

A NEEDS ANALYSIS STUDY IN TERMS OF THE PERCEPTIONS OF THE  
STUDENTS' LEARNING AND TARGET NEEDS AT AN ESP PROGRAM: A CASE  
STUDY

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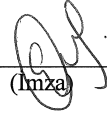
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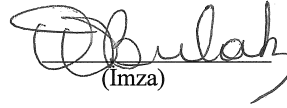
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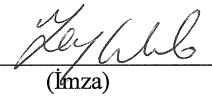
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## KISA ÖZET

Özel Amaçlı bir İngilizce Programı'nda Öğrencilerin Öğrenme ve Hedef İhtiyaçları Algıları  
Üzerinden İhtiyaç Analizi: Örnek Olay İncelemesi

Sevda Gül Kazar

Bu araştırmanın amacı Türkiye'nin İstanbul şehrindeki en prestijli üniversitelerinden birinde Güzel Sanatlar Fakültesi tarafından verilen Özel Amaçlı İngilizce programında bulunan öğrencilerin öğrenme ve hedef ihtiyaçlarını saptamaktır. Araştırmada 59 öğrenci ve 6 okutman yer almıştır. Niceliksel veriler ön-ihtiyaç analizi anketi, niteliksel veriler ise öğrencilerin öğrenme ve hedef ihtiyaçları algısıyla ilişkili yarı-yapılandırılmış görüşme yöntemiyle toplanmıştır. Araştırmada elde edilen bulgular Güzel Sanatlar Fakültesi'ndeki Özel Amaçlı İngilizce programının yeniden düzenlenmesine dair kayda değer uygulamalar ortaya koymuştur.

**Anahtar kelimeler:** Özel Amaçlı İngilizce, ihtiyaç analizi, öğrenme ihtiyaçları, hedef ihtiyaçlar.

## ABSTRACT

### A Needs Analysis Study of the Perceptions of the Learning and Target Needs of the Students at an ESP Program: A Case Study

The purpose of this study is to identify the learning and target needs of the students engaged in an ESP program offered by the Faculty of Fine Arts at one of the most prestigious private universities in Istanbul, Turkey. A sample of fifty-nine students and six instructors participated in this study. The quantitative data were obtained through a pre-needs analysis questionnaire, and the qualitative data were collected from a semi-structured interview related to the perceptions of the students' learning and target needs. The findings of the study revealed significant implications with respect to the redesign of the ESP program at the Faculty of Fine Arts.

**Keywords:** English for Specific Purposes, needs analysis, learning needs, target needs.

# CHAPTER I

## INTRODUCTION

### 1.1. Background to the Study

In the twentieth century, developments in science and technology led to a world of international relations. Since communications among people all around the world, through different kinds of channels, are limitless, the English language is deemed to be meaningfully important in nearly every field of discipline (Williams and Burden, 1997; Roberts, 1998; Freeman, 2000; Celce-Murcia, 2001; Richards and Rodgers, 2001; Kaur and Khan, 2010).

Hutchinson and Waters (1987, p.6) indicate that after the end of the Second World War, the spread of scientific, technical and economic activities internationally has led to the increased importance of English due to the power gained by the United States. “As English became the accepted international language of technology and commerce, it created a new generation of learners who knew specifically why they were learning a language”.

Furthermore, developments in educational psychology have also contributed to the growth of English for Specific Purposes (ESP) by giving emphasis to the central importance of the learners and to their learning attitudes. Learners’ motivation to learn and the effectiveness of their learning are seen to be influenced by the various needs and interests they have. This has led to the improvement of courses, with learners’ needs and interests being given great importance (Rodgers, 1969) (as cited in Hutchinson and Waters, 1987).

Needs analysis is the primary step to be taken in the design and development of any educational program. According to Altschuld and Witkin (1995, p.20), needs analysis is “ a set of systematic procedures pursued in order to establish priorities based on identified needs, and make decisions attempting improvement of a program and allocation of resources”. Brown (1995, p.36) describes needs analysis in language programs as “the identification of the language forms that the students will likely need to use in the target language when they

are required to actually understand and produce the language”. Finally, Rossi, Lipsey and Freeman (2004, p.3) explain needs analysis as “the means by which an evaluator determines whether there is a need for a program, and if so, what program services are most appropriate to that end”.

Many research studies indicate that needs should be specified according to the needs of the learners in specific situations (Hutchinson and Waters, 1987; Iwai et al., 1999; Gatehouse, 2001). Specifically, needs analysis includes activities that gather information for the development of a curriculum that meets the needs of a specific group of learners.

Needs analysis studies have mostly focused on identifying the learning and target needs of the students enrolled in language preparatory or undergraduate programs (Chia et al., 1999; Ekici, 2003; Mutlu, 2004; Özkanal, 2009).

However, to the knowledge of the researcher, most of these studies have focused on the learning and target needs of the students in general. There has been little research on specifying the learning and target needs of the students engaged in a specific program which aims to provide them with instruction related to their field of study (Anthony, 1997; Garcia Laborda, 2003; Rahman, 2011).

To fill this gap, the present study aims to identify the learning and target needs of the students and instructors engaged in an ESP program designed by the Faculty of Fine Arts at a private university in Istanbul, Turkey.

## 1.2. Statement of the Problem

The teaching of English has been changing and improving day by day in Turkey. Even though the courses have been improved over time in regard to the needs of the students in general, to the knowledge of the researcher, there has not been much empirical investigation on finding the needs of the students enrolled in a specific ESP language

program. To remedy this, the present study aims to identify the learning and target needs of the students studying at an ESP program designed by the Faculty of Fine Arts at a private university in Istanbul, Turkey.

### 1.3. Purpose of the Study

In today's world, English is often necessary to be successful in a career or in academic life. Since most schools and companies ask for students and employees who know English, learners try to learn English for their fields. Kaur and Khan (2010) note that English has become very important in today's globalized era, where most people use a variety of means in order to communicate with each other. This echoes Gao (2007), who states that the ongoing expansion in international communication in various fields and the globalized economy has led to a need for English for Specific Purposes, particularly where English is taught as a foreign language.

Long (2005) indicates that in General English courses, learners at all levels usually learn more than some of them need, such as in vocabulary, skills, registers or styles and they learn less than they need, such as omitting lexis and genres that are necessary. Therefore, most universities offer English for specific purposes courses, which help learners learn the terms and context in their fields.

However, to be able to teach English for specific purposes, the programs must take into consideration the students' needs. West (1994) sees needs analysis as a "key instrument" in ESP course design. Purpura and King (2005) argue that in order to prepare a program, it is necessary to perform needs analysis, which helps to gather information about what the learners' needs are during the second or foreign language process.

Based on what has been discussed above, this study aims to identify the perceptions of the students and instructors enrolled in an ESP program designed by the Faculty of Fine Arts at a private university in Istanbul, Turkey. Specifically, the findings of the study will be used to redesign the existing ESP program for the next academic year.

The following research questions are addressed in this study:

- 1- What are the students' and instructors' perceptions in terms of the importance of the language subskills (speaking, listening, reading, writing) in relation to learning needs?
- 2- What are the students' and instructors' perceptions in terms of the importance of being involved in the speaking, listening, reading, writing tasks in relation to target needs?

#### 1.4. Overview of the Methodology

##### *1.4.1. Participants*

For the purposes of this study, fifty-nine (59) students and six (6) instructors enrolled in the ESP program offered by the Faculty of Fine Arts participated in the study.

##### *1.4.2. Setting*

The study was conducted at one of the private universities in Istanbul during the first term of the Fall Semester of the 2012-2013 educational year.

##### *1.4.3. Data Collection Instruments*

In an attempt to identify the students' and instructors' learning and target needs, data were collected through a needs analysis questionnaire and a semi-structured interview administered to the two groups of participants. Specifically, these two data collection instruments were used to answer the research questions to find out the learning and target needs of the ESP students.



#### *1.4.4. Data Analysis*

For the present study, a combination of qualitative and quantitative strategies was used for data analysis to ensure internal validity. The raw data came from the needs analysis questionnaire and the semi-structured interviews, which aimed to identify the students' learning and target needs.

In attempt to answer the first and second research questions, the needs analysis questionnaire was tabulated and analyzed statistically to find out the perceptions of the students and instructors in terms of the importance of the four language skills referring to the learning and target needs. Additionally, the semi-structured interviews carried out with the two groups of participants were transcribed and coded according to Bogdan and Biklen's (1998) framework.

#### 1.5. Significance of the Study

The present study aims to find out the perceptions of the students' learning and target needs. The data of this study will provide in depth information regarding the learning and target needs of a specific group of learners. By these means, the findings of the study may serve as a model for the design of ESP programs at other universities.

#### 1.6. Limitations of the Study

One of the main limitations of this study is that it aims to identify only the students' and instructors' learning and target needs. Because of time constraints, other types of needs as language and objective needs were not identified.

A second limitation is the lack of an external evaluator for inter-rater reliability. The credibility and objectivity of the study might be affected due to the fact that the researcher herself is the evaluator of the program.

Finally, the lack of external validity is another limitation of this study due of the focus on the perceptions of the students and instructors in Faculty of Fine Arts at a private university. This prevents generalization of the results to different contexts.

### 1.7. Organization of the Study

In this part, the organization of the study is presented. This thesis comprises five chapters. In the first chapter, the introduction to the study is included. In addition, the purpose, significance and organization of the study, research questions, sub questions and limitations are included. Lastly, an overview of the methodology is provided in this chapter, which includes information about participants, setting, data collection and instrumentation.

In the second chapter, a detailed literature review is provided under nine main headings; language learning theories, English for Specific Purposes (ESP), types of ESP, historical background on needs analysis, definitions, functions, four needs analysis philosophies, needs analysis approaches, ESP and needs analysis, needs analysis studies carried out on Second/Foreign Language Education abroad, and needs analysis studies carried out on Foreign Language Education in Turkey.

Chapter Three involves the methodology of the study. The setting, participants, research design, and the summary are given in detail.

Chapter Four presents the results and discussion. Findings related to the research questions of the study are described and discussed.

Finally, in the fifth chapter, the implications and limitations of the study are explained and recommendations for further research are given followed by references and appendices at the end of the thesis.

## 1.8. Definitions of Significant Terms

English as a Foreign Language (EFL): The learning of a language, generally in a context where the target language is not widely used in the community and is taught in schools as a foreign language (Lightbown and Spada, 2006).

English for Specific Purposes (ESP): This is an approach to language learning which is based on the learners' needs. The rise of ESP is based on this question: Why does this learner need to learn a foreign language? (Hutchinson and Waters, 1987).

Learning needs: What the learner needs to do in order to learn. They show how the language items are learnt by the learners and the skills they use (Hutchinson and Waters, 1987).

Need: Need is the gap between what a learner can do in a language and what she or he should be doing (Ekici, 2003).

Needs analysis: A needs analysis is a systematic set of procedures undertaken for the development of a program and allocation of resources with the goal of setting priorities and making decisions. It is a systematic procedure for presenting significant needs (Reviere, 1996).

Target needs: What the learner needs to do in the target situation (work domain) (Hutchinson and Waters, 1987).

## CHAPTER II

### REVIEW OF LITERATURE

#### 2.1. Introduction

The review of literature for this study is separated into three sections. Firstly, theories of language learning are explained. Secondly, brief information on English for Specific Purposes (ESP) and types of ESP are described. Finally, needs analysis, historical background on needs analysis, philosophies and approaches of needs analysis, needs analysis carried out on Second/Foreign Language Education studies abroad and needs analysis studies carried out on Foreign Language Education in Turkey are explored in detail.

#### 2.2. Language Learning Theories

The dominant learning theory in the middle of the 20<sup>th</sup> century was behaviorism. This followed the belief that learning was a change in behavior due to environmental causes (Xiangui, 2005). Two main teaching methods are based on this theory: the grammar-translation method and the audio-lingual method.

