 | 1.09           |      |     |                 |
| Q11 | Lecturers | 3.50 | 1.31           | -.79 | 161 | .432            |
|     | Students  | 3.78 | 1.18           |      |     |                 |

|     |           |      |      |     |     |      |
|-----|-----------|------|------|-----|-----|------|
| Q12 | Lecturers | 3.42 | 1.44 | .58 | 161 | .560 |
|     | Students  | 3.19 | 1.27 |     |     |      |

When the academic English needs of the students from the perception of students are compared with those from the perception of the lecturers regarding writing skills, there is not a major difference between them. When the results of the comparison are analysed, some writing items were judged as more important by lecturers, while some other writing items were rated as similar with the students.

Since p values of the items 1, 6, 7, 8, 9 and 10 are less than  $p=0.05$ , it can be inferred from the table that regarding these writing skill items, there is a statistically significant difference between the perceptions of the lecturers and the students on academic English needs of the students in their departments. These findings imply that the items which have significant difference between the students and the lecturers are related to the academic writing needs of the students such as writing academic paragraphs or writing a summary. The reason of this significant difference might arise from the attitudes of the students towards their departmental courses. That is, since the students participating in the needs analysis survey were freshmen students, they may not have realised the requirements of their courses in the faculty. As the lecturers are aware of the fact that the students will be required to be very good at these writing subcategories, they must have rated these writing items as more important than the students which might have led to such a significant difference on an independent-samples t test.

#### 4.5 Results of the Needs Analysis Survey Regarding Study Skills

Table 4.13 shows the descriptive statistics of the academic study skill subcategories which are required for the students to succeed in their departmental courses. The table reveals that students claimed that they needed all the subcategories of the study skills mentioned in the questionnaire to some extent during their education in the English Medium Instructed programs.

**Table 4.13 Descriptive statistics of Students' Study Skill Needs**

| Items   | How much do they need in the faculty |           | To what extent they were met in the prep school |           |
|---|--------------------------------------|-----------|---|-----------|
|   | Mean                                 | Std. Dev. | Mean  | Std. Dev. |
| Q1. Reading journals  | 2.87                                 | 3.92      | 1.81  | .98       |
| Q2. Getting feedback and support from the lecturers   | 3.32                                 | 4.58      | 2.69  | 1.15      |
| Q3. Becoming an active part of discussion groups  | 2.80                                 | 4.83      | 2.34  | 1.14      |
| Q4. Having basic research skills  | 3.61                                 | 4.08      | 2.46  | 1.18      |
| Q5. Using multimedia technology for research purposes; word processes for major assignments | 3.73                                 | 4.25      | 2.54  | 1.38      |
| Q6. Using source materials from the library, databases, and the internet                    | 3.45                                 | 4.42      | 2.38  | 1.27      |
| Q7. Using basic referencing techniques for an academic paper                                | 3.22                                 | 4.25      | 2.17  | 1.22      |

|  |      |      |      |      |
|--|------|------|------|------|
| Q8. Taking notes from lectures, presentations and videos | 3.43 | 4.75 | 2.57 | 1.31 |
| Q9. Writing a comment and/or reaction paragraph          | 3.36 | 4.33 | 2.58 | 1.23 |
| Q10. Writing research papers                             | 3.07 | 1.40 | 2.22 | 1.26 |

While some of the study skill items have higher means, some have relatively lower means. When the results of the needs of the students are analysed, item 5 and 4 have the highest means (3.73 and 3.61 respectively). In other words, these study skill subcategories are considered as the most important needs of the students in their departments. It might be because the students are aware of using technological devices for their written assignments, or it could be related to the departmental courses which focus mostly on research inquiries instead of being dependent on the course materials provided for the courses.

On the table 4.13, although the first three study skill subcategories which have the highest means indicate that the students' needs are based on research skills, these needs were not got fulfilled since the means of these items are very low on the prep school part. It is clearly indicated that learning how to make a research was not the centre of the curriculum in the preparatory school. The findings imply that students need to be able to make a research in English. Yet, they do not study research skills as much as they need.

Another point to be mentioned is that the study skill items which the students rated the least are item 1 and 3 (2.87 and 2.80 respectively). It seems that the students are not directed to read journals during their departmental courses, and the students may not need to become active

participants during the classes in the preparatory school. It might stem from the fact that some departmental courses may not require the students to speak and support their views in the class, or related to journals, the students only concentrate on their own course materials since the participants were only freshmen students.

On the other hand, it is also clear that item 1 has the lowest mean (1.81) which explains that the students almost never worked on dealing with journals in the preparatory school although all the means of the study skill subcategories with respect to preparatory school education are low. The findings imply that the students did not have much exposure to these study subcategories during their education in the preparatory school.

As for the lecturers, the table 4.14 demonstrates their perceptions on academic English needs of their students regarding study skills.

**Table 4.14 Descriptive statistics of the Viewpoints of Lecturers on Students' Academic Study Skill Needs**

| Items   | Mean | Std. Dev. |
|---|------|-----------|
| Q1. Reading journals  | 3.92 | 3.92      |
| Q2. Getting feedback and support from the lecturers   | 4.58 | 4.58      |
| Q3. Becoming an active part of discussion groups  | 4.83 | 4.83      |
| Q4. Having basic research skills  | 4.08 | 4.08      |
| Q5. Using multimedia technology for research purposes; word processes for major assignments | 4.25 | 4.25      |
| Q6. Using source materials from the library, databases, and the internet                    | 4.47 | 4.42      |
| Q7. Using basic referencing techniques for an academic paper                                | 4.25 | 4.25      |

|  |      |      |
|--|------|------|
| Q8. Taking notes from lectures, presentations and videos | 4.75 | 4.75 |
| Q9. Writing a comment and/or reaction paragraph          | 4.33 | 4.33 |
| Q10. Writing research papers                             | 3.83 | 3.83 |

According to the table 4.14, the lecturers believe that all the study skill items mentioned in the questionnaire are essential components of the departmental courses. Item 3 and 8 have the highest means (4.83 and 4.75 respectively). In other words, the lecturers think that students need to be very active during a discussion, and they should be actively taking notes while listening to a lecture in English Medium Instructed programs.

On the other hand, the lowest means for the students' needs from the perspective of the lecturers are item 1 and 10 with means of 3.92 and 3.83 respectively which implies that lecturers do not regard journals or research papers as important as the other study skill subcategories. The reason might be related to the fact that these two items could be in the centre of a master's degree instead of a bachelor's degree program.

To determine whether there are significant differences through the study skill subcategories between the perceptions of the students on their academic English needs and the perceptions of the lecturers in the departments on their students' academic English needs, the mean values were compared; subsequently, a two tailed t-test of significance is used to see whether these differences are significant in the table 4.15.



**Table 4.15 Independent-Samples T Test on the perceptions of the lecturers and the students regarding study skills**

|     |           | Mean | Std. Dev. | t    | df  | Sig. (2-tailed) |
|-----|-----------|------|-----------|------|-----|-----------------|
| Q1  | Lecturers | 3.92 | 1.08      | 2.73 | 161 | .007            |
|     | Students  | 2.87 | 1.29      |      |     |                 |
| Q2  | Lecturers | 4.58 | .67       | 3.83 | 161 | .000            |
|     | Students  | 3.32 | 1.13      |      |     |                 |
| Q3  | Lecturers | 4.83 | .39       | 5.53 | 161 | .000            |
|     | Students  | 2.80 | 1.26      |      |     |                 |
| Q4  | Lecturers | 4.08 | 1         | 1.37 | 161 | .171            |
|     | Students  | 3.61 | 1.16      |      |     |                 |
| Q5  | Lecturers | 4.25 | .96       | 1.5  | 161 | .136            |
|     | Students  | 3.73 | 1.16      |      |     |                 |
| Q6  | Lecturers | 4.42 | .79       | 2.56 | 161 | .011            |
|     | Students  | 3.45 | 1.28      |      |     |                 |
| Q7  | Lecturers | 4.25 | 1.21      | 2.6  | 161 | .010            |
|     | Students  | 3.22 | 1.33      |      |     |                 |
| Q8  | Lecturers | 4.75 | .45       | 3.56 | 161 | .000            |
|     | Students  | 3.43 | 1.27      |      |     |                 |
| Q9  | Lecturers | 4.33 | .98       | 2.57 | 161 | .011            |
|     | Students  | 3.36 | 1.27      |      |     |                 |
| Q10 | Lecturers | 3.83 | 1.19      | 1.83 | 161 | .069            |
|     | Students  | 3.07 | 1.4       |      |     |                 |

When the academic English needs of the students from the perception of students are compared with those from the perspective of the lecturers, there exist some differences between them. The biggest difference between the lecturers and the students is on item 3. The lecturers judged this study skill item as the most important one on the needs analysis since its mean is 4.83, but the mean of the same item on needs analysis survey by the students is 2.80, which implies that participation is highly required for the academic success of the students for the lecturers. On the other hand, the students might have thought that they may not need participation for all the departmental courses. Some departmental courses may require students to just listen and take note during the lecture, which might have led them to judge this item as not very important.

