



HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education
English Language Teaching Program

A STUDY OF THE NEEDS ANALYSIS OF ENGLISH PREPARATORY CLASS
STUDENTS AT UNIVERSITY LEVEL AND THE EVALUATION OF READYMADE
AND NON-READYMADE TEACHING MATERIALS

Gülin BALIKCIOĞLU

Master's Thesis

Ankara, 2018



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ÜNİVERSİTE SEVİYESİNDE HAZIRLIK ÖĞRENCİLERİNE YÖNELİK BİR
İHTİYAÇ ANALİZİ ÇALIŞMASI YAPILMASI VE ÖĞRETİM MATERYALLERİNİN
ANALİZ SONUÇLARI DOĞRULTUSUNDA DEĞERLENDİRİLMESİ

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Ankara, 2018

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis entitled "A Study of the Needs Analysis of English Preparatory Class Students at University Level and the Evaluation of Readymade and Non-Readymade Teaching Materials" has been approved as a thesis for the **Degree of Master** in the **Program of English Language Teaching** by the members of the Examining Committee.

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This is to certify that this thesis/dissertation has been approved by the aforementioned examining committee members on 31/05/2018 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Master's Thesis** in the **Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences on/...../.....

Prof. Dr. Ali Ekber ŞAHİN
Director of Graduate School of Educational Sciences

Abstract

The purpose of this research is to identify the needs of the preparatory program students whose departments are English Language Teaching (ELT) and American Culture and Literature (AMER) in one of the foundation universities in Ankara, Turkey and in the light of the findings of the needs analysis, in-depth evaluation of readymade and non-readymade teaching materials is aimed. The study was designed as a practitioner research and both quantitative and qualitative research techniques were used. A sample of 44 students, 2 lecturers from American Culture and Literature Department, 2 lecturers from English Language Teaching Department and 4 EFL instructors from English Preparatory School of the institution participated in this study. The quantitative data were obtained through a needs analysis questionnaire which was applied to the participating students. As for the qualitative data, semi-structured interviews were administered to the lecturers and instructors stated above. Since the research also aims to investigate to what extent readymade and non-readymade teaching materials meet the target EFL learners' needs, Cunningsworth's (1995) checklists were employed to gather qualitative data about New Headway Fourth Edition pre-intermediate and intermediate coursebooks and non-readymade materials given by curriculum development unit of the institution. The results of the study revealed that a skills-based syllabus should be followed for the target students and it is utmost important to emphasize productive and academic skills, but the current materials meet these needs to some extent. From the findings, it came out that both curriculum and testing and evaluation component of English preparatory program need to be revised.

Keywords: needs analysis, materials evaluation, English as a foreign language (EFL), learners' needs, coursebooks, curriculum design.

Öz

Bu çalışmanın amacı, Ankara'da bulunan vakıf üniversitelerinin birindeki İngiliz Dili Eğitimi ve Amerikan Kültürü ve Edebiyatı hazırlık programı öğrencilerinin ihtiyaçlarının belirlenmesi ve ihtiyaç analizinin bulguları ışığında, hazır (ders kitapları) ve hazır olmayan (sınıf içi çalışma kâğıtları) materyallerinin derinlemesine değerlendirilmesidir. Çalışma, eylem araştırması biçiminde tasarlanmış olup bu kapsamda nitel ve nicel analiz yöntemlerinden yararlanılmıştır. Araştırmanın çalışma grubunu 44 öğrenci, Amerikan Kültürü ve Edebiyatı bölümünden 2, İngiliz Dili Eğitimi bölümünden 2 öğretim elemanı ve 4 İngilizce okutmanı oluşturmaktadır. Nicel veriler, katılımcı öğrencilere uygulanan ihtiyaç analizi anketinden elde edilmiştir. Nitel verilere ulaşmak için ise öğretim elemanları ve okutmanlarla yarı-yapılandırılmış görüşmeler yürütülmüştür. Araştırma aynı zamanda hazır ve hazır olmayan öğretim materyallerinin çalışma grubundaki öğrencilerin ihtiyaçlarını hangi düzeyde karşıladığını belirlemeyi amaçladığından, Headway ders kitapları ve müfredat birimi tarafından hazırlanan materyallere ilişkin nitel verilerin toplanması için Cunningsworth'ün (1995) geliştirdiği kontrol listelerinden yararlanılmıştır. Araştırmanın sonuçları, hedef öğrenciler için beceri tabanlı bir müfredatın geliştirilmesini ve bu bağlamda üretici ve akademik becerilerin vurgulanmasını ortaya çıkarmaktadır. Ancak, mevcut materyaller bu ihtiyaçları bir düzeye kadar karşılamaktadır. Sonuçlar değerlendirildiğinde, İngilizce hazırlık programının müfredatı ile ölçme ve değerlendirme bileşenlerinin yeniden düzenlenmesi ihtiyacını ortaya çıkmıştır.

