T.C.
UNIVERSITY OF GAZİANTEP
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

AN ANALYSIS OF THE PREPARATORY STUDENTS'
ATTITUDES TOWARD THE APPROPRIATENESS OF THE
PREPARATORY SCHOOL PROGRAM AT THE UNIVERSITY OF
GAZIANTEP

MASTER'S OF ART THESIS

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An Analysis of the Preparatory Students' Attitudes Toward the Appropriateness of the Preparatory School Program at the University of Gaziantep

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ABSTRACT

AN ANALYSIS OF THE PREPARATORY STUDENTS' ATTITUDES TOWARD THE APPROPRIATENESS OF THE PREPARATORY SCHOOL PROGRAM AT THE UNIVERSITY OF GAZIANTEP

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Needs analysis has been the first step for the design of a syllabus.In this research we tried to find out the needs of preparatory students to design a formal syllabus which has not been subject to research from the foundation of the preparatory program of the High School of Foreign Languages at the University of Gaziantep.A questionnaire was administered to 146 students from three different levels.Data analysis was applied to find out whether there were significant differences between the levels of the students and their beliefs.The areas of investigation were the importance given by the students to the learning of English, the views of students whether the Preparatory Program is adequate for them, materials used in, the beliefs of students about learning/teaching strategies and skills and the views of students about testing and evaluation at the High School of Foreign Languages.

Chi-square test was administered for the analysis of the data.The results indicated that there were significant differences between proficiency levels of students and their beliefs about the program. The need for the design of a new syllabus was concluded from the reseach and several recommendations were made to renew the syllabus.

Key words: Needs analysis, syllabus, foreign language

ÖZET

GAZİANTEP ÜNİVERSİTESİ İNGİLİZCE HAZIRLIK ÖĞRENCİLERİLERİNİN HAZIRLIK PROGRAMININ UYGUNLUĞUNA KARŞI TUTUMLARININ ANALİZİ ÇALIŞMASI

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İhtiyaç analizi, müfredat geliştirmesi için ilk adım olmuştur. Çalışmamızda, kuruluşundan günümüze kadar yapılmayan, müfredat amacıyla Gaziantep Üniversitesi Yabancı Diller Yüksekokulu Hazırlık öğrencilerinin ihtiyaç analizi yapılmaya çalışıldı.Üç farklı seviyeden 146 öğrenciye anket uygulandı.Veri analizinde öğrencilerin seviyeleri ve Hazırlık Programı hakkındaki düşünceleri arasında fark olup olmadığı araştırıldı.Özellikle araştırma yapılan alanlar, öğrencilerin İngilizce'nin öğrenilmesine verdikleri önem, Hazırlık programının onlara uygun olup olmadığı, programda kullanılan materyallerin uygunluğu, öğrenme/öğretme stratejileri ve dil becerileri ile Yabancı Diller Yüksekokulundaki ölçme değerlendirme sisteminin uygunluğudur..Veri analizinde Ki-kare testi uygulandı.Sonuç olarak; öğrencilerin seviyeleri ve Hazırlık programı hakkındaki düşünceleri arasında farklar olduğu tespit edildi. Yeni bir müfredata ihtiyaç olduğu anlaşıldı ve bu konuda öneriler yapıldı.

Anahtar kelimeler: İhtiyaç analizi, müfredat, yabancı dil

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE
INTRODUCTION

1.1. PRESENTATION

This chapter consists of the background information related to curriculum development and syllabus design, statement of the problem, the purpose of the study, statement of hypotheses, significance of the study, limitation of the study, assumptions of the study, definitions of the terms and abbreviations.

1.2. BACKGROUND OF THE STUDY

The need for learning a foreign language has increased from the twentieth century onwards. The perspective of learning a foreign language has shifted from teacher-centered approaches to learning-centered approaches. Consequently the needs of learners have taken a considerable amount of interest by researchers. All language programs should be designed cautiously in order to meet the desired level of competence of students.

In language teaching, the traditional starting point of the plan of a language program is the syllabus/curriculum. The terms syllabus and curriculum are sometimes used interchangeably, sometimes differently. Syllabus is considered as an American term while curriculum is widely used in Europe. In this study the aim of the researcher is also to give the definitions of *curriculum* because curriculum, in a general sense, is a general concept which consists of concept formation, formulation of objectives, selection of content, organization, implementation and evaluation. Syllabus, on the other hand, is concerned with the specification of the content (Allen, 1984:54).

Institutional curricula and syllabi, generally seen as indispensable units of second language programmes, can take various forms, can represent various theories of learning, and can be realized in various ways.

Dubin and Olstain (1986:35) define curriculum as follows: "a broad description of general goals by indicating an overall educational-cultural philosophy which applies across subjects together with a theoretical orientation a language and language learning with respect to the subject. According to Stenhouse (1975 cited in Finch 2000) curriculum is "an attempt to communicate the essential properties and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice". In a more recent definition 'curriculum' includes the entire teaching/learning process, including materials, equipment, examinations, and the training of teachers. In this view, curriculum is concerned with "what can and should be taught to whom, when, and how" (Eisner & Vallance 1974:2 cited in Finch 2000). Thus, Nunan adds to his curriculum "elements designated by the term syllabus along with considerations of methodology and evaluation" (Nunan 1988:14), and White *et al.* see curriculum as "concerned with objectives and methods as well as content" (White *et al.* 1991:168).

On the other hand, Allen (1984:56) defines curriculum as "a very general concept which involves consideration of the whole complex of philosophical, social and educational program". A language-course contains a coherent body of knowledge which can be broken down into a set of teaching points presented in a certain order.

Language curriculum development, Richards says, like other areas of curriculum activity, is concerned with principles and procedures for the planning, delivery, management, and assessment of teaching and learning (Richards, Jack C. 1990: 1). Curriculum development processes in language teaching comprise needs analysis, goal setting, syllabus design, methodology, and testing and evaluation .

In contrast to 'curriculum' Brumfit (1984: 75) summarizes 'syllabus' as follows:

1. A syllabus is the specification of the- work of a particular department in a school or college, organized in subsections defining the work of a particular group or class;

2. It is often linked to time, and will specify a starting point in ultimate goal;

3. It will specify some kind of sequence based on

a) Sequencing intrinsic to a theory of language learning or to the structure of specified material reliable to language acquisition;

b) Sequencing constrained by administrative needs, e.g. materials;

4. It is a document of administrative convenience and will only be partly justified on theoretical grounds and so is negotiable and adjustable;

5. It can only specify what is taught; it cannot organize what is learnt;

6. It is a public document and an expression of accountability.

Dubin and Olshtain (1986: 35) define syllabus as:

> A more detailed and operational statement of teaching and learning elements which translates the philosophy of the curriculum into a series of planned steps leading toward more narrowly defined audiences, particular needs, and intermediate objectives.

Various definitions have been made in order to differentiate the two terms. Nunan (1988:19) points out that it is necessary to address a confusion in the literature between the terms 'curriculum' and 'syllabus', since these can at times be very close in meaning, depending on the context in which they are used . In an other study Breen (1987:55) defined syllabus as the meeting point of a perspective upon language itself, upon using language, and upon teaching and learning which is a contemporary and commonly accepted interpretation of the harmonious links between theory, research, and classroom practice .

In another study, Brumfit (1984:75) specifies content (linguistic, sociolinguistic, pragmatic, cultural, substantive), and also sequences the learning that takes place, while Nunan (1988:6).   takes a wider, non-specific view of "... a framework within which activities can be carried out: a teaching device to facilitate learning"

Designing language syllabi will guide the learners and the teachers by "providing a practical basis for the division of assessment, textbooks and learning time" (Hutchinson and Waters, 1996) and motivate both students and teachers by involving them in tasks to achieve the course objectives. Yalden (1989:23) advocates that a syllabus is required to produce efficiency, of two kinds: the first one, pragmatic efficiency, saves time and money by planning the set of instruction with caution. The second one, pedagogical efficiency, is related to the economy, in the management of the learning process.

In another research, Stern (1984:5) defines syllabus as " a statement of the subject matter, topics or areas to be covered by the course leading to the particular examination". Some others are against a fixed syllabus; therefore a more flexible definition is done by London School. They state that a syllabus provides the "rework with a good deal of latitude for teaching-learning activities. Similarly, Widdowson (1984:24) states that a syllabus "should allow learners to negotiate their own progress through communicative activities in class with the minimum intervention from the

teacher". So it is clear that according to this definition the syllabus should only pave the way on the side of the learner, it should not prevent creating independent learners. In addition to these, Yalden (1987:15) makes the teaching-learning distinction clear, and claims that "a syllabus must be seen as making explicit what will be taught, not what will be learned". She adds that a syllabus is the specification of content, and in later stages of development it is a statement of methodology and materials to be used at specific instances. In contrast with Widdowson, she regards syllabus as a more limited concept.

Prabhu (1987, cited in White, 1995:55) notes that the syllabus is concerned with the product of learning: it is a specification of what is to be learnt, in terms of a conceptual model which aims to provide an understanding of the nature of the subject area concerned.

Any language program which has goals and objectives focused on the learner should have realistic outcomes. The identification learners' needs ought to be realized in a systematic approach which is known as needs analysis. It is expected that when the needs are taken into consideration , a more efficient language may be realized. Consequently when a language curriculum is to be designed to first to be considered is to analyze the needs of learners.

As Nunan (1988:43) puts it, 'during the 1970s, needs analysis procedures made their appearance in language planning' and 'became widespread' in language teaching. A good syllabus then is designed after a needs assessment has been done to set out the learning objectives which will guide the teacher.

The learning purpose can also be taken from the needs analysis so the learners can be grouped according to the purpose of using English for further study or for professional employment (Nunan and Lamb 1996 cited inValdez 1999: 30).

Based on the learners' needs the instructors are able to define the content of the syllabus, the strategies to use, the methodology to implement.

1.3. STATEMENT OF THE PROBLEM

This study outlines the needs analysis of the students at the preparatory program at the High School of Foreign Languages at the University of Gaziantep. The needs analysis will be conducted to define the needs for a curriculum development . In the existing program, the content of the course books is accepted as the syllabus, so the program needs a syllabus sufficiently clear and structured to meet the needs of the students and the teachers, which previously have not been

considered as important .The proficiency levels of students which is defined as"
the level at which an individual is able to demonstrate the use of language for
both communicative tasks and communicative purposes"(Bilingual/Esl Glossary
of Terms 2006) will be investigated to find out whether there are significant
differences. After the placement test which was taken by the students at the
beginning of the educational year, A level students who obtained   the grades 50-59
were defined as intermediate level, ; B level pre-intermediate, their grades ranged
between 40 and 49 and C level elementary students, those who got 39 and lower .
Some recommendations will be made in the light of the results in order to carry
out the language program effectively and to improve the students' English language
skills that will help students overcome language problems they encounter after
finishing the program.

This study will address the following research question :

i)Is there a significant difference between students' proficiency levels and
their beliefs about their purposes of learning English, the appropriateness of
the Preparatory Program, the materials used at the preparatory program, the
effectiveness of learning, teaching strategies and language skills and the
appropriateness of testing and evaluation ?

1.4.PURPOSE OF THE STUDY

The High School of Foreign Languages at the University of Gaziantep
provides English preparatory course for engineering students whose language of
instruction is English. Furthermore students of the Faculty of Medicine and Tourism
and Hotel Management Vocational High School attend compulsory English
preparatory classes. The current syllabus consists of a "Skill-integrated" Basic
English course. Moreover two different books are studied respectively for the
Reading Comprehension and Writing skills. The researcher believes that the
learner must be central to the teaching and learning process, and that the learners'
needs, Waters (1996 cited in Daylan 2001) suggest that learners, teachers and
administrators be consulted in the pursuit of content matching the learners' needs. This
study aims at identifying the needs of the students and proposing some contributions to
the Preparatory program at the School of Foreign Languages at the University of
Gaziantep.

Student-perceived needs, teachers' perceptions of their students' needs will be
investigated. A needs analysis research will be conducted at the university to identify

the needs, expectations and views of the teachers and the students on the existing preparatory program, and, by the light of the analysis, to determine the needs of the students; specific objectives and goals. One part of the research includes library and electronic database research in order to utilize the theoretical framework of syllabus design and major approaches to curriculum design are identified.

The other part of the research includes data collection. This will be done by the application and analysis of a questionnaire. Data collected to see the needs the students require from the program will be analyzed for frequencies, means and percentages. Tables will be used to illustrate the findings.

1.5.STATEMENT OF HYPOTHESES

In the light of the purpose of this study and the problems or questions presented above, the following hypotheses were generated:

Hypothesis # 1 There is a significant difference among the attitudes of the students from different proficiency levels about their purposes of learning English.

There is a significant difference among the attitudes of the students from different proficiency levels about the necessity of English for students' future careers

Hypothesis # 1.1   There is a significant difference among the attitudes of the students from different proficiency levels that a person who does not know English is not regarded as well-educated.

Hypothesis # 1.2   There is a significant difference among the attitudes of the students from different proficiency levels   about the necessity of English for communicating with foreigners.

Hypothesis # 1.3 There is a significant difference among the attitudes of the students from different proficiency levels that knowing English provides a better place in the public.

Hypothesis 1.4 There is a significant difference among the attitudes of the students from different proficiency levels about the necessity of English to be successful in students' field of study.

Hypothesis # 2 There is a significant difference among the attitudes of the students from different proficiency levels   about the appropriateness of the Preparatory Program.

Hypothesis # 2.1   There is a significant difference among the attitudes of the students from different proficiency levels about the adequacy of the preparatory program in terms of length.

Hypothesis # 2.2 There is a significant difference among the attitudes of the students from different proficiency levels about the adequacy of the preparatory program in terms of language teaching and learning.

Hypothesis # 2.3 There is a significant difference among the attitudes of the students from different proficiency levels that the preparatory program does not reach its aim to provide sufficient English education for students future needs.

Hypothesis # 3 There is a significant difference among the attitudes of the students from different proficiency levels about the materials used at the Preparatory Program .

Hypothesis # 3.1 There is a significant difference among the attitudes of the students from different proficiency levels about the appropriateness of course books for students' levels.

Hypothesis # 3.2 There is a significant difference among the attitudes of the students from different proficiency levels that the course books are interesting.

Hypothesis # 3.3 There is a significant difference among the attitudes of the students from different proficiency levels about the adequacy of course books and practice books for the program.

Hypothesis # 3.4 There is a significant difference among the attitudes of the students from different proficiency levels about that the practice book sufficiently supports the subjects taught in the lesson.

Hypothesis # 3.5 There is a significant difference among the attitudes of the students from different proficiency levels about the necessity of using computers in the program.

Hypothesis # 3.6 There is a significant difference among the attitudes of the students from different proficiency levels that drills in course books are sufficient.

Hypothesis # 3.7 There is a significant difference among the attitudes of the students from different proficiency levels that audio-visual aids foster learning.

Hypothesis # 3.8   There is a significant difference among the attitudes of the students from different proficiency levels about the necessity to use extra sources other than the course books.

Hypothesis # 4 There is a significant difference among the attitudes of the students from different proficiency levels about the effectiveness of learning, teaching strategies and language skills.

Hypothesis # 4.1 There is a significant difference among the attitudes of the students from different proficiency levels that language learning does not mean learning the rules.

Hypothesis # 4.2 There is a significant difference among the attitudes of the students from different proficiency levels that reading texts are not interesting .

Hypothesis # 4.3 There is a significant difference among the attitudes of the students from different proficiency levels that note taking is taught.

Hypothesis # 4.4 There is a significant difference among the attitudes of the students from different proficiency levels that report writing is taught.

Hypothesis #4.5 There is a significant difference among the attitudes of the students from different proficiency levels that summarizing is taught.

Hypothesis # 4.6 There is a significant difference among the attitudes of the students from different proficiency levels that terminology of students' subject field is taught.

Hypothesis # 4.7 There is a significant difference among the attitudes of the students from different proficiency levels that techniques for self study are not taught.

Hypothesis # 5 There is a significant difference among the attitudes of the students from different proficiency levels about the appropriateness of testing and evaluation.

Hypothesis # 5.1 There is a significant difference among the attitudes of the students from different proficiency levels that tests measure students' language knowledge accurately.

Hypothesis # 5.2 There is a significant difference among the attitudes of the students from different proficiency levels that instructions in tests are clear and sufficient.

Hypothesis # 5.3 There is a significant difference among the attitudes of the students from different proficiency levels that tests are sufficient in terms of content.

Hypothesis # 5.4 There is a significant difference among the attitudes of the students from different proficiency levels that multiple choice items are administered.

Hypothesis # 5.5 There is a significant difference among the attitudes of the students from different proficiency levels that gap filling items are administered.

Hypothesis # 5.6 There is a significant difference among the attitudes of the students from different proficiency levels that reading comprehension items are administered.

Hypothesis # 5.7 There is a significant difference among the attitudes of the students from different proficiency levels that speaking skill is tested sufficiently.

Hypothesis # 5.8 There is a significant difference among the attitudes of the students from different proficiency levels that writing tests reflect the in-class activities.

Hypothesis # 5.9 There is a significant difference among the attitudes of the students from different proficiency levels that reading tests are parallel with in-class activities.

Hypothesis # 5.10 There is a significant difference among the attitudes of the students from different proficiency levels that listening tests reflect the in-class activities.

1.6. SIGNIFICANCE OF THE STUDY

As it was stated needs analysis has been the first step for the design of a syllabus. There has not been a formal study to design a syllabus for the preparatory program at the High School of Foreign Languages. Therefore the only syllabus has been the course book used as its base. Due to his informal observations, the researcher has noticed that the syllabus does not meet the needs of the students. The aim of the researcher is an attempt to reveal some needs of the students and give insights for a future syllabus.

The research consists of five areas administered in the questionnaire. The first area was to investigate the importance given by the students to the learning of English. The second area is to find out the views of students whether the Preparatory Program is adequate for them. The third area was about the materials used in the program as the researcher as an administrator at the High School of Foreign Languages complaints about the books used in the program. The fourth area aims to investigate the beliefs of students about learning/teaching strategies and skills. The fifth area is about the views about testing and evaluation at the High School of Foreign Languages.

The results of the study may be the first step of an implementation of a syllabus needed at the High School of Foreign Languages. At least instructors will be aware of the students' needs perceived by the instructors or the students themselves

and the different opinions about the Language Program at the Preparatory Program at the High School of Foreign Languages

1.7 LIMITATIONS OF THE STUDY

There are several limitations of this study .First of all, the questionnaire was administered at the beginning of the second term of the year. The beliefs of students may have changed since that period as time passed.

All the students at the High School of of Foreign Languages Gaziantep University were not administered the questionnaire and a reprensentative group of 146 students out of 629 students were selected randomly.

The questionnaire was designed for the students at the preparatory program of the High School of Foreign Languages and it may not be appropriate for other institutions.

1.8 ASSUMPTIONS OF THE STUDY

In the design of the present study there are a number of assumptions. First of all , subjects are assumed to respond to the questionnaire used in the study sincerely.

Secondly the questionnaires which are used for the purpose of this study are assumed to be valid.