Since p values of the items 1, 2, 3, 6, 7, 8 and 9 are greater than  $p=0.05$ , it can be inferred from the table that regarding these study skill items, there is a statistically significant difference between perceptions of the lecturers and students on academic English needs of the students in their departments. The finding implies that the students have different perspective towards many study skill items since they may not regard some of these items especially related to research skills as important as the lecturers.

#### **4.6 Results Related to Part C of the students' needs analysis survey**

The needs analysis survey for the students also included a section in order to get some more details with respect to their preparatory classes and their needs in the faculty. This part has two purposes: The first is to obtain some detailed information related to preparatory school program, and the second is related to whether the students feel proficient in English while studying in their departments or not.

In piloting the study, part c of the students' needs analysis survey had only three open ended questions. The questions were "Please write down any **positive** points of Prep School Program", "Please write down any **negative** points of Prep School Program" and "What kind of changes do you suggest in Prep School Program?". The purpose of the part c in the piloting study was to obtain some information to construct close ended questions for the real study.

The questions in part c in the real study are close ended with a yes / no answer scale. It is used to elicit specific information in order to triangulate the students' opinions in a different and efficient way.

There are seven questions in this part. The first three questions are related to the preparatory school classes, and the next four questions are related to departmental courses. The questions are as follows:

1. Did your classes run in English in the preparatory school?
2. Would you demand your classes in the preparatory school to focus on conversation skills more?
3. Were your classes the preparatory school too grammar focused and test oriented?
4. Was it difficult to understand the lecturer when you started your department?
5. Do you think you are proficient enough in academic English?
6. Do you have any difficulty in writing academic essays?
7. Are you struggling with the academic words of your departmental courses?

The results of the close ended questions are as follows:

**Table 4.16 the results of the close ended questions**

|  |           |         |
|--|-----------|---------|
| 1. Did your classes run in English in the preparatory school?                                    | Frequency | Percent |
| Yes  | 144       | 95.4    |
| No   | 7         | 4.6     |
| Total  | 151       | 100     |
| 2. Would you demand your classes in the preparatory school to focus on conversation skills more? | Frequency | Percent |
| Yes  | 135       | 89.4    |
| No   | 16        | 10.6    |
| Total  | 151       | 100     |
| 3. Were your classes the preparatory school too grammar focused and test oriented?               | Frequency | Percent |
| Yes  | 103       | 68.2    |
| No   | 48        | 31.8    |
| Total  | 151       | 100     |
| 4. Was it difficult to understand the lecturer when you started your department?                 | Frequency | Percent |
| Yes  | 86        | 57      |
| No   | 65        | 43      |
| Total  | 151       | 100     |
| 5. Do you think you are proficient enough in academic English?                                   | Frequency | Percent |
| Yes  | 44        | 29.1    |
| No   | 107       | 70.9    |
| Total  | 151       | 100     |
|  |           |         |

| 6. Do you have any difficulty in writing academic essays?                   | Frequency | Percent |
|---|-----------|---------|
| Yes   | 82        | 54.3    |
| No  | 69        | 45.7    |
| Total   | 151       | 100     |
| 7. Are you struggling with the academic words of your departmental courses? | Frequency | Percent |
| Yes   | 95        | 62.9    |
| No  | 56        | 37.1    |
| Total   | 151       | 100     |

For the first question, virtually all the students (95.4 %) answered the question as “Yes”. That means the instruction language of the classes in the preparatory school is English almost all the time which implies that students are exposed to English in their preparatory classes.

In contrast to the first question, the results of the second question reveals that most of the students (89.4 %) needed more conversation based classes in the preparatory school. The results of this question can account for the speaking problems of the students stated by the lecturers.

Similar to the results of the second question, more than half of the students (68.2 %) judged the third question as “Yes” which means that the focus in their classes was grammar and test preparation. The implication of the second and third questions is that the students are exposed to more grammar and less speaking classes. The results of the second and third questions may explain why most students are not active when they need to be actively involved in the departmental courses. The students in the departmental courses may feel reluctant or hesitant to speak in the class as they do not practice speaking as much as needed in the preparatory school.

For the fourth question which is related to the student's departmental courses, more than half of the students (57.0 %) stated that they had difficulty in understanding the lectures in the department. It may be because the preparatory school might have equipped the students with the essential needs of the students to succeed in the departmental courses, or it might be caused by the difficulty of the departmental courses. Either way would support the need of the preparatory school since the students would be more comfortable if their needs were met. Also, the lecturers would be informed about the current situation of the students, and they would be asked to use more variety of materials to aid the students understand the lectures better.

The table related to the fifth question shows us that most of the students (70.9 %) judged the answer of this question as "No" which means that the students do not feel trained enough to accomplish in the requirements of their departmental courses in utilising their academic English. The result of the fifth questions also supports the idea that the academic English needs of the students were not provided. The students might have answered this question in this way since some needs analysis items such as writing summaries or having research skills were not the centre of the preparatory school curriculum as the results indicated.

The sixth question which is about academic essay writing, asks whether the students are capable of this writing skill or not. 54% of the students stated that they could. However, 45.7 % of the students affirmed that they are incompetent in writing an academic essay. The table indicates that some students seem to have learnt how to write an essay, while the others still have difficulty while writing an essay. The findings imply that the students had the exposure to writing essays in the classes. Some students might have studied more thinking that they would need in the faculty. In the preparatory school, while the students are practicing writing essays, they can be encouraged to write essays related to topics of their own departments, which would

lead them to be more conscious about writing essays to be better prepared for their departmental courses.

The last question is related to the departmental courses as well. The question is related to whether the students have difficulty in academic words while studying in their departments or not. The table related to the question seven demonstrates that more than half of the students (62.9 %) have difficulty in the academic words which implies that the students need some more EAP activities in their preparatory classes. The students can be supported by specific academic vocabulary of their own department before they start their departmental courses at least for the familiarity purpose.

**Table 4.17 The numbers of the lecturers interviewed**

| <u>Names of the departments</u>  | <u>Numbers of the lecturers</u> | <u>Numbers of the lecturers interviewed</u> |
|----------------------------------|---------------------------------|---|
| Law                              | 29                              | 3   |
| Political Science                | 20                              | 2   |
| Business Administration          | 26                              | 3   |
| International Business and Trade | 21                              | 2   |
| Psychology                       | 18                              | 2   |

#### **4.7 The results of the semi-interview with the lecturers**

The second group of participants in this study are 12 instructors of the English Medium Instruction programs in faculties. They were selected using a stratified sampling procedure from

among the instructors in 12 major fields of study. Therefore, the number of the lecturers is different in each department since the questionnaire was administered to 10 % of the total lecturers. They were interviewed after the questionnaire in order to get in-depth data related to the problems during their lectures in the classes. Table 4.15 presents the numbers of the lecturers who participated in the study.

The interview focused on seven questions. The questions are as listed below.

1. How long have you been working in Yeditepe University?
2. Are you satisfied with the English proficiency of the students in your department?
3. What are the challenges you come across while lecturing?
4. In which skill do you think your students have the most difficulty?
5. Are the students good at written assignments regarding the use of English?
6. What do you think about your students' communication skills in English?
7. What are your suggestions to improve the preparatory school's teaching program to cater to the needs of the students in your department?