Richards, Platt and Platt (1992) state that the Grammar Translation Method, consisting of teaching and practicing through grammar and translation, was derived from the teaching technique of Latin and Greek. In this method, the emphasis was on reading and writing, while listening and speaking had little importance.

Accuracy and forming correct sentences was given much importance and often vocabulary was taught through word lists. The students' native language was usually used for teaching. As a result, the lessons were often very boring, with long lists of grammar rules and vocabulary to memorize and literary translations to be produced rather than learning through creating original work. As Richards and Rodgers (2001) note, this led to the type of lessons remembered with dislike by thousands of students.

In Grammar-Translation theory, the possibility of using language learning strategies by the students to promote their own learning had nearly no place, and as Tarone and Yule (1989, p.133) emphasize “relatively little attention seems to have been paid, in any consistent way, to considerations of the whole process from the learner’s point of view”.

In the Audio-Lingual method, unlike the Grammar-Translation method, the most basic language skills of speaking and listening were stressed before reading and writing. Drills and repetition were the main techniques of audio-lingual teaching methods and language and language learning are seen as a system of habits, which can be taught and learnt, by stimulus, response and reinforcement, following behaviorist theory (Richards, Platt and Platt, 1992).

A number of valid criticisms have been made of the method because it does not provide the learner with the necessary tools to make creative use of the language. Furthermore, due to the automatic patterning of behavior, the learner’s conscious input had little or no appreciation during the learning process (Molina et al., 2005). In fact, the learners’ fear of making mistakes often prevented them from being inventive (Richards and Rodgers, 2001).

One major argument against the behaviorist model has been called *the logical problem*: the amount of language input the learner receives is not sufficient to explain the much greater range of output that the learner is capable of. This has also been called the “poverty of the stimulus” argument, that imitation and habit formation cannot be enough to explain the amount of language learning. Support for this interpretation comes from the innatist theory of Chomsky (1959) (as cited in Xiangui, 2005), which attempts to explain how a language learner can produce so many correctly written utterances, in spite of limited input, through the presence of inborn, or innate, mental structures. “These act on the linguistic input to produce a mental grammar. Furthermore, the highly complex and language-specific nature of linguistic knowledge suggests that these mental structures, rather than being general input-processing mechanisms, are specifically designed to act on linguistic input” (Gregg, 1996).

Krashen's development of innatist concepts has had a large influence on SLA theory by introducing five hypotheses: *the Acquisition-Learning Hypothesis* (acquiring language through natural communication), *the Natural Order Hypothesis* (acquiring grammatical structures of a language in a expectable order), *the Monitor Hypothesis* (conscious learning can be beneficial under certain settings as a monitor or editor), *the Input Hypothesis* (acquiring language by understanding input a little beyond the current level of competence) and *the Affective Filter Hypothesis* (emotions and attitudes of a learner can perform as a filter that slows down the acquisition of language (Krashen and Terrell, 1983).

Krashen's theories have been much criticized by many researchers. Gregg (1984, p.94), for example, notes that "each of Krashen's hypotheses is marked by serious flaws". Even so, Gregg (1984, pp.94-95), while disapproving of Krashen for being "incoherent" and "rigid", states that "he is often right on the important questions". In addition, Krashen's (1981) belief that language is developed through natural communication means he can be thought of as one of the main impulses behind the communicative language teaching movement, which is still in fashion today (Griffiths, 2004).

Most researchers, however, have gone in the opposite direction from Krashen and accorded the learner a greater role in their own learning. Even though Chomsky's theories were mainly based on first language learners, Corder (1967) indicates that the errors made by second language learners showed the organization of linguistic input by the other first language learners through making errors and the formation of a linguistic system. This system is called "interlanguage" (IL) by Selinker (1972), who claims that the errors are positive efforts made by the students.

One theory of how an interlanguage is constructed is "Interactionism". This states that the language develops from the interaction of natural, cognitive, and environmental effects. This perspective highly regards the importance of both interaction and meaning cooperation

between collaborators (Coertze, 2011). However, the emphasis is more on the role of input and language learning skills. According to Vandergriff (2006, p. 111) “interaction first and foremost provides opportunities for comprehension, which enables learners to link the L2 forms to the meanings they encode”. In other terms, the negotiation of meaning, “facilitates comprehension and the development of L2”. In fact, interaction ensures the taking place of active collaborative knowledge construction (Weasenforth, Biesenbach-Lucas and Meloni, 2002). Additionally, as Hegelheimer and Chapelle (2000, p. 42) state, linguistic input should become intake, input that is understood through the assistance of the “learner’s existing schemata” before the intervention of meaning and understanding can occur.

Constructivism claims that learners construct from their individual interpretation experiences to make a meaning of knowledge. The emphasis in constructivism is on knowledge construction rather than transmission of knowledge. The learner’s role is regarded as one of building and altering knowledge. Although there are different interpretations of constructivism, most people agree that it involves an intense change in the focus of teaching and learning which puts the students’ own efforts to understand at the center of educational innovativeness. Learners’ construction of their own learning, the dependence of new learning on students’ existing understanding, the critical role of social interaction, and the necessity of authentic learning tasks for meaningful learning are the four characteristics of constructivism which are thought by scholars to be an influence on learning (Zarei, 2008).

While constructivism connects constructing the learner’s experience with the ability to think about the tasks, “social constructivism” claims that the sociocultural environment is important for learning. Yang (2006) describes social constructivism as fostering in an effective way to interact with pedagogical practices. According to Yang, learners do not learn in isolation but as active society members. He also claims that what, how, where and when we learn depend on what social context we learn in.

The Social Constructivist approach to Second Language Acquisition (SLA) is partly based on Vygotsky's theories and his work on the zone of proximal development (ZPD), as Warschauer (1997) notes. This illustrates the role of social interaction in that it helps in creating an environment for learning language, learning about language, and learning through language.

In this approach, the dynamic nature of the interplay between teachers, learners, and tasks are emphasized in social constructivism. Language learners are regarded both as active participants in the meaning-making and problem-solving practices as well as joint constructors of knowledge. Learning never takes place in isolation, but it is the process of interactions with other people. Vygotsky (1978) (as cited in Williams and Burden, 1997) describes the significance of language as interacting with people. The "zone of proximal development" indicates the level of skill or knowledge which is beyond that with which the learner is capable of managing.

### 2.3. English for Specific Purposes (ESP)

Hutchinson and Waters (1987, p. 19) give a broadly described definition of English for Specific Purposes (ESP) as "an approach to the teaching of language where all content and method-related decisions are based on the learner's reason for learning". Strevens (1988, p.1-2) (as cited in Gatehouse, 2001) defines ESP by classifying its absolute and variable characteristics. He makes a division between four absolute and two variable characteristics:

I. Absolute characteristics: ESP consists of English language teaching, which is:

- Designed to meet specified needs of the learner;
- Related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities;



- Centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse;
- In contrast with General English.

## II. Variable characteristics:

ESP may be, but is not necessarily:

- restricted as to the language skills to be learned (e.g. reading only);
- not taught according to any pre-ordained methodology.

Moreover, Dudley-Evans and St. John (1998, pp. 4-5) suggest an improved definition for ESP as follows:

### I. Absolute Characteristics

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

### II. Variable Characteristics

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

Finally, Anthony (1997) states that it cannot be said where the boundary between ESP courses and general English courses lies; many non-specialist ESL teachers include an ESP approach depending on the learners' needs and for real communication they use their own personal knowledge.

#### 2.4. Types of ESP Programs

Carver (1983) defines three types of ESP programs: 1) English as a restricted language, 2) English for academic and occupational purposes, and 3) English with specific topics. The first type is described by Mackay and Mountford (1978, pp. 4-5) (as cited in Gatehouse, 2001) as follows:

... the language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in a novel situation, or in contexts outside the vocational environment.

According to Hutchinson and Waters (1987, p.17), the second ESP type, English for Academic and Occupational Purposes breaks into three subgroups: a) English for Science and Technology (EST), b) English for Business and Economics (EBE), and c) English for Social Studies (ESS). Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). An example of EOP for the EST branch is 'English for Technicians' whereas an example of EAP for the EST branch is 'English for Medical Studies'. However, it is also noted that there cannot be a clear distinction between EAP and EOP: "people can work and study simultaneously; it is

also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job” (Hutchinson and Waters, 1987, p. 16). This might be the reason why Carver (1983) categorizes EAP and EOP as the same kind of ESP. He claims that the final purpose of both EAP and EOP is the same: employment. It should be noted that although the purpose is the same, the instruments for achieving it are actually very different (Gatehouse, 2001).

The third type of ESP shifts the focus from purpose to topic. Gatehouse (2001) identifies this type as solely involved in expected future English needs of an area requiring skills for specific places such as conferences, working at foreign institutions and so forth. However, the author argues that this is not a separate type of ESP but an integral part of ESP courses, which focus on situational language, which has been determined through a needs analysis of the real language of the target workplace settings.

In this study, the perceived learning and target needs of the students and instructors were investigated to provide in-depth information for the English with specific topics program offered by the Faculty of Fine Arts at a private university in Istanbul, Turkey.

## 2.5. The Historical Background of Needs Analysis

There have been different definitions of “needs” in literature (Stufflebeam, McCormick, Binkerhoff, and Nelson, 1985; Witkin and Altschuld, 1995; Brown, 1995; Berwick, 1996; Reviere, 1996; Weddel and Van Duzer, 1997; Iwai et al., 1999; Mutlu, 2004; Warrington; 2005).

To begin with, Stufflebeam, McCormick, Binkerhoff, and Nelson (1985) explain needs analysis as “the process of determining the things that are necessary or useful for the fulfillment of a defensible purpose”. Likewise, Brown (1995) sees needs analysis as finding the learning targets or needs of a particular number of students through a set of activities that

include collecting information in order to develop a program. Witkin and Altschuld (1995) add to this the idea of prioritizing, defining needs analysis as a system of methodological procedures which sets priorities according to identified needs decides on program development and resource distribution.

Berwick (1996) sees needs as a measurable difference between the needs of the students and what the language program provides. The gap is the discrepancy between the aim of the situation and the present condition. Reviere (1996) defines needs by emphasizing that there is a gap between real and perfect conditions, which is recognized by community values and possibly open to change. There are three parts to this definition. First, the gap between real conditions and ideal conditions in a community has to exist. This gap will vary according to the individual yet it is a positive goal to narrow the gap. Second, this gap should be recognized and accepted as a need by a community. Finally, there must be the potential to change the gap in a positive way. Warrington (2005) describes needs as ‘filling in the holes’ during the learning period. Nonetheless, he stated that the process does not include referring to ‘wants’ in language learning but more about learners’ necessities for success during the learning period.

Weddel and Van Duzer (1997) add that even though the learners’ proficiency level and what they know, and what they want to learn and their abilities are involved in needs assessment, needs analysis gives importance to defining the learners’ wants or beliefs about what they need to learn. To explain needs assessment, they note that the “word “assess” comes from the Latin term “assidere,” which means to “sit beside”. Likewise, Iwai et al. (1999) explain needs analysis as activities that help to find a particular group of students’ needs for curriculum development and the basic information of the program.

Mutlu (2004) comments on this definition by saying that it is necessary to identify needs in a regular way and assign priorities according to the identified needs.

With respect to second language learners (L2 learners) specifically, Warrington (2005) states that needs analysis is a way to reach success in L2 learning by finding what the L2 learners individually want and get through guidance. Furthermore, in giving importance to the language learning needs of L2 learners, it is essential to increase learners' awareness of needs that might not be given or perceived in the language learning.