CHAPTER TWO
REVIEW OF LITERATURE

2.1.PRESENTATION

The review of literature begins with needs analysis and its definition and the procedures for needs analysis. The review continues with syllabus design and the syllabus types.The syllabus types discussed in this chapter are structural, Situational,Topic-Based, Skill-Based, Task-Based,Communicative Syllabus, Functional-Notional,Process and Eclectic Syllabi.

2.2. NEEDS ANALYSIS

2.2.1. Definition of Needs and Needs Analysis

As the learner has come to be perceived in the core of the language teaching and learning process, it has been necessary to identify the language needs of the learner. Learners will get the utmost benefit from the courses reflecting their needs and purporting to achieve certain objectives based on needs analysis. Before dealing with the identification process of the learners' needs, we need to define what need is.

Needs are defined by Richterich and Chancerel (1980:9) as "they are not fully developed facts. They are built up by the individual or a group of individuals from an actual complex experience. They are in consequence, variable, multiform and intangible". They suggest that identifying needs be a continuous process.

If needs are 'understood as specific requirements for the foreign language, then the vast majority of learners do not have any. They are deemed to require what the syllabus offers them, and the syllabus is likely to be closely related to the examination, which is a highly realistic "need" for the majority of learners' (Dickinson, 1991:88).

In an other study, needs are defined by Johnson (1990 :55) as a gap or measurable discrepancy between a current state of affairs and a desired future

state. He also makes distinctions among needs of learners; such as "Felt Needs and Perceived Needs". Felt needs are those which learners have; they depend on the preferences of learners. Perceived needs, on the other hand, depend on experts' judgments and understanding of what they think learners really need .

Hutchinson and Waters (1996: 55-63) make a distinction between <u>target needs</u> which are what the learner needs to do; and <u>learning needs</u> lacks and wants of the learners. The analysis of target needs involves identifying the linguistic features of the target situation or learners *necessities* (what is English needed for), *lacks* (what learner does not know), *wants* (what learner feels s/he needs)'(Hutchinson & Waters, 1996:55). Obviously, analysis of target situation needs is concerned with the important area of language *use,* while learning needs cover circumstances of language learning, i.e. why learners take course – optional or compulsory, what they seek to achieve, what their attitude towards the course, etc.

Given the above considerations, it can be seen that needs are determined by both what is demanded by the learners during language instruction and what they are expected to do with the language they have learned.

There is a long history of analyzing students needs in ESL, EFL field (R. Richterich & J-L. Chancerel 1980, Buckingham 1981, Van Els et al. 1984). All the studies show that needs analysis plays an important role in second language or foreign language teaching. Richterich & Chancerel(1980:9) suggest that learners are at the center of the teaching system.

It is important to seek a compromise between the learners' resources available, objectives, & curricula thought and the resources, methods of assessment and curricula of the teaching units/institution and the society. As a result, needs analysis can help the learners to awaken their awareness of what they need, the teacher to adapt his teaching accordingly, the producer of the teaching materials to develop their material to suit learners' needs, the administrator and teaching executives to plan and adapt learning systems.

It is worth mentioning that some authors distinguish the terms *needs analysis* and *needs assessment* 'which are often used interchangeably' (Graves, 1996:12), claiming that 'assessment involves obtaining data, whereas analysis involves assigning value to those data'. Obviously, as data cannot be analyzed without being obtained, in this study we shall adhere to the common term 'needs analysis'.

The contemporary attitude to the needs analysis poses the following requirements:

It must be 'interrelated with course design, materials, teaching/learning, assessment/evaluation' and be on-going (Dudley-Evans and Jo St John, 1998:121).

A very thorough description of needs analysis is presented in (Dudley-Evans and Jo St John, 1998:125) and covers the following areas:

A target situation analysis & objective needs

B wants, means, subjective needs

C present situation analysis

D learners' lacks

E learning needs

F linguistic and discourse analysis

G what is wanted from the course

H means analysis

According to (Dudley-Evans & Jo St John, 1998:125), the interpretation of these points is as follows: '**A** includes professional information about learners: what they will be using English for; **B** includes personal information about learners: attitude to English, previous experiences. **C** includes English language information about learners: their current skills and experiences in language use; **D** defines the gap between **C** and **A**; **E** includes language learning information: effective ways of learning the skills and the language; **H** includes information about the environment in which the course will be run'. According to Richards (1990: 1-2) needs analysis serves the purposes of:

1. Providing a mechanism for obtaining a wider range of input into the content, design, and implementation of a language program through involving such people as learners, teachers, administrators, and employers in the planning process.

2. Identifying general or specific language needs that can be addressed in developing goals, objectives, and content for a language program

3. Providing data that can serve as the basis for reviewing and evaluating an existing program.

Nunan (1990:35) explains needs analysis as "a set of procedures for specifying the parameters of a course of study." Such parameters as he points out, include the criteria and rationale for grouping learners, the selection and sequencing of course content, methodology and course length, intensity and duration. Nunan (1996:8) also explains two types of needs analysis used by

language syllabus designers. The first one is learner analysis which is based on information about the learner. The second one is task analysis which is employed to specify and categorize the language skills required to carry out real world communicative skills.

As another point of view, Tarone and Yule (1989: 33) point that the communicative behaviour of fluent speakers of the target language is taken as a sort of measure by means of which designers can establish what the learners need to know about the language. The system-level needs analysis, as they consider, is the collection and analysis of data on the linguistic and social context of the classroom; and the attitudes and goals of typical students in the program. Strictly system- level needs analysis would not provide specific information about the communicative behaviour of fluent speakers. Three interrelated dimensions of the communicative behaviour such as grammatical competence, sociolinguistic competence and strategic competence should be examined in detail in order for the teacher to select the aspects of language which need to be taught.

In another study Jordan (1997) pays attention to" different approaches in needs analysis. These include a) target situation analysis, a model devised by Munby, focuses on the learners' communication needs at the end of the language course; b) Present-situation analysis   reflects the learners' state of language development at the beginning of the language course; c) Learning- centred approaches, proposed by Hutchinson and Waters, involve "Learning as a process of negotiation between individuals and society." Target needs obtained from an analysis are sub-divided into "necessities", "lacks" and "wants"; d) Strategy analysis focuses on the preferred learning styles and strategies of learners; e) Means analysis, called by Halliday and Cooke in 1982 attempts to adopt language course to local situations. This distinction between needs analysis and means analysis is roughly parallel to Widdowson's distinction between goal-oriented (= how the language will eventually need to be used) and process-oriented (= how the language is best acquired) definitions of needs. Although Widdowson argues that the latter may in the long run be more appropriate for ESP in his words, "the means imply the ends" (1984: 102). The researcher will be using the former more traditional definition of needs analysis for the present project, as it concerns a highly specific, short-term course with an immediate end goal. f) Language audits are exercises in defining language needs over a period of time. (Jordan, R,R.1997: 25-27)

The importance of needs analysis can not be denied as it helps to specify the criteria and rationale for a language course. However, there are many criticisms of needs-based syllabus design. For example, Widdowson(1984:101) suggests that needs-based courses will result in formulaic "phrase book." Nunan (1990:42) criticized needs analysis as rather irrelevant because the planned curriculum will be transformed in its implementation.

Another criticism is that there seems to be no one best method for assessing students needs. There are various methods the syllabus planner can begin with to assess the needs of a given population. Different researchers employ different methods to analyse learners' needs. Needs statements thus represent judgements by the needs analyst and the results of needs analysis can scarcely be generalized.

Brindley (1991:85) explains the necessity for consultation and negotiation between teachers and learners. He also mentions the general view that it is almost impossible to get learners to participate in decision making, and that the learners cannot generally state what they want or need to learn.

Graves (1996:91) states another related problem that the students may have no target needs, no clearly anticipated use for the skills gained through language study. The focus of the needs analysis, as she points out, shifts to the learning needs or subjective needs of the students so as to increase motivation and interest.

From the explanations above we may conclude that needs analysis is a type of survey, the purpose of which is to identify the gaps between what is desired and what is actually performed in a language program. It gives us information about learners, the institution and the teaching staff. It can also give us reliable information about learning condition of learners.

2.1.2. Procedures for Conducting Needs Analysis

Gathering information about needs depends upon determining areas in which data will be collected. Before gathering information designers should seek answers for the following questions as Richerich suggests (cited in Jordan, 1997:22):

1) Why is the analysis being undertaken?

2) Whose needs are to be analyzed?

3) a)Who performs the analysis?

b) Who decides what the language needs are?

4) What is to be analyzed?

5) How is the analysis to be conducted?

6) When is the analysis to be undertaken?

7) Where is the course to be held?

In determining needs required from the program, Hutchinson and Waters (1996: 54) advocate that a distinction is to be made between target needs and learning needs. They emphasize that both the target situation needs and the learning needs must be taken into account. The analysis of the target situation needs is concerned with language use. But we also need to know about language learning. In other words the target needs and learning needs must be included in a language program in order to reach the required degree of language competence.

When learners' needs and expectations are identified and translated into objectives that the learners are expected to achieve, any program will function effectively.

In designing a need analysis some models and frameworks have been set up. The best known framework is the one devised by Munby (1978). He focuses on the students' needs at the end of a language course and target level performance.

Munby bases his model on the "Communication Needs Processor" in which he deals with variables that affect the communication needs of the learner. He organizes these variables as parameters. He divides these parameters into two categories, "priori" and "posteriori" parameters, the priori parameters are; purposive domain, setting, interaction, and instrumentality. The posteriori parameters are; dialect, target level, communicative event, and communicative key figure Communication Needs Processor (Munby, 1978:33)
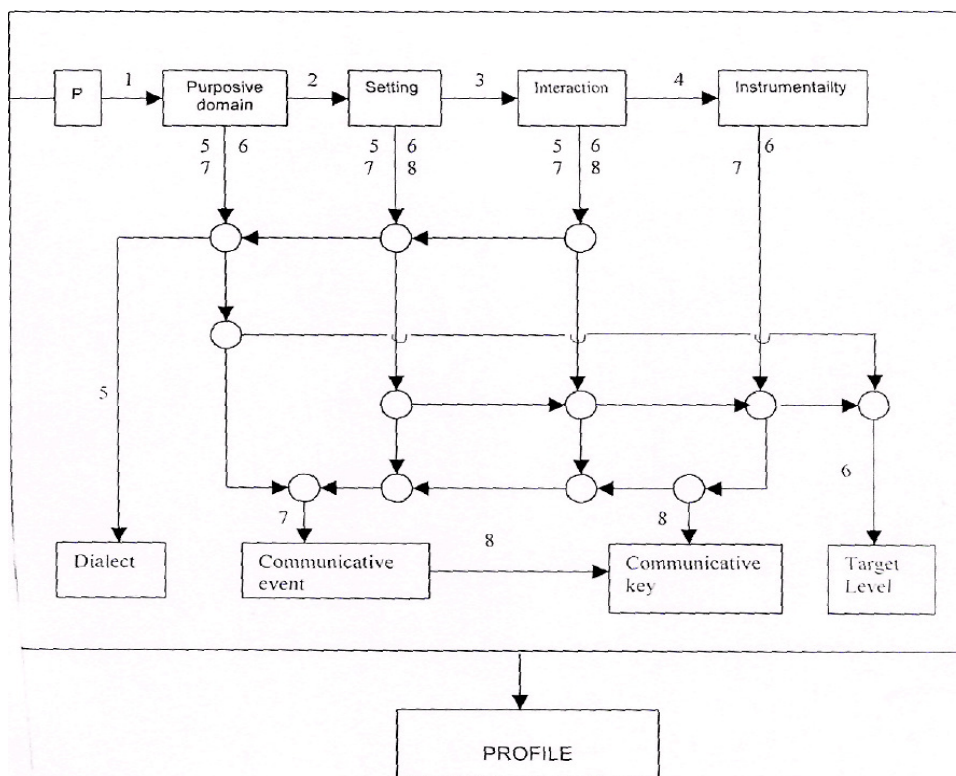
Figure 2.1. Communication Needs Processor (Munby, 1978: 33)

This model suggests that the syllabus specification can be directly derivable from prior identification of the communication needs of the learner, Munby's model displays linguistic and sociolinguistic needs of the learner but it does not show the data collecting procedures for determining the needs of the students.

Hutchinson and Waters (1996:59) point out that analysis of target situation needs is concerned with language use; and analysis of the learning needs shows how people learn to do with language.In the frameworks designed by Hutchinson and Waters (1996:59), and presented in Figures 3 and 4, researchers should seek out appropriate choices for each question

Who will the learner use the language with ?

Where will the language be used ?
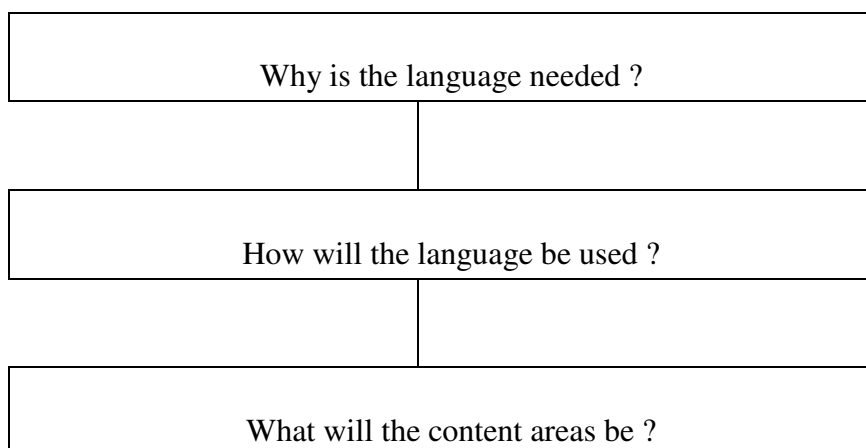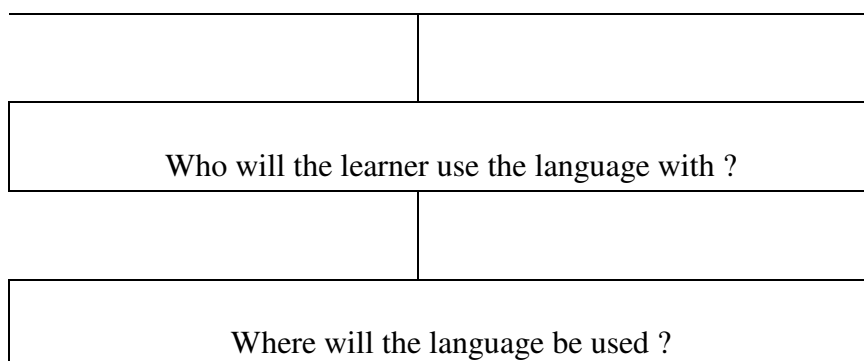
Figure 2.2 Target Situation Analysis Framework (Hutchinson and Waters, 1996; 59)

When learners" needs and expectations are identified and analyzed. they will be translated into objectives; thus the language programs designed to meet the needs of the learners and the society might result in success.

Why are the learners taking the course ?

How do the learners learn ?

What courses are available ?

What do they already know about English ?

What are their interests ?

What teaching styles are they used to ?

Where will the course take place ?

When will the course take place ?
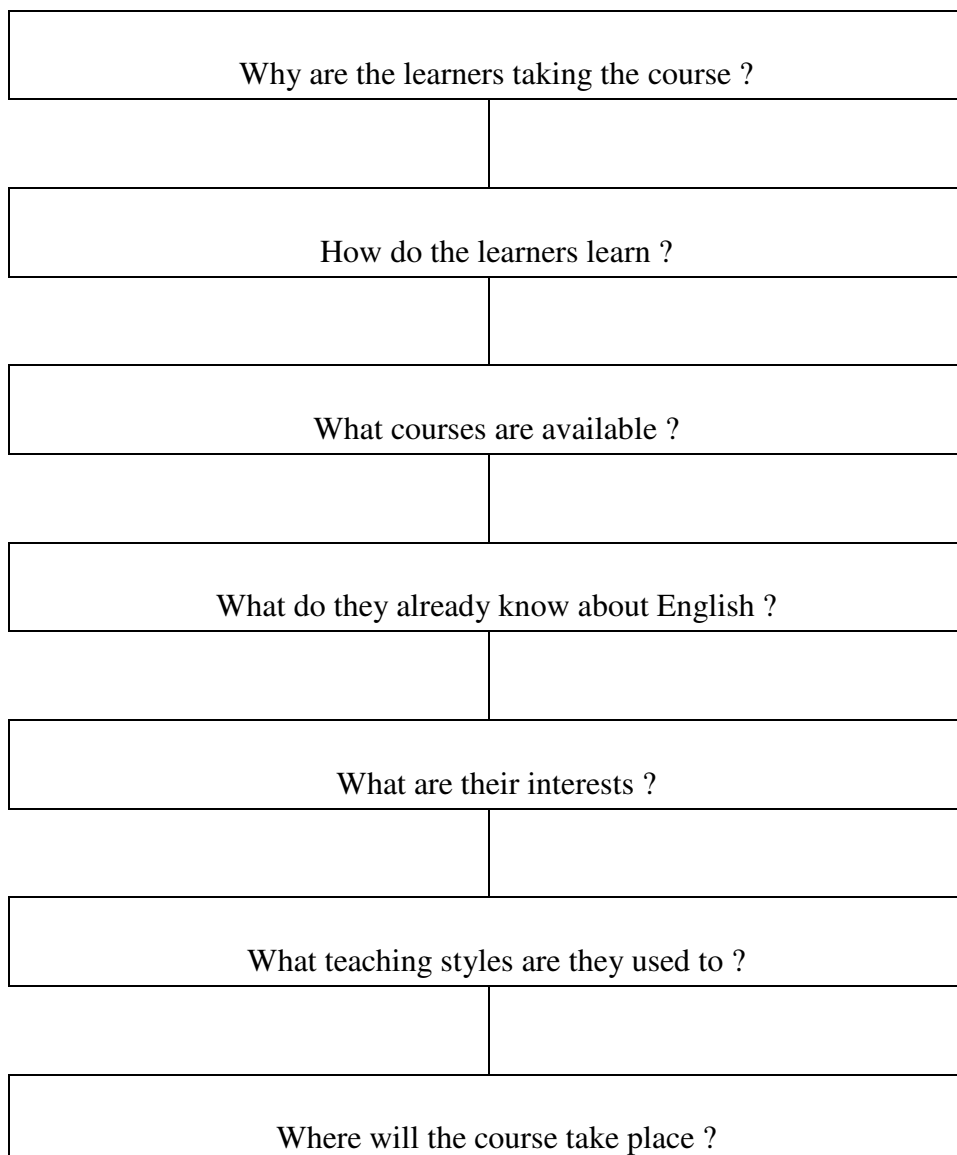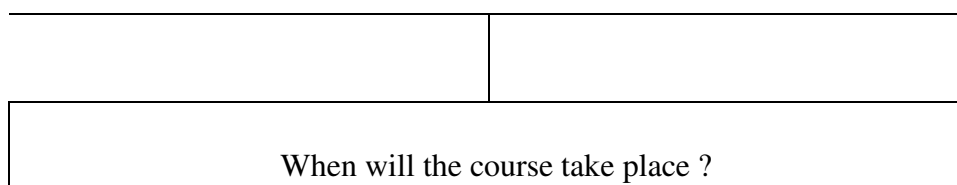
Figure 2.3 Framework for Analyzing Learning Needs (Hutchinson and Waters, 1996: 62)

Richterich and Chancerel, from which Jordan (1997:38) has noted, organize data collection into three basic information categories: identification by the learner of his needs, identification of the learners' needs by the teaching establishment and identification of the learners needs by the user- institution.