The responses to each question are summarized below.

### **1. How long have you been working in Yeditepe University?**

The responses to the first question varied since some of the lecturers have been working at Yeditepe University for up to 19 years, while some of them have been working for only 2 years. The average of the lecturers' working experience is 8,25 years. Out of 12 lecturers, three of them were native speakers of English who have started working here recently. Whereas one of them has been working for three years, two of them have been working for



two years. On the other hand, four out of 12 lecturers interviewed have been working for more than 10 years in this university.

## **2. Are you satisfied with the English proficiency of the students in your department?**

Almost all the lecturers interviewed were not happy with the English proficiency of the students. Most of the lecturers answered to this question as “not at all”. Some of the lecturers believed that there was a disparity in the classroom among the students. Some of the students were active participants who could communicate well, whereas some others were described as “hopeless”. One of the lecturers who is a native speaker of English stated “10% of the students can even go and study in the USA now if they want to”. However, she was not pleased with the rest of the students in her class.

Some of the lectures mentioned the skills that they believed the students had difficulty in. The ones mentioning about the skills referred that they are not content with the speaking skill of the students. Also, two of the lecturers uttered that the students could not comprehend the articles that they were supposed to read and be ready for the classes.

## **3. What are the challenges you come across while lecturing?**

Virtually all the lecturers have difficulties while trying to conduct the classes in English. Some of the challenges they mentioned relate to the comprehension ability of the students. All the lecturers interviewed complained that students could not understand the lectures completely. They stated that “the students feel lost” while focusing on the content of course.

That is why most of the lecturers mentioned “context problem” as a major challenge. Context problem can be explained as not being able to derive the meaning of an unknown vocabulary in the context of a material. To support the context problem, one lecturer claimed that the students were not aware of varying meanings of key words used in departmental courses.

Another major problem which was stated by the lecturers is that the students are not motivated to participate in the classes. To explain, the students are not committed to confronting and resolving the difficulties that they come across during the lectures. When they do not understand, they can easily give up listening to the lectures in English.

All the lecturers stated that most of the students always asked them to explain in the native language again. Some lecturers seem to have found a solution to this problem by lecturing in English twice and once in Turkish for clarification. They believe that the students would not participate the classes if all the content were in English.

One interesting fact which was expressed related to this question was that some students do not like having students Erasmus Exchange programs. Since the lecturers always speak in English while lecturing, they tend to drop the classes on the first week and take another course having no students from Erasmus Exchange programs. This simple fact can explain what some students can do in order not to force themselves to listen and concentrate on class in English. Therefore, one of the lecturers suggested not having students from Erasmus Exchange programs in the freshmen students’ classes.

#### **4. In which skill do you think the students have the most difficulty in?**

All the lecturers interviewed mentioned speaking and listening as more problematic skills than others. They claimed that the students lacked motivation and confidence to be more assertive during the lectures and discussion activities. Listening was reported to be a major problem for the students as concentration on the lectures depends on listening skills. The second skill that the students have difficulty depends on the department. Reading the materials was reported as a major problem in departments such as Psychology and Law, whereas writing was stated as a major problem for students in departments such as International Business and Trade. One of the lecturers stated that although students could write with few grammatical mistakes, most of them were not able to organise their ideas while writing. This could have been resulted from not focusing on organisational factors in writing classes in the preparatory school.

#### **5. Are the students good at written assignments in terms of English?**

Most of the lecturers think that their students are not very good at writing skills . The problematic part was not the grammar but organisation. The students lacked organisation features while developing the ideas. Therefore, all the lecturers suggested teaching strategies on writing instead of focusing too much on grammatical points.

Another problem mentioned related to written assignments is plagiarism. The students were claimed to be unaware of what plagiarism was. According to one lecturer, they often copied the text and pasted them on paper. Another lecturer added that the students did not know how to paraphrase; therefore, they were reported to have a tendency to copy and paste without using any citation.

**6. What do you think about your students' communication skill in English?**

Most of the lecturers stated that the students had limited communication with them through the classes in English. The reasons which were mostly reported were having less confidence and being afraid of speaking. For this reason, one lecturer asserted that some students avoided taking classes which were in English only. Surprisingly enough, the lecturers in the faculty of law proclaimed that most of their students are willing and motivated to speak unlike the students in other departments. The reason might be related to the students' characteristics. Since students who want to be lawyers are usually required to speak more with respect to their future jobs, they might be aware of it and might have overcome self-confidence problem.

**7. What are your suggestions to improve the preparatory school's teaching program to cater to the needs of the students in your department?**

All the lecturers interviewed suggested having more speaking classes in the preparatory school. Some even recommended creating optional additional speaking courses for the students. Therefore, since speaking is the most troublesome skill, emphasis upon speaking instead of grammar should be laid for the program developers of the preparatory school. Most lecturers stated that over emphasis on grammar kills creativity and confidence of the students. Instead, more activities to promote self-confidence thorough speaking activities should be inserted.

In order solve speaking skill problems, one lecturer put forward that students study at prep school for two years so to be proficient for their departmental courses. Another lecturer suggested creating a campus of the university abroad and letting the students study there for one year. Another solution was asserted as registering all the students to Erasmus Exchange programs.

In addition to more speaking activities within the preparatory classes, presentation and debate skills were stressed out by the lecturers, implying that these were the most important components of a departmental course.

Teaching paraphrasing was also considered as a vital skill that the students were expected to acquire by all the lecturers. By this way, the students would think more critically and try to understand the varying meaning of a word.

The final advice of the lecturers was increasing consciousness of the students toward their departmental courses. They clearly expressed that if they were more aware of what was expected from them in departmental courses, they would be more ready and willing to study during the preparatory classes. Thereby, one lecturer suggested inviting the lecturers in the faculties to the preparatory school. The lecturers would inform the students on what was expected and what kind of challenges the students had in general.

Another alternative would be letting the students studying in preparatory classes participate in departmental courses. The lecturers claimed that the students would be more enthusiastic and prepared concerning their own classes in the preparatory school since they would understand in which skill they needed more training.

## **CHAPTER 5**

### **CONCLUSIONS**

Language preparation programs which prepare students for their subject departments in faculties with regard to English language teaching should have a needs analysis of the students and the lecturers in English Medium Instruction programs (Grier, 2005; Tavi, 2006; Akyel and Özek, 2010; Gozuyesil, 2013). Therefore, students will feel more comfortable with less trouble in terms of language needs when a needs analysis is carried out upon moving from language preparation program to their English Medium Instruction programs.

The aim of this study was to find out the needs of the students who study at programs which are English Medium Instructed at Yeditepe University. Although all the programs at Yeditepe University are English Medium Instructed, the study was conducted in five most populated programs of Law, Political Science, Business Administration, International Business and Trade, and Psychology.

In this study, a needs analysis was conducted on freshmen students and lecturers. The academic needs of the students were analysed in five different language skills of speaking, listening, reading, writing, and study skills.

In the needs analysis, the students judged how important the items presented in the questionnaire were for their departmental courses. The items were also evaluated by the students regarding to what extent they practiced these items in the preparatory school. The purpose was to understand to what extent these needs were addressed in the preparatory school.

Next, the perspectives of both the students and the lecturers on the same needs analysis items were compared. Finally, the lecturers were interviewed in order to get some in depth detail related to their departmental course and some challenges that they had.

There are some important conclusions that can be drawn from this needs analysis survey of the students. For the speaking skill, the students believe that some speaking items were not practiced as much as needed such as “summarizing” and “participating in classroom discussions”. It is reported that the students think these speaking items are important in their departmental courses. This may result in the fact that the students in the faculty would have difficulty while participating in the classes.

As for the listening skill, many students have less difficulty than in speaking as it was reported that they seem satisfied with the practice of listening in the preparatory school except one. According to the results, “listening to a lecture or a documentary” could have been practiced more in order to customize the students to the task in the faculty. This finding might be useful since the students in the faculty would listen to the lectures in English, and it is recommended to focus on more lecture-like videos or audios in the language preparation program.