## 2.6. Needs Analysis Philosophies

There have been various needs analysis philosophies introduced by researchers (Stufflebeam, 1977; Mckillip, 1987; Brown, 1995).

Stufflebeam (1977) identifies four needs analysis philosophies: democratic, analytic, diagnostic, and discrepancy philosophies. According to him, these four philosophies are important as they will affect the types of information that will be gathered from the learners. To begin with, the democratic philosophy aims to find out the change that is desired by most of the people who are involved. These people can be the students, teachers, administrators, or the school itself (Brown, 1995). In addition, the analytic philosophy sees needs as what the learners will learn next according to what they already know. Therefore, it aims to survey the ladder steps in second language acquisition. The diagnostic philosophy aims to find the missing parts that if not taught will harm the learning. In other words, it finds the language skills that are important for the learners (Brown, 1995). Lastly, the discrepancy philosophy involves finding the expected performance of the students and what they perform in reality.

Mckillip (1987) (as cited in Ekici, 2003) points out that in education, the discrepancy philosophy or gap model is the most direct and most commonly used. "The model emphasizes normative expectations and involves three phases: 1) Goal setting; identifying what ought to be, 2) Performance measurement; determining what is and 3) Discrepancy identification; ordering differences between what ought to be and what is".

In order to find out the students' needs and their competences, the discrepancy model is used. As for the participation of the instructors and students, the democratic philosophy is applied in the present study.

## 2.7. Needs Analysis Approaches

There are different types of approaches to needs analysis proposed. These include a sociolinguistic model (Munby, 1978), a systemic approach (Richterich and Chancerel, 1980), a learning-centered approach (Hutchinson and Waters, 1987), learner-centered approaches (Berwick, 1989; Brindley, 1989), and a task-based approach (Long 2005).

In order to analyze the content of purpose-specific language programs, Munby (1978) investigates a sociolinguistic model. In this model, the Communicative Needs Processor (CNP) is the most popular procedure. Educators, especially in ESP, use this model to specify communicative competence. The model aims to find target situation needs through detailed procedures. For the purpose of identifying a specified group of learners' communicative needs, the language is analyzed in the target situation.

Brown (1995) defines situation needs as getting information by giving importance to the physical, social, and psychological contexts in which learning takes part. He also adds that factors that are administrative, financial, logistical, manpower, pedagogic, religious, cultural, or personal might affect the needs.

A systematic approach has been developed by Richard and Chancerel (1980) in order to find the needs of adult foreign language learners. Jordan (1997) states that this approach emphasizes exploring the students' present situations and the developing nature of learner needs. To collect information on learners' needs, investigations are made before and during the courses.

Hutchinson and Waters (1987) suggest a learning centered approach to ESP, which gives attention to identifying how learners learn instead of language needs. They believe that this approach is the best one to carry the learners from the starting point to the target situation.

Moreover, learner-centered approaches to needs analysis were pioneered by Berwick (1989) and Brindley (1989). To be able to identify the learners' needs, they found three different features: perceived vs. felt needs; product vs. process oriented interpretations; and objective vs. subjective needs. The perspective of learners is identified as 'felt needs' and the perspective of experts is defined as 'perceived needs' (Berwick, 1989). Learners' needs are seen as the language the learners need in the target situation in the product oriented interpretation while the process oriented interpretation emphasizes the importance of how learners respond to their learning situation (Brindley, 1989). Finally, objective needs are investigated before a course, whereas subjective needs are dealt with during the course. Brindley (1984) defines objective needs as noticeable data that can be gathered about the learners, the language the students must acquire, the situation, the students' present proficiency, and skill levels and so on. However, subjective needs are difficult to define since they are something to do with "wants," "desires," and "expectations".

Apart from the different types of needs categorized under the approaches mentioned above, Çelik (2003, p. 23) makes a distinction between two important student needs namely, target and learning needs. While the target needs are what the learners need in order to function successfully in the target situation, learning needs are what the learners need to do in order to meet the target needs.

For the purposes of the present study, the perceptions of the students and instructors' who were enrolled in an ESP program offered by the Faculty of Fine Arts at a private university in Istanbul, Turkey were identified in relation to the learning and target needs.

## 2.8. English for Specific Purposes (ESP) and Needs Analysis (NA)

Hutchinson and Waters (1987) state that needs analysis mostly originated in the field of ESP. However, they also argue that with regards to needs analysis, no distinction should be made between ESP and general English. They note that:

“It is often argued that the needs of the general English learner, for example the schoolchild, are not specifiable... In fact, this is the weakest of all arguments, because it is always possible to specify needs, even if it is only the need to pass the exam at the end of the school year. There is always an identifiable need of some sort. What distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need” (Hutchinson and Waters 1987).

Furthermore, Kim (2006) notes that needs assessment (NA) has been influenced by the rise of ESP. She cites Richards’ (2001) comments in the 1960s on an increasing demand for specialized language programs, which brought needs assessment into language teaching research and practice.

## 2.9. Needs Analysis Studies carried out on Second/Foreign Language Education outside Turkey

Many needs analysis studies have been conducted to design and evaluate English language teaching and learning programs outside Turkey. While some of these studies have focused on identifying the students’ needs to design a specific language program, others tried to evaluate whether the students’ needs were met after the implementation of the program (Chia et al., 1999; Jasso-Aguilar, 1999; Edwards, 2000; Bosher and Smalkoski, 2002).



To begin with, Chia et al. (1999) aimed to identify the perceptions of staff and students towards the English language needs of the students in medical college. 349 medical students and 20 faculty members at Chung Shan Medical College in Taichung, Taiwan responded to the study. Respondents' opinions involved: 1) the importance of use of English in students' studies and future careers; 2) basic language skills needed in freshman English course; and 3) suggestions on language curriculum development. By the end of the study, it was found that English was important for the learners' academic life and for their future career. At freshmen level, learners wanted a basic English language course, saying that listening was the main skill needing to be improved. The faculty and the students noted that they wanted more than one year of English language courses.

Jasso-Aguilar (1999) used qualitative techniques in needs analysis for hotel maids, obtaining data from participant observations, unstructured interviews, and questionnaires. Hotel maids, supervisors, the executive housekeeper, and a member of human resources staff participated in the study. The study revealed that it is important to use many sources and methods to be able to identify the needs of the learners. The participants believe that researchers should use a more critical perspective in needs analysis, which would allow people's voices a wider range.

Edwards (2000) performed an ESP case study including senior German bankers. He noted how many of the EFL teachers could not prepare the ESP assignment that they need to teach. The school director had an interview with the employer to identify course aims and objectives. In addition, the researcher conducted a brief needs analysis on the first day of the course. This initial needs analysis aimed to find out the learners' learning experience in the past and their future objectives through general questions. By giving importance to the school director's advice and to the needs analysis, the course aimed at developing spoken English, giving presentations with different graphs or charts, writing reports related to

banking, listening to native speakers in meetings, and building general and specialist vocabulary. According to the results of the study, it was decided that an effective and flexible ESP course design can be derived from the teachers own practical experiential knowledge and from the students themselves. This may be more effective than following explicit directives as to how to do a needs analysis and build ESP curricula.

Finally, Boshier and Smalkoski (2002) conducted a needs analysis on 28 immigrant ESL students who were in the Associate of Science (A.S.) degree nursing program. The goal was to see why many of the learners in this program could not succeed academically and how to respond to the problem. In order to do this, they gathered information on the objective needs of the learners by using interviews, observations, and questionnaires. Based on the findings, they developed the course, Speaking and Listening in a Health-Care Setting after finding the learners' biggest difficulty was communicating with clients and colleagues in the clinical setting.

#### 2.10. Needs Analysis Studies carried out on Foreign Language Education in Turkey

Parallel to the needs analysis studies carried out in English teaching and learning programs abroad, similar studies have been conducted regarding the foreign language education programs in Turkey (Ekici; 2003, Mutlu, 2004; Özkanal, 2009).

Ekici (2003) conducted a study on the language needs of Tour Guidance students at the Faculty of Applied Sciences at Başkent University with an emphasis on the perceptions of learners, English instructors, and curriculum developers. The rationale of this study was to see whether there was a relationship between the learners' English language attitudes and the language and target needs that they rated. Attitude scale and needs assessment questionnaires were given to 45 students. Additionally, two curriculum coordinators were given ESP identification forms and two curriculum coordinators and three English

instructors were given English Instructor Questionnaires. It was found that all the different groups of participants' answers showed similarities and differences in perceptions of English with regard to the learning and target needs of learners. The results of the study revealed that speaking, listening and specialist vocabulary should be emphasized to be able to accomplish the needs of the Tour Guidance students.

Mutlu (2004) conducted a research study on the needs of third year Management students of the Faculty of Economic and Administrative Sciences at Başkent University concerning the English-Turkish Translation courses with respect to learners' perceptions. A needs analysis questionnaire was given to 53 students and structured interviews were conducted with 6 course instructors, 16 departmental instructors, 10 graduates and 10 professionals. The major aim of the research was to identify and analyze the needs of the learners. At the end of the study, it was found that translation from English to Turkish was important when the learners do their departmental studies in Turkish and when they do field-specific readings in English. Participants stated that in addition to improving translation skills, the translation course improves their competence in English. Based on the findings, course designers and instructors were recommended to extend the course.

Finally, Özkanal (2009) conducted a study on 300 students in a preparatory English program, 129 students who had finished the preparatory school and were studying in their faculties and 27 instructors. A questionnaire was administered to the participants. The aim was to see whether the courses' aims, content, education period, and evaluation matched the learners' perceptions with respect to their needs and wants. The findings revealed that, some needs of the learners were met but some of them needed to be changed or redeveloped. A revised model of the courses is given according to the revealed results.

## CHAPTER III

### METHODOLOGY

#### 3.1. Introduction

This chapter describes the methodology of the study. The remainder of the chapter will include a description of the research setting, participants, data collection instruments, research questions, and data analysis.

Case study is the research methodology of the study. The present study aimed to find out the students' learning and target needs by identifying the perceptions of the students and instructors enrolled in the ESP program offered by the Faculty of Fine Arts at one of the private universities in Istanbul, Turkey. The following research questions were addressed:

- 1- What are the students' and instructors' perceptions in terms of the importance of the language subskills (speaking, listening, reading, writing) in relation to learning needs?
- 2- What are the students' and instructors' perceptions in terms of the importance of being involved in the speaking, listening, reading, writing tasks in relation to target needs?

#### 3.2. Setting

The present study was conducted at a private university in Istanbul, Turkey. There are various ESP programs offered for different disciplines at the university. For the purpose of this study, the emphasis was on the ESP program offered for the students studying at the Faculty of Fine Arts. Specifically, this study aimed to identify the students' learning and target needs enrolled in an ESP program of the Faculty of Fine Arts. In order to get information about the program, a face-to-face discussion was conducted with the coordinator of the program at the end of the first term of the 2012-2013 educational year.

The aim of the ESP program designed for the Fine Arts students is to raise the students' language related awareness in their academic and professional scopes. In other words, the reason the students attend this program is to get sufficient knowledge in their major areas.

The ESP courses are developed independently and run by the Foreign Languages Department. The students start to undertake ESP orientation after they complete the elementary level (C level) in the preparatory program offered by the university. The students also have to take a proficiency exam before they get admitted to the ESP courses. The score to start the ESP program is 70 and attendance is obligatory. There are two different proficiency levels in the program, level A and level B. At A level, students receive eighteen hours of English instruction a week and at B level, students get twenty-four hours of instruction a week.

There are six (6) instructors involved in the ESP program. The instructors get in-service training before they start to teach. Some of these instructors also offer undergraduate courses in the Faculty of Fine Arts.