Anahtar sözcükler: ihtiyaç analizi, materyal değerlendirme, yabancı dil olarak İngilizce, öğrenci ihtiyaçları, ders kitapları, müfredat tasarımı.

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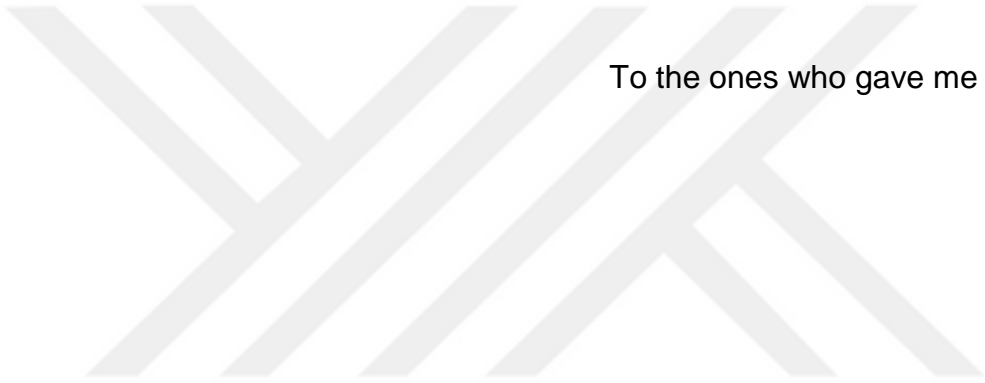
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Table of Contents

Abstract.....	ii
Öz.....	iii
Acknowledgements	iv
Table of Contents	vi
List of Tables	viii
Symbols and Abbreviations	ix
Chapter 1 Introduction.....	1
Background to the Study.....	2
Statement of the Problem	4
Aim and Significance of the Study.....	4
Research Questions.....	5
Assumptions and Limitations	6
Definitions	6
Chapter 2 Literature Review.....	8
Introduction	8
What is Needs Analysis?	9
What are the Levels of Needs Analysis?.....	10
How are the Needs Categorized?	11
Who are the Needs Identified by?	13
Why is it a Need to Analyze Needs?	15
How is the Information Gathered During the Process of Needs Analysis?.....	16
What are the Constraints of Needs Analysis?	20
Current Approaches to Materials Development	21
The Opposing Views about Coursebooks.....	24
Disadvantages of Coursebooks	27
What are the Fundamentals of Teacher-Made Materials?	28

Materials Adaptation	33
What is Materials Evaluation?	38
Chapter 3 Methodology	44
Design of the Study	44
Setting and Participants	45
Data Collection.....	47
Instruments	48
Data Analysis	50
Chapter 4 Findings	52
Findings of the Needs Analysis Questionnaire.....	52
Findings of the Semi-Structured Interviews.....	74
Findings of the Checklists	80
Chapter 5 Conclusion, Discussion and Suggestions	106
Discussion of the Research Questions	106
Pedagogical Implications and Suggestions for Further Research.....	110
Conclusion	112
References.....	113
APPENDIX-A: Needs Analysis Questionnaire.....	123
APPENDIX-B: Semi-Structured Interviews.....	128
APPENDIX-C: Cunningsworth's(1995) Checklists	129
APPENDIX-D: Ethics Committee Approval	133
APPENDIX E: Declaration of Ethical Conduct.....	134
APPENDIX-F: Thesis Originality Report.....	135
APPENDIX-G: Yayınlama ve Fikrî Mülkiyet Hakları Beyanı	136