With reference to the reading skill, the results show that the students regard all the items as important or very important. However, there is only one item which was reported as receiving insufficient training in the preparatory school. According to the results, “reading university level academic materials” was not practiced much although the students stated that they needed them in the faculty. The implication is that the students in the faculty are expected to read a lot of university level academic materials in English for their academic success. If the students only practice reading one or two page long reading texts, they might feel uncomfortable and have difficulty after starting their departments in the faculty. Therefore, it is highly

recommended for the program developers to introduce some university level academic materials in English into the preparatory school program.

Regarding the writing skill, the students think that they practiced writing more compared to other skills in the preparatory school. That is why, the writing items with respect to academic English needs of the students were rated as high for the preparatory school. The finding implies that the students had enough exposure to writing practices. There are only four items which were not described as academic English needs of the students by both the lecturers and the students. These items were rated as lower than other needs for the preparatory school program which implies that these writing items such as “writing emails” or “filling in forms” are components of General English curriculum instead of English for Academic Purposes curriculum.

Finally, the study skill items were highly contentious items for the students. The results of the needs analysis indicate that most of the study skill items are needed except two items which are “reading journals” and “becoming an active part of discussion groups”. This finding might be related to the fact that the participants of the study were only freshmen students, and they may not have involved in such study skills.

On the other hand, it is a surprising fact that virtually all of these study skills were not practiced as needed during the preparatory school according to the results of the survey. Some items such as “getting feedback and support from the lecturers” and “taking notes from lecturers, presentations and videos” were rated as practiced more than other items; however, it does not imply that these practices are enough in the preparatory school since the students felt more need towards these items in the departmental courses. The implication of this might be that the curriculum of the preparatory school program should be tailored to meet the study skill needs of the students more. The results obtained from the lecturers and those of the students’ need



analysis indicate that the students would be more successful if the study skill items were practiced more before starting their departments.

The reason for such a big difference between the needs of the students and the extent to which they were practiced in the preparatory school might be due to the fact that the program developers are not aware of the academic English needs of the students. Further, it might stem from the content of the intensive preparatory school program that the program developers are unable to introduce such academic English needs of the students.

The students were also directed to some close-ended questions related to their education in preparatory school and departmental courses in part c of the needs analysis. It was reported that they needed more conversational activities and less grammar centred classes in the preparatory school which supports the views of the lecturers as well. The implication is that the students and the lecturers have similar suggestions towards speaking and grammar focus in the preparatory school. The students also reported having difficulty in speaking and writing, which still implies that the students think similarly to the lecturers in viewing the missing parts of the preparatory school.

As for the lecturers' perspectives on the academic English needs of the students, there is a significant difference on most of the items in all skills between the lecturers and the students. To exemplify, "Agreeing and disagreeing with providing reasons" in the speaking skill part demonstrated a significant difference between the means of the lecturers and the students.

The results of the needs analysis of the students obtained from the lecturers revealed that most of the lecturers view the items of the five categories of Speaking, Listening, Reading, Writing and Study skills as more important than the students. It might be related to the lecturers' experience since they are assumed to distinguish best what the students would need in

departmental courses. This finding may also stem from the fact that all the students were freshmen students.

Another important point that should be mentioned is the interview part which provided qualitative data in addition to quantitative data gathered via needs analysis questionnaire. Only the lecturers were interviewed in the needs analysis survey considering the fact that they could provide more accurate information on what the students may actually need.

The results indicated that the lecturers are not happy with the proficiency level and the confidence of the students in terms of academic English needs. Virtually all of them complained about the challenges that they had while lecturing in departmental courses since most of the students could not fully understand the lecture in English and asked for clarification in the native language. They also stated that having less confidence while speaking led to demotivating the students; therefore, the students had the greatest difficulty in speaking.

According to the results of the interview of the lecturers, writing and some research skills including citing sources and paraphrasing were mentioned as other key components of departmental courses. They believe that without learning these essential skills the students would not be successful in departmental courses. Consequently, some suggestions were made by the lecturers in order for the preparatory school to better prepare the students for departmental courses in terms of academic English needs, and some inferences can be deduced along with the suggestions. These are:

1. There should more speaking activities or speaking focused classes in which students can gain confidence in English. Also there can be optional extra speaking classes for students who want to practice more.

2. According to the results of the interview, it can be concluded that the students should be exposed to more reading in order to write well organized essays rather than focusing on grammar too much.
3. The lecturers also emphasised creating an atmosphere where the students feel motivated and gain confidence in English. They claim that this motivation can be provided by providing opportunities for lecturers to visit to the preparatory school at times.

### **5.1. Discussion and Implications**

The results of this study indicate that conducting a needs analysis is an important step before starting or developing a language preparatory school program Richards (2013). The lecturers interviewed also supported the importance of carrying out a needs analysis survey.

The lecturers also stated the necessity of consulting the lecturers' opinions while setting the priorities of the students' language needs in the preparatory school program. This result related to the lecturers accords with Ferris and Tagg (1996), and Eslami (2010) since the researchers also stated that the perceptions of the lecturers might be different from those of the students; therefore, it is of utmost important to consult the lecturers' opinions.

Brown (2009) affirmed that the discrepancies revealed through a needs analysis research may help program developers understand the differences between the requirements of the students' academic program and what is offered in their language preparation program. In this sense, the results of this study appear to be in line with the previous studies (Tavil, 2006; Akyel and Ozek 2010; Evans and Morrison, 2011; Gozuyesil, 2014; Noori and Mazdayasna, 2014; Fadel & Elyas, 2015) as it demonstrated dissimilarities between English academic needs of the students and the extent to which these academic needs were met at the preparatory school program.

In the light of these results, the following implications are offered:

Effective program developing especially in language preparatory school programs is correlated with a foregoing functional needs analysis assessment. Any program developer can feel wary and doubtful before establishing a program for language preparatory schools in order to accommodate the academic English needs of the students in English Medium Instructed programs. By conducting a needs analysis survey including the stakeholders such as lecturers and students, program developers may create a better suited program for their students.

According to the study on the needs of the students in the English Medium Instructed programs, some academic English needs are more important than others, and these should have more emphasis and priority in the curriculum of English preparatory school program. The data also indicates some academic English needs were not practiced as much as needed. A focus on the academic English needs of the students which needed more training and were not practiced much may improve the overall satisfaction with the English preparatory school.

In accordance with the studies of Ferris and Tagg (1996) and Hajana and Adam (2015), the results of the study suggests that the interaction between the program developers and the lecturers in the faculty is critical for the success of English language preparatory schools. Thus, program developers would feel more confident if they had opportunity to talk to the lecturers in the faculties. Consequently, it is recommended that the school administration identify a collegial process for benefiting from promising experiences that each lecturer may have.

Finally, the results of the interviews within the needs analysis survey suggest that the collaboration between the lecturers and the program developers should not be limited to creating an English language preparatory program regarding academic English needs of the students. This cooperation should also involve some visits of the lecturers in the faculty to the preparatory schools since the lecturers would inform the students and increase the awareness

of the students towards their departmental courses with respect to academic English needs (James, Garrett & Candlin, 2014).

## **5.2. Applications of the study**

This study employs an evaluative and comparative framework of the needs of the students in five English Medium Instructed undergraduate programs of Yeditepe University. While creating or developing a language preparatory program for language learners of English who will study at English Medium Instructed undergraduate programs, the program developers should take into consideration findings reported in the literature. It is suggested that program developers should at least consider the importance of conducting their own needs analysis in their own institutions, and talk with the lecturers who are to teach subjects in English. It can be understood that the lecturers also would be happy to help the program developers of language preparatory schools. It is a kind of mutual gain for both the lecturers in the faculty and the program developers.

Based on the results of this needs analysis on both the lecturers and the students, the objectives of the curriculum of the preparatory school should be adapted. Along with the objectives, the materials can be revised and adjusted.

It is also important to note that there are some differences between the lecturers and the students regarding their perspective on the needs of the students; however, these differences do not contradict each other. Rather, they are supportive of each other. Therefore, including the participation of the lecturers and the students into the planning stage of developing a program for language preparatory schools should be one of the priorities of program developers.