The ESP and the faculty lecturers are in collaboration while designing the courses. The teaching materials are prepared by the instructors, coordinators, and faculty lecturers. Instructors use audiovisual materials from various resources such as the Internet and magazines as supplementary materials. The performance of the students in the program is assessed as: 25% participation/attendance, 25% homework/presentation, 20% midterm exam, and 30% final exam.

### 3.3. The Participants

Convenient sampling was used in this study to regulate the participants because of the time constraints and availability. Specifically, Fifty-nine (59) students participated in the study. The participants of this study were ESP learners of the Faculty of Fine Arts at a private

university. The participants' mother tongue was Turkish coming from families with a high socio-economic background. Thirty-two (32) of the student participants were female and twenty-seven (27) were male with the age range from eighteen (18) to twenty-seven (27). In addition, six (6) female ESP instructors with an average of teaching experience at least for three years participated in the study as well. While four (4) of the instructors were graduates of the English Language Teaching Department (ELT), other two (2) instructors graduated from the English Literature Department and had a teaching certificate.

### 3.4. Case Study as a Research Design

This study employs a case study as a research design. Many researchers have supported case study as an effective strategy for research investigating a specific educational phenomenon such as person, program, event, process or social group (Stake, 1995; Bogdan and Biklen, 1998; Mertens, 1998; Cohen, Manion and Morrison, 2000; Yin, 2003; Mede, 2012).

Highly detailed understanding can be built up through case study design. A complete overview of the research can thereby be obtained (Ritchie and Lewis, 2003, p.52). As Mede (2012, p.66) indicates case study “provides detailed description of an educational phenomenon” (e.g. ESP program). In addition, it “allows the researcher to gather in-depth data about a particular setting, or a single subject, a single depository of documents, or one particular event” (e.g. identifying the needs of an ESP program). It also “permits the study of process in terms of design and evaluation of a specific program”. Lastly, it provides “detailed information about a specific population in a particular context” (e.g. an ESP program).

Different categories have been used by various researchers or case studies. Yin (2003), for example, uses the terms, exploratory, descriptive and explanatory for case studies. An exploratory case study (whether based on single or multiple cases) aims to explain the

questions and hypothesis of a subsequent study (not necessarily a case study) or to determine the feasibility of the desired research procedures. For a descriptive case study, the emphasis is on complete description of a phenomenon within its context. Finally, an explanatory case study presents data based on a cause-effect relationship, explaining how events happened.

Since the main purpose of this study is to obtain detailed information in order to evaluate an ESP program in a specific setting, a descriptive case study was chosen as a research design defined as “an intervention or phenomenon and the real-life context in which it occurred” (Yin, 2003, p.4).

### 3.5. Data Collection Instruments

For the purposes of this study, the data came from a needs analysis questionnaire and a semi-structured interview given to the students and instructors about their perceptions referring to students’ learning and target needs.

#### 3.5.1. The Needs Analysis Questionnaire given to the Students and Instructors about the Perceptions of the Students’ Learning and Target Needs

The needs analysis questionnaire was given to both the students and instructors enrolled in the ESP program offered by the Faculty of Fine Arts in the Fall semester of 2012 (See Appendices A and B). The questionnaire was adapted from a study conducted by Ekici (2003), which aimed to identify the learning and target needs of the Tour Guidance students in one of the most prestigious universities in Turkey. Specifically, phrases and words that were related to tour guidance department (e.g. speaking in tour operations, reading itineraries, writing tour commentaries) were extracted from the questionnaire.

The questionnaire contained four parts. The first part was designed to identify the learning needs of the students in terms of the four language skills. There were forty-five (45)

items in total. Twelve (12) of the items were related to speaking, ten (10) to listening, fifteen (15) to reading, and eight to writing. Each item in the scale was accompanied by a 4-point Likert scale ranging from ‘*very important*’ (A) to ‘*unimportant*’ (D).

As for the second part, there were sixty-four (64) items referring to the students’ target needs. Twelve (12) items were related to speaking skills, eight items to listening skills, ten (10) items to reading skills, and nine items to writing skills.

In the third part, the instructors’ and students’ perceptions of the importance of the four main skills, namely speaking, listening, reading, and writing were examined. The questions mainly targeted two fundamental areas of knowledge: specialist knowledge and speaking. The participants were expected to rank the skills from 1 to 6 by their importance.

Finally, the fourth part consisted of an open-ended question on whether the students and instructors think that equal importance is given to the four language skills in the program. If not, they were asked to briefly explain the reasons.

Before the questionnaire was carried out, it was piloted with seven ESP students from different fields of the Fine Arts Faculty. Reliability estimates for the four language skills of learning needs were  $\alpha=0.734$  for speaking,  $\alpha=0.792$  for listening,  $\alpha=0.831$  for reading, and  $\alpha=0.729$  for writing. In addition, alpha results for target needs were  $\alpha=0.907$  for speaking,  $\alpha=0.823$  for listening,  $\alpha=0.881$  for reading, and  $\alpha=0.798$  for writing for the whole needs analysis questionnaire. A high internal consistency of the items was found since the reliability estimate for the whole scale was  $\alpha=0.902$  (Gliem and Gliem, 2003).



### 3.5.2. Semi-structured Interview given to the Students and Instructors about the Perceptions of the Students' Learning and Target Needs

In an attempt to identify the students' learning and target needs, a semi-structured interview was carried out with six ESP students and six instructors at the beginning of the Fall Semester of 2012 educational year.

The interview comprised six questions. The questions were prepared parallel to the items of the needs analysis questionnaire (See Appendices C and D). The first question was about the perceptions of the students and instructors on the primary aim of the ESP program. Then, both groups were asked to rank the four main skills (speaking, listening, reading, writing) and specialist vocabulary and grammar from "1 (*most important*)" to "6 (*least important*)". The third question was related to the most effective strategies to be emphasized in ESP courses to improve the students' performance in the four skills. This question was divided into the four main skills, namely speaking, listening, reading, and writing. The fourth question aimed at finding the most effective tasks in the instructors' and students' opinion to be emphasized in ESP courses in order to improve the students' performance in the four skills (speaking, listening, reading, and writing). The fifth question was about the opinions of the students and instructors on the major strengths and weaknesses of the program. Lastly, the participants were asked whether they had further comments on the program. Table 3.1. summarizes the research questions and the corresponding procedures.

Table 3.1. Overview of the research questions and the procedures

Research question	Data collection instrument(s)	Data analysis
Part 1. Learning Needs		
1-What are the students' and instructors' perceptions in terms of the importance of the language subskills (speaking, listening, reading, writing) in relation to learning needs?	<ul style="list-style-type: none"> <li>• A needs analysis questionnaire about the students' and instructors' perceptions of learning needs (Adapted from Ekici, 2003)</li> <li>• A semi-structured interview</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive statistics (means, standard deviations and percentages)</li> <li>• Pattern coding (Bogdan and Biklen, 1998)</li> </ul>
Part 2. Target Needs		
2-What are the students' and instructors' perceptions in terms of the importance of being involved in the speaking, listening, reading, and writing tasks in relation to target needs?	<ul style="list-style-type: none"> <li>• A needs analysis questionnaire about the students' and instructors' perceptions of target needs (Adapted from Ekici, 2003)</li> <li>• A semi-structured interview</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive statistics; (means, standard deviations and percentages)</li> <li>• Pattern coding (Bogdan and Biklen, 1998)</li> </ul>

### 3.6. Data Analysis Procedure

The following section describes the data analysis procedure in relation to the identification of the target and learning needs of the students enrolled in an ESP program offered by the Faculty of Fine Arts at a private university in Istanbul, Turkey.

In an attempt to answer the two research questions, the data gathered from the needs analysis questionnaire were tabulated and analyzed statistically using Statistical Package for

Social Sciences 16.0 (SPSS). Descriptive statistics (means, standard deviations and percentages) were estimated to identify the perceptions of the students and instructors referring to students' learning and target needs.

The data gathered were supported via semi-structured interviews carried out individually with the two groups of participants. According to Bogdan and Biklen's (1998) framework, the interviews were first transcribed, and then by reading each participant's transcripts, the conceptual themes were identified by the researcher according to the recurring words and ideas. These conceptual categories were used to create a matrix of major themes, which were sorted under specific headings. Finally, the supporting quotes from each participant were listed and discussed under each heading.

## CHAPTER IV

### 4.1. Results and Discussion

In this chapter, the findings are presented in two parts. The first part (Part 1) emphasizes the results related to the perceptions of the students and instructors about the importance of students' performance in the four language skills referring to students' learning needs.

As for the second part (Part 2), the results regarding the students' and instructors' perceptions about the importance of performing tasks related to the four language skills referring to students' target needs are reported.

#### 4.2. The Students' and Instructors' Perceptions Considering the Importance of Students' Performance on the Four Language Skills referring to Learning Needs

In this part (Part 1), the findings related to the importance of students' performance on the four language skills referring to their learning needs are reported. First, the results regarding the perceptions of the students and instructors referring to the speaking subskills are presented. Second, the subskills of listening are explained, followed by the reading subskills. Lastly, the results related to the writing subskills are included.

##### 4.2.1. Perceptions of Students and Instructors Regarding the Importance of Items Referring to Speaking Skills as Learning Needs

This part presents the statistical analysis of the perceptions of the students and instructors considering the importance of speaking subskills referring to students' learning needs. Table 4.1. shows the descriptive statistics of the two groups in terms of the importance given to each item.

Table 4.1. Descriptive Statistics (Means, Standard Deviations and Percentages) of the Importance given to the Speaking Subskills Perceived as Learning Needs by Students and Instructors

Speaking subskills	Very Important		Important		Of Little Importance		Unimportant		M		SD	
	Ss	Is	Ss	Is	Ss	Is	Ss	Is	Ss	Is	Ss	Is
	%	%	%	%	%	%	%	%				
Asking questions	50.8	60.0	45.8	20.0	-	-	3.4	20.0	1.55	1.60	0.67	0.89
Answering questions	45.8	80.0	25.4	-	13.6	20.0	15.3	-	1.98	1.40	1.10	0.89
Expressing yourself	60.3	66.7	31.0	33.3	6.9	-	1.7	-	1.50	1.33	0.70	0.57
Summarizing	25.9	50.0	60.3	25.0	10.3	25.0	3.4	-	1.91	1.75	0.70	0.95
Describing	47.5	75.0	39.0	25.0	11.9	-	1.7	-	1.67	1.25	0.75	0.50
Comparing-contrasting	45.8	20.0	39.0	60.0	13.6	20.0	1.7	-	1.71	2.0	0.76	0.70
Solving problems	40.7	40.0	44.1	60.0	11.9	-	3.4	-	1.77	1.60	0.78	0.54
Reasoning	44.1	60.0	39.0	20.0	11.9	20.0	5.1	-	1.77	1.60	0.85	0.89
Making presentations	62.7	100	35.6	-	-	-	1.7	-	1.40	1.00	0.59	0.00
Criticizing	39.0	100	44.1	-	13.6	-	3.4	-	1.81	1.00	0.79	0.00
Reacting to speech and lecture	47.5	40.0	33.9	60.0	15.3	-	3.4	-	1.74	1.60	0.84	0.54
Wording quickly	44.1	40.0	42.4	20.0	8.5	20.0	5.1	20.0	1.74	2.20	0.82	1.30

Note: Ss=Students; Is=Instructors.

As shown in the table above, the range of the means of items for the importance of the speaking subskills was 1.40 – 1.98 for the students and 1.25 – 2.60 for the instructors. Specifically, the subskills perceived highly important (as a combination of very important and important) by the two groups were indicated as follows: making presentations

(Ss=98.3%/Ts=100%), asking questions (Ss=96.6%/Ts=80%), expressing yourself (Ss=91.3%/Ts=100%), summarizing (Ss=86.2%/Ts=75%), describing (Ss=86.5%/Ts=100%), wording quickly (Ss=86.5%/Ts=60%), comparing-contrasting (Ss=84.8%/Ts=80%), solving problems (Ss=84.8%/Ts=100%), criticizing (Ss=83.1%/Ts=100%), reasoning (Ss=83.1%/Ts=80%), reacting to speech and lecture (Ss=81.4%/Ts=100%), and answering questions (Ss=71.2%/Ts=80%).