List of Tables

Table 1 <i>The Distribution of the Learners in Terms of Age</i>	52
Table 2 <i>The Distribution of the Learners in Terms of Gender</i>	53
Table 3 <i>The Distribution of the Learners in Terms of Language Learning History</i>	53
Table 4 <i>The Distribution of the Learners in Terms of Their Departments</i>	53
Table 5 <i>The Distribution of the Learners in Terms of Their Purposes of Learning English</i>	54
Table 6 <i>The Distribution of the Learners in Terms of Other Foreign Languages They Know</i>	54
Table 7 <i>The Findings of Language Contact Survey</i>	54
Table 8 <i>The Findings of Methodological Preferences</i>	57
Table 9 <i>The Findings of Language Contact Survey in Terms of Gender</i>	61
Table 10 <i>The Findings of Language Contact Survey in Terms of Department</i>	64
Table 11 <i>The Findings of the Learners' Methodological Preferences in Terms of Gender</i>	66
Table 12 <i>The Findings of the Learners' Methodological Preferences in Terms of Gender</i>	70

Symbols and Abbreviations

AMER: American Culture and Literature

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ELT: English Language Teaching

ESP: English for Specific Purposes



Chapter 1

Introduction

In parallel to the changing perceptions in the field of education, foreign and second language teaching has directed its focus to learner-centeredness from learning-centeredness (Nunan, 1993; Tudor, 1996). No doubt such a significant shift makes being responsive to the learners' needs essential in that identification of the needs can be thought as a prerequisite in order to specify the language learning objectives (Tavil, 2006). As Brown (1995) emphasizes, the identification of needs paves the way for setting the goals and objectives, and when they are stated, teaching activities, materials, tests and evaluation procedures are prepared or chosen accordingly. Therefore, a successful needs analysis is considered as a must of curriculum development.

As Tavil (2006) mentions, the content that coursebooks suggest is adopted by English preparatory programs in Turkey. In other words, these programs don't have a specified syllabus or curriculum prepared with the aim of meeting the learners' needs. Since the coursebooks are designed to address to global audience, that the learners' needs can be met fully is not a realistic idea. Therefore, it is likely to have a gap between what the learners' actual needs and what the coursebook offers, which has triggered to the practitioner researcher to conduct the present study.

In the present research, the needs of the preparatory program EFL learners whose departments are English Language Teaching and American Culture and Literature in a Turkish university context have been identified and in the light of the needs analysis results, the evaluation of language teaching materials – both ready (New Headway Fourth Edition Coursebook) and non-ready ones (revision materials) - has been made in detail. The introductory chapter starts with background to the study section which describes where this study has been motivated from. Then, statement of the problem, aim and significance of the study, research questions have been explained. Finally, assumptions and limitations of the study and definitions of the key terms have been covered.

Background to the Study

Second and foreign language teaching has undergone several changes over the years in parallel to the changing perceptions in the area of education and the requirements of the globalized world (Celce-Murcia, 1991; Brown 2007). A wide range of methods was applied in language teaching contexts with the purpose of teaching the target language for communication, but observations made by educators clearly showed that this purpose wasn't met properly. Even though learners had a command of linguistic rules, they couldn't use the language genuinely outside the classroom. No doubt this constituted a paradox because to be able to communicate in a real sense requires more communicative competence than linguistic competence (Larsen- Freeman, 2000). Therefore, based on this awareness, communicative competence which means having the knowledge of how to use appropriate utterances in an appropriate social context "as to when to speak, when not, and as to what to talk about with whom, when, where and in what manner" (Hymes, 1972, p. 278) has become the goal of language teaching. The communicative view starting in 1970s has inevitably taken place in syllabus design and the question 'What does the learner want / need to do with the target language?' has been favored over the question 'What are the linguistic elements which the learner needs to master?' (Nunan, 1988, p. 11) Consequently, it has given way to the specified syllabuses which are designed in accordance with the identification of learners' needs and purposes, and so a comprehensive needs analysis has become a necessity in curriculum planning.