With the spread of humanistic approaches to language teaching, the focus on language content has shifted to the learning process. Learning how to learn has become a goal as promoting effective communication. In a learner-centered system, for example, needs analysis and setting of learning objectives is an ongoing process. Negotiation and information sharing during the course is the dynamic view of learner-centered system (Jordan, 1997:36).

Needs analysis entails the use of information to produce a syllabus, to select, adapt and write materials, and to develop methodology and evaluation procedures-towards the goals of the language programs.

2.2.3 Methods for Collecting Data

Needs analysis procedures generate a considerable amount of data. The methods for gathering data are interviews, language tests, self-assessment observations and monitoring, surveys, learner diaries, examining previous research and case studies.

Jordan summarizes the methods as follows (Jordan,R.R.1997: 31-36)
- Advance documentation
- Language tests at home
- Language tests on entry
- Self-assessment
- Observation and monitoring
- Class progress tests
- Surveys
- Structured interviews
- Learner diaries

- Case studies

- Evaluation

- Follow-up investigations

- Previous Research.

- Final Tests.

In needs analysis learners, teachers and administrators can be included. Richterich and Chancerel(1980:9) insist on the importance of an agreement on these needs between the learners, teaching establishment and the user institution. A researcher should gather data from a variety of sources so that the findings can be confirmed across the sources.

2.3. SYLLABUS DESIGN

Needless to say, foreign language teaching is a serious process which progresses gradually and systematically. It should state its specifications on issues such as language content, method, presentation, etc. As it is stated by Wilkins (1976:1) "one of the major decisions that has to be taken in the teaching of foreign languages is on what basis we will select the language to which the learner will be exposed and which we will expect him to acquire".
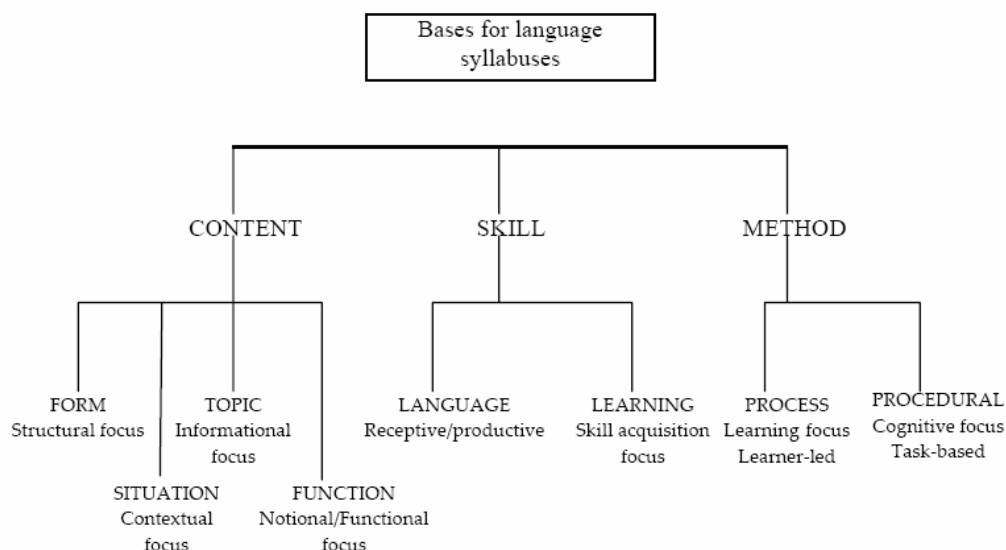
Figure2.4. Bases for language syllabus design (White, 1988, p. 46)

For this reason there are different approaches towards syllabus design, and as a result of this, various syllabus types exist. Some scholars argue that different parts of language should be taught step by step, in other words, gradually; whereas some say that

students should be exposed to a greater variety of linguistic structures from the beginning. Consequently, these different views lead to variety in syllabus types.

In general, all the scholars put the specification of language as the basis of their definitions. At this point, it is beneficial to see the differences among syllabus types, namely structural, situational, topic-based, task-based, skill-based, functional, notional, and communicative.

2.3.1. Structural Syllabus

It was assumed by some scholars that a language consists of a finite set of rules and the combination of these rules form the meaning. In addition, they claimed that these rules can be learned gradually. As a result of this approach, structural syllabus emerged. In a structural syllabus, the grammatical system of a language is the starting point. As Richards and Rodgers (1986:76) state, it lists the basic structures and sentence patterns which are organized according to their order of presentation. This organization is done through the criteria simplicity, regularity, and frequency. Form and meaning are assumed to be in a one to one relation and meaning is to be learned together with particular grammatical forms. The lexical and grammatical meaning of a sentence cannot convey the meaning when language is used in a social context. Learners need to be exposed to grammatical items in different contexts, which is one of the shortcomings of the structural syllabus.

As Crombie (1985:11) puts it, a structural syllabus is an inventory of labeled items and units to which learners are to be gradually introduced, and the units are labeled and grouped largely in terms of the criteria stated above. As it is easily understood, structural syllabuses are criticized because of the lack of attention paid to the meaning aspect of the language. Wilkins (1976:7) states that the structural syllabus focuses on learning as the core but it ignores the distribution of that core in particular cases. For this reason, the learners are aware of the grammatical forms, but not able to use these forms communicatively, in appropriate situations. Crombie (1985: 11), as well shares this view and states that

"structural syllabuses are inherently insensitive to meaning -that their categories are grammatical rather than semantico-grammatical - and that their linear, hierarchical organization is ill-adapted to the exploitation of the meaning potentials inherent in structures".

So it is clear that the knowledge of structures in a foreign language is not sufficient in order to get the meaning of what is said or written. Then it is concluded that a structural syllabus focuses on the grammatical aspect of the language. Unfortunately ignoring the meaning and communicative value of the language is intolerable in foreign language teaching if the aim is to enable learners to communicate appropriately.

2.3.2. Situational Syllabus

As the name implies, in situational syllabuses primary importance is given to situations. It is believed that the situations which the learners will probably encounter constitute the basis of a situational syllabus with the suitable verbal behavior. As Cunningsworth (1995:57) states "the situational syllabus takes 'real world' situations as an organizing principle in selecting and grading what is to be taught". In addition, in a situational syllabus the issues called 'the setting, the participants and communicative goals' are of utmost importance since they determine the basic features of the situation.

It is known that language and its social context are inseparable and as Wilkins (1976:9) states, language cannot be completely understood without reference to that context. For instance, the expression 'well done' can be used to praise someone when they have done something very well or with the suitable tone and intonation it might mean just the opposite. For this reason, linguistic forms and situations must be considered as a whole, and situational syllabuses try to find out the situations through which the learners' needs are satisfied. As a result of this, in a situational syllabus, the titles of the units are usually similar to At the Post Office, At a Hotel , In a Restaurant and the like; however, the problem with this type of syllabus is that there is not always a clear correspondence between the situations and linguistic forms. As Wilkins (1976:12) exemplifies it might be possible to go to a post office, not to post a letter but to ask a friend of ours who works behind the counter whether he wants to come to a football match on Saturday afternoon. Because of this, through a situational syllabus it is most probable that all learners' needs cannot always be fully identified and satisfied in terms of specific or pre-selected situations. Since these pre-selected situations cannot cover the whole language system, the language taught will be restricted. In addition, as White (1988:63) states: " ...a restricted range of language will be covered, the emphasis being on getting things

done rather than learning the language system...". In brief, although situational syllabuses pay attention to communicative values, they are limited because they are organized according to specific situations and the structures which these situations require.

2.3.3. Topic-Based Syllabus

As it is inferred from the title, in this kind of syllabus, the organization is around different topics, themes or other units of content. Cunningsworth states (1995:58) that "topic-based syllabuses take information content as the main principle for selecting and organizing the syllabus content". It is clear that what is emphasized in this type of syllabus is meaning rather than form. However, some scholars have some doubts on this issue because meaning is not an easy concept. For instance, White (1988:65) claims that "...defining what a stretch of speech or writing is about may be very difficult in itself. It is beyond doubt that people do not express the same topic in the same way. In addition to this, the limitation of the topic might be a problem. As White (1988:65) states

> "topics can be thought of in varying degrees of generality, some so general as to be meaningless. Thus, topics like travel and shopping can mean many things to many people and ultimately almost anything could be included under such context headings".

For this reason, it could be difficult to create a common atmosphere in the classroom. On the other hand, with a topic-based syllabus if the topics are in accordance with the learners' needs and interests, motivation will not be a big problem as with other syllabuses. Cunningsworth (1995:58) shares this view and states that "topic can be of great value in keeping learners' interest and maintaining or increasing their motivation". He also adds that 'some students may learn better when they are focusing on content material presented through English, rather than focusing on the language itself. In conclusion it can be said that topics make the linguistic forms more meaningful in this type of syllabus, which may be a positive factor in terms of the learners' motivation.

2.3.4. Skill-Based Syllabus

As it is widely accepted, the needs of the learners are of utmost importance. What they need or what they lack in foreign language teaching is a guide in syllabus design. For instance a specific learner group may need extra training in writing or in

other skills. Consequently, there are some books on the market with the titles 'Reading, Writing, Speaking...'which are used to develop that particular skill. For instance, if the focus is reading, subskills such as extracting main points, inferring, guessing the meaning from context, understanding implicit and explicit information, etc., might be included in the organization of the syllabus through some criteria. As a result of this feature, skill-based syllabuses are criticized because as Richards (2001:97) explains, the emphasis is given to discrete aspects of performance not to the development of a more global and integrated communicative competence. It is clear that such a syllabus emphasizes only one component of a language which seems insufficient. However, through integrated activities or exercises this deficiency can be minimized. In sum, in the skill-based syllabus the book tries to make the learner be able to handle the subskills of that particular skill.

2.3.5. Task-Based Syllabus

In contrast to other syllabuses, task-based syllabus does not emphasize structure, situation or skill as the others do. As White (1988:102) points out, the task-based syllabus "is associated with the work of Prabhu, who has developed a 'learning-centered' approach to language teaching". According to Prabhu, in order to teach structure attention should be focused on meaning; and this attention is provided through tasks. For this reason, in a task-based syllabus, the focus is on a series of tasks which are thought to promote the acquisition of the language. At this point it would be appropriate to define 'task'. Nunan (cited in Melrose 1995:161) defines task as

> "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form".

It is clear that what is paid attention is negotiation of meaning. Yalden (1987:66) puts it in other words and she says that in a task-based syllabus "the chief focus of classroom work becomes the performance of tasks rather than the language required to perform them". What Yalden claims also proves that the structure the students use is seen as less important than their performance. Another point significant about the task is its components. As Melrose (1995:162) clarifies the goal of the task, input, activities, learner role, and teacher role form these components. First of all, the goal of the task will be communicative, or socio-cultural; and the task will involve learning how to learn or promote awareness of

language and culture. As for input, authenticity is favored. Thirdly, activities are seen as rehearsals for the real world, skills use or fluency/accuracy. Three types of activities are preferred, namely information-gap, opinion-gap, and reasoning-gap activities. Furthermore, the selection of the tasks is also important. As Clark (1987:67) puts it, the tasks should be selected on two principles:

"that they should represent an appropriate level of challenge for the pupil, and that they should engage the pupil's mind so that there would be a genuine preoccupation with understanding, thinking out, doing or saying something".

Then it can be concluded that the tasks are not presented randomly. They should follow a logical order in terms of complexity. Another point on tasks is stated by Melrose (1995:161) as follows: "the task should also have a sense of completeness, being able to stand alone as a communicative activity in its own right". So all the activities, which are seen in reading books cannot be regarded as tasks such as comprehension questions. On the other hand, activities on maps, tables, instructions are typical examples of tasks. As a last remark on task-based syllabuses, the teacher role is similar to that of a counselor, model or director. In sum, in task-based syllabuses meaning and process are emphasized rather than form and product, which is similar to " real life situations.

2.3.6. Communicative Syllabus

Since the deficiencies of syllabuses which were organized according to the structure or situation aspect of the language are observed, in foreign language teaching, more importance has been paid to the meaning and communicative aspect of the language. As Richards and Rodgers (1986:71) state "the primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning...". As a result of this and parallel views, communicative and functional-notional syllabuses have come up.

In a communicative syllabus, the starting point is communicative ability and the key words are meaning and context, ft is beyond doubt that vocabulary and structure are crucial in teaching a foreign language but they are not sufficient for the 'communication'. In order to avoid the learner type who knows the rules of the grammar of a language but who cannot use the language, communicative syllabus with naturally communicative goals has been suggested. What the communicative syllabus emphasizes is the communicative competence which Richards (2001:36)

briefly defines as "the capacity to use language appropriately in communication based on the setting, the roles of the participants, and the nature of the transaction ..." Then it can be concluded that apart from the other syllabus types communicative syllabus gives importance to the learners, their needs, and communication. In detail, the components of a communicative syllabus are as follows:

1. "as detailed a consideration as possible of the *purposes* for which the learners wish to acquire the target language;

2. some idea of the *setting* in which they will want to use the target language (physical aspects need to be considered; as well as social setting);

3. the socially defined *role* the learners will assume in the target language, as well as the roles of their interlocutors;

4. the *communicative events* in which the learners will participate: everyday situations, vocational or professional situations, academic situations, and so on;

5. the *language functions* involved in these events, or what the learner will need to be able to do with or through the language;

6. the *notions* involved, or what the learner will need to be able to talk about;

7. the skills involved in the 'knitting together" of discourse: *discourse and rhetorical skills;*

8. the *variety* or varieties of the target language that will be needed, and the levels in the spoken and written language which the learners will need to reach;

9. the *grammatical content* that will be needed;

10. the *lexical content* that will be needed." (Yalden 1987:86-87)

It is clear that a communicative syllabus takes every part of a language into consideration unlike the traditional syllabus types which only pay attention to the last two items in the list above. The most important scholar on communicative syllabus is John Munby who has presented a detailed study of communicative syllabus with a needs analysis.

2.3.6.1. Munby's Model of Communicative Syllabus Design

Actually what Munby has reached at the end of his studies on communicative syllabus is Communication Needs Processor, but prior to it, he studied on its theoretical framework. While designing the model, Munby has ordered parameter maps, the first layer of which gives an abstract, general idea of the most important sections of a syllabus as is seen in Figure 1 below. The language learner, variables, and goals are the main parts, and variables specify the goals of the language learner. Later as Munby (1978:29) claims

"three potential dimensions of syllabus specification, seen as behaviour- domain determinants, formal determinants, and situational determinants, will the reflect the goals".
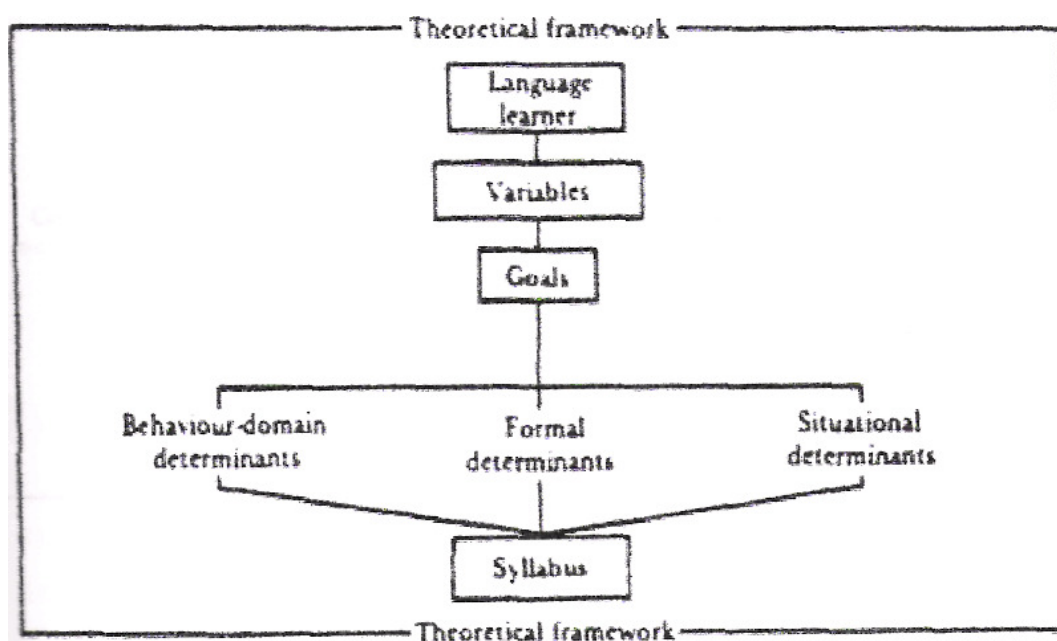
Figure 2.5 Parameter map: Layer 1 (general) (Munby, 1978:28)

In contrast to Figure 1, in Figure 2 a specific layer is presented. As is seen at the beginning specific L2 learner and his/her categories of communication needs are emphasized. Different from the first layer, here instead of learner goals, specific communicative objectives are given which pay attention to contextual appropriateness. However this one is not also complete. As Munby (1978) himself points out for these two parameter maps.
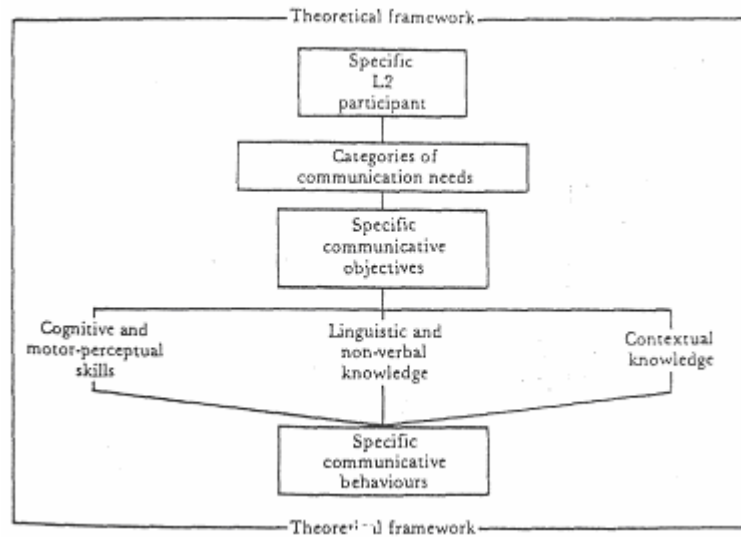
Figure 2.6 Parameter map: Layer 2 (specific) (Munby, 1978:29)