#### 4.2.2. Perceptions of Students and Instructors Regarding the Importance of Items Referring to Listening Skills as Learning Needs

As for the importance of students' performance in listening subskills, both students and instructors expressed their positive feelings. Table 4.2. illustrates the descriptive statistics of students and instructors attaching importance to each item in listening subskills.

Table 4.2. Descriptive Statistics (Means, Standard Deviations and Percentages) of the Importance given to the Listening Subskills Perceived as Learning Needs by Students and Instructors

Listening subskills	Very Important		Important		Of Little Importance		Unimportant		M		SD	
	Ss	Is	Ss	Is	Ss	Is	Ss	Is	Ss	Is	Ss	Is
	%	%	%	%	%	%	%	%				
Obtaining gist	37.3	100	52.5	-	5.1	-	5.1	-	1.77	1.00	0.76	0.00
Obtaining specific information	64.4	40.0	28.8	40.0	3.4	20.0	3.4	-	1.45	1.80	0.72	0.83
Listening for summarizing	52.5	60.0	30.5	40.0	11.9	-	5.1	-	1.69	1.40	0.87	0.54
Listening for taking notes	50.8	60.0	28.8	20.0	16.9	20.0	3.4	-	1.72	1.60	0.86	0.89
Recognizing language structure	54.2	40.0	32.2	40.0	11.9	20.0	1.7	-	1.61	1.80	0.76	0.83
Understanding complex sentences	62.7	60.0	18.6	40.0	13.6	-	5.1	-	1.61	1.40	0.91	0.54
Deducing the meaning of unfamiliar words or word groups	42.4	60.0	45.8	40.0	10.2	-	1.7	-	1.71	1.40	0.72	0.54
Evaluating the importance of information	37.3	60.0	47.5	40.0	13.6	-	1.7	-	1.79	1.40	0.73	0.54
Extracting the information not explicitly stated	30.5	60.0	50.8	20.0	16.9	20.0	1.7	-	1.89	1.60	0.73	0.89
Recognizing speech organization patterns (lecture, announcement)	40.7	75.0	45.8	25.0	11.9	-	1.7	-	1.74	1.25	0.73	0.50

Note: Ss=Students; Is=Instructors.

According to the results of this table, the range of means of the listening subskills was 1.45–1.89 for the students and 1.40-2.80 for the instructors. The following listening subskills were perceived to be highly important (as a combination of very important and important) by

the participants: obtaining specific information (Ss=93.2%/Ts=80%), obtaining gist (Ss=89.8%/Ts=100%), deducing the meaning of unfamiliar words or word groups (Ss=88.2%/Ts=100%), recognizing speech organization patterns (lecture, announcement) (Ss=86.5%/Ts=100%), recognizing language structure (Ss=86.4%/Ts=80%), evaluating the importance of information (Ss=84.8%/Ts=100%), listening for summarizing (Ss=83%/Ts=100%), understanding complex sentences (Ss=81.3%/Ts=100%), extracting the information not explicitly stated (Ss=81.3%/Ts=80%), and listening for taking notes (Ss=79.6%/Ts=80%).

#### 4.2.3. Perceptions of Students and Instructors Regarding the Importance of Items Referring to Reading Skills as Learning Needs

As for the perceptions of students and instructors regarding the importance of reading subskills referring to learning needs, Table 4.3. reports the related findings.



Table 4.3. Descriptive Statistics (Means, Standard Deviations and Percentages) of the Importance given to the Reading Subskills Perceived as Learning Needs by Students and Instructors

Reading subskills	Very Important		Important		Of Little Importance		Unim- portant		M		SD	
	Ss	Is	Ss	Is	Ss	Is	Ss	Is	Ss	Is	Ss	Is
	%	%	%	%	%	%	%	%				
Predicting	61.0	60.0	33.9	40.0	3.4	-	1.7	-	1.45	1.40	0.65	0.54
Scanning	42.4	60.0	47.5	40.0	6.8	-	3.4	-	1.71	1.40	0.74	0.54
Skimming	52.5	60.0	39.0	20.0	5.1	20.0	3.4	-	1.59	1.60	0.74	0.89
Reading intensively	44.1	80.0	40.7	20.0	11.9	-	3.4	-	1.74	1.20	0.80	0.44
Guessing the meaning of unknown words from context	66.1	60.0	25.4	40.0	6.8	-	1.7	-	1.44	1.40	0.70	0.54
Referencing (focusing on pronouns, numbers)	52.5	40.0	32.2	60.0	13.6	-	1.7	-	1.64	1.60	0.78	0.54
Analyzing	55.9	40.0	30.5	40.0	10.2	20.0	3.4	-	1.61	1.80	0.80	0.83
Synthesizing	49.2	60.0	32.2	20.0	15.3	20.0	3.4	-	1.72	1.60	0.84	0.89
Making inferences	37.3	60.0	45.8	20.0	15.3	20.0	1.7	-	1.81	1.60	0.75	0.89
Reading for note taking	35.6	40.0	45.8	40.0	15.3	20.0	3.4	-	1.86	1.80	0.79	0.83
Identifying main ideas	50.8	40.0	37.3	60.0	8.5	-	3.4	-	1.64	1.60	0.78	0.54
Paraphrasing	44.1	60.0	45.8	40.0	6.8	-	3.4	-	1.69	1.40	0.74	0.54
Summarizing	39.0	60.0	44.1	40.0	11.9	-	5.1	-	1.83	1.40	0.83	0.54
Transferring information	35.6	60.0	52.5	40.0	8.5	-	3.4	-	1.79	1.40	0.73	0.54
Responding critically	42.4	60.0	42.4	20.0	11.9	20.0	3.4	-	1.76	1.60	0.79	0.89

Note: Ss=Students; Is=Instructors.

The range of means for the students was 1.44-1.86 and 1.20-2.60 for the instructors. Specifically, the reading subskills rated to be important by both groups for the students' language development were: predicting (Ss=94.9%/Ts=100%), skimming (Ss=91.5%/Ts=80%), guessing the meaning of unknown words from context (Ss=91.5%/Ts=100%), scanning (Ss=89.9%/Ts=100%), paraphrasing (Ss=89.9%/Ts=100%), identifying main ideas (Ss=88.1%/Ts=100%), transferring information (Ss=88.1%/Ts=100%), analyzing (Ss=86.4%/Ts=80%), responding critically (Ss=84.8%/Ts=80%), reading intensively (Ss=84.8%/Ts=100%), referencing (focusing on pronouns, numbers) (Ss=84.7%/Ts=100%), summarizing (Ss=83.1%/Ts=100%), making inferences (Ss=83.1%/Ts=80%), synthesizing (Ss=81.4%/Ts=80%), and reading for note taking (Ss=81.4%/Ts=80%).

#### 4.2.4. Perceptions of Students and Instructors Regarding the Importance of Items Referring to Writing Skills as Learning Needs

The perceptions of the students and instructors about the importance of the writing subskills referring to learning needs are shown in Table 4.4. below.

Table 4.4. Descriptive Statistics (Means, Standard Deviations and Percentages) of the Importance given to the Writing Subskills Perceived as Learning Needs by Students and Instructors

Writing subskills	Very Important		Important		Of Little Importance		Unimportant		M		SD	
	Ss	Is	Ss	Is	Ss	Is	Ss	Is	Ss	Is	Ss	Is
	%	%	%	%	%	%	%	%				
Structuring sentences	39.0	80.0	49.2	20.0	10.2	-	1.7	-	1.74	1.20	0.70	0.44
Addressing topic	54.2	60.0	32.2	40.0	10.2	-	3.4	-	1.62	1.40	0.80	0.54
Developing ideas	45.8	60.0	44.1	20.0	8.5	20.0	1.7	-	1.66	1.60	0.70	0.89
Linking ideas	62.7	40.0	23.7	40.0	11.9	20.0	1.7	-	1.52	1.80	0.77	0.83
Organizing the product	37.3	60.0	54.2	40.0	6.8	-	1.7	-	1.72	1.40	0.66	0.54
Using appropriate vocabulary	50.8	60.0	37.3	20.0	11.9	20.0	-	-	1.61	1.60	0.69	0.89
Expressing your ideas clearly	44.1	60.0	49.2	40.0	5.1	-	1.7	-	1.64	1.40	0.66	0.54
Spelling correctly	45.8	60.0	35.6	20.0	15.3	20.0	3.4	-	1.76	1.60	0.83	0.89

Note: Ss=Students; Is=Instructors.

The range of means of items according to their importance with respect to the writing subskills was 1.52-1.79 for the students and 1.20-2.40 for the instructors. To put it simply, the importance was given to the items such as expressing ideas clearly (Ss=93.3%/Ts=100%), organizing the product (Ss=91.5%/Ts=100%), developing ideas (Ss=89.9%/Ts=80%), structuring sentences (Ss=88.2%/Ts=100%), using appropriate vocabulary (Ss=88.1%/Ts=80%), addressing the topic (Ss=86.4%/Ts=100%), linking ideas (Ss=86.4%/Ts=80%), and spelling correctly (Ss=81.4%/Ts=80%).

#### 4.2.5. The Results of the Semi-Structured Interviews related to the Students' Learning Needs

##### 4.2.5.1. The Perceptions of the Instructors and Students related to the ESP Program

When the instructors and students were asked about the primary aim of the ESP program, both groups stated that it attempts to meet the students' specified needs by providing them with the necessary background knowledge to follow their undergraduate courses effectively. Specifically, the program is based on the students' reason for learning. In relation to this point, both groups made the following comments:

The primary aim of the ESP program is to meet the specified needs of the students by giving them the necessary background knowledge to follow their undergraduate courses effectively. In short, the program is based on the students' 'reason for learning' (Instructor 1, Interview).

The aim of our program is to help us follow our undergraduate program by providing us with the background knowledge considering our field of study (Student 1, Interview).

In addition, the participants indicated that the program focuses on teaching specific vocabulary related to the students' field of study as follows:

The ESP program focuses on teaching students the specific vocabulary based on their field of study (Instructor 3, Interview).

In the ESP program, we are introduced to specific vocabulary with respect to our undergraduate courses (Student 2, Interview).

Lastly, the two groups agreed on the ranking of the specialist vocabulary, speaking, listening, reading, writing, and grammar concepts according to their order of importance. One of the instructors and students made the following comments:

Although the ESP program aims to develop the specialist vocabulary, four language skills, and the grammatical component of the language, there is an order of importance I think is followed as; specialist vocabulary, speaking, listening, writing, reading, and grammar (Instructor 2, Interview).

If I was asked to rank the language components emphasized in the program I would do it as follows; specialist vocabulary, speaking, listening, writing, reading, and grammar (Student 3, Interview).

#### 4.2.5.2. Speaking

Taking into consideration the students' speaking abilities, both instructors and students stated that strategies such as making presentations and participating in discussions/debates should be integrated in the program in terms of improving the students' performance in speaking. The two groups of participants made the following comments:

In the ESP program, the instructors try to give some strategy training to help the students' improve their speaking skills. For example, students receive instruction on how to make presentations or participate in discussions/debates (Instructor 4, Interview).

In the ESP courses, we should learn how to speak effectively by making presentations or discussing particular topics (Student 4, Interview).

#### 4.2.5.3. Listening

As for the importance of the listening skill, the two groups stated that the students should learn how to use the necessary strategies in given tasks effectively shown in the excerpt below:

Listening is one of the important components of the ESP program. We should try to raise the students' awareness on how to listen for main idea or details of a lecture (Instructor 5, Interview).