### **5.3. Limitation and Suggestions for Further Studies**

This study which was administered to both the lecturers and the students at Yeditepe University, was carried out on freshmen students of five English Medium Instructed programs and the lecturers who taught subjects to freshmen students. The reason of taking freshmen students as participants was the fact that they could remember the content of the preparatory language classes better than other students since they had just completed their education of language preparation.

One may rightly argue that it would be better to get the perceptions of other students like senior students who are to graduate this year. It might be claimed that senior students would be able to interpret the needs of the students in English Medium Instructed programs more precisely or even differently. Therefore, it may serve as another research project on needs analysis. More importantly, senior students' perceptions might be closer to those of instructors rather than freshmen. However, the purpose of this study was also to find out the extent to which these academic English needs were fulfilled during their study in the language preparatory school. Therefore, it would more be reasonable to get the ideas of the freshmen students since they would remember the content of the curriculum practiced in the preparatory school.

Further studies on needs analysis could be conducted on senior students and the lecturers who teach senior students in the faculties. Also, the language instructors in the preparatory schools could be the basis of further research.

Finally, developing an education program should not be regarded as a process which involves only the program developers or the coordinators of the preparatory schools. It should once more be noted that other shareholders such as the lecturers and the students in the faculties, head of the English Medium Instructed programs and the language instructors in the preparatory schools need to be involved in the process of developing a language preparatory school.

Some people may argue that it would be better to get the perceptions of the other students like senior students who are to graduate this year. It might be claimed that senior student would be able to interpret the needs of the students in English Medium Instructed programs more precisely. They may be right since the senior students would see the whole picture and evaluate it accordingly. However, the purpose of this study was also to compare the extent of the needs contents that the students practiced in the preparatory school. Therefore, it would more be a reasonable to get the ideas of the freshmen students.

Further studies on needs analysis could conducted on senior students and their lecturers. Also, the language instructors in the preparatory schools could be the basis of further research.

Finally, developing an education program should not be regarded as a process which involves only the program developers or the coordinators of the preparatory schools. It should once more be noted that other shareholders such as the lecturers and the students in the faculties; head of the English Medium Instructed programs and the language instructors in the preparatory schools must be involved in the process of developing a language preparatory school.

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## **APPENDIX:**

1. QUESTIONNAIRE FOR STUDENTS IN ENGLISH
2. QUESTIONNAIRE FOR STUDENTS IN TURKISH
3. PART C FOR STUDENTS IN ENGLISH (BEFORE PILOTING)
4. PART C FOR STUDENTS IN TURKISH (BEFORE PILOTING)
5. PART C FOR STUDENTS IN ENGLISH (AFTER PILOTING)
6. PART C FOR STUDENTS IN TURKISH (AFTER PILOTING)
7. QUESTIONNAIRE FOR LECTURERS
8. INTERVIEW QUESTIONS FOR LECTURERS

## 1. QUESTIONNAIRE FOR STUDENTS IN ENGLISH

### QUESTIONNAIRE FORM

Dear Student,

This project aims to assist language preparation program curriculum developers in designing a curriculum more suited to the needs of students who intend to study at English medium instruction universities. This will be accomplished by carrying out a needs analysis survey to determine the needs of students studying in undergraduate English Medium Instruction Programs. This questionnaire form is one of the scales which will help to identify these needs.

The first part of the form is allocated to some general questions. In the second part there are some questions about your content courses conducted in English.

Your responses will be confidential. They will only be used in this study and will not be analysed as individual responses. For this reason, do not write down your names on the forms.

Please fill in the questionnaire by reading it carefully. The success of the study depends on your answers to be honest.

Thank you for your contribution and time in advance.

Sezgin Doruk







**PART B2**

How often do you need to perform these activities related to speaking skills in your classes?

To what extent are your needs concerning the activities on the left column met at Prep School?

| <b>ACTIVITIES RELATED TO LISTENING SKILLS</b> |   | How often do you need to perform these activities related to speaking skills in your classes? |                   |                      |                    |                   |
|---|---|---|-------------------|----------------------|--------------------|-------------------|
|   |   | <b>(1) Never</b>  | <b>(2) Seldom</b> | <b>(3) Sometimes</b> | <b>(4) Usually</b> | <b>(5) Always</b> |
| <b>1</b>                                      | Understanding the main points of a lecture  |   |                   |                      |                    |                   |
| <b>2</b>                                      | Listening for key words, main ideas and some details from the listening sections of course materials. |   |                   |                      |                    |                   |
| <b>3</b>                                      | Listening to a lecture or documentary and produce a summary.  |   |                   |                      |                    |                   |
| <b>4</b>                                      | Understanding daily and academic conversations  |   |                   |                      |                    |                   |

| To what extent are your needs concerning the activities on the left column met at Prep School? |                   |                      |                    |                   |
|--|-------------------|----------------------|--------------------|-------------------|
| <b>(1) Never</b>   | <b>(2) Seldom</b> | <b>(3) Sometimes</b> | <b>(4) Usually</b> | <b>(5) Always</b> |
|  |                   |                      |                    |                   |
|  |                   |                      |                    |                   |
|  |                   |                      |                    |                   |
|  |                   |                      |                    |                   |

**PART B3**

How often do you need to perform these activities related to reading skills in your classes?

| <b>ACTIVITIES RELATED TO READING SKILLS</b> |   | How often do you need to perform these activities related to reading skills in your classes? |                   |                      |                    |                   |
|---|---|--|-------------------|----------------------|--------------------|-------------------|
|   |   | <b>(1) Never</b>   | <b>(2) Seldom</b> | <b>(3) Sometimes</b> | <b>(4) Usually</b> | <b>(5) Always</b> |
| <b>1</b>                                    | Understanding the gist of a reading text  |  |                   |                      |                    |                   |
| <b>2</b>                                    | Understanding the specific points of a reading text                                     |  |                   |                      |                    |                   |
| <b>3</b>                                    | Understanding the instructions in the exams or assignments                              |  |                   |                      |                    |                   |
| <b>4</b>                                    | Deriving the meanings of unfamiliar words from the context                              |  |                   |                      |                    |                   |
| <b>5</b>                                    | Drawing inferences from reading texts   |  |                   |                      |                    |                   |
| <b>6</b>                                    | Distinguishing facts from opinions  |  |                   |                      |                    |                   |
| <b>7</b>                                    | Reading abridged university-level academic materials                                    |  |                   |                      |                    |                   |
| <b>8</b>                                    | Recognizing patterns of organization (cause/effect, comparison/contrast, argumentative) |  |                   |                      |                    |                   |
| <b>9</b>                                    | Outlining main points of a reading text   |  |                   |                      |                    |                   |

To what extent are your needs concerning the activities on the left column met at Prep School?

| To what extent are your needs concerning the activities on the left column met at Prep School? |                   |                      |                    |                   |
|--|-------------------|----------------------|--------------------|-------------------|
| <b>(1) Never</b>   | <b>(2) Seldom</b> | <b>(3) Sometimes</b> | <b>(4) Usually</b> | <b>(5) Always</b> |
|  |                   |                      |                    |                   |
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**PART B5**

How often do you need to perform these activities related to writing skills in your classes?

**ACTIVITIES RELATED TO STUDY SKILLS**

**(1) Never**

**(2) Seldom**

**(3) Sometimes**

**(4) Usually**

**(5) Always**

|          |   |  |  |  |  |  |
|----------|---|--|--|--|--|--|
| <b>1</b> | Reading journals  |  |  |  |  |  |
| <b>2</b> | Getting feedback and support from the lecturers   |  |  |  |  |  |
| <b>3</b> | Becoming an active part of discussion groups  |  |  |  |  |  |
| <b>4</b> | Having basic research skills  |  |  |  |  |  |
| <b>5</b> | Using multimedia technology for research purposes; word processes for major assignments |  |  |  |  |  |
| <b>6</b> | Using source materials from the library, databases, and the internet                    |  |  |  |  |  |
| <b>7</b> | Using basic referencing techniques for an academic paper                                |  |  |  |  |  |
| <b>8</b> | Taking notes from lectures, presentations and videos                                    |  |  |  |  |  |
| <b>9</b> | Writing a comment and/or reaction paragraph   |  |  |  |  |  |

To what extent are your needs concerning the activities on the left column met at Prep School?