In order to eliminate the problems mentioned above, the following figure is proposed. In this figure, participant is again the starting point. Later as Munby (1978) clarifies his particular communication needs are investigated according to the sociocultural and stylistic variables which interact to determine a profile specifies the target communicative competence of the participant.
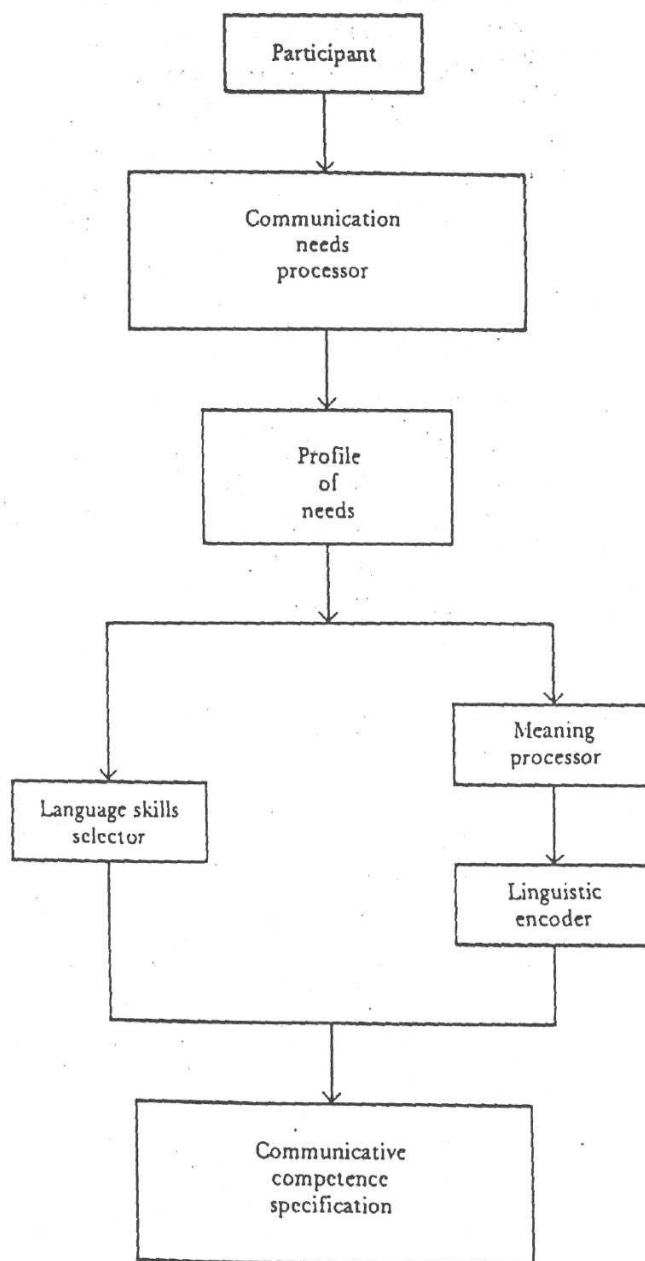
Figure 2.7 Model for specifying communicative competence (Munby,1978:31)

For Communication Needs Processor (CNP), which is given below, Nunan (1988:19) claims that "the most sophisticated application of needs analysis to language syllabus design is to be found in the work of John Munby (1978)". As it is seen in the figure, there are nine elements which have dynamic relationships among each other. Munby (1978:36) claims that

> For the first one, 'participant', the knowledge of the participant will affect the decision to be made in the communicative key box, and the knowledge will on age, sex, nationality, place of residence, and language. As 'for purposive domain' the specification of occupational and educational purpose is required. The 'setting' parameter is responsible for

features of physical and psychological setting of the target language. The other parameter 'interaction' deals with the interlocutors of the participant. In addition, for 'instrumentality' here one is concerned with identifying constraints on the input in terms of the medium, mode and channel of communication." For instance, the medium may be written or spoken; the mode may be monologue or dialogue; and the channel of communication may be face-to-face, telephone, radio or television, etc. As for 'dialect', British or American or further regional varieties may be taken into consideration. At the target level of CNP the statement of the participant's target level of command is necessary because it will guide the further processing through the model.

For the last two parameters, Nunan (1988:20) summarizes that communicative event refers to the productive and receptive skills which the participant will need to master; whereas, communicative key is concerned with the specification of the interpersonal attitudes and tones which the participant will be required to master. After all these parameters, there is a profile which has been systematically reached. This profile is a detailed description of particular participant or category of participant's particular communication needs. What is important here is that this profile does not contain any specification of the actual language forms. So, CNP is at the pre-language stage of the process which aims communicative competence.

Despite the fact that Munby's model is a very systematic and detailed study, it has been criticized. As White (1988:88) puts forth "the Munby model does not address itself to the political, economic, administrative and personnel factors which inevitably influence planning and outcomes". However, what Munby claims is that these points should be discussed during the syllabus content specification, not at this level.
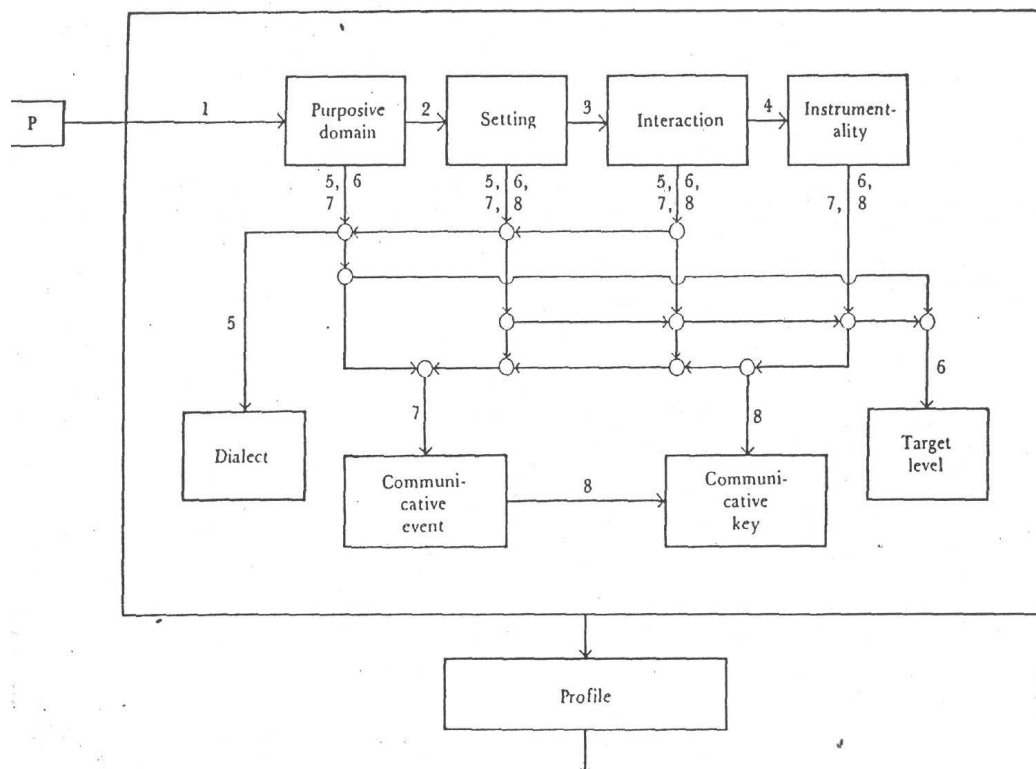
Figure 2.8 Communication Needs Processor Munby (1978:33)

In sum, it can be concluded that in this model the communication needs of the learner are given the primary importance. Later the input, is regarded as a precondition for the syllabus specification input, which is the profile of these needs of the learner.

2.3.6.2. Van Ek and Alexander's Threshold Level

As it is seen above, while designing a language syllabus needs analysis is very important since it obtains information about learners which are to be used in curriculum development. Another significant issue about language syllabus is the level. In 1975 The Threshold Level in a European unit/credit system for modern language learning by adults' was issued by the Council of Europe in order to clarify the syllabus components of language courses. Van Ek and Alexander's model is the practice part of this work. As Van Ek and Alexander (1977:1) state, "the threshold level is an attempt to state as explicitly as possible what the learners will have to be able to do in a foreign language". While doing so, Van Ek and Alexander base their model on some theoretical information. First of all, this model specifies foreign language ability as skill rather than knowledge. As Van Ek and Alexander (1977:2) point out that

"it analyzes what the learner will have to be able to do in the foreign language and determines only in the second place what language forms (words, structures, etc) the learner will have to be able to handle in order to do all that has been specified".

In addition, the objectives designed by this model are basically behavioral objectives. It is also added that in terms of the explicitness of language learning objectives Van Ek and Alexander (1977) state that one cannot look for absolute explicitness because of the fact that language use is not fully predictable and describable, and they summarize the steps followed through the specification of an objective as follows: (Van Ek and Alexander 1977:4)

-" a general characterization of the type of language contacts which, as members of a certain target group they will engage in;

- the language activities they will engage in;

- the settings in which they will use the foreign language;

- the roles (social and psychological) they will play;

- the topics they will deal with;

- what they will be expected to do with regard to each topic"

After giving the summary of steps towards the specification of objectives, the components of the verbal behavior should also be mentioned. According to *Threshold Level,* verbal behavior is analyzed into two components which are language functions and notions. As they are defined by Van Ek and Alexander (1977) functions are what people do by means of language such as asserting, questioning, persuading, apologizing; and notions are referred, expressed in performing such functions for instance apologizing for being late. Finally, functions and notions are thought to be keywords for a communicative syllabus.

2.3.7. Functional - Notional Syllabus

In fact, the communicative syllabus and functional-notional syllabus are not different types according to many authors such as Richards and Rodgers and Yalden. In a functional-notional syllabus the importance is given both to the structure and meaning aspects of a language. Crombie (1985:12) makes a similar explanation and says that "a functional-notional syllabus is a list of linguistic units to each of which is attached a semantic and/or discourse value label", it is clear that the meaning and communication are stressed at this point.

In terms of distinction between notional and functional syllabuses Dubin and Olshtain (1986:36) say that notional syllabus which was the focus in the early-seventies, emphasized the semantic unit in the center of syllabus organization. In other words, the starting point of this syllabus is the desired communicative capacity as Wilkins (1976:13) states. The question asked here is what they communicate through language. With the answer of this question the organization of language teaching would depend on content and not on structure. And again Wilkins (1976:18) points out that for this reason "the resulting syllabus is called a notional syllabus". A notional syllabus gives utmost importance to the semantic content of language learning, it also constructs objectives reached through a needs analysis. It wants to give the answer to the question what the learners want to achieve through language. Later, as a result of this the learners will be made to encounter with particular types of communication. As is clear, notional syllabus develops communicative competence. Accordingly Wilkins (1976:55) explains the aim of a notional syllabus as

> "in a notional approach, the aim is to ensure that the learner knows how the different types of meaning are expressed, so that he can then adapt and combine the different components of this knowledge according to requirements of a particular act of communication".

This syllabus tries to give the learner the capacity to handle every communication problem or situation appropriately.

On the other hand, the functional syllabus, as Dubin and Olshtain (1986:36) explains, developed alongside the notional syllabus and regards the social functions of language as the central unit of organization. In other words, the functional syllabus identifies the communicative functions. As Cunningsworth (1995:56) explains " ...communicative functions are selected and sequenced according to usefulness to the learner, the extent to which they meet the learner's communicative needs". Then it can be concluded that the first items on this list should be the most common ones which the earner will come across in the target language. For instance, functions like introducing yourself, describing people, expressing likes and dislikes, giving and accepting an apology, etc. probably will not be at the end of the list. One disadvantage which should be mentioned here is the prediction and the order of these situations, which cannot be appropriate for every learning situation. On the other hand, it is an undeniable fact that as Cunningsworth (1995) exemplifies the title 'making requests' makes sense to the learner; whereas, 'the interrogative form of modal verbs followed by infinitive' does not as much as the former one.

A very severe criticism of notional syllabuses is made by Widdowson (1979, cited in Yalden, 1987: 77):

> The notional syllabus, it is claimed, develops the ability to do this (i.e., realise linguistic competence as communicative behaviour) by accounting for communicative competence within the actual design of the syllabus itself. This is a delusion because the notional syllabus presents language as an inventory of units, of items for accumulation and storage. They are notional rather than structural isolates, but they are isolates all the same. What such a syllabus does not do-or- has not done to date (an important provisoes to represent language as discourse, and since it does not it cannot possibly in its present form account for communicative competence-because communicative competence is not a compilation of items in memory, but a set of strategies or creative procedures for realising, the value of linguistic elements in contexts of use, an ability to make sense as a participant-in discourse, whether spoken or written, by the skilful deployment of shared knowledge of code resources and rules of language use. The notional syllabus leaves the learner to develop these creative strategies on his own; it deals with the *components* of discourse, not with discourse itself.

It is also criticised that the categories of meaning cannot easily be separated from one another. Yalden (1987:28) argues that if it is possible to separate or abstract any one, which should form the basis of a syllabus -conceptual- functional or linguistic form.

Widdowson (1984:37) argues that how the given categories of grammar which constitute the content units of a grammatical syllabus are to be associated with the new categories of communicative function. He points out that the functions are deprived of their pragmatic identity and cast in a role in which they resemble the grammatical units that they replace. According to Widdowson, the reason for defining "language content in notional / functional is that the emphasis is on the objectives and not the procedures of language learning, on purpose not process".

In brief, this type of syllabus tries to form and expand the communicative ability of the learner rather than making them memorize the rules or the names of the rules of that language.

2.3.7.1. Finocchiaro and Brumfit's Functional-Notional Model

After giving a brief explanation of functional-notional syllabus, now it would be appropriate to exemplify it with Finocchiaro and Brumfit's functional-notional model.

Finocchiaro and Brumfit's functional-notional syllabus model at the very beginning asks the questions "what do learners need to do with the anguage and what kind of meanings do learners need to express in the language?"

Thus as Finocchiaro and Brumfit state, a well- designed syllabus starts with the specification of the needs of the learners. Later, the steps written below are followed in Finocchiaro and Brumfit's (1983:75-76) functional-notional syllabus model:

- analyze learners' target language proficiency and present communicative needs

- survey the resources in the school and community (people, places,   materials)

- select language functions for emphasis

- choose relevant social/academic/vocational situations

- identify topics of interest to students at different age levels

-specify appropriate communicative expressions and   formulas , structural   patterns and notions.

 -determine exponents of high frequency and generalizable

   gather/prepare Audio-Visual material

- provide for use of school, community, other sources to ensure an interdisciplinary approach

- dialogs and mini-dialogs for unambigious presentation and oral practice of exponents, functional expression, structures, and notions

-grade tasks and activities for learner interpretation and performance in class

- evaluate student growth "

As it is seen, here both the language and the learner are seen as a whole. The learners are not regarded as only intellectual beings. Their needs and interests are highlighted. Similarly, the language is thought of as something more than a set of rules. The communicative, interactive and functional aspects are stressed.

In sum, as Yalden (1987:87) claims a communicative syllabus, whether it is called functional- notional or not, has these components: purpose - setting - role communicative events - language functions - notions -discourse and rhetorical skills-variety-grammatical content-lexical content. Thus if a syllabus is organized in terms of these issues, it can be called communicative'. And it is clear that the components given here are the issues which are seen in the real life.

2.3.8 The Process Syllabus

The process syllabus, proposed by Breen(1984:55), involves taking decisions by both teachers and students in relation", to language learning. Candlin summarises his proposal as follows (Candlin, 1987, cited in White, 1995: 98) :

> At the level of curriculum guidelines as we would find statements about learning in general and learning of particular subject-matter, indications of learning purpose and experience, targets and models of evaluation, role relationships of teachers and learners, as well as banks of learning items and scripts.

The process syllabus is designed as a result of joint decisions of the teacher and students by answering the questions "who does what with whom?, on what subject-matter?, with, what resources?, when?, How? And for what purpose (s)?"

The process model emphasises the process and procedures rather than outcomes. White (1995:98) considers some constraints in the process syllabus. The first one is that there exists no evaluation of such a model in practice. Secondly, this syllabus calls for professional competence on the part of teachers. Thirdly, it is inadequate within the proposals for relating the syllabus to the context. Fourth is the redefinition of the roles of the learners and the teachers.

Four levels of the process syllabus suggested by Breen(1984: 55) are as follows :

1. Taking decisions for classroom language learning: learners and teachers base the syllabus by choosing appropriate procedures and content in line with needs.

2. Agreeing on procedure: What procedures have to be followed to reach the aims are identified.

3. Selecting activities: Alternative activities appropriate to the aims are selected.

4. Deciding on tasks: As a result of each activity, task will be determined through negotiated selection.

2.3.8.1 The Language-Centered Approach

This approach is widely used in ESP. It tries to establish a direct relationship between the analysis of the target situation and the content of the ESP course. In this model only restricted areas of the language are taught without taking the needs of the students into account. Hutchinson and Waters (1996: 67) criticize it because of its weaknesses.

1. It is not learner-centered because in terms of needs analysis the

learners should be taken into consideration at every stage of the process, but in this approach the learner is not considered through all stages.

2. It is static and inflexible, since it shows no ways of providing feedback and it is not open to response to unexpected or developing factors.

3. It seems to be systematic, but this systematization may lead us to the belief that if the language is presented in a systematic way, it will be learnt as it is presented.

4. Analysis of the target situation does not explicitly show how the learner will develop competence and performance in the language.

5. Data collection techniques and the interpretation of the collected data are not specified clearly.

2.3.9. Further Syllabus Types

In addition to the syllabus types explained above, there are some other types which textbooks mention such as lexical, competency-based, text-based syllabus, and process syllabus. As its name implies, in lexical syllabus a certain number of vocabulary is identified for each level of the language learning process. Competency-based syllabus, on the other hand, takes the competencies of the learners as the starting point As Richards (2001:159) explains, a competency-based syllabus is "one based on a specification of the competencies learners are expected to master in relation to specific situations and activities". Through particular tasks and activities these competencies are tried to be acquired by the learners. Another syllabus type is text-based syllabus which is organized around texts. Again as Richards (2001:163) clarifies, this type of syllabus is

 "one that is built around texts and samples of extended discourse...this can be regarded as a type of a situational approach because the starting point in planning a syllabus is analysis of the contexts in which the learners will use the language".

As it is said, this syllabus type is similar to situational syllabus Because of the fact that here texts are stressed instead of situations.

2.3.9.1 Eclectic Approach

Each syllabus type mentioned above regards one aspect of language earning as the starting point; for example, structural syllabus emphasizes structure of the language, task-based syllabus highlights tasks while designing a syllabus. What should not be

forgotten at this point is that each syllabus type has its advantages and disadvantages. The best thing to do is taking advantage of the beneficial sides of each syllabus type, which can be referred as eclectic approach, in eclectic approach the designer does not subscribe to a distinct syllabus type. As Rivers (1968:65) claims people who support eclectic approach try to absorb the best techniques of all well-known language teaching methods into their classroom procedures. If it is considered from syllabus design perspective, it can be concluded that the course material should sometimes focus on tasks, sometimes functions, etc. This diversity is also very beneficial for the integration of the skills. For this reason, in this study, reflections of each syllabus types can be seen. At times topics are emphasized, at times communication is underlined.