In our listening course, we should learn how to obtain the gist or get the key points while listening to a lecture (Student 5, Interview).

#### 4.2.5.4. Reading

In relation to the students' progress of their reading skills, both groups expressed that predicting, skimming, scanning, paraphrasing, guessing from the context, and previewing are among the essential strategies to be emphasized in the program. The participating instructors and students said:

Guessing from the context, paraphrasing, and previewing (reviewing the title to get a sense of the structures and content of a reading selection) are among the vital strategies that should be given importance in the program to improve the reading ability of the students (Instructor 5, Interview).

In the reading course, strategies such as skimming and scanning should be focused on which would help us in understanding the given tasks effectively (Student 5, Interview).

#### 4.2.5.5. Writing

On being asked about the importance of writing strategies, both groups of participants indicated that expressing minor and major ideas, organizing ideas clearly, combining sentences, and using specialized vocabulary are among the essential strategies to be focused on in writing. They made the following comments:

It is very important for the learners to be able to express their ideas in writing, combine sentences and organize ideas clearly in order to make progress in their writing (Instructor 6, Interview).

In the writing course, we should learn how to use the necessary strategies such as expressing major and minor ideas and using specialized vocabulary, which will help us improve our writing ability (Student 6, Interview).

#### 4.3. The Students' and Instructors' Perceptions Considering the Importance of Students' Performance on Tasks Related to the Four Language Skills Referring to Target Needs

The second (Part 2) includes the results of the students' performance on the four language skills (speaking, listening, reading, and writing) referring to target needs are explained. First, the findings on the perceptions of both groups are given. Then, the interview findings are reported followed by the interview findings.

##### 4.3.1. Perceptions of Students and Instructors Regarding the Importance of Items Referring to Speaking Skills as Target Needs

The perceptions of the students and instructors in terms of the importance of performing speaking tasks referring to target needs are displayed in Table 4.5.

Table 4.5. Descriptive Statistics (Means, Standard Deviations and Percentages) of the Importance given to the Speaking Subskills Perceived as Target Needs by Students and Instructors

Speaking subskills	Very Important		Important		Of Little Importance		Unimportant		M		SD	
	Ss	Is	Ss	Is	Ss	Is	Ss	Is	Ss	Is	Ss	Is
	%	%	%	%	%	%	%	%				
Speaking with native speakers	45.8	60.0	45.8	20.0	5.1	20.0	3.4	-	1.66	1.60	0.73	0.89
With non-native speakers	40.7	40.0	42.4	60.0	10.2	-	6.8	-	1.83	1.60	0.87	0.54
With colleagues	46.6	60.0	36.2	40.0	12.1	-	5.2	-	1.75	1.40	0.86	0.54
With customers	55.9	60.0	32.2	40.0	8.5	-	3.4	-	1.59	1.40	0.79	0.54
In the office	50.8	60.0	30.5	40.0	11.9	-	6.8	-	1.74	1.40	0.92	0.54
In hotels	49.2	80.0	33.9	-	15.3	20.0	1.7	-	1.69	1.40	0.79	0.89
In restaurants	56.9	60.0	25.9	20.0	15.5	20.0	1.7	-	1.62	1.60	0.81	0.89
At the airports	50.8	40.0	27.1	60.0	15.3	-	6.8	-	1.77	1.60	0.94	0.54
In travel agencies	44.1	80.0	33.9	20.0	13.6	-	8.5	-	1.86	1.40	0.95	0.89
In transportation contexts	39.0	80.0	44.1	-	13.6	20.0	3.4	-	1.81	1.40	0.79	0.89
In social settings	52.5	60.0	32.2	40.0	13.6	-	1.7	-	1.64	1.40	0.78	0.54
Abroad	59.3	80.0	23.7	20.0	11.9	-	5.1	-	1.62	1.20	0.88	0.44

Note: Ss=Students; Is=Instructors.



The range of means of items rated by the students was 1.59-2.16 and by the instructors was 1.20-2.20. Both groups agreed on the importance of the students' performance while speaking with native speakers (Ss=91.6%/Ts=80%), with customers (Ss=88.1%/Ts=100%), in social settings (Ss=84.7%/Ts=100%), with non-native speakers (Ss=83.1%/Ts=100%), in hotels (Ss=83.1%/Ts=80%), in transportation contexts (Ss=83.1%/Ts=80%), abroad (Ss=83%/Ts=100%), with colleagues (Ss=82.8%/Ts=100%), in restaurants (Ss=82.8%/Ts=80%), in the office (Ss=81.3%/Ts=100%), in travel agencies (Ss=78%/Ts=100%), and at airports (Ss=77.9%/Ts=100%).

#### 4.3.2. Perceptions of Students and Instructors Regarding the Importance of Items Referring to Listening Skills as Target Needs

The perceptions of the students and instructors in terms of the importance given to each item related to performing listening tasks referring to target needs are reported in Table 4.6.

Table 4.6. Descriptive Statistics (Means, Standard Deviations and Percentages) of the Importance given to the Listening Subskills Perceived as Target Needs by Students and Instructors

Listening subskills	Very Important		Important		Of Little Importance		Unim- portant		M		SD	
	Ss	Is	Ss	Is	Ss	Is	Ss	Is	Ss	Is	Ss	Is
	%	%	%	%	%	%	%	%				
Understanding native speakers	54.2	80.0	32.2	20.0	11.9	-	1.7	-	1.61	1.20	0.76	0.44
Understanding non-native speakers	40.7	20.0	39.0	60.0	16.9	20.0	3.4	-	1.83	2.00	0.83	0.70
TV programs	52.5	40.0	32.2	40.0	11.9	20.0	3.4	-	1.66	1.80	0.82	0.83
Announcements at different places	51.7	40.0	36.2	60.0	10.3	-	1.7	-	1.62	1.60	0.74	0.54
Films	52.5	60.0	35.6	40.0	6.8	-	5.1	-	1.64	1.40	0.82	0.54
Presentations	57.6	60.0	33.9	20.0	5.1	20.0	3.4	-	1.54	1.60	0.75	0.89
Conferences	52.5	80.0	39.0	20.0	5.1	-	3.4	-	1.59	1.20	0.74	0.44
Discussions	49.2	60.0	39.0	40.0	5.1	-	6.8	-	1.69	1.40	0.85	0.54

Note: Ss=Students; Is=Instructors.

The range of means of items according to their importance was 1.44-1.83 for the students and 1.00-2.00 for the instructors. The following items were given importance by the two groups of participants: listening to conferences (Ss=91.5%/Ts=100%), presentations (Ss=91.5%/Ts=80%), discussions (Ss=88.2%/Ts=100%), films (Ss=88.1%/Ts=100%), announcements at different places (Ss=87.9%/Ts=100%), understanding native speakers (Ss=86.4%/Ts=100%), TV programs (Ss=84.7%/Ts=80%), and listening to non-native speakers (Ss=79.7%/Ts=80%).

### 4.3.3. Perceptions of Students and Instructors Regarding the Importance of Items Referring to Reading Skills as Target Needs

The perceptions of the students and instructors in terms of the importance of performing reading tasks in regard to target needs are examined in Table 4.7.

Table 4.7. Descriptive Statistics (Means, Standard Deviations and Percentages) of the Importance given to the Reading Subskills Perceived as Target Needs by Students and Instructors

Reading subskills	Very Important		Important		Of Little Importance		Unimportant		M		SD	
	Ss	Is	Ss	Is	Ss	Is	Ss	Is	Ss	Is	Ss	Is
	%	%	%	%	%	%	%	%				
Academic texts	44.1	40.0	42.4	40.0	8.5	20.0	5.1	-	1.74	1.80	0.82	0.83
Manuals	33.9	60.0	49.2	40.0	15.3	-	1.7	-	1.84	1.40	0.73	0.54
Newspapers	47.5	40.0	37.3	60.0	11.9	-	3.4	-	1.71	1.60	0.81	0.54
Business letters	47.5	60.0	37.3	20.0	13.6	20.0	1.7	-	1.69	1.60	0.77	0.89
Magazines/ periodicals	44.1	60.0	35.6	20.0	13.6	20.0	6.8	-	1.83	1.40	0.91	0.54
Reports	39.0	60.0	35.6	40.0	22.0	-	3.4	-	1.89	1.80	0.86	0.83
Maps	40.7	40.0	35.6	40.0	18.6	20.0	5.1	-	1.88	1.60	0.89	0.89
Email messages	44.1	60.0	37.3	20.0	16.9	20.0	1.7	-	1.76	1.20	0.79	0.44
Brochures	33.9	80.0	45.8	20.0	16.9	-	3.4	-	1.89	1.80	0.80	0.83
Dictionary entries	57.6	40.0	25.4	40.0	13.6	20.0	3.4	-	1.62	1.80	0.84	0.83

Note: Ss=Students; Is=Instructors.

The range of means of items was 1.62-2.03 for the students and 1.20-2.60 for the instructors. Both groups of participants gave importance to the following items: reading academic texts (Ss=86.5%/Ts=80%), newspapers (Ss=84.8%/Ts=100%), business letters (Ss=84.8%/Ts=80%), manuals (Ss=83.1%/Ts=100%), dictionary entries (Ss=83%/Ts=80%),

email messages (Ss=81.4%/Ts=80%), brochures (Ss=79.7%/Ts=100%), magazines /periodicals (Ss=79.7%/Ts=80%), maps (Ss=76.3%/Ts=80%) and reports (Ss=74.6% /Ts=100%).

#### 4.3.4. Perceptions of Students and Instructors Regarding the Importance of Items Referring to Writing Skills as Target Needs

The perceptions of the students and instructors regarding the importance of writing subskills in regard to target needs are presented in Table 4.8.

Table 4.8. Descriptive Statistics (Means, Standard Deviations and Percentages) of the Importance given to the Writing Subskills Perceived as Target Needs by Students and Instructors

Writing subskills	Very Important		Important		Of Little Importance		Unimportant		M		SD	
	Ss	Is	Ss	Is	Ss	Is	Ss	Is	Ss	Is	Ss	Is
	%	%	%	%	%	%	%	%				
Writing business letters	61.0	60.0	25.4	20.0	8.5	20.0	5.1	-	1.57	1.60	0.85	0.89
E-mail messages	52.5	100	37.3	-	6.8	-	3.4	-	1.61	1.00	0.76	0.00
Fax messages	35.6	50.0	45.8	25.0	13.6	25.0	5.1	-	1.88	1.75	0.83	0.95
Notes	44.1	60.0	33.9	40.0	15.3	-	6.8	-	1.84	1.40	0.92	0.54
Reports	37.3	40.0	44.1	60.0	13.6	-	5.1	-	1.86	1.60	0.83	0.54
Legal documents	49.2	40.0	35.6	40.0	11.9	20.0	3.4	-	1.69	2.40	0.81	1.34
User manuals	37.3	20.0	35.6	40.0	23.7	20.0	3.4	20.0	1.93	2.40	0.86	1.14
Brochures	40.7	40.0	30.5	40.0	25.4	40.0	3.4	20.0	1.91	2.60	0.89	1.14
Leaflets	28.8	60.0	45.8	20.0	16.9	40.0	8.5	20.0	2.05	2.60	0.89	1.14

Note: Ss=Students; Is=Instructors.

As shown in the table above, the range of means was 1.57-2.08 for the students and 1.00-2.60 for the instructors. The writing subskills rated to be highly important (as a combination of very important and important) were: writing email messages (Ss=89.8%/Ts=100%), business letters (Ss=86.4%/Ts=80%), legal documents (Ss=84.8%/Ts=80%), reports (Ss=79.7%/Ts=100%), fax messages (Ss=81.4%/Ts=75%), notes (Ss=78%/Ts=100%), leaflets (Ss=74.6%/Ts=80%), itineraries (Ss=78%/Ts=80%), memos (Ss=72.9%/Ts=80%), and brochures (Ss=71.2%/Ts=80%).