It is beyond the question that one of the most important functions of a needs analysis is to make educators choose appropriate teaching materials. In language teaching contexts where specified syllabuses are followed, materials must have a dynamic structure which will be able to answer the students' needs and wants. Therefore, they must be designed in a way that they should enable the learners to achieve communicative purposes while using the target language, take the differences in learning styles into account, and convince the learners that what is taught is relevant to their needs and purposes of learning the target language (Tomlinson, 2011). Only by this means, language education can achieve its pre-determined objectives.

The evaluation of language teaching programs in the light of a needs analysis doesn't only pertain to the contexts where English is taught as a second language and for specific purposes. In parallel to its significance which is recognized worldwide in terms of an effective curriculum planning and design, needs analysis studies are conducted in the process of teaching English as a foreign language, too. In Turkey, English has been used as medium of instruction partially in most universities and even totally in some universities especially since the beginning of twenty first century and this has resulted in the emergence of compulsory language preparatory programs. Whether the existing curriculum design and syllabuses meet the needs of the students studying in these programs has always been a question of debate, and with the aim of improving and evaluating language preparatory programs, several studies have continually been conducted in Turkish EFL context. For instance; when we examine Tavil (2006), Örs (2006), Mede (2012), Öner & Mede's (2015) needs analysis studies, we see that these studies have aimed to evaluate the language preparatory programs from an overall perspective, which means they focus on nearly all components of language teaching – approaches, skills, content, activities, materials and learner needs- , and based on correct interpretation of needs analyses these studies have made way for noteworthy implications with respect to how a language preparatory program must be.

The present study has taken inspiration from the studies mentioned above, but in contrast to making an overall evaluation of a language preparatory program, the study limits its research area on materials evaluation. As different from the studies (e.g. Karakılıç, 2014; Korkmaz & Demir Başaran, 2016) which primarily center on readymade materials such as coursebook evaluation and digital sources, the current study aims to investigate to what extent both readymade and non-ready teacher adapted or produced materials meets the target learners' needs. For the first part of the study, the target university level preparatory class EFL learners' needs have been identified by means of a needs analysis questionnaire and semi-unstructured interviews made with lecturers and EFL instructors. As for the second part, all teaching materials employed in the preparatory program – both readymade ones and teacher adapted-produced materials- have been evaluated by taking the results of the needs analysis into consideration. Thanks to this study, the researcher intends to make relevant

suggestions with respect to the materials and contribute to the improvement of curriculum.

Statement of the Problem

The central objective of this research is to analyze and understand the needs of the preparatory program university level EFL learners whose departments are American Culture and Literature and English Language Teaching Programs where the medium of instruction is English. Since these students are going to use English fully in their departments and future occupations, their needs are definitely different from other students, but they are exposed to the same program and teaching materials as the other students are. This fact has made the researcher think that it is likely to constitute a problem. For this reason, the research has attempted to investigate to what extent existing market language materials and teacher-produced or adapted materials meet the needs of the learners who the research has targeted. While examining these, departmental and gender variables have been taken into consideration. No doubt the study has ascertained not only the needs of the learners, but it has allowed for the evaluation of readymade and teacher-made language teaching materials in-depth as well, which will contribute to alterations and modifications in materials and enable the practitioner as researcher to have a greater understanding of this phenomenon.

Aim and Significance of the Study

Since the study has been designed as a practitioner research study, it doesn't look for generalization, but it shouldn't be forgotten that the problems encountered in all foreign language teaching contexts could be similar, which means that the solutions which are reached at the end of the study could be put into practice other language teaching contexts. What makes this piece of research significant is that it contributes to the development of the practitioner as researcher further understanding of the language teaching materials in the light of the results that the needs analysis gives. It motivates the practitioner to think deeply about the materials she employs and helps her to make necessary changes about the implementation of the materials accordingly. The findings which are shared with

institutional colleagues will be informative and raise their awareness about the issue. Also, the findings can provide valuable information for curriculum development and material design unit members. Moreover, it is hoped that the data gathered in this research will convince the authorities in the institution to reconsider and revise the preparatory program applied to the target EFL learners in accordance with the results of the needs analysis.