2.3.10.Studies conducted in Turkey

In a similar study to the present study **,**Toker(1999) investigated the attitudes of freshman students and instructors toward the curriculum of the preparatory program at the University of Gaziantep.The levels of the students were not investigated because there is not a placement test for freshman students.The researcher believes that levels of students indicate differences among attitudes toward the appropriateness of the preparatory program.In another study Daylan (2001) recommended a syllabus after a needs analysis at the Izzet Baysal University.However the difference is that medium of education is not completely English as in the case of the University of Gaziantep,consequently the needs may be different for the students at the University of Gaziantep.Kuter (1998) conducted a needs analysis for the academic English English needs in the freshman EFL classrooms at the School of Computing and Technology, the Eastern Mediterranean University, Gazi Magosa, Turkish Republic of Northern Cyprus. In a similar study Ertay (2004) aimed to investigate the Academic English needs of the Basic Academic English freshman students in the Sciences, the Social Sciences Disciplines at the Eastern Mediterranean University , Gazimağusa, Turkish Republic of Northern Cyprus. In both studies, a questionnaire was given to freshman students .

In his study, the researcher believes that the needs of the preparatory students are essential to design more appropriate syllabi.

2.4 CONCLUSION

Needs analysis, its definition and the procedures for needs analysis have been reviewed. Syllabus design and syllabus types were investigated .The syllabus types are structural, Situational, Topic-Based, Skill-Based, Task-Based, Communicative Syllabus, Functional-Notional, Process and Eclectic Syllabi. The choice of the syllabus that is implemented in a program depends on several factors.

The focus of this study is analyzing the attitudes of students from different levels toward the appropriateness of the preparatory program at the University of Gaziantep, consequently research on needs analysis has been essential for the study.Syllabus types have been necessary to investigate since the aim of this study is give insights for a syllabus renewal.

CHAPTER THREE
METHODOLOGY

3.1 PRESENTATION

This chapter presents the design of the study, subjects, instruments used to collect data, the procedure and data analysis sections.

3.2 RESEARCH DESIGN

The aim of this study is to define the educational needs of the students at the University of Gaziantep preparatory classes and try to make recommendations for a curriculum renewal process.The results of the research will be analyzed to determine a syllabus needed in preparatory classes.

3.3 RESEARCH POPULATION

The subjects who took part in this study were one hundred and forty six students at the Preparatory School at the University of Gaziantep. The population at the High School of Foreign Languages consisted of 554 students.There were forty-three A level students, 173 B level and 338 C level students at the beginning of the year. Samples were chosen randomly and two A level,two B level and two C level classes were chosen for the study. Thirty-eight of them are A level students , fifty-three B level and fifty-five C level. After the placement test which was taken by the students at the beginning of the educational year, A level students who obtained the grades 50-59 were defined as intermediate level ; B level pre-intermediate, their grades ranged between 40 and 49 and C level elementary students, those who got 39 and lower . The subjects were 18-20 years old.

3.4 INSTRUMENTS

In order to carry out this research study, a questionnaire was prepared by the researcher . A similar questionnaire was administered by Daylan (2001) aiming to design a syllabus for preparatory School at Abant Izzet Baysal University. Several experienced instructors assisted for the proofreading of the questionnaires. The

reliability analysis was carried out using the Statistical Package for Social Sciences (SPSS) 11.0. Cronbach's Alpha test was administered and the questionnaires indicated a result of 0,66.This result proves that the questionnaire was reliable .However the degree of reliability is considered low. Some students may have not taken the test seriously.

3.4.1 Questionnaire for the students

In the questionnaire design , a variety of sources were exploited such as White's study (1990) Richterich and Chancerel's study (1980), Munby's " communication Needs Processor" (1985) and Nunan's study (1990).

The questionnaire consists of 34 multiple choice questions and one open-ended question. The questionnaire includes 5 parts .Section A is about the purposes of the students for learning English, this part consists of the first 6 questions .Section B covers views about the program in general at the preparatory school, this part consists of 3 questions, items numbered 7,8 and 9 .Section C aims to find out the views of students about materials, this part consists of 8 questions ,from the items 10 to 17. Section D is about the learning, teaching strategies and language skills, this part consists of 7 questions ,from the items 18 to 24 .Section E covers testing and evaluation, this part consists of 10 questions ,from the items 25 to 34 .The last question allows the students to give their ideas and opinions on the existing program.

In the questionnaire the Likert scale format ,ranging from 1 to five was used . (1) meant a complete disagreement (5) meant absolute agreement In this way the mean score and standard deviation of each question could be calculated.

3.5 APPLICATION OF QUESTIONNAIRE

At the beginning of the second term of the academic year, in February, 2006, after permission to administer the questionnaires in the classrooms was obtained, 146 students completed the questionnaires. Due to the difficulty of gathering all the students in a large room at the same time, the students filled out the questionnaires in their own class periods. The researcher was present in the rooms with the teachers in class periods first to explain the rationale for the research and then to assist them with problems in interpreting the meaning or format of questions. Instructions were read aloud and students were told clearly what to do in each part. The students were told not to write their names on the questionnaires. In order to further enhance the reliability of the

responses, the students were assured of confidentiality. That is, they were assured that their responses would not be used for any other purposes than for this study.

3.6 DATA ANALYSIS

Data analysis procedures were initiated when the data collection procedure was completed .All data analyses were carried out using the Statistical Package for Social Sciences (SPSS) 11.0.The chi-square test was administered for the significant difference between the levels of the students. As Ekmekçi (1999, p:114) stated Chi-square test is a nonparametric test of significance used to compare proportions actually observed with expected portions in order to see the significant difference . A chi-square test is applied to each item on the SPSS (Statistical Package for the Social Sciences) to determine whether the results are statistically significant, as represented by a probability value of $p<0.05$.

CHAPTER FOUR
RESULTS AND DISCUSSIONS

4.1 PRESENTATION

This study aimed to define the needs of the students at the High School of Foreign languages at the University of Gaziantep and make some recommendations for the syllabus administered.

The questionnaire was distributed to 146 students attending the High School of Foreign Languages.38 A level, 53 B level students and 55 C level students participated. The level of the students was defined at the beginning of the academic year. Students were administered a placement test. The highest proficiency level is A, the students are considered to be at intermediate level, the next level was B level which was considered pre-intermediate level. The lowest level was C level which is elementary level. The responses of the questionnaire items were analyzed and entered into computer, and their frequencies , the chi-square result were calculated by means of SPSS. The results were then displayed in tables to enable the comparison of the data.

4.2 FINDINGS

Table 4.1 : English is necessary for students' future careers

Q1	ss'levels		Options					Total
			totally agree	agree	no idea	disagree	totally disagree	
	A level	Count	31	7				38
		% within SUBJECTS	81,6%	18,4%				100,0%
	B level	Count	33	19	1			53
		% within SUBJECTS	62,3%	35,8%	1,9%			100,0%
	C level	Count	43	9	1	1	1	55
		% within SUBJECTS	78,2%	16,4%	1,8%	1,8%	1,8%	100,0%
Total		Count	107	35	2	1	1	146
		% within SUBJECTS	73,3%	24,0%	1,4%	,7%	,7%	100,0%

Table 4.2 Chi-square table between the levels of the students for item 1

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10,364 [a]	8	,240
Likelihood Ratio	11,288	8	,186
Linear-by-Linear Association	,948	1	,330
N of Valid Cases	146		

a. 9 cells (60,0%) have expected count less than 5. The minimum expected count is ,26.

When Table 4.2 is examined , the findings indicate that at 0.05 level of significance ,their results of chi-square test is found lower than the critical table value of χ^2_t (15.5) ,thus the difference of the attitudes of three groups is not statistically significant ($\chi^2_o = 10.3 < \chi^2_{t=} 15.5$).It is seen that most of the students (97,3 %) agree that English is necessary for their careers. Nearly all of the students are aware that the University of Gaziantep requires one year of English preparatory class which is considered a step for a good future career. In a parallel study, Kırkgöz (2005) states that instrumental motivation, which refers to learner wishes to acquire the language for pragmatic, or functional needs, for example, for job or study related purposes, is the main source for learning a foreign language.

Table4.3 A person who does not know English is not regarded as well-educated

Q2 ss"levels		totally agree	agree	no Idea	disagree	totally disagree	Total
A level	Count	3	8	4	21	2	38
	% within SUBJECTS	7,9%	21,1%	10,5%	55,3%	5,3%	100,0%
B level	Count	3	10	6	25	9	53
	% within SUBJECTS	5,7%	18,9%	11,3%	47,2%	17,0%	100,0%
C level	Count	8	16	5	18	8	55
	% within SUBJECTS	14,5%	29,1%	9,1%	32,7%	14,5%	100,0%
Total	Count	14	34	15	64	19	146
	% within SUBJECTS	9,6%	23,3%	10,3%	43,8%	13,0%	100,0%

Table 4.4 Chi-square table between the levels of the students for item 2

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9,140 [a]	8	,331
Likelihood Ratio	9,592	8	,295
Linear-by-Linear Association	1,357	1	,244
N of Valid Cases	146		

a. 3 cells (20,0%) have expected count less than 5. The minimum expected count is 3,64.

The findings in Table 4.4 reveal that there is no significant difference between the three different levels ($\chi^2_o = 9.1 < \chi^2_{t=} 15.51$) and more than half of the students (51.8 %) disagree that a person who does not know English is not regarded

as well-educated(Table4.3). The researcher believes that the students consider English as a compulsory course but it is not the only condition for a good education.

Table 4.5 English is necessary for communicating with foreigners

Q3	ss'levels		S3				
			totally agree	agree	disagree	totally disagree	Total
SUBJECTS	A level	Count	21	17			38
		% within SUBJECTS	55,3%	44,7%			100,0%
	B level	Count	26	26	1		53
		% within SUBJECTS	49,1%	49,1%	1,9%		100,0%
	C level	Count	33	20	1	1	55
		% within SUBJECTS	60,0%	36,4%	1,8%	1,8%	100,0%
Total		Count	80	63	2	1	146
		% within SUBJECTS	54,8%	43,2%	1,4%	,7%	100,0%

Table 4.6 Chi-square table between the levels of the students for item 3

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3,989[a]	6	,678
Likelihood Ratio	4,807	6	,569
Linear-by-Linear Association	,059	1	,808
N of Valid Cases	146		

a. 6 cells (50,0%) have expected count less than 5. The minimum expected count is ,26.

The results above show that there is no significant difference between the levels(x^2_o =3.9 < x^2_t =15.51) .The students agree that English is necessary for communicating with foreigners (98 %)(Table 4.5). Although students as future doctors or engineers may not have had many opportunities to communicate with foreigners ,they may encounter an increasing number of foreign counterparts in their future career.

Table 4.7 English is necessary for reading articles ,magazines etc.

Q4	ss'levels		totally agree	agree	no idea	disagree	Total
	A level	Count	16	18	2	2	38
		% within SUBJECTS	42,1%	47,4%	5,3%	5,3%	100,0%
	B level	Count	18	27	2	6	53
		% within SUBJECTS	34,0%	50,9%	3,8%	11,3%	100,0%
	C level	Count	18	25	6	6	55
		% within SUBJECTS	32,7%	45,5%	10,9%	10,9%	100,0%
Total		Count	52	70	10	14	146
		% within SUBJECTS	35,6%	47,9%	6,8%	9,6%	100,0%

Table 4.8 Chi-square table between the levels of the students for item 4

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3,994a	6	,677
Likelihood Ratio	4,058	6	,669
Linear-by-Linear Association	1,847	1	,174
N of Valid Cases	146		

a. 4 cells (33,3%) have expected count less than 5. The minimum expected count is 2,60.

The data in Table 4.8 states that there is no difference between A,B and C levels related with the necessity of English for reading articles, magazines, journals and the like ($x^2_o = 3.1 < x^2_{t=15.51}$). 83.5 % of the students agree that English is necessary for reading articles ,magazines, journals, papers and related materials in English(Table 4.7) .In order to be up to date in their future careers ,students should be able to read documents about their occupation in English.

Table 4.9 Knowing English provides a better place in the public

Q5	ss 'level		totally agree	agree	no idea	disagree	totally disagree	Total
	A level	Count	11	16	3	6	2	38
		% within SUBJECTS	28,9%	42,1%	7,9%	15,8%	5,3%	100,0%
	B level	Count	6	21	5	13	8	53
		% within SUBJECTS	11,3%	39,6%	9,4%	24,5%	15,1%	100,0%
	C level	Count	12	24	8	7	4	55
		% within SUBJECTS	21,8%	43,6%	14,5%	12,7%	7,3%	100,0%
Total		Count	29	61	16	26	14	146
		% within SUBJECTS	19,9%	41,8%	11,0%	17,8%	9,6%	100,0%

Table 4.10 Chi-square table between the levels of the students for item 5

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9,773a	8	,281
Likelihood Ratio	9,787	8	,280
Linear-by-Linear Association	,046	1	,831
N of Valid Cases	146		

a. 2 cells (13,3%) have expected count less than 5. The minimum expected count is 3,64.

The results in Table 4.10 clearly show that there is no significant difference between the levels ($x^2_o = 9.7 < x^2_{t=15.51}$). 60 % of the students agree that English will provide a better place in public(Table 4.9). This can be justified by the requirements of the employers who see English as a necessity to hire employees. Consequently a good occupation may provide a better place in public.

Table 4.11 English is necessary for the success in students' field of study

Q6	ss"levels		totally agree	agree	no idea	disagree	totally disagree	Total
	A level	Count	18	13	6	1		38
		% within SUBJECTS	47,4%	34,2%	15,8%	2,6%		100,0%
	B level	Count	8	16	12	16	1	53
		% within SUBJECTS	15,1%	30,2%	22,6%	30,2%	1,9%	100,0%
	C level	Count	16	21	6	7	5	55
		% within SUBJECTS	29,1%	38,2%	10,9%	12,7%	9,1%	100,0%
Total		Count	42	50	24	24	6	146
		% within SUBJECTS	28,8%	34,2%	16,4%	16,4%	4,1%	100,0%

Table 4.12 Chi-square table between the levels of the students for item 6

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27,277[a]	8	,001
Likelihood Ratio	29,367	8	,000
Linear-by-Linear Association	4,361	1	,037
N of Valid Cases	146		

a. 3 cells (20,0%) have expected count less than 5. The minimum expected count is 1,56.

It can be concluded from the results in Table 4.12 that there is a significant difference between the levels (x^2_o =27.2> x^2_{t} =15.51) A level students as having the highest level of proficiency agree that English is necessary to be successful in their field of study .Among B level students , 54.7 % of students disagree or do not have an idea about that issue and 54 % of C level students disagree or do not have an idea(Table4.11). This may partly due to the fact that half of the A level students are students of English Language and Literature department and their field of study is obviously related to English.

Table 4.13 Preparatory program is adequate in terms of length.

Q7	ss"levels		S7S				totally disagree	Total
			totally agree	agree	no idea	disagree		
SUBJECTS	A level	Count	12	17	6	3		38
		% within SUBJECTS	31,6%	44,7%	15,8%	7,9%		100,0%
	B level	Count	6	28	10	8	1	53
		% within SUBJECTS	11,3%	52,8%	18,9%	15,1%	1,9%	100,0%
	C level	Count	14	15	11	9	6	55
		% within SUBJECTS	25,5%	27,3%	20,0%	16,4%	10,9%	100,0%
Total		Count	32	60	27	20	7	146
		% within SUBJECTS	21,9%	41,1%	18,5%	13,7%	4,8%	100,0%

Table 4.14 Chi-square table between the levels of the students for item 7

	Value	d1	Asymp. Sig. (2-sided)
Pearson Chi-Square	17,665ª	8	,024
Likelihood Ratio	19,350	8	,013
Linear-by-Linear Association	6,188	1	,013
N of Valid Cases	146		

a. 3 cells (20,0%) have expected count less than 5. The minimum expected count is 1,82.

When Table 4.14 is examined, it can be seen that there is a slight difference between the levels (x^2_o =17.6> x^2_t = 15.51) While the majority of A level students(76.3 %) and B level students (64.1 %) agree, a high proportion of C level students (47.3%) have no idea or disagree (Table 4.13). A level students have 4 hours of class everyday whereas B and C level students have 5 hours of instruction. A level students complain that even four hours is too much for them because they are administered the same final exam as B and C level students and it is not possible for the successful students to take a proficiency exam at the end of the first semester and be freshmen students the second semester. Especially C level students who are at the lowest level of proficiency may not find the length of the preparatory year sufficient.

Table 4.15 Language program in the preparatory program is not sufficient to meet the students' future needs

Q8 ss'levels			totally agree	agree	no idea	disagree	totally disagree	Total
A level	Count		4	8	13	10	3	38
	% within SUBJECTS		10,5%	21,1%	34,2%	26,3%	7,9%	100,0%
B level	Count		13	23	11	4	2	53
	% within SUBJECTS		24,5%	43,4%	20,8%	7,5%	3,8%	100,0%
C level	Count		18	19	10	8		55
	% within SUBJECTS		32,7%	34,5%	18,2%	14,5%		100,0%
Total	Count		35	50	34	22	5	146
	% within SUBJECTS		24,0%	34,2%	23,3%	15,1%	3,4%	100,0%

Table 4.16   Chi-square table between the levels of the students for item 8

	Value	d1	Asymp. Sig. (2-sided)
Pearson Chi-Square	19,878ª	8	,011
Likelihood Ratio	21,626	8	,006
Linear-by-Linear Association	12,025	1	,001
N of Valid Cases	146		

a. 3 cells (20,0%) have expected count less than 5. The minimum expected count is 1,30.

Application of chi-square test indicates that there is a statistical difference between the students. Since the critical table value ($\chi^2_{t\,=}$ 15.5)being at p= 0.05 level is lower than the observed value(Table 4.16), there is a significant difference between the groups (χ^2_o =19.8> $\chi^2_{t\,=}$15.51). A minority of A level students agree with that item while B level students and C level students agree in higher proportions 67.9% and 67.2% respectively .A reason for these findings may be that the A level students consider themselves as being at adequate levels to meet their future needs while B and C level students do not have that self-confidence. A remarkable proportion of students 23.3 % do not have an idea which is understandable because they may not know what their future needs may be (Table 4.15).

Table 4.17 the preparatory program is adequate in terms of language teaching and learning

Q9	as'levels		totally agree	agree	no idea	disagree	totally disagree	Total
SUBJECTS	A level	Count	5	13	9	11		38
		% within SUBJECTS	13,2%	34,2%	23,7%	28,9%		100,0%
	B level	Count	1	10	15	21	6	53
		% within SUBJECTS	1,9%	18,9%	28,3%	39,6%	11,3%	100,0%
	C level	Count	4	10	18	16	7	55
		% within SUBJECTS	7,3%	18,2%	32,7%	29,1%	12,7%	100,0%
Total		Count	10	33	42	48	13	146
		% within SUBJECTS	6,8%	22,6%	28,8%	32,9%	8,9%	100,0%

Table 4.18 Chi-square table between the levels of the students for item 9

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13,627[a]	8	,092
Likelihood Ratio	16,902	8	,031
Linear-by-Linear Association	4,354	1	,037
N of Valid Cases	146		

a. 6 cells (40,0%) have expected count less than 5. The minimum expected count is 2,60.

According to the results in Table 4.18 , there is no significant difference between levels (χ^2_o =13.6< $\chi^2_{t\,=1}$5.51). 41.8% of the students disagree and 28.8% have no idea (Table 4.17). One of the main purposes for conducting that study by the researcher was the perception that the students were not satisfied by the program.