#### 4.3.5. The Results of the Semi-Structured Interviews Related to the Students' Target Needs

##### 4.3.5.1. Speaking

In relation to the improvement of the students' speaking ability, the instructors and students agreed that the students should be engaged in purposeful interaction during conversation with native-language teachers, as expressed in the excerpt below:

In order to help students improve their speaking ability, the program should include tasks that engage students in purposeful interaction with native speakers (Instructor 2, Interview).

In the speaking course, we should learn how to communicate effectively in conversations with native speakers (Students 2, Interview).

##### 4.3.5.2. Listening

Considering the students' listening abilities, both groups of participants stated that various tasks such as presentations, discussions, conferences, announcements, and radio and TV programs should be given importance to help students develop their listening skills. Some of the participants expressed the following viewpoints:

Providing listening practice in authentic situations (outside the classroom), listening to presentations, conferences, radio and TV programs, discussions, and public address announcements have a big role in helping students develop their listening abilities (Instructor 5, Interview).

In the listening course, we should be asked to listen to various tasks such as announcements and conferences, which help us improve our listening ability (Student 5, Interview).

#### 4.3.5.3. Reading

The students and instructors stated that among the important tasks, which help to improve the students' reading abilities, are dictionary entries, newspaper articles, business letters, academic texts, and authentic stories. Some of the participants commented on this issue as follows:

When the students are asked to read tasks such as newspaper articles, interviews, poems, and simplified versions of classical works, they develop their ability to read effectively (Instructor 3, Interview).

In the ESP courses, we should be asked to read various tasks in the reading course, like short stories, interviews and classical work[s], which aid in our improvement of the reading skill (Student 3, Interview).

#### 4.3.5.4. Writing

Considering the students' improvement in their writing ability, the two groups agreed that the focus should be on engaging students in authentic tasks such as writing email messages, business letters, legal documents, and reports. Related to this component some of the participants said:

The students must be good at writing so that they can express what they want to say.

In order to do this, they need to be taught how to write email messages, business letters, legal documents, and reports (Instructor 1, Interview).

In order to improve our ability in writing, we should be engaged in various tasks such as writing email messages and reports (Student 1, Interview).

## CHAPTER V

### DISCUSSION AND CONCLUSION

#### 5.1. Introduction

The purpose of this study was to identify the perceptions of the students and instructors regarding the learning needs and target needs to be emphasized in the ESP program offered at the Faculty of Fine Arts at one of the private universities in Istanbul, Turkey.

The returned needs analysis questionnaire and semi-structured interviews indicated that the ESP program should emphasize improvement of the four language skills and subskills referring to students' learning and target needs. To illustrate, according to the perceptions of the students and instructors, the ESP program should include tasks and activities that would provide the students with the opportunity to apply the subskills such as making presentations, obtaining specific information, predicting, and expressing ideas clearly, which would help them develop their four language skills.

As for the target needs of the students, the data gathered from the needs analysis questionnaire revealed that the ESP program should focus on the effective use of subskills related to four language skills such as improving presentation skills, learning key terms, writing email messages, and reading academic texts. These findings were supported via semi-structured interviews.

The remaining part of this chapter first discusses the findings of the two parts of the study, learning needs and target needs. Subsequently, the pedagogical implications are concisely explained. In the closing part, the limitations of the present research are involved followed by suggestions for further research.



## 5.2. The Findings in terms of the Students' and Instructors' Perceptions Referring to Learning Needs

As previously discussed, a needs analysis questionnaire and a semi-structured interview were administered to the students and instructors of the ESP program offered by the Faculty of Fine Arts at a private university in Istanbul, Turkey. The primary aim was to identify the perceptions of the students' and instructors' learning needs related to the language skills and subskills.

To begin with, the data obtained through the needs analysis questionnaires and semi-structured interviews indicated that one of the primary aims of the ESP program should be to engage students in various tasks related to the four language skills and subskills referring to their learning needs.

As for the speaking skill and subskills, the speaking syllabus should comprise tasks and activities that would provide the students with the opportunity to use the strategies such as making presentations, asking questions, expressing oneself, summarizing, and describing.

As for the listening syllabus, it should focus on the subskills of obtaining specific information, understanding gist, deducing the meaning of unfamiliar words or word groups, recognizing speech organization patterns (lecture, announcement), and recognizing language structure in order to raise the students' awareness with respect to their application in a meaningful context.

A great importance should be given to the following subskills while designing the reading syllabus: predicting, skimming, guessing the meaning of unknown words from context, scanning, and paraphrasing.

Finally, in order to help the students develop their writing skills, the syllabus should ask the students to perform tasks and engage in tasks and activities that would aid in their

performance while using the subskills expressing ideas clearly, organizing the product, developing ideas, structuring sentences, and using appropriate vocabulary.

In relation to the findings with respect to the identification of the target needs, the present study is parallel to the previous research which revealed similar findings stating that needs analysis is the primary step to be taken while designing a language program (Ekici, 2003; Mutlu, 2004; Mede, 2012; Özkanal, 2009).

### 5.3. The Findings in terms of the Students' and Instructors' Perceptions Referring to Target Needs

In identifying the perceptions of the students and instructors in relation to the target needs, the reported findings provided insights for the existing ESP program of the Faculty of Arts. Specifically, based on the data obtained through the needs analysis questionnaire and semi-structured interview, the current ESP program should be revised in terms of the students' target needs in addition to their learning needs.

First, the participating students and instructors attached great importance to the following speaking subskills: speaking with native speakers, speaking with customers, speaking in social settings, speaking with non-native speakers, and speaking in hotels. Therefore, while designing the speaking syllabus for the following academic year, the major goal should be to raise the students' awareness on using these speaking subskills in the related tasks and activities.

Parallel to the speaking syllabus, the listening syllabus should be developed to familiarize the students with the effective use of such subskills as listening to conferences, presentations, discussions, films, and announcements in the given tasks and activities.

Additionally, while designing the reading syllabus, the students should be engaged in various tasks and activities that would help them improve reading subskills like reading academic texts, newspapers, business letters, manuals, and dictionary entries.

Finally, in the writing syllabus, the students should be introduced to the use of the subskills of writing e-mail messages, business letters, legal documents, reports, and fax messages in a meaningful context which would make them become effective writers.

In relation to the findings with respect to the identification of the target needs, the present study is in accordance with the previous research which shed light on the fact that needs analysis is the primary step to be taken while designing a language program (Ekici, 2003; Mutlu, 2004; Özkanal, 2009).

#### 5.4. Implications

The present study has both practical and empirical implications for the design of the ESP program. As mentioned in the findings obtained through the needs analysis questionnaire and semi-structured interview, the nature of the ESP program should be based upon the students' learning and target needs to specify the content (i.e. goals and objectives, materials, language teaching approach and testing) of the program.

According to what has been discussed in the previous chapters of this study, training programs should be provided to the preservice and inservice teachers of ESP students to raise their awareness on the initial steps of needs analysis. Full collaboration between the coordinators, instructors, and students is needed to attain success in the program. In this sense, the findings of this study should be emphasized while designing the ESP program in various disciplines.

Finally, it is advised that the findings of the present study should be emphasized in the existing ESP program for the forthcoming students at the Faculty of Fine Arts.

### 5.5. Limitations

Although the current study revealed some interesting and important findings, there were a number of limitations. Therefore, the findings should be taken as suggestive rather than definitive for further research.

To begin with, the focus on this study was simply on the students' and instructors' perceived learning and target needs. Other types of needs such as language and objective needs were not identified due to time constraints.

Another limitation of this study is that the researcher herself evaluated the needs and the lack of an external evaluator might have affected the credibility and objectivity of the study.

Finally, the study particularly focused on the perceptions of the students and instructors in Faculty of Fine Arts at a private university. Therefore, it lacks external validity and generalizability.

Although this study has some limitations, it is significant for the field of identifying learning and target needs since it provides basis for the further research.

### 5.6. Recommendations for Further Research

In this study, there are several recommendations for further research. First of all, analyzing the needs of the students will provide the basis for other research topics such as materials development, testing, and program evaluation.

In addition, as Reviere (1996, p. 215) states, "needs of target populations will almost always change over time – some slowly, others quite rapidly – needs assessment should ideally be an ongoing process rather than a one time endeavor. Needs are not fixed, but are relative to context". Therefore, it is important to replicate this study in different contexts to see whether any differences exist in ESP programs across Turkey and in other countries.

Finally, future research should attempt to investigate different types of needs, such as communicative, objective, situation and subjective needs, so that they can be examined in future research.

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## APPENDICES

## APPENDIX A

### THE NEEDS ANALYSIS QUESTIONNAIRE GIVEN TO THE STUDENTS ABOUT THE PERCEPTIONS OF THE STUDENTS' LEARNING AND TARGET NEEDS

I am doing an M.A. at the Department of English Language Education at one of the most prestigious private universities in Istanbul, Turkey. This questionnaire constitutes an essential part of my thesis to identify the learning and target needs of the Fine Arts students enrolled in an ESP program to assist them with their undergraduate courses.

The results are likely to be advised for the existing ESP program.

Let me assure you that any information given to me will be confidential and be used for research purposes only. I appreciate your cooperation and hope you will seriously consider taking part in this study. Thank you in advance.

Sevda Gül Kazar

English Language School

Yeditepe University

sevdagulkazar8@gmail.com

### PART 1. BACKGROUND INFORMATION

Please fill in the following information.

1. Age: \_\_\_\_\_
2. Gender:  
Male \_\_\_\_\_ Female \_\_\_\_\_
3. Department: \_\_\_\_\_
4. Number of hours of English per week: \_\_\_\_\_

## PART 2. LEARNING NEEDS

How would you rate the **importance of learning the following strategies?**

in terms of your **learning needs?** Please mark each item by using the following scale.

**A=Very important    B=Important    C=Of little importance    D=Unimportant**

### I. SPEAKING

**A    B    C    D**

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. Asking questions                    | — | — | — | — |
| 2. Answering questions                 | — | — | — | — |
| 3. Expressing yourself                 | — | — | — | — |
| 4. Summarizing                         | — | — | — | — |
| 5. Describing                          | — | — | — | — |
| 6. Comparing-contrasting               | — | — | — | — |
| 7. Solving problems                    | — | — | — | — |
| 8. Reasoning                           | — | — | — | — |
| 9. Making presentations                | — | — | — | — |
| 10. Criticizing                        | — | — | — | — |
| 11. Reacting to speech and<br>lectures | — | — | — | — |
| 12. Wording quickly                    | — | — | — | — |

### II. LISTENING

**A    B    C    D**

- |   |   |   |   |   |
|---|---|---|---|---|
| 13. Obtaining gist  | — | — | — | — |
| 14. Obtaining specific information                                | — | — | — | — |
| 15. Listening for<br>summarizing                                  | — | — | — | — |
| 16. Listening for<br>taking notes                                 | — | — | — | — |
| 17. Recognizing language<br>structure                             | — | — | — | — |
| 18. Understanding complex<br>sentences                            | — | — | — | — |
| 19. Deducing the meaning<br>of unfamiliar words<br>or word groups | — | — | — | — |





- |                                   |   |   |   |   |
|-----------------------------------|---|---|---|---|
| 44. Expressing your ideas clearly | — | — | — | — |
| 45. Spelling correctly            | — | — | — | — |

**PART 4. TARGET NEEDS**

How would you rate **the importance of being involved in** each of the following tasks in terms of your **target needs**? Please mark each item by using the following scale.