**(1) Never**

**(2) Seldom**

**(3) Sometimes**

**(4) Usually**

**(5) Always**

| <b>(1) Never</b> | <b>(2) Seldom</b> | <b>(3) Sometimes</b> | <b>(4) Usually</b> | <b>(5) Always</b> |
|------------------|-------------------|----------------------|--------------------|-------------------|
|                  |                   |                      |                    |                   |
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|                  |                   |                      |                    |                   |
|                  |                   |                      |                    |                   |

## 2. QUESTIONNAIRE FOR STUDENTS IN TURKISH

### ANKET FORMU

Değerli Öğrenci,

Bu çalışmanın amacı, hazırlık okulu programının geliştirilmesine katkı sağlamaktır. Bu kapsamda öncelikle, bölümlerinde öğretim dili İngilizce olan öğrencilerin dil ihtiyaçlarının neler olduğu ve bu ihtiyaçların ne ölçüde karşılandığı belirlenecektir. Bu anket formu, söz konusu ihtiyaçların belirlenmesinde kullanılan araçlardan birisidir.

Formun ilk bölümü genel sorulara ayrılmıştır. İkinci bölümdeki sorular ise İngilizce yürütülen bölüm derslerinizle ilgilidir.

Cevaplarınız sadece bu çalışma için değerlendirilecek ve kesinlikle gizli kalacaktır.

Ayrıca elde edilen veriler kişisel bazda değil, toplu olarak değerlendirilecektir. Bu nedenle formalara isim yazmayınız.

Sizden istenen anketi dikkatli bir biçimde okuyarak doldurmanızdır. Bu araştırmanın amacına ulaşması sizin vereceğiniz yanıtların doğru ve içten olmasına bağlıdır.

Anketi yanıtlayıp geri vererek araştırmaya sağlayacağınız çok değerli katkılar için şimdiden teşekkür ederim.

Sezgin Doruk

**BÖLÜM A: Lütfen aşağıdaki soruları uygun seçeneği işaretleyerek cevaplayınız.**

**1. Hangi bölümdesiniz?**

Hukuk                      Siyaset Bilimi ve Uluslararası İlişkiler  
İşletme                      Uluslararası Ticaret ve İşletmecilik                      Psikoloji

**2. Hazırlık okuluna kaç yıl devam ettiniz?**

4 - 6 ay                      Bir yıl                      İki yıl

**3. Hazırlık sınıfındaki ilk dil seviyeniz aşağıdakilerden hangisiydi?**

Beginner (Başlangıç)      Elementary (Az Bilenler)      Pre-Intermediate (Orta Düzey Altı)  
Intermediate.(Orta Düzey)      Upper-Intermediate (Orta Düzey Üstü)

**4. Bölümünüzde şu ana kadar kaç adet İngilizce olarak yürütülen ders aldınız?**

(Derslerde İngilizce'nin kullanım oranını dikkate almayınız.)

Sadece bir ders aldım      İki farklı ders aldım      Üç farklı ders aldım  
Dört farklı ders aldım      Beş farklı ders aldım      Beşten fazla ders aldım

**ÇOK ÖNEMLİ NOT!** Lütfen bundan sonraki soruları cevaplarken **% 100 Türkçe olarak yürütülen derslerinizi** (Türk Dili, İnkılap Tarihi, vb.) dikkate almayınız. **Az ya da çok İngilizce yürütülen derslerinizi düşününüz.**

**BÖLÜM B****BÖLÜM B1****KONUŞMA BECERİLERİYLE İLGİLİ  
ETKİNLİKLER****Fakülte derslerinizde  
aşağıdaki konuşma  
becerileriyle ilgili  
etkinliklere ne sıklıkta  
ihtiyaç duyuyorsunuz?****Aşağıdaki konuşma  
becerileriyle ilgili olan  
ihtiyaçlarınızdan hangileri  
Hazırlık Programında ne  
ölçüde karşılandı?**

|    |   | (1) Hiç | (2) Nadiren | (3) Bazen | (4) Çoğunlukla | (5) Her Zaman |   | (1) Hiç | (2) Nadiren | (3) Bazen | (4) Çoğunlukla | (5) Her Zaman |
|----|---|---------|-------------|-----------|----------------|---------------|---|---------|-------------|-----------|----------------|---------------|
| 1  | Kendini veya başkalarını tanıtmak (introducing yourself)                      |         |             |           |                |               | → |         |             |           |                |               |
| 2  | Hoşlanılan ve hoşlanılmayan şeyleri sebepleriyle açıklamak (likes & dislikes) |         |             |           |                |               | → |         |             |           |                |               |
| 3  | İngilizce muhabbete katılmak (small talk & chat with friends)                 |         |             |           |                |               | → |         |             |           |                |               |
| 4  | Açıklama ve doğrulama için soru sormak (asking questions for clarification)   |         |             |           |                |               | → |         |             |           |                |               |
| 5  | Öğretim görevlisine soru sormak ve sorusunu cevaplamak                        |         |             |           |                |               | → |         |             |           |                |               |
| 6  | Sebepleriyle bir fikre katılmak veya katılmamak (agreeing & disagreeing)      |         |             |           |                |               | → |         |             |           |                |               |
| 7  | Ders sırasında yapılan tartışmalarda (discussion) bir fikri savunmak          |         |             |           |                |               | → |         |             |           |                |               |
| 8  | Sözel olarak bilgiyi özetlemek veya raporlamak (speaking summary)             |         |             |           |                |               | → |         |             |           |                |               |
| 9  | Kısa akademik sunumlar (presentation) yapmak                                  |         |             |           |                |               | → |         |             |           |                |               |
| 10 | Seminer stili tartışmalarda ve sunumlarda kendine güvenmek                    |         |             |           |                |               | → |         |             |           |                |               |
| 11 | Sınıf tartışmalarına katılmak (class discussions)                             |         |             |           |                |               | → |         |             |           |                |               |
| 12 | Telefonda İngilizce konuşmak  |         |             |           |                |               | → |         |             |           |                |               |



## BÖLÜM B2

Fakülte derslerinizde aşağıdaki konuşma becerileriyle ilgili etkinliklere **ne sıklıkta ihtiyaç duyuyorsunuz?**

### DİNLEME BECERİLERİYLE İLGİLİ ETKİNLİKLER

(1) Hiç

(2) Nadiren

(3) Bazen

(4) Çoğunlukla

(5) Her Zaman

Aşağıdaki konuşma becerileriyle ilgili olan ihtiyaçlarınızdan hangileri **Hazırlık Programında ne ölçüde karşılandı?**

(1) Hiç

(2) Nadiren

(3) Bazen

(4) Çoğunlukla

(5) Her Zaman

|   |   | (1) Hiç | (2) Nadiren | (3) Bazen | (4) Çoğunlukla | (5) Her Zaman |
|---|---|---------|-------------|-----------|----------------|---------------|
| 1 | Anlatılan dersin önemli noktalarını anlamak   |         |             |           |                |               |
| 2 | Derste işlenen materyallerin dinleme bölümlerine ait olan anahtar kelimeler, ana fikirler ve detayları için dinlemek ve anlamak |         |             |           |                |               |
| 3 | Dersi dinleyip, özetini oluşturmak  |         |             |           |                |               |
| 4 | Günlük ve akademik konuşmaları anlamak  |         |             |           |                |               |



|  | (1) Hiç | (2) Nadiren | (3) Bazen | (4) Çoğunlukla | (5) Her Zaman |
|--|---------|-------------|-----------|----------------|---------------|
|  |         |             |           |                |               |
|  |         |             |           |                |               |
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**BÖLÜM B3****OKUMA BECERİLERİYLE İLGİLİ ETKİNLİKLER**

Fakülte derslerinizde aşağıdaki konuşma becerileriyle ilgili etkinliklere ne sıklıkta ihtiyaç duyuyorsunuz?