Table 4.19 books are appropriate for students' levels

Q10	ss'levels		totally agree	agree	no idea	disagree	totally disagree	Total
SUBJECTS	A level	Count	7	25	3	2	1	38
		% within SUBJECTS	18,4%	65,8%	7,9%	5,3%	2,6%	100,0%
	B level	Count	2	21	16	11	3	53
		% within SUBJECTS	3,8%	39,6%	30,2%	20,8%	5,7%	100,0%
	C level	Count	6	24	12	7	6	55
		% within SUBJECTS	10,9%	43,6%	21,8%	12,7%	10,9%	100,0%
Total		Count	15	70	31	20	10	146
		% within SUBJECTS	10,3%	47,9%	21,2%	13,7%	6,8%	100,0%

Table 4.20 Chi-square table between the levels of the students for item 10

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19,712[a]	8	,011
Likelihood Ratio	20,971	8	,007
Linear-by-Linear Association	6,015	1	,014
N of Valid Cases	146		

a. 4 cells (26,7%) have expected count less than 5. The minimum expected count is 2,60.

There is a significant difference ($\chi^2_o = 19.7 < \chi^2_{t} = 15.51$) between the levels as it can be seen in Table 4.20. While A level students agree that books are appropriate for their levels (84.2%) B and C levels disagree (Table 4.19). This may be because of the inefficiency of the placement test administered at the beginning of the year. Many students who studied English as a preparatory class at their high schools start at the C level which supposed to be the elementary level.

Table 4.21 Course books are interesting

Q11	ss'levels		S11					
			totally agree	agree	no idea	disagree	totally disagree	Total
	A level	Count	2	10	8	14	4	38
		% within SUBJECTS	5,3%	26,3%	21,1%	36,8%	10,5%	100,0%
	B level	Count		9	13	18	13	53
		% within SUBJECTS		17,0%	24,5%	34,0%	24,5%	100,0%
	C level	Count	3	18	5	17	12	55
		% within SUBJECTS	5,5%	32,7%	9,1%	30,9%	21,8%	100,0%
Total		Count	5	37	26	49	29	146
		% within SUBJECTS	3,4%	25,3%	17,8%	33,6%	19,9%	100,0%

Table 4.22 Chi-square table between the levels of the students for item 11

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12,021[a]	8	,150
Likelihood Ratio	14,441	8	,071
Linear-by-Linear Association	,033	1	,856
N of Valid Cases	146		

a. 3 cells (20,0%) have expected count less than 5. The minimum expected count is 1,30.

The findings in Table 4.22 indicate that there is no significant difference between the levels (x^2_o =12.02< x^2_t =15.51).All levels disagree that books are interesting (53.5%) or have no idea (17.8%) Students consider course books as obligatory components of the program ,consequently they may not see it for pleasure (Table 4.21). Kitao (http://iteslj.org/Articles/Kitao-Materials.html) argues that Content English textbooks should be useful, meaningful and interesting for students. While no single subject will be of interest to all students, materials should be chosen based, in part, on what students, in general, are likely to find interesting and motivating.

Table 4.23 Course books and practice books are adequate for the program

Q10	ss`levels		totally agree	agree	no Idea	disagree	totally disagree	Total
A level	Count		2	21	11	3	1	38
	% within SUBJECTS		5,3%	55,3%	28,9%	7,9%	2,6%	100,0%
B level	Count			13	22	13	5	53
	% within SUBJECTS			24,5%	41,5%	24,5%	9,4%	100,0%
C level	Count		4	22	18	6	5	55
	% within SUBJECTS		7,3%	40,0%	32,7%	10,9%	9,1%	100,0%
Total	Count		6	56	51	22	11	146
	% within SUBJECTS		4,1%	38,4%	34,9%	15,1%	7,5%	100,0%

Table 4.24 Chi-square table between the levels of the students for item 12

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16,995[a]	8	,030
Likelihood Ratio	19,163	8	,014
Linear-by-Linear Association	,867	1	,352
N of Valid Cases	146		

a. 6 cells (40,0%) have expected count less than 5. The minimum expected count is 1,56.

A significant difference can be concluded when the results are examined as shown in Table 4.24 (x^2_o =16.9> x^2_t =15.51).While A level students agree that the course books are adequate for the program (60.6%) B level students have no idea in 41.5 % frequency and and C level students have no idea 32.7% respectively (Table 4.23). It can be concluded that A level students were placed at the most appropriate level and they know that the books are appropriate for the program

Table 4.25 The practice book sufficiently supports the subjects taught in the lesson.

Q13	ss'levels		totally agree	agree	no idea	disagree	totally disagree	Total
A level	Count		3	21	5	8	1	38
	% within SUBJECTS		7,9%	55,3%	13,2%	21,1%	2,6%	100,0%
B level	Count		1	19	14	9	10	53
	% within SUBJECTS		1,9%	35,8%	26,4%	17,0%	18,9%	100,0%
C level	Count		4	20	9	15	7	55
	% within SUBJECTS		7,3%	36,4%	16,4%	27,3%	12,7%	100,0%
Total	Count		8	60	28	32	18	146
	% within SUBJECTS		5,5%	41,1%	19,2%	21,9%	12,3%	100,0%

Table 4.26 Chi-square table between the levels of the students for item 13

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12,945[a]	8	,114
Likelihood Ratio	14,208	8	,077
Linear-by-Linear Association	2,920	1	,088
N of Valid Cases	146		

a. 4 cells (26,7%) have expected count less than 5. The minimum expected count is 2,08.

There is no significant difference between the levels (χ^2_o =12.94< χ^2_{t} =15.51)

when Table 4.26 is examined. The minority of the students disagree that the practice book supports the lessons (34.2%) (Table 4.25). The practice book used at the moment is detailed and satisfactory for most of the students.

Table 4.27 computers are necessary to use in the program

Q10 ss'levels			totally agree	agree	no idea	disagree	totally disagree	Total
A level	Count		16	14	3	4	1	38
	% within SUBJECTS		42,1%	36,8%	7,9%	10,5%	2,6%	100,0%
B level	Count		15	18	11	8	1	53
	% within SUBJECTS		28,3%	34,0%	20,8%	15,1%	1,9%	100,0%
C level	Count		25	13	7	6	4	55
	% within SUBJECTS		45,5%	23,6%	12,7%	10,9%	7,3%	100,0%
Total	Count		56	45	21	18	6	146
	% within SUBJECTS		38,4%	30,8%	14,4%	12,3%	4,1%	100,0%

Table 4.28 Chi-square table between the levels of the students for item 14

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9,206[a]	8	,325
Likelihood Ratio	9,320	8	,316
Linear-by-Linear Association	,266	1	,606
N of Valid Cases	146		

a. 4 cells (26,7%) have expected count less than 5. The minimum expected count is 1,56.

When the Table 4.28 is examined , it is seen that there is no significant difference between the levels (x^2_o =9.2< x^2_{t} =15.51) .All levels agree that computers are necessary for the program (69.2%) It can be concluded that the students need the audio visual and interactive characteristics of computers for language learning (Table 4.27). Kang (1999) mentions the use of Computer-assisted instruction (CAI) as it appeals to varied learning modalities and consequently meets the diverse needs of individual students. With CAI, students can learn at a comfortable pace and interact directly and continually with computers that provide immediate feedback. Teachers can use CAI to enrich or supplement the basic instruction.

Table 4.29 Drills in thecourse book are sufficient

Q15	ss"levels		totally agree	agree	no Idea	disagree	totally disagree	Total
A level	Count		6	16	6	7	3	38
	% within SUBJECTS		15,8%	42,1%	15,8%	18,4%	7,9%	100,0%
B level	Count		1	10	10	23	9	53
	% within SUBJECTS		1,9%	18,9%	18,9%	43,4%	17,0%	100,0%
C level	Count		1	9	9	23	13	55
	% within SUBJECTS		1,8%	16,4%	16,4%	41,8%	23,6%	100,0%
Total	Count		8	35	25	53	25	146
	% within SUBJECTS		5,5%	24,0%	17,1%	36,3%	17,1%	100,0%

Table 4.30 Chi-square table between the levels of the students for item 15

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25,030[a]	8	,002
Likelihood Ratio	23,682	8	,003
Linear-by-Linear Association	17,425	1	,000
N of Valid Cases	146		

a. 3 cells (20,0%) have expected count less than 5. The minimum expected count is 2,08.

When looked at Table 4.30, it can easily be seen that there is a significant difference between the levels (x^2_o =25.03> x^2_{t} =15.51) .While the majority of A level students agree (57.9%), B and C level students are not satisfied with the drills in the course book(Table 4.29). This can be explained by the proficiency level of the students. While A level students may not need many drills because they are at a higher level, B and C level students may need more drills to practice the subjects.

Table 4.31 Reinforcement of learning by audio visual aids

			S16					
			totally agree	agree	no idea	disagree	totally disagree	Total
SUBJECTS	A level	Count	23	10	4	1		38
		% within SUBJECTS	60,5%	26,3%	10,5%	2,6%		100,0%
	B level	Count	30	17	4	1	1	53
		% within SUBJECTS	56,6%	32,1%	7,5%	1,9%	1,9%	100,0%
	C level	Count	38	12	1	1	3	55
		% within SUBJECTS	69,1%	21,8%	1,8%	1,8%	5,5%	100,0%
Total		Count	91	39	9	3	4	146
		% within SUBJECTS	62,3%	26,7%	6,2%	2,1%	2,7%	100,0%

Table 4.32   Chi-square table between the levels of the students   for item 16

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7,536[a]	8	,480
Likelihood Ratio	8,685	8	,370
Linear-by-Linear Association	,032	1	,858
N of Valid Cases	146		

a. 9 cells (60,0%) have expected count less than 5. The minimum expected count is ,78.

The results in Table 4.32 reveal that there is no significant difference between the levels (x^2_o =7.53< x^2_t =15.51).This shows that there is a strong need among students for audio-visual aids (89%) Audio visual materials may be appealing for different learning styles (Table 4.31). Howard (2004) points out that Teaching materials form an important part of most English teaching programmes. From textbooks, videotapes and pictures to the Internet, teachers rely heavily on a diverse range of materials to support their teaching and their students' learning.

Table 4.33 Using extra resources other than the course book is necessary

Q17	ss'levels							
			totally agree	agree	no idea	disagree	totally disagree	Total
	A level	Count	20	14	4			38
		% within SUBJECTS	52,6%	36,8%	10,5%			100,0%
	B level	Count	26	26			1	53
		% within SUBJECTS	49,1%	49,1%			1,9%	100,0%
	C level	Count	38	14	1	2		55
		% within SUBJECTS	69,1%	25,5%	1,8%	3,6%		100,0%
Total		Count	84	54	5	2	1	146
		% within SUBJECTS	57,5%	37,0%	3,4%	1,4%	,7%	100,0%

Table 4.34 Chi-square table between the levels of the students for item 17

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19,052[a]	8	,015
Likelihood Ratio	19,823	8	,011
Linear-by-Linear Association	1,678	1	,195
N of Valid Cases	146		

a. 9 cells (60,0%) have expected count less than 5. The minimum expected count is ,26.

When Table 4.34 is examined, the findings indicate that at 0.05 level of significance ,their results of chi-square test is found greater than the critical table value of χ^2_t (15.5) ,thus the difference of the attitudes of three groups is statistically significant (χ^2_o =19.0> $\chi^2_{t=}$ 15.5). Most of the students (94.5 %) agree on the need of extra resources .However , some of A level students (10.5%) have no idea (Table 4.33). This result may be due to the higher proficiency level of these students and they may not need supporting material.

Table 4.35 Language learning does not mean only learning the rules

Q18	ss'levels		totally agree	agree	no idea	disagree	Total
	A level	Count	31	7			38
		% within SUBJECTS	81,6%	18,4%			100,0%
	B level	Count	43	8	2		53
		% within SUBJECTS	81,1%	15,1%	3,8%		100,0%
	C level	Count	49	5		1	55
		% within SUBJECTS	89,1%	9,1%		1,8%	100,0%
Total		Count	123	20	2	1	146
		% within SUBJECTS	84,2%	13,7%	1,4%	,7%	100,0%

Table 4.36 Chi-square table between the levels of the students for item 18

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6,957[a]	6	,325
Likelihood Ratio	7,849	6	,249
Linear-by-Linear Association	,229	1	,632
N of Valid Cases	146		

a. 6 cells (50,0%) have expected count less than 5. The minimum expected count is ,26.

Application of chi-square test indicates that there is no statistical difference between the students .Since the critical table value ($\chi^2_{t=}$ 15.5)being at p= 0.05 level is greater than the observed value χ^2_o =6.9 ,there is no significant difference between the groups (Table 4.36) . All the groups agree that language does not only mean learning the rules(Table 4.35). One problem about grammar based as Rabbini (http://iteslj.org/Articles) states is that the grammatical syllabus focuses on only one

aspect of language, namely grammar, whereas in truth there exist many more aspects to language.

Table 4.37 Reading texts in the course book are not interesting

Q19	ss'levels		totally agree	agree	no idea	disagree	totally disagree	Total
	A level	Count	5	9	10	13	1	38
		% within SUBJECTS	13.2%	23.7%	26.3%	34.2%	2.6%	100.0%
	B level	Count	14	17	13	8	1	53
		% within SUBJECTS	26.4%	32.1%	24.5%	15.1%	1.9%	100.0%
	C level	Count	9	20	9	16	1	55
		% within SUBJECTS	16.4%	36.4%	16.4%	29.1%	1.8%	100.0%
Total		Count	28	46	32	37	3	146
		% within SUBJECTS	19.2%	31.5%	21.9%	25.3%	2.1%	100.0%

Table 4.38 Chi-square table between the levels of the students for item 19

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8,587[a]	8	,378
Likelihood Ratio	8,873	8	,353
Linear-by-Linear Association	,725	1	,394
N of Valid Cases	146		

a. 3 cells (20,0%) have expected count less than 5. The minimum expected count is ,78.

When Table 4.38 is examined , the findings indicate that at 0.05 level of significance ,their results of chi-square test is found lower than the critical table value of χ^2_t (15.5) ,thus the difference of the attitudes of three groups is not statistically significant (χ^2_o =8.5 < $\chi^2_{t\ =}$ 15.5).Only (27.4 %) of the students disagree that the reading passages are not interesting (Table 4.37).

Table 4.39 Note taking is taught

			S20					
			totally agree	agree	no idea	disagree	totally disagree	Total
SUBJECTS	A level	Count	3	13	9	9	4	38
		% within SUBJECTS	7.9%	34.2%	23.7%	23.7%	10.5%	100.0%
	B level	Count	1	11	12	18	11	53
		% within SUBJECTS	1.9%	20.8%	22.6%	34.0%	20.8%	100.0%
	C level	Count		13	12	20	10	55
		% within SUBJECTS		23.6%	21.8%	36.4%	18.2%	100.0%
Total		Count	4	37	33	47	25	146
		% within SUBJECTS	2.7%	25.3%	22.6%	32.2%	17.1%	100.0%

Table 4.40 Chi-square table between the levels of the students for item 20

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9,664[a]	8	,289
Likelihood Ratio	10,050	8	,262
Linear-by-Linear Association	4,622	1	,032
N of Valid Cases	146		

a. 3 cells (20,0%) have expected count less than 5. The minimum expected count is 1,04.

Application of chi-square test indicates that there is not a statistical difference between the students .Since the critical table value ($\chi^2_{t=}$ 15.5)being at p= 0.05 level is greater than the observed value ,there is not a significant difference between the groups (Table 4.40) . 49.3% of the students disagree that note taking is taught (Table 4.39).Khan (2005) points out the benefits of note taking as " Note-taking is a very useful practice as it enables the reader to preserve relevant information for future use. Usually we cannot remember a great deal of new information without writing some of it down. This act of taking notes often helps us remember information when we need to take an examination, write an essay, or prepare a report. "

Table 4.41 Report writing is included in the program

Q21	ss'levels		totally agree	agree	no idea	disagree	totally disagree	Total
A level	Count		6	16	5	8	3	38
	% within SUBJECTS		15,8%	42,1%	13,2%	21,1%	7,9%	100,0%
B level	Count		2	12	11	20	8	53
	% within SUBJECTS		3,8%	22,6%	20,8%	37,7%	15,1%	100,0%
C level	Count		2	18	14	16	5	55
	% within SUBJECTS		3,6%	32,7%	25,5%	29,1%	9,1%	100,0%
Total	Count		10	46	30	44	16	146
	% within SUBJECTS		6,8%	31,5%	20,5%	30,1%	11,0%	100,0%

Table 4.42.i Chi-square table between the levels of the students for item 21

	Value	d1	Asymp. Sig. (2-sided)
Pearson Chi-Square	13,757[a]	8	,088
Likelihood Ratio	12,991	8	,112
Linear-by-Linear Association	2,336	1	,126
N of Valid Cases	146		

a. 4 cells (26,7%) have expected count less than 5. The minimum expected count is 2,60.

Table 4.42 clearly indicates that there is no significant difference between the levels since the critical table value ($\chi^2_{t=}$ 15.5)being at p= 0.05 level is greater than the observed value (χ^2_{o} = 13.7 %) .61.6 % of the students disagree or have no idea

that report writing is included in the syllabus (Table 4.41) . It can be concluded that 44% of the students do not agree that they learn to write report.

Table 4.43 Practices about summarizing are included in the program

Q22 ss'levels			totally agree	agree	no idea	disagree	totally disagree	Total
A level	Count		3	13	9	9	4	38
	% within SUBJECTS		7,9%	34,2%	23,7%	23,7%	10,5%	100,0%
B level	Count			15	14	20	4	53
	% within SUBJECTS			28,3%	26,4%	37,7%	7,5%	100,0%
C level	Count		2	20	5	23	5	55
	% within SUBJECTS		3,6%	36,4%	9,1%	41,8%	9,1%	100,0%
Total	Count		5	48	28	52	13	146
	% within SUBJECTS		3,4%	32,9%	19,2%	35,6%	8,9%	100,0%

Table 4.44 Chi-square table between the levels of the students for item 22

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11,773[a]	8	,162
Likelihood Ratio	13,697	8	,090
Linear-by-Linear Association	,708	1	,400
N of Valid Cases	146		

a. 6 cells (40,0%) have expected count less than 5. The minimum expected count is 1,30.

Application of chi-square test indicates that there is no statistical difference between the students .Since the critical table value ($x^2_{t} = 15.5$)being at p= 0.05 level is greater than the observed value $x^2_{o} = 11.7$,there is no significant difference between the groups (Table 4.44) .The majority of the students disagree that the summarizing skill is taught. The course book includes activities about summarizing as a reading activity. The syllabus does not include any separate lesson to teach summarizing.