**A=Very important    B=Important    C=Of little importance    D=Unimportant**

**I. SPEAKING**

I will use the language to speak...

- |                                | <b>A</b> | <b>B</b> | <b>C</b> | <b>D</b> |
|--------------------------------|----------|----------|----------|----------|
| 1. With native speakers        | —        | —        | —        | —        |
| 2. With non-native speakers    | —        | —        | —        | —        |
| 3. With colleagues             | —        | —        | —        | —        |
| 4. With customers              | —        | —        | —        | —        |
| 5. In the office               | —        | —        | —        | —        |
| 6. In hotels                   | —        | —        | —        | —        |
| 7. In restaurants              | —        | —        | —        | —        |
| 8. At the airports             | —        | —        | —        | —        |
| 9. In travel agencies          | —        | —        | —        | —        |
| 10. In transportation contexts | —        | —        | —        | —        |
| 11. In social settings         | —        | —        | —        | —        |
| 12. Abroad                     | —        | —        | —        | —        |

**II. LISTENING**

I will use the language to understand...

- |                         | <b>A</b> | <b>B</b> | <b>C</b> | <b>D</b> |
|-------------------------|----------|----------|----------|----------|
| 13. Native speakers     | —        | —        | —        | —        |
| 14. Non-native speakers | —        | —        | —        | —        |
| 15. TV programs         | —        | —        | —        | —        |

16. Announcements at different places	—	—	—	—
17. Films	—	—	—	—
18. Presentations	—	—	—	—
19. Conferences	—	—	—	—
20. Discussions	—	—	—	—

### III. READING

I will use the language to read...

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
21. Academic texts	—	—	—	—
22. Manuals	—	—	—	—
23. Newspapers	—	—	—	—
24. Business letters	—	—	—	—
25. Magazines/periodicals	—	—	—	—
26. Reports	—	—	—	—
27. Maps	—	—	—	—
28. E-mail messages	—	—	—	—
29. Brochures	—	—	—	—
30. Dictionary entries	—	—	—	—

### IV. WRITING

I will use the language to write...

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
31. Business letters	—	—	—	—
32. E-mail messages	—	—	—	—
33. Fax messages	—	—	—	—
34. Notes	—	—	—	—
35. Reports	—	—	—	—
36. Legal documents	—	—	—	—
37. User manuals	—	—	—	—
38. Brochures	—	—	—	—
39. Leaflets	—	—	—	—

**PART 4.**

**Please answer the following question.**

1. Considering the target situation (work domain) of your students, rank the following skills and areas of knowledge from 1 to 6 according to their importance. 1 refers to the most important and 6 refers to the least important skill.

Reading ( )

Writing ( )

Listening ( )

Speaking ( )

Translation ( )

Specialist Vocabulary ( )

2. Do you think any of the skills and areas of knowledge given above have been ignored in ESP courses you have taken at your institution?

Yes ( )

No ( )

If yes, which of the skill(s) have been ignored? Please state the reason you think is as well.

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## **APPENDIX B**

### **THE NEEDS ANALYSIS QUESTIONNAIRE GIVEN TO THE INSTRUCTORS ABOUT THE PERCEPTIONS OF THE STUDENTS' LEARNING AND TARGET NEEDS**

Dear Colleague,

I am doing an M.A. at the Department of English Language Education at one of the most prestigious private universities in Istanbul, Turkey. This questionnaire constitutes an essential part of my thesis to identify the learning and target needs of the Fine Arts students enrolled in an ESP program to assist them with their undergraduate courses.

The results are likely to be advised for the existing ESP program.

Let me assure you that any information given to me will be confidential and be used for research purposes only. I appreciate your cooperation and hope you will seriously consider taking part in this study. Thank you in advance.

Sevda Gül Kazar

English Language School

Yeditepe University

sevdagulkazar8@gmail.com

**PART 1. LEARNING NEEDS**

How would you rate the **importance of learning the following strategies for your students** in terms of their **learning needs**? Please mark each item by using the following scale.

**A=Very important    B=Important            C=Of little importance            D=Unimportant**

<b>I.        SPEAKING</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
1. Asking questions	—	—	—	—
2. Answering questions	—	—	—	—
3. Expressing yourself	—	—	—	—
4. Summarizing	—	—	—	—
5. Describing	—	—	—	—
6. Comparing-contrasting	—	—	—	—
7. Solving problems	—	—	—	—
8. Reasoning	—	—	—	—
9. Making presentations	—	—	—	—
10. Criticizing	—	—	—	—
11. Reacting to speech and lecture	—	—	—	—
12. Wording quickly	—	—	—	—
<b>II.        LISTENING</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
13. Obtaining gist	—	—	—	—
14. Obtaining specific information	—	—	—	—
15. Listening for summarizing	—	—	—	—
16. Listening for taking notes	—	—	—	—
17. Recognizing language structure	—	—	—	—
18. Understanding complex sentences	—	—	—	—
19. Deducing the meaning of unfamiliar word or word groups	—	—	—	—
20. Evaluating the importance of information	—	—	—	—
21. Extracting the information not explicitly stated	—	—	—	—
22. Recognizing speech organization patterns (lecture, announcement)	—	—	—	—

<b>III. READING</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
23. Predicting	—	—	—	—
24. Scanning	—	—	—	—
25. Skimming	—	—	—	—
26. Reading intensively	—	—	—	—
27. Guessing the meaning of unknown words from context	—	—	—	—
28. Referencing (focusing on pronouns, numbers)	—	—	—	—
29. Analyzing	—	—	—	—
30. Synthesizing	—	—	—	—
31. Making inferences	—	—	—	—
32. Reading for note taking	—	—	—	—
33. Identifying main ideas	—	—	—	—
34. Paraphrasing	—	—	—	—
35. Summarizing	—	—	—	—
36. Transferring information	—	—	—	—
37. Responding critically	—	—	—	—
<b>IV. WRITING</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
38. Structuring sentences	—	—	—	—
39. Addressing topic	—	—	—	—
40. Developing ideas	—	—	—	—
41. Linking ideas	—	—	—	—
42. Organizing the product	—	—	—	—
43. Using appropriate vocabulary	—	—	—	—
44. Expressing ideas clearly	—	—	—	—
45. Spelling correctly	—	—	—	—

## PART 2. TARGET NEEDS

How would you rate **the importance of your students' being involved in** each of the following tasks in terms of their **target needs**? Please mark each item by using the following scale.

**A=Very important    B=Important    C=Of little importance    D=Unimportant**

### I. SPEAKING

Students will use the language...	A	B	C	D
1. With native speakers	—	—	—	—
2. With non-native speakers	—	—	—	—
3. With colleagues	—	—	—	—
4. With customers	—	—	—	—
5. In the Office	—	—	—	—
6. In hotels	—	—	—	—
7. In restaurants	—	—	—	—
8. At the airports	—	—	—	—
9. In travel agencies	—	—	—	—
10. In transportation contexts	—	—	—	—
11. In social settings	—	—	—	—
12. Abroad	—	—	—	—

### II. LISTENING

Students will use the language to understand...

	A	B	C	D
13. Native speakers	—	—	—	—
14. Non-native speakers	—	—	—	—
15. TV programs	—	—	—	—
16. Announcements at different places	—	—	—	—
17. Films	—	—	—	—
18. Presentations	—	—	—	—
19. Conferences	—	—	—	—
20. Discussions	—	—	—	—

### III. READING

Students will use the language to read...

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
21. Academic texts	—	—	—	—
22. Manuals	—	—	—	—
23. Newspapers	—	—	—	—
24. Business letters	—	—	—	—
25. Magazines/periodicals	—	—	—	—
26. Reports	—	—	—	—
27. Maps	—	—	—	—
28. E-mail messages	—	—	—	—
29. Brochures	—	—	—	—
30. Dictionary entries	—	—	—	—

### IV. WRITING

Students will use the language to write...

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
31. Business letters	—	—	—	—
32. E-mail messages	—	—	—	—
33. Fax messages	—	—	—	—
34. Notes	—	—	—	—
35. Reports	—	—	—	—
36. Legal documents	—	—	—	—
37. User manuals	—	—	—	—
38. Brochures	—	—	—	—
39. Leaflets	—	—	—	—



**PART 3.**

**Please answer the following question.**

3. Considering the target situation (work domain) of your students, rank the following skills and areas of knowledge from 1 to 6 according to their importance. **1 refers to the most important and 6 refers to the least important choice.**

Reading ( )  
Writing ( )  
Listening ( )  
Speaking ( )  
Translation ( )  
Specialist Vocabulary ( )

4. Do you think any of the skills and areas of knowledge given above have been ignored in ESP courses you have offered at your institution?

Yes ( )                      No ( )

If yes, which of the skill(s) have been ignored? Please state the reason you think is as well.

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## APPENDIX C

### THE SEMI-STRUCTURED INTERVIEW GIVEN TO THE STUDENTS ABOUT THE PERCEPTIONS OF THE STUDENTS' LEARNING AND TARGET NEEDS

1. What do you think is the primary aim of the ESP program? Briefly explain.

2. Considering the ESP program offered at your institution, rank the following concepts from 1 to 6 according to their importance. (*1 refers to the most important and 6 refers to the least important.*)

Reading ( )

Writing ( )

Listening ( )

Speaking ( )

Specialist vocabulary ( )

Grammar ( )

3. What do you think are the most effective **strategies** to be emphasized in the ESP courses in terms of improving the your performance in the four language skills? (Briefly explain.)

a) Speaking (e.g. asking/answering questions, solving problems etc.)

b) Listening (e.g. obtaining gist, understanding complex sentences etc.)

c) Reading (e.g. predicting, skimming, scanning etc.)

d) Writing (e.g. linking/grouping ideas, using appropriate vocabulary etc.)

4. What do you think are the most effective **tasks** to be emphasized in the ESP courses in terms of improving the your performance in the four language skills? (Briefly explain.)

a) Speaking (e.g. with native speakers, in social settings etc.)

b) Listening (e.g. presentations, films, conferences etc.)

c) Reading (e.g. academic texts, reports etc.)

d) Writing (e.g. notes, reports, term papers etc.)

5. What do you think are the major strengths and weakness of the ESP program? Briefly explain.

6. Please state if you have any other important comments about the ESP program?

## APPENDIX D

### THE SEMI-STRUCTURED INTERVIEW GIVEN TO THE INSTRUCTORS ABOUT THE PERCEPTIONS OF THE STUDENTS' LEARNING AND TARGET NEEDS

1. What do you think is the primary aim of the ESP program? Briefly explain.

2. Considering the ESP program offered at your institution, rank the following concepts from 1 to 6 according to their importance. (*1 refers to the most important and 6 refers to the least important.*)

Reading ( )

Writing ( )

Listening ( )

Speaking ( )

Specialist vocabulary ( )

Grammar ( )

3. What do you think are the most effective **strategies** to be emphasized in the ESP courses in terms of improving the students' performance in the four language skills? (Briefly explain.)

a) Speaking (e.g. asking/answering questions, solving problems etc.)

b) Listening (e.g. obtaining gist, understanding complex sentences etc.)

c) Reading (e.g. predicting, skimming, scanning etc.)

d) Writing (e.g. linking/grouping ideas, using appropriate vocabulary etc.)

4. What do you think are the most effective **tasks** to be emphasized in the ESP courses in terms of improving the students' performance in the four language skills? (Briefly explain.)

a) Speaking (e.g. with native speakers, in social settings etc.)

b) Listening (e.g. presentations, films, conferences etc.)

c) Reading (e.g. academic texts, reports etc.)



d) Writing (e.g. notes, reports, term papers etc.)

5. What do you think are the major strengths and weaknesses of the ESP program? Briefly explain.

6. Please state if you have any other important comments about the ESP program?