Aşağıdaki konuşma becerileriyle ilgili olan ihtiyaçlarınızdan hangileri **Hazırlık Programında** ne ölçüde karşılandı?

|   |  | (1) Hiç | (2) Nadiren | (3) Bazen | (4) Çoğunlukla | (5) Her Zaman |   | (1) Hiç | (2) Nadiren | (3) Bazen | (4) Çoğunlukla | (5) Her Zaman |
|---|--|---------|-------------|-----------|----------------|---------------|---|---------|-------------|-----------|----------------|---------------|
| 1 | Bir metne hızlıca göz atarak ana fikrini anlamak   |         |             |           |                |               | ↓ |         |             |           |                |               |
| 2 | Bir metni okuyup aradığınız belirli bir bilgiye ulaşmak  |         |             |           |                |               | ↓ |         |             |           |                |               |
| 3 | Sınavlarda ya da ödevlerde okuduğunuz yönergeleri anlamak                                      |         |             |           |                |               | ↓ |         |             |           |                |               |
| 4 | Bilmediğiniz sözcüklerin anlamlarını sözlük kullanmadan tahmin etmek (understand from context) |         |             |           |                |               | ↓ |         |             |           |                |               |
| 5 | Okuma parçalarından sonuç çıkarmak   |         |             |           |                |               | ↓ |         |             |           |                |               |
| 6 | Bilimsel gerçekleri kişisel fikirlerden ayırt etmek  |         |             |           |                |               | ↓ |         |             |           |                |               |
| 7 | Üniversite seviyesinde kısaltılmış akademik materyalleri okumak                                |         |             |           |                |               | ↓ |         |             |           |                |               |
| 8 | Okuma parçasının modelini fark edebilmek (sebeup/sonuç, kıyaslama/karşılaştırma, eleştirel)    |         |             |           |                |               | ↓ |         |             |           |                |               |
| 9 | Okumak parçasının ana hatlarını belirlemek   |         |             |           |                |               | ↓ |         |             |           |                |               |

**BÖLÜM B4**

**Fakülte derslerinizde aşağıdaki konuşma becerileriyle ilgili etkinliklere ne sıklıkta ihtiyaç duyuyorsunuz?**

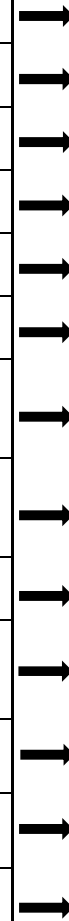
**YAZMA BECERİLERİYLE İLGİLİ ETKİNLİKLER**

(1) Hiç  
(2) Nadiren  
(3) Bazen  
(4) Çoğunlukla  
(5) Her Zaman

**Aşağıdaki konuşma becerileriyle ilgili olan ihtiyaçlarınızdan hangileri Hazırlık Programında ne ölçüde karşılandı?**

(1) Hiç  
(2) Nadiren  
(3) Bazen  
(4) Çoğunlukla  
(5) Her Zaman

|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
| 1  | Sınavlarda açık uçlu (yorum) soruları yanıtlamak   |  |  |  |  |  |
| 2  | İngilizce mektup yazmak (resmi mektup, iş mektubu, vb.)  |  |  |  |  |  |
| 3  | İngilizce CV (özgeçmiş) yazmak   |  |  |  |  |  |
| 4  | İngilizce e-posta yazmak   |  |  |  |  |  |
| 5  | İngilizce form doldurmak (başvuru formu, anket, vb.)   |  |  |  |  |  |
| 6  | İyi geliştirilmiş akademik paragraf yazmak (writing paragraph)   |  |  |  |  |  |
| 7  | Tez cümlesi (thesis statement) ve destekleyici (supporting) paragraflarla kısa akademik yazılar yazmak (academic papers) |  |  |  |  |  |
| 8  | Farklı türlerinde makale yazmak (sebeup/sonuç, kıyaslama/karşılaştırma, eleştirel) (Writing essays)                      |  |  |  |  |  |
| 9  | Özet yazmak (writing summaries)  |  |  |  |  |  |
| 10 | Yazılı kaynaklardaki bilgiyi kendi cümleleriyle ifade etmek (paraphrasing)   |  |  |  |  |  |
| 11 | Çeşitli gramer yapılarını doğru olarak kullanmak   |  |  |  |  |  |
| 12 | Ödevler için toplanılan verilerin (data) raporunu yazmak   |  |  |  |  |  |
| 13 | Araştırma makalesi yazmak (research paper)   |  |  |  |  |  |



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## BÖLÜM B5

Fakülte derslerinizde  
aşağıdaki konuşma  
becerileriyle ilgili  
etkinliklere ne sıklıkta  
ihtiyaç duyuyorsunuz?

Aşağıdaki konuşma  
becerileriyle ilgili olan  
ihtiyaçlarınızdan  
hangileri **Hazırlık**  
**Programında ne ölçüde**  
**karşılandı?**

### ARAŞTIRMA BECERİLERİYLE İLGİLİ ETKİNLİKLER

|   |  | (1) Hiç | (2) Nadiren | (3) Bazen | (4) Çoğunlukla | (5) Her Zaman |   | (1) Hiç | (2) Nadiren | (3) Bazen | (4) Çoğunlukla | (5) Her Zaman |
|---|--|---------|-------------|-----------|----------------|---------------|---|---------|-------------|-----------|----------------|---------------|
| 1 | Bilimsel yayınları takip etmek   |         |             |           |                |               | ↓ |         |             |           |                |               |
| 2 | Öğretim görevlilerinden geri bildirim ve destek almak  |         |             |           |                |               | ↓ |         |             |           |                |               |
| 3 | Tartışma gruplarının aktif bir katılımcısı olmak   |         |             |           |                |               | ↓ |         |             |           |                |               |
| 4 | Temel araştırma becerilerine sahip olmak   |         |             |           |                |               | ↓ |         |             |           |                |               |
| 5 | Araştırma amaçlı çoklu medya teknolojisini kullanma<br>(ödevler için Word / Powerpoint gibi)     |         |             |           |                |               | ↓ |         |             |           |                |               |
| 6 | İnternet, okul kütüphanesi ve okul veri tabanından kaynak<br>materyalleri kullanmak              |         |             |           |                |               | ↓ |         |             |           |                |               |
| 7 | Akademik yazılar için temel referans gösterme tekniklerini<br>kullanmak (citation & referencing) |         |             |           |                |               | ↓ |         |             |           |                |               |
| 8 | Derslerde, sunumlarda veya video izlenirken not almak  |         |             |           |                |               | ↓ |         |             |           |                |               |
| 9 | Yorum veya analiz paragrafı yazmak<br>(comment or reaction paragraph)                            |         |             |           |                |               | ↓ |         |             |           |                |               |

### 3. PART C FOR STUDENTS IN ENGLISH BEFORE PILOTING

#### PART C

1. Please write down any **positive** points of Prep School Program:

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2. Please write down any **negative** points of Prep School Program:

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3. What kind of changes do you suggest in Prep School Program?

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#### 4. PART C FOR STUDENTS IN TURKISH BEFORE PILOTING

### BÖLÜM C

1. Lütfen Hazırlık Programı ile ilgili **olumlu bulduğunuz noktaları** yazınız:

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2. Lütfen Hazırlık Programı ile ilgili **olumsuz bulduğunuz noktaları** yazınız:

.....

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.....

.....

3. Hazırlık Programında İngilizce **ihtiyacınıza uygun ne gibi değişiklikler** yapılmasını önerirsiniz?

.....

.....

.....

.....