Table 4.45 Terminology of students'subject field is taught

			totally agree	agree	no idea	disagree	totally disagree	Total
					S23			
SUBJECTS	A level	Count	1	5	8	14	10	38
		% within SUBJECTS	2,6%	13,2%	21,1%	36,8%	26,3%	100,0%
	B level	Count	3	3	2	7	38	53
		% within SUBJECTS	5,7%	5,7%	3,8%	13,2%	71,7%	100,0%
	C level	Count	1	5	2	12	35	55
		% within SUBJECTS	1,8%	9,1%	3,6%	21,8%	63,6%	100,0%
Total		Count	5	13	12	33	83	146
		% within SUBJECTS	3,4%	8,9%	8,2%	22,6%	56,8%	100,0%

Table 4.46 Chi-square table between the levels of the students for item 23

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27,179ᵃ	8	,001
Likelihood Ratio	26,726	8	,001
Linear-by-Linear Association	6,486	1	,011
N of Valid Cases	146		

a. 9 cells (60,0%) have expected count less than 5. The minimum expected count is 1,30.

When Table 4.46 is examined , the findings indicate that at 0.05 level of significance ,their results of chi-square test is found greater than the critical table value of x^2_t (15.5) ,thus the difference of the attitudes of three groups is statistically significant (x^2_o =27.1 >$x^2_{t=}$ 15.5). B level students 84.9% and C level students 85.4% disagree that the terminology of their fields is taught. However the frequency for A level students is lower (63.1%) (Table 4.45). 20 of the A level students are students of English Language and Literature, consequently besides being the medium of instruction, English is also the main focus of their study and this may be the reason for the lower frequency of disagreement among A level students.

Table 4.47 Techniques for self-study are not taught

Q24	ss'levels		totally agree	agree	no idea	disagree	totally disagree	Total
	A level	Count	7	11	5	14	1	38
		% within SUBJECTS	18,4%	28,9%	13,2%	36,8%	2,6%	100,0%
	B level	Count	11	19	9	8	6	53
		% within SUBJECTS	20,8%	35,8%	17,0%	15,1%	11,3%	100,0%
	C level	Count	14	16	8	10	7	55
		% within SUBJECTS	25,5%	29,1%	14,5%	18,2%	12,7%	100,0%
Total		Count	32	46	22	32	14	146
		% within SUBJECTS	21,9%	31,5%	15,1%	21,9%	9,6%	100,0%

Table 4.48 Chi-square table between the levels of the students for item 24

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9,274	8	,320
Likelihood Ratio	9,481	8	,303
Linear-by-Linear Association	,174	1	,676
N of Valid Cases	146		

a. 1 cells (6,7%) have expected count less than 5. The minimum expected count is 3,64.

Application of chi-square test indicates that there is no statistical difference between the students. Since the critical table value ($x^2_{t=}$ 15.5)being at p= 0.05 level is greater than the observed value (x^2_o = 9.2) there is no significant difference between the groups when Table 4.48 is examined. The majority of the students (53.4

%) agree that self-study techniques are not taught (Table 4.47). The researcher believes that in order to be independent learners, the students may be instructed to study individually.

Table 4.49 Tests measure students' language knowledge accurately

Q25	ss'levels		totally agree	agree	no idea	disagree	totally disagree	Total
A level	Count		4	16	6	10	2	38
	% within SUBJECTS		10,5%	42,1%	15,8%	26,3%	5,3%	100,0%
B level	Count		2	9	12	20	10	53
	% within SUBJECTS		3,8%	17,0%	22,6%	37,7%	18,9%	100,0%
C level	Count		2	14	10	16	13	55
	% within SUBJECTS		3,6%	25,5%	18,2%	29,1%	23,6%	100,0%
Total	Count		8	39	28	46	25	146
	% within SUBJECTS		5,5%	26,7%	19,2%	31,5%	17,1%	100,0%

Table 4.50 Chi-square table between the levels of the students for item 25

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13,916a	8	,084
Likelihood Ratio	14,397	8	,072
Linear-by-Linear Association	6,622	1	,010
N of Valid Cases	146		

a. 3 cells (20,0%) have expected count less than 5. The minimum expected count is 2,08.

When Table 4.50 is examined , the findings indicate that at 0.05 level of significance ,their results of chi-square test is found lower than the critical table value of χ^2_t (15.5) ,thus the difference of the attitudes of three groups is not statistically significant (χ^2_o =13.9 $< \chi^2_{t\,=}$ 15.5) . Generally the students (48.6 %) believe that tests do not measure their language knowledge accurately. However A level students slightly think differently as 52.6% of them agree that tests measure their language knowledge efficiently (Table 4.49) .This may be due to the fact that A level students the highest proficiency level and they have a better background than the other two levels. It can be seen that 19.25 of the students do have an idea about that issue because the questionnaire was administered at the beginning of the second term and a greater number of exams are administered the second term.

Table 4.51 Instructions in the test are clear and sufficient

Q26	ss'levels		totally agree	agree	no idea	disagree	totally disagree	Total
A level	Count		6	23	4	5		38
	% within SUBJECTS		15,8%	60,5%	10,5%	13,2%		100,0%
B level	Count		4	34	7	6	2	53
	% within SUBJECTS		7,5%	64,2%	13,2%	11,3%	3,8%	100,0%
C level	Count		1	27	8	10	9	55
	% within SUBJECTS		1,8%	49,1%	14,5%	18,2%	16,4%	100,0%
Total	Count		11	84	19	21	11	146
	% within SUBJECTS		7,5%	57,5%	13,0%	14,4%	7,5%	100,0%

Table 4.52 Chi-square table between the levels of the students for item 26

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17,733	8	,023
Likelihood Ratio	19,622	8	,012
Linear-by-Linear Association	12,684	1	,000
N of Valid Cases	146		

a. 7 cells (46,7%) have expected count less than 5. The minimum expected count is 2,86.

As shown in Table 4.52 , the results reveal a significant difference . The findings indicate that at 0.05 level of significance ,their results of chi-square test is found greater than the critical table value of x^2_t (15.5) ,thus the difference of the attitudes of three groups is statistically significant (x^2_o =17.7 > $x^2_{t=}$ 15.5) .C level students react differently than the two other groups, probably as being the lowest proficiency level they may not understand the instruction as clearly as their counterparts in the two other levels . As Howard (http://www.paaljapan.org) states "For instructions to be effective, they should be written in language that is appropriate for the target learners, and the use of the correct metalanguage can assist with making instructions more concise and efficient."

Table 4.53 Tests are sufficient in terms of content

			totally agree	agree	no idea	disagree	totally disagree	Total
A level	Count		4	19	9	5	1	38
	% within SUBJECTS		10,5%	50,0%	23,7%	13,2%	2,6%	100,0%
B level	Count			22	14	11	6	53
	% within SUBJECTS			41,5%	26,4%	20,8%	11,3%	100,0%
C level	Count		2	22	15	11	5	55
	% within SUBJECTS		3,6%	40,0%	27,3%	20,0%	9,1%	100,0%
Total	Count		6	63	38	27	12	146
	% within SUBJECTS		4,1%	43,2%	26,0%	18,5%	8,2%	100,0%

Table 4.54 Chi-square table between the levels of the students for item 27

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9,618ª	8	,293
Likelihood Ratio	11,139	8	,194
Linear-by-Linear Association	3,191	1	,074
N of Valid Cases	146		

a. 6 cells (40,0%) have expected count less than 5. The minimum expected count is 1,56.

Application of chi-square test indicates that there is no statistical difference between the students. Since the critical table value ($x^2_{t\,=}$ 15.5)being at p= 0.05 level is greater than the observed value (x^2_o = 9.6) , there is no significant difference between the groups (Table 4.54) . 47.3% of the students agree that tests are sufficient in terms of content.26 % of the students have no idea, therefore it can be concluded that students have no idea about the contents of the tests (Table 4.53).

Table 4.55 Multiple choice items are mostly administered in tests

ss'levels		Options					Total
		totally agree	agree	no idea	disagree	totally disagree	
A level	Count	16	18		3	1	38
	% within SUBJECTS	42,1%	47,4%		7,9%	2,6%	100,0%
B level	Count	23	22	4	3	1	53
	% within SUBJECTS	43,4%	41,5%	7,5%	5,7%	1,9%	100,0%
C level	Count	21	28	1	2	3	55
	% within SUBJECTS	38,2%	50,9%	1,8%	3,6%	5,5%	100,0%
Total	Count	60	68	5	8	5	146
	% within SUBJECTS	41,1%	46,6%	3,4%	5,5%	3,4%	100,0%

Table 4.56 Chi-square table between the levels of the students for item 28

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6,903ª	8	,547
Likelihood Ratio	7,591	8	,474
Linear-by-Linear Association	,090	1	,764
N of Valid Cases	146		

a. 9 cells (60,0%) have expected count less than 5. The minimum expected count is 1,30.

When Table 4.56 is examined , the findings indicate that at 0.05 level of significance ,their results of chi-square test is found lower than the critical table value of x^2_t (15.5) ,thus the difference of the attitudes of three groups is not statistically significant (x^2_o =6.9 < $x^2_{t\,=}$ 15.5). 87.7% of the students agree that multiple choice items are administered in tests during the year in the form of 5 midterm exams,20 quizzes and one final exam (Table 4.55). These items are especially used in 5 Midterms and in the Final exam at the end of the year

Table 4.57 Gap filling items are mostly administered in tests

SUBJECTS			totally agree	agree	no idea	disagree	totally disagree	Total
SUBJECTS	A level	Count	15	21	2			38
		% within SUBJECTS	39,5%	55,3%	5,3%			100,0%
	B level	Count	18	28	2	3	2	53
		% within SUBJECTS	34,0%	52,8%	3,8%	5,7%	3,8%	100,0%
	C level	Count	19	28	2	2	4	55
		% within SUBJECTS	34,5%	50,9%	3,6%	3,6%	7,3%	100,0%
Total		Count	52	77	6	5	6	146
		% within SUBJECTS	35,6%	52,7%	4,1%	3,4%	4,1%	100,0%

Table 4.58 Chi-square table between the levels of the students for item 29

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5,463	8	,707
Likelihood Ratio	7,932	8	,440
Linear-by-Linear Association	2,439	1	,118
N of Valid Cases	146		

a. 9 cells (60,0%) have expected count less than 5. The minimum expected count is 1,30.

Table 4.58 clearly shows that there is no significant difference between the levels since the critical table value (χ^2_{t} = 15.5) being at p= 0.05 level is greater than the observed value (χ^2_{o} = 9.6) . 88.3% of the students believe that gap filling items are administered in tests (Table 4.57). These items are used in quizzes especially and occasionally in Midterms but not in the Final exam.

Table 4.59 Reading comprehension items are mostly administered in tests

Q30 ss'levels			totally agree	agree	no idea	disagree	totally disagree	Total
	A level	Count	15	21	1	1		38
		% within SUBJECTS	39,5%	55,3%	2,6%	2,6%		100,0%
	B level	Count	19	27	1	4	2	53
		% within SUBJECTS	35,8%	50,9%	1,9%	7,5%	3,8%	100,0%
	C level	Count	23	27	2		3	55
		% within SUBJECTS	41,8%	49,1%	3,6%		5,5%	100,0%
Total		Count	57	75	4	5	5	146
		% within SUBJECTS	39,0%	51,4%	2,7%	3,4%	3,4%	100,0%

Table 4.60 Chi-square table between the levels of the students for item 30

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7,288	8	,506
Likelihood Ratio	9,699	8	,287
Linear-by-Linear Association	,140	1	,708
N of Valid Cases	146		

a. 9 cells (60,0%) have expected count less than 5. The minimum expected count is 1,04.

When Table 4.60 is examined , the findings indicate that at 0.05 level of significance ,their results of chi-square test is found lower than the critical table value of χ^2_{t} (15.5) ,thus the difference of the attitudes of three groups is not

statistically significant (χ^2_o =7.2 < $\chi^2_{t\,=}$ 15.5).90.4 % of the students agreed that reading comprehension items are administered in all midterms and in the final exam (Table 4.59). During the educational year, some quizzes also consist of reading comprehension items. Reading comprehension items consist of open ended questions and multiple choice questions.

Table 4.61 Speaking skill is tested appropriately

Q31	ss'levels		totally agree	agree	no idea	disagree	totally disagree	Total
A level	Count		4	12	11	5	6	38
	% within SUBJECTS		10,5%	31,6%	28,9%	13,2%	15,8%	100,0%
B level	Count			11	16	14	12	53
	% within SUBJECTS			20,8%	30,2%	26,4%	22,6%	100,0%
C level	Count		4	5	10	11	25	55
	% within SUBJECTS		7,3%	9,1%	18,2%	20,0%	45,5%	100,0%
Total	Count		8	28	37	30	43	146
	% within SUBJECTS		5,5%	19,2%	25,3%	20,5%	29,5%	100,0%

Table 4.62 Chi-square table between the levels of the students for item 31

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22,757	8	,004
Likelihood Ratio	25,501	8	,001
Linear-by-Linear Association	12,774	1	,000
N of Valid Cases	146		

a. 3 cells (20,0%) have expected count less than 5. The minimum expected count is 2,08.

Application of chi-square test indicates that there is a statistical difference between the students . Since the critical table value ($\chi^2_{t\,=}$ 15.5)being at p= 0.05 level is lower than the observed value $(\chi^2_o$ =22.7) , there is a significant difference between the groups (Table 4.62) . A level students agree in greater frequency than the two other levels (42.1 %) This may probably be due to the fact that they are administered more frequently than the other two levels in terms of speaking. In general 50% of the students disagree that speaking skill is administered appropriately (Table 4.61). A level students are administered from the first midterm, B level students from the second midterm and C level students from the second semester. At the time of the administration of the questionnaire, C level students did not take any speaking tests. The testing of speaking is a complex matter as Heaton(2003 p:88) states" At all stages beyond the elementary levels of mimicry and repetition it is an extremely difficult skill to test, as it is far too complex a skill to permit any reliable analysis to be made for the purpose of objective testing."

Table 4.63Writing tests measure writing skill efficiently

			S32					
			totally agree	agree	no idea	disagree	totally disagree	Total
SUBJECTS	A level	Count	16	17	3	1	1	38
		% within SUBJECTS	42,1%	44,7%	7,9%	2,6%	2,6%	100,0%
	B level	Count	4	26	11	8	4	53
		% within SUBJECTS	7,5%	49,1%	20,8%	15,1%	7,5%	100,0%
	C level	Count	9	25	15	3	3	55
		% within SUBJECTS	16,4%	45,5%	27,3%	5,5%	5,5%	100,0%
Total		Count	29	68	29	12	8	146
		% within SUBJECTS	19,9%	46,6%	19,9%	8,2%	5,5%	100,0%

Table 4.64 Chi-square table between the levels of the students for item 32

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24,224a	8	,002
Likelihood Ratio	23,920	8	,002
Linear-by-Linear Association	5,382	1	,020
N of Valid Cases	146		

a. 6 cells (40,0%) have expected count less than 5. The minimum expected count is 2,08.

The findings show that the groups react differently. They indicate that at 0.05 level of significance ,their results of chi-square test is found greater than the critical table value of χ^2_t (15.5) ,thus the difference of the attitudes of three groups is statistically significant (χ^2_o =24.2> $\chi^2_{t=}$ 15.5) (Table 4.64). 86.1% of A level students agree that writing is tested efficiently (Table 4.63). The frequency is higher than B and C levels'. A level students are exposed to writing activities more often than the two other levels, consequently they are more prepared than B and C level students at tests; this is probably the explanation for the findings. Two years ago ,portfolio assessment was included in the syllabus, and in the final test of 2006 a writing section was administered for the first time.

Table 4.65 Tests of reading are parallel with in-class activities

Q33	ss'levels							
			totally agree	agree	no idea	disagree	totally disagree	Total
	A level	Count	11	20	3	3	1	38
		% within SUBJECTS	28,9%	52,6%	7,9%	7,9%	2,6%	100,0%
	B level	Count	1	17	10	14	11	53
		% within SUBJECTS	1,9%	32,1%	18,9%	26,4%	20,8%	100,0%
	C level	Count	6	17	15	8	9	55
		% within SUBJECTS	10,9%	30,9%	27,3%	14,5%	16,4%	100,0%
Total		Count	18	54	28	25	21	146
		% within SUBJECTS	12,3%	37,0%	19,2%	17,1%	14,4%	100,0%

Table 4.66 Chi-square table between the levels of the students for item 33

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	31,174	8	,000
Likelihood Ratio	33,506	8	,000
Linear-by-Linear Association	9,262	1	,002
N of Valid Cases	146		

a. 1 cells (6,7%) have expected count less than 5. The minimum expected count is 4,68.

Application of chi-square test indicates that there is a statistical difference between the students since the critical table value (x^2_{t} = 15.5) being at p= 0.05 level is lower than the observed value (x^2_{o} =31.1) , there is a significant difference between the groups (Table 4.66) . A level students agree that the reading tests are parallel with in-class activities while B and C level students agree in lower frequencies;34 % and 49.3% respectively (Table 4.65). It can be concluded that there is a higher parallelism with in-class activities than the B and C levels. As Heaton(2003, p:105) states "what is still urgently required in many classrooms test is a greater awareness of the actual processes involved in reading and the production of appropriate exercise and test materials to assist in the mastery of these processes." The researcher believes that the Reading skill is the one that takes the greatest proportion in the syllabus because the course book consists of many reading passages and there is a separate reading book that is used in the program.

Table 4.67 Listening tests reflect the in-class activities

Q34 is'levels			totally agree	agree	no idea	disagree	totally disagree	Total
	A level	Count	12	18	4	3	1	38
		% within SUBJECTS	31,6%	47,4%	10,5%	7,9%	2,6%	100,0%
	B level	Count	2	18	15	14	4	53
		% within SUBJECTS	3,8%	34,0%	28,3%	26,4%	7,5%	100,0%
	C level	Count	2	15	14	10	14	55
		% within SUBJECTS	3,6%	27,3%	25,5%	18,2%	25,5%	100,0%
Total		Count	16	51	33	27	19	146
		% within SUBJECTS	11,0%	34,9%	22,6%	18,5%	13,0%	100,0%

Table 4.68 Chi-square table between the levels of the students for item 34

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	40,978	8	,000
Likelihood Ratio	38,974	8	,000
Linear-by-Linear Association	24,918	1	,000
N of Valid Cases	146		

a. 2 cells (13,3%) have expected count less than 5. The minimum expected count is 4,16.

As shown in Table 4.68, the results reveal a significant difference. The findings indicate that at 0.05 level of significance ,their results of chi-square test is found greater than the critical table value of χ^2_t (15.5) ,thus the difference of the attitudes of three groups is statistically significant (χ^2_o =40.9> $\chi^2_{t\ =}$ 15.5).A level students show a higher frequency (79%) than B level(37.8%) and C level (30.9 %) that the listening tests reflect the in-class activities (Table 4.67). It can be concluded that in the A level tests, listening comprehension items reflect the in-class activities more than the other two levels. As an instructor, the researcher has heard various times from the students that it was difficult to understand the listening tests. Listening tests are only administered in 4 midterms. Considering listening tests as a problematic area Coombe (1999) argues that even in nonassessment situations, most classroom listening activities center around some pre-listening task followed by listening to a monologue or conversation and answering some form of comprehension questions that are then evaluated. Feedback consists of students comparing their answers with a "correct" answer.

Question 35
What are the lack and deficiencies (if any) of the preparatory program? Please write your suggestions.

The last question is an open ended question. The lack and deficiencies and probable suggestions should be stated.