## 5. PART C FOR STUDENTS IN ENGLISH (AFTER PILOTING)

**PART C: Related to Preparatory School:** Please circle the option below that best fits you.

|  |     |    |
|--|-----|----|
| 1. Was the medium of the instruction in your classes English?  | Yes | No |
| 2. Would you like your classes to be more conversation based?  | Yes | No |
| 3. Were your classes excessively focused on grammar?   | Yes | No |
| 4. Did you have difficulty when you started your departmental courses in the faculty with respect to academic English? | Yes | No |
| 5. Do you feel yourself competent regarding academic English needs?  | Yes | No |
| 6. Do you have difficulty while writing an academic essay?   | Yes | No |
| 7. Do you have difficulty in academic words in your departmental courses?  | Yes | No |

## 6. PART C FOR STUDENTS IN TURKISH (AFTER PILOTING)

### BÖLÜM C

Hazırlık Programı ile ilgili **genel konular**: Lütfen seçeneğinizi yuvarlak içine alınız.

|  |      |       |
|--|------|-------|
| 1. Derslerin öğretim dili İngilizce miydi?                                 | Evet | Hayır |
| 2. Derslerin daha fazla konuşma odaklı olmasını ister miydiniz?            | Evet | Hayır |
| 3. Dersleriniz aşırı gramer odaklı mıydı?                                  | Evet | Hayır |
| 4. Fakültedeki bölümünüze geldiğinizde İngilizce bakımında zorlandınız mı? | Evet | Hayır |
| 5. Akademik İngilizce açısından kendinizi yeterli görüyor musunuz?         | Evet | Hayır |
| 6. Makale (Essay) yazma bakımından zorluk çekiyor musunuz?                 | Evet | Hayır |
| 7. Bölümünüz ile ilgili akademik kelimelerde zorlanıyor musunuz?           | Evet | Hayır |



## 7. QUESTIONNAIRE FOR LECTURERS

Dear Lecturer,

I work as a lecturer in Language Teaching Department in Yeditepe University. I am doing my Master's Degree on English Language Teaching.

I am conducting a needs analysis on the required language skills for university students who study at English Medium Instructed programs in Yeditepe University. Therefore, I need your opinions of the Academic English needs of the students who study at English Medium Instructed programs.

You do not need to write your name if you wish.

Thank you for your contribution and time in advance.

Sezgin Doruk

1. How important are the following Speaking Skills for academic studies of the students in your department? Please put an X in each box that you agree with.

1. Not important 2. Not very important 3. Important 4. Quite important 5. Very important

|     |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|
| S1  | Introducing oneself and others  | 1 | 2 | 3 | 4 | 5 |
| S2  | Expressing likes and dislikes with reasons                              | 1 | 2 | 3 | 4 | 5 |
| S3  | Engaging in small talk  | 1 | 2 | 3 | 4 | 5 |
| S4  | Asking for explanation and clarification                                | 1 | 2 | 3 | 4 | 5 |
| S5  | Asking questions from and answering to the teacher                      | 1 | 2 | 3 | 4 | 5 |
| S6  | Agreeing and disagreeing with providing reasons                         | 1 | 2 | 3 | 4 | 5 |
| S7  | Defending a point of view in a discussion                               | 1 | 2 | 3 | 4 | 5 |
| S8  | Summarizing or report information                                       | 1 | 2 | 3 | 4 | 5 |
| S9  | Giving short academic presentations (5-10 minutes)                      | 1 | 2 | 3 | 4 | 5 |
| S10 | Demonstrating confidence in seminar-style discussions and presentations | 1 | 2 | 3 | 4 | 5 |
| S11 | Participating in class discussions                                      | 1 | 2 | 3 | 4 | 5 |
| S12 | Talking on the phone with foreign people                                | 1 | 2 | 3 | 4 | 5 |

2. How important are the following Listening Skills for academic studies of the students in your departments? Please put an X in each box that you agree with.

1. Not important 2. Not very important 3. Important 4. Quite important 5. Very important

|    |   |   |   |   |   |   |
|----|---|---|---|---|---|---|
| L1 | Understanding the main points of a lecture  | 1 | 2 | 3 | 4 | 5 |
| L2 | Listening for key words, main ideas and some details from the listening sections of course materials. | 1 | 2 | 3 | 4 | 5 |
| L3 | Listening to a lecture or documentary and produce a summary.  | 1 | 2 | 3 | 4 | 5 |
| L4 | Understanding daily and academic conversations  | 1 | 2 | 3 | 4 | 5 |

3. How important are the following Reading Skills for academic studies of the students in /your departments? Please put an X in each box that you agree with.

1. Not important 2. Not very important 3. Important 4. Quite important 5. Very important

|    |   |   |   |   |   |   |
|----|---|---|---|---|---|---|
| R1 | Understanding the gist of a reading text  | 1 | 2 | 3 | 4 | 5 |
| R2 | Understanding the specific points of a reading text                                     | 1 | 2 | 3 | 4 | 5 |
| R3 | Understanding the instructions in the exams or assignments                              | 1 | 2 | 3 | 4 | 5 |
| R4 | Deriving the meanings of unfamiliar words from the context                              | 1 | 2 | 3 | 4 | 5 |
| R5 | Drawing inferences from reading texts   | 1 | 2 | 3 | 4 | 5 |
| R6 | Distinguishing facts from opinions  | 1 | 2 | 3 | 4 | 5 |
| R7 | Reading abridged university-level academic materials                                    | 1 | 2 | 3 | 4 | 5 |
| R8 | Recognizing patterns of organization (cause/effect, comparison/contrast, argumentative) | 1 | 2 | 3 | 4 | 5 |
| R9 | Outlining main points of a reading text   | 1 | 2 | 3 | 4 | 5 |

4. How important are the following Writing Skills for academic studies of the students in your departments? Please put an X in each box that you agree with.

1. Not important 2. Not very important 3. Important 4. Quite important 5. Very important

|    |  |   |   |   |   |   |
|----|--|---|---|---|---|---|
| W1 | Answering open-ended questions during the exams  | 1 | 2 | 3 | 4 | 5 |
| W2 | Writing letters (formal, business, etc.)   | 1 | 2 | 3 | 4 | 5 |
| W3 | Writing CVs  | 1 | 2 | 3 | 4 | 5 |
| W4 | Writing e-mails  | 1 | 2 | 3 | 4 | 5 |
| W5 | Filling in forms (application form, questionnaire, etc.)   | 1 | 2 | 3 | 4 | 5 |
| W6 | Producing well developed academic paragraphs   | 1 | 2 | 3 | 4 | 5 |
| W7 | Writing short academic papers with well-developed thesis statements and good supporting paragraphs | 1 | 2 | 3 | 4 | 5 |

|     |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|
| W8  | Using different organizational patterns of essays (cause/effect, comparison/contrast, argumentative) in writing | 1 | 2 | 3 | 4 | 5 |
| W9  | Writing an accurate summary   | 1 | 2 | 3 | 4 | 5 |
| W10 | Paraphrasing information from printed sources   | 1 | 2 | 3 | 4 | 5 |
| W11 | Using increasingly more complex grammatical structures accurately   | 1 | 2 | 3 | 4 | 5 |
| W12 | Writing reports of the data collected for an assignment   | 1 | 2 | 3 | 4 | 5 |

5. How important are the following Study Skills for academic studies of the students in your departments? Please put an X in each box that you agree with.

1. Not important 2. Not very important 3. Important 4. Quite important 5. Very important

|      |   |   |   |   |   |   |
|------|---|---|---|---|---|---|
| SS1  | Reading journals  | 1 | 2 | 3 | 4 | 5 |
| SS2  | Getting feedback and support from the lecturers   | 1 | 2 | 3 | 4 | 5 |
| SS3  | Becoming an active part of discussion groups  | 1 | 2 | 3 | 4 | 5 |
| SS4  | Having basic research skills  | 1 | 2 | 3 | 4 | 5 |
| SS5  | Using multimedia technology for research purposes; word processes for major assignments | 1 | 2 | 3 | 4 | 5 |
| SS6  | Using source materials from the library, databases, and the internet                    | 1 | 2 | 3 | 4 | 5 |
| SS7  | Using basic referencing techniques for an academic paper                                | 1 | 2 | 3 | 4 | 5 |
| SS8  | Taking notes from lectures, presentations and videos                                    | 1 | 2 | 3 | 4 | 5 |
| SS9  | Writing a comment and/or reaction paragraph   | 1 | 2 | 3 | 4 | 5 |
| SS10 | Writing research papers   | 1 | 2 | 3 | 4 | 5 |

Thank you.

Sezgin Doruk

## 8. INTERVIEW QUESTIONS FOR LECTURERS

**Name:**

**Date:**

### Interview Questions

1. How long have you been working in Yeditepe University?
2. Are you satisfied with the English proficiency of the students in your department?
3. What are the challenges you come across while lecturing?
4. In which skill do you think your students have the most difficulty?
5. Are the students good at written assignments regarding the use of English?
6. What do you think about your students' communication skills in English?
7. What are your suggestions to improve the preparatory school's teaching program to cater to the needs of the students in your department?