A level students especially mention the technological deficiencies of the program. For instance, they could not use the projection machine .They stated that they need to have a native speaker instructor because they wanted to hear authentic English from a native speaker. They also mentioned the need for a computer laboratory for more audio-visual resources and interactive activities. The last deficiency mentioned by the A level students is that it is not possible to pass as a freshman student the second term of the preparatory year after taking a proficiency test at the end of the first term. The problem is due to the deficiencies of the departments of the students.

B level students mentioned the need for technical English, especially terminology from their fields. They required more speaking activities and find the present syllabus too rule based and that communication is more important in today's global world.

C level students also mentioned that ESP (English for Specific Purposes) is necessary in order to pursue their future education. They emphasize that Listening comprehension activities should be increased. They complain about the proportion of grammar in the program. They claim that C level is boring due to the fact that although C level is the lowest level, many students are not at the right level. The previous year a fourth level addressed the 'real beginners', D level, it consisted of 30 hours of instruction for the real beginners .However due to the lack of instructors, real beginners, false beginners and even students of higher levels are in the same levels. Especially students of higher proficiency level students complained that the program was boring because especially the first term is considered as the right program for these students. C level students also complained that it is not possible to be able to be a freshman student the second term of the preparatory year after taking a proficiency test at the end of the second term. However, the researcher believes that even if there were such an application, it would not be appropriate for C level students.

CONCLUSION

1. Presentation

       This final chapter will firstly present the summary of the present study. Secondly, based on the preceding chapters, a number of conclusions will be presented on the research findings. The last section will make recommendations with respect to the current study.

2. Purpose of the Study

       This study aimed at identifying the needs of the students and proposing some contributions to the Preparatory program at the School of Foreign Languages at the University of Gaziantep.

       The comparison and analysis of the subjects'perceptions were considered to be the starting point in designing a new syllabus model .

       The target language requirements of the students were specified by means of needs analysis reflecting the views of the students.

3. Discussion of the Study

       When literature is reviewed ,it can be said that needs analysis has been the starting point for syllabus design studies. Valdez(1999) stated that the strength of a syllabus based on students' needs first and foremost starts from where the students are and builds on their knowledge and experiences. It provides the basis for structuring the syllabus around the language proficiency, the learning preferences, and the purposes for learning the second language. Furthermore, Needs analysis does give valuable information for teachers and linguists to understand the learners' needs and attitude of language the target language.

       In a recent study Daylan (2001) administered a needs analysis for a syllabus design for the students at the preparatory school at Abant Izzet Baysal University.She also designed a syllabus to be used at the preparatory school at Abant Izzet Baysal University. In an other research METU (Middle East Technical University)

(www.metu.edu.tr) started a curriculum renewal project.The administration of the METU School of Foreign Languages (SFL) initiated a Curriculum Renewal Project in 2002 with the aim of evaluating the courses offered by the Department of Basic English (DBE) and the Department of Modern Languages (DML) and reviewing the curricula of both departments respectively in the light of the findings. The project was based on the principle that change is one of the most pertinent features of organizational life and any change in the environment needs to be reflected in the instruction being conducted in an educational institution. The American Embassy (www.ankara.usembassy.gov) worked with 3 universities in Turkey Middle East Technical University, Anadolu University and Hacettepe University. In June of 2002 and during the 2002/2003 academic year academic specialists Susan Johnston and William Grabe worked with the Department of Basic English and the Department of Modern Languages at METU to revise the curriculum, moving away from a focus on discrete grammatical points to a focus on academic language and critical thinking. In June of 2002 and 2003 academic specialist Susan Johnston worked with the Basic English Program at Hacettepe University to develop a curriculum, write a mission statement, and design a curriculum and revise assessments and administrative practices to ensure successful language and non-language outcomes. The objectives of the curriculum development project were to:

- clarify for the multi-dimensional curriculum development process that should take place in language programs including needs analysis, the establishment of goals and objectives, syllabus design, materials and test development, teacher development, implementation, and on-going evaluation);
- evaluate and confirm the process within the educational setting of the Basic English Program at Hacettepe University;
- assist in finding ways to involve as many program participants as possible in the process
- suggest alternative approaches to program issues;
- support the curriculum team members in their efforts to develop a sound and outstanding curriculum for their program.

The American Embassy language specialists also worked with Anadolu University. At Anadolu University Dr. Johnston worked with all teachers of English in addition to teachers of other departments to revamp the program and to revise the administration and examinations accordingly. The 100 teachers drew detailed goals and objectives with a focus on critical thinking.

The study has produced a number of conclusions that can be drawn from the results. The results and findings of the study were presented in Chapter IV. However, more general conclusions can be drawn from the findings presented in the previous chapter. The first hypothesis was whether there will be a significant difference among the three levels of students for purposes of learning English.

The results indicated that there is no significant difference for important purposes for learning English among A, B and C levels for the following items:" For future success in students' career" and "to communicate with foreigners" , thus it can be assumed that getting to know people from other cultures enhances the possibility of personal development. The three groups also responded with very high scores to the purpose " to read articles, papers and materials" related to their area of study. This response implies personal development and development in career. The students are also aware that they need to learn English to be able to function effectively in their departments, particularly A level students, being at the highest proficiency level, agree in higher degree than B and C levels with compared to that statement. The students did not agree that "A person who does not know English is not regarded as well-educated". One reason for this belief may be because students give more importance to their departments as a sign of good education.

The second hypothesis was whether there will be any significant difference among the three levels of students for the appropriateness of the preparatory program. The results indicated that there is a significant difference among A and B, C levels students in terms of the length of the program and the belief that the preparatory program is not sufficient to meet the students' future needs. It can be concluded that while A and B level students as being at higher proficiency levels, regard the length of the program adequate. While B and C level students agree that the preparatory program is not sufficient to meet the students' future needs, A level students disagree with this statement, since they have the highest proficiency level among all levels. There is no significant difference for the adequacy of the preparatory program in terms of language teaching and learning. All the levels disagree or have no idea that the program is adequate in terms of teaching and learning. This result indicates that the majority of students are dissatisfied with the program.

The third hypothesis was whether there will be a significant difference among the three levels of students for the appropriateness of the materials . Allwright (1990) argues that materials should teach students to learn, that they should be resource books for ideas and activities for instruction/learning, and that they should give teachers rationales for what they do. From Allwright's point of view, textbooks are too inflexible to be used directly as instructional material. O'Neill (1990), in contrast, argues that materials may be suitable for students' needs, even if they are not designed specifically for them, that textbooks make it possible for students to review and prepare their lessons, that textbooks are efficient in terms of time and money, and that textbooks can and should allow for adaptation and improvization.In an other study Kitao (1997) states that it is true that in many cases teachers and students rely heavily on textbooks, and textbooks determine the components and methods of learning, that is, they control the content, methods, and procedures of learning. Students learn what is presented in the textbook, and the way the textbook presents material is the way students learn it. The educational philosophy of the textbook will influence the class and the learning process. Therefore, in many cases, materials are the center of instruction and one of the most important influences on what goes on in the classroom.

The results revealed that there is a significant difference among the levels of the students for " appropriateness of books for students' levels", " Adequacy of course books and practice books for the program", " Sufficiency of Drills in the book", " The necessity of using extra resources other than the course book". It can be concluded that A level students agree that books are suitable for their levels (84.2%) B and C levels disagree . While A level students agree that the course books are adequate for the program (60.6%) B and C level students have no idea 41.5 % and 32.7% respectively. While the majority of A level students agree (57.9%), B and C level students are not satisfied with the drills in the course book. It can be inferred by the higher proficiency level of students. Furthermore, some of A level students (10.5%) have no idea whether it is necessary to use extra resources to supplement. This result may be due to the higher proficiency level of these students and they may not need supporting material.

The results indicated that there is no significant difference among the three levels for the items: "Course books are interesting", "The practice book sufficiently supports the subjects taught in the lesson"," Necessity for using computers in the

program"," Reinforcement of learning by audio visual aids" **.** All three levels disagree that books are interesting (53.5%) or have no idea (17.8%) and consider course books as obligatory components of the program. The minority of the students disagree that the practice book supports the lessons (34.2%). The practice book used at present is detailed and satisfactory for most of the students. All levels agree to a certain extent that computers are necessary for the program (69.2%) and they believe they need the audio visual and interactive features of computers for language learning. This reveals that there is a strong need among students for audio-visual aids (89%).

The fourth hypothesis was whether there will be a significant difference among the three levels of students for the effectiveness of learning, teaching strategies and language skills. It has been observed that there is only a significant difference among the three levels for "Terminology of students' field is taught" .This showed that only A level students believe that terminology is taught as 20 of the A level students are students of English Language and Literature, consequently besides being the medium of instruction, English is also the main focus of their study and this may be the reason for the lower frequency of disagreement among A level students. There is no significant difference for "Language learning does not consist of only learning the rules"," Reading passages are not interesting", "Note taking is taught", "Report writing is included in the learning/teaching process", "Summarizing is taught", Techniques for self-study are not taught" .The results indicated that all three levels' students have parallel considerations for the effectiveness of learning, teaching strategies and language skills. The majority of students think that the note taking, summarizing, report writing and self study skills are not taught or have no idea about the subject. On the other hand, reading passages are not considered as interesting for most students. They also agree that grammar does is not equivalent to language**.**

The fifth hypothesis was whether there will be a significant difference among the three levels of students for the appropriateness of testing and evaluation .
The results revealed that there is a significant difference among the levels of the students for the items" Instructions in the test are clear and sufficient", "Speaking skill is tested appropriately"," Writing tests measure writing skill efficiently", Tests of reading are parallel with in-class activities", "Listening tests reflect the in-class activities". It can be concluded that especially for the testing of four skills reacted

differently and also instruction seem to be understood better by A and B levels while C level students experienced difficulties. A level students agree in greater frequency than the two other levels (42.1 %) for the speaking tests. A level students are exposed to writing activities more often than the two other levels, consequently they are more prepared than B and C level students at tests. A level students agree that the reading tests are parallel with in-class activities while B and C level students agree in lower frequencies. A level students show a higher frequency (79%) than B level(37.8%) and C level (30.9 %) that the listening tests reflect the in-class activities. It can be concluded that in the A level tests, listening comprehension items reflect the in-class activities more than the other two levels. There is no significant difference for the content of tests, and for the item types in tests. It can be concluded that the same types of tests are administered for all levels.

RECOMMENDATIONS

In the light of this study the following recommendations can be taken into consideration:

In general it can be observed that students are not satisfied with the preparatory program as the majority of them believe that their education at the High School of Foreign Languages will not be sufficient to meet their future needs and is not sufficient in terms of learning and teaching. The length of the program may be reconsidered, particularly for C level students who believe that the present length is no sufficient due to the fact that some of them are considered real beginners and five hours of instruction may not be sufficient for them.

Materials used at the preparatory program are not considered interesting by the students; therefore before future material selection is made, a needs analysis may be administered to the students to find out the areas of interest of the students. Extra materials other than the course book may be needed as both students and teachers find that the course book is insufficient in terms of drills. The use of audio visual aids reinforces learning according to both students and instructors, so there may be more emphasis on audio visual materials. Moreover, Computers have been used in language learning for many years all over the world. Levy (1997) stated that Computer-Assisted Language Learning (CALL) emerged in the 1960s to investigate how computers can be applied to foreign language instruction in a tertiary education setting. However, the High School of Foreign Languages program will not be

computer assisted Language learning lessons until the beginning of 2006-2007 academic calendar.

A strong need for terminology in accordance with students' fields is perceived by the students. However, as instructors are not experts of technical fields, instructors from the Engineering Faculty or from the Medical Faculty may assist students in this regard. A few hours of technical terms instruction may be integrated in the syllabus. Study skills such as note take taking, report writing and summarizing may be taught to the students as formal instruction.

Testing and evaluation have been delicate issues for the High School of Foreign languages for many years. There is a Testing Office responsible for producing all tests at the preparatory program. However, there have not been any research carried out to evaluate the testing system, or to find out the problems at the Testing Office. Thus, Professional help is required to renew the system.

Testing of Speaking and Listening should be reconsidered as it was observed that there is strong disbelief by students that they were tested appropriately. Consequently, the following recommendations can be taken into consideration in the further studies:

A syllabus design research may be conducted for the preparatory program of the High School of Foreign Languages at the University of Gaziantep . A further needs analysis may be conducted to find out the interests of the students and these needs may taken into consideration when designing a syllabus. A curriculum renewal project may be started to renew the whole curriculum, thus a formal research may be conducted. As it is mentioned above the American Embassy in Turkey gives the opportunity for assistance to the institutions when required. Language officers have given assistance to several Universities in Turkey and at least some in-service training seminars may be organized .

Finally, students complained that they were not placed at the correct levels. A new placement system may be implemented in the program in order to place students in adequate levels. Further studies may be conducted about this issue as the researcher believes that it is a crucial issue to place students in the correct levels.

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APPENDICES

APPENDIX A QUESTIONNAIRE FOR STUDENTS (TURKISH VERSION)

Değerli Öğrenci,

Bu anket , sizlerin yabancı dil öğrenimi ve hazırlık programındaki sorunlara karşı genel tutumunuzu belirlemek amacıyla hazırlanmıştır.Verdiğiniz bilgiler ışığında hazırlık programının müfredatında geliştirme çalışmaları yapılacaktır.Bu anketten elde edilen veriler yukarıda sözü edilen amaçlar dışında başka bir amaçla kullanılmayacaktır.

Sizlerin katkısıyla bu çalışma mümkün olacaktır.Bu yüzden, lütfen anketteki sorulara doğru ve her türlü endişeden uzak olarak yanıt veriniz.Lütfen her madde karşısında verilen 5 seçenekten en uygun olanını işaretleyiniz.

Katkılarınız için şimdiden teşekkür ederim.

<div align="right">

Murat ÖRS

İngiliz Dili Eğitimi Ana Bilim Dalı

Yüksek Lisans Öğrencisi

</div>

ANKET

A		Kesinlikle katılıyorum	katılıyorum	kararsızım	katılmıyorum	Kesinlikle katılmıyorum
1	İngilizce gelecekteki iş hayatında başarılı olabilmek için gereklidir					
2	İngilizce bilmeyen bir kişinin iyi bir eğitim aldığını düşünmüyorum					
3	İngilizce yabancılarla iletişim kurmak için gereklidir					
4	İngilizce yabancı yayınları (kitap,dergi,Tv vs) izleyebilmek için gereklidir.					
5	Kişinin İngilizce bilmesi toplumda daha iyi bir yer edinmesini sağlar					
6	İngilizce öğrencilerin kendi branşlarında başarılı olabilmeleri için gereklidir					
B						
7	Hazırlık programı süre olarak yeterlidir.					
8	Hazırlık programında eğitim öğretim açısından yeterli olduğunu düşünüyorum.					
9	Hazırlık programında verilen İngilizce eğitimi öğrencilerin gelecekteki ihtiyaçlarını karşılamakta yeterli değildir.					
C						
10	Hazırlık programında kullanılan ders kitapları öğrencilerin seviyesine uygundur					
11	Ders kitapları ilgimi çekmektedir					
12	Ders kitapları programa uygundur					
13	Çalışma kitabı derste işlenen konuları yeterince desteklemektedir					
14	Programda bilgisayar kullanmına gereksinim vardır					
15	Kitaplardaki alıştırmalar yeterlidir					
16	Görsel-işitsel araçlar(resim,kasetçalar vs..) öğrenmeyi pekiştirmektedir					

17	Kitabın dışındaki kaynakların kullanılması gereklidir					
D						
18	Dili öğrenmek sadece dilbilgisi öğrenmek demek değildir					
19	Okuma parçaları ilginç değildir.					
20	Not tutma becerisi öğretilmektedir					
21	Rapor yazma becerisine eğitim sürecinde yer verilmektedir.					
22	Özet çıkarma becerisi ile uygulamalar bulunmaktadır.					
23	Öğrencilerin alanları ile ilgili kavramlar öğretilmektedir					
24	Öğrencilerin kendi kendilerine nasıl çalışacakları öğretilmemektedir					
25	Sınavlar öğrencilerin yabancı dil düzeyini doğru bir şekilde ölçmektedir					
26	Sınavlardaki açıklamalar yeterli ve anlaşılırdır					
27	Sınavlar içerik açısından yeterlidir					
	Aşağıdaki soru türleri kullanılmaktadır					
28	çoktan seçmeli					
29	boşluk doldurma					
30	okuma anlama soruları					
31	Konuşma becerisi yeterince ölçülmektedir					
32	Yazma ile ilgili sınavlar dersteki uygulamaları yansıtmaktadır					
33	Okuma ile ilgili sınavlar dersteki uygulamalara paraleldir					
34	Dinleme anlama sınavları ders içeriğine uygun bir şekilde sorulmaktadır					
35	Hazırlık programında sizce varolan (eğer varsa) eksiklikler nelerdir?Lütfen önerilerinizi belirtiniz					

APPENDIX B QUESTIONNAIRE FOR STUDENTS (ENGLISH VERSION)

Dear student,

This questionnaire has been prepared to find out your general attitude towards language learning and problems at the preparatory program.In the light of this study, curriculum research will be realized.The data will not be used for any purposes except, the one stated above.

This study will be realized with your contributions.For this reason, please answer the questionnaire accurately and without any worries.Please mark the most appropriate option.

Thank you for your contributions.

Murat Örs

ELT department

M.A student

QUESTIONNAIRE FOR STUDENTS

A		totally agree	agree	have no idea	disagree	totally disagree
1	English is necessary for future success in our careers					
2	A person who does not know English is not regarded as well-educated					
3	English is necessary for communicating with foreigners					
4	English is necessary for reading articles ,magazines, journals, papers and related materials in English.					
5	Knowing English provides a better place in the public					
6	English is necessary to be successful in our field of study.					
B						
7	Preparatory program is adequate in terms of length.					
8	Preparatory program is perceived adequate in terms of language teaching and learning.					
9	The preparatory program does not reach its aim to provide sufficient English education for students future needs.					
C						
10	Course books are appropriate for students' level					
11	The course books are interesting					
12	Course books and practice books are adequate for the program					
13	The practice book sufficiently supports the subjects taught in the lesson					
14	Using computers in the program is necessary					

15	Drills in course books are sufficient					
16	Audio-visual aids foster learning (pictures, tape-recorder etc..)					
17	It is necessary to use extra sources other than the course books.					
D						
18	Language learning does not mean learning the rules					
19	Reading texts are not interesting.					
20	Note-taking is taught					
21	Report writing is included in the program.					
22	Practices about summarizing are included in the program.					
23	Terminology of students' field is taught					
24	Techniques for self-study are not taught					
25	Tests measure students' language knowledge accurately.					
26	Instructions in tests are clear and sufficient					
27	Tests are sufficient in terms of content					
28	Multiple choice items are administered in tests					
29	Gap filling items are administered in tests					
30	Reading comprehension items are administered in tests					
31	Speaking skill is tested sufficiently					
32	Writing tests reflect the in-class activities					
33	Reading tests are parallel with in-class practices					
34	Listening tests reflect the in-class activities					
35	What are the lack and deficiencies(if any) of the preparatory program? Please write your suggestions.					

CURRICULUM VITAE

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