Considering the literature in the area and based on the studies conducted before in Turkish EFL contexts (e. g. Örs, 2006; Taviş, 2006; Öner & Mede, 2015; Mede 2012) , it is not wrong to say that evaluation of preparatory programs is a preferred research topic. When we look into these studies, we see that they primarily focus on how a preparatory program must be designed and evaluated in the light of the learners' needs, but little has been said about the issue of materials specifically. As for the studies that concentrate on materials used in preparatory programs (e. g. Karakılıç, 2014; Korkmaz & Demir Başaran, 2016), we notice that they have restricted their researches to market language materials- mostly coursebooks and software materials that coursebooks offer-. However; language teaching and learning is not a simple process that can be handled only with readymade materials because of the individual differences, varying needs of the learners and different teaching settings. This fact surely forces practitioners to produce their own materials or adapt the existing ones in parallel to the learners' needs. Thanks to the present research, the needs of the target EFL learners have been identified and categorized and according to these needs, readymade market language materials and non- ready teacher adapted or produced teaching materials used in preparatory program have been evaluated by the help of the checklists. The evaluation of non- ready materials together with the ready ones – coursebooks- in the research can be considered as a new idea and it will fill in the absence of a research on this issue.

Research Questions

The study intends to examine the needs of the preparatory program EFL learners whose departments are American Culture and Literature and English Language Teaching, and in the light of the results of the needs analysis, the evaluation of

both readymade and non-readymade teaching materials is aimed. So, the study seeks to answer the following questions:

1. What are needs of the target EFL learners? How are these needs categorized?
2. How do the learners' needs vary in terms of their departments and gender?
3. To what extent are the learners' needs met?
 - a. To what extent do the market language materials meet the learners' needs?
 - b. To what extent do the teacher-produced or adapted materials meet the learners' needs?

Assumptions and Limitations

While conducting the quantitative part of the study, it has been assumed that the answers given by the student participants reflect their perceptions truly.

One of the limitations of the research is that only quantitative data were obtained from the target students. Semi-structured interviews and observations could have been carried out to gather more detailed information from the student participants. Owing to heavy schedule of the lecturers and EFL instructors, the researcher had to restrain the number of interviewees with eight. Thus, to increase the reliability of data, more interviews might have been done through the study.

Another point what the present research lacks is that an external evaluator was not involved during materials evaluation stage. For the present research, the data were collected from 44 ELT and American Culture and Literature students who attended Preparatory Program at Baškent University School of Foreign Languages. The study was designed as a practitioner research with the aim of improving the preparatory program and revising the teaching materials which are in use in the institution. Therefore, it was conducted with a small group of students, which can be considered as a limitation of the study since it is not likely to generalize the results in different foreign language teaching contexts.

Definitions

For the purpose of this research, the following items will be defined as the following:

Coursebook: It is a readymade material which is used mainly for a language course. It is a textbook including activities and exercises on language form, vocabulary, pronunciation and skills (Tomlinson, 2011).

Curriculum: It can be defined as an umbrella term which includes planning, implementation, evaluation, management and administration of a teaching program (Finney, 2002).

Needs: They refer to the necessities, lacks and wants of the learners related to the target language (Hutchinson and Waters, 1987).

Needs Analysis: It is conducted with the aim of collecting information about a particular group of learners. It refers to the procedures and activities to decide on an appropriate curriculum that will meet the learners' needs (Brown, 1995; Nunan, 1999).

Materials Evaluation: It is a systematic procedure to assess the value of materials with regard to their aims and the aims of the learners who use them (Tomlinson, 2011).

Syllabus: It is defined as "lists of content to be taught through a course of study" (Nunan, 1999, p. 73).

In this chapter, preliminary information related to the present research was given. The chapter started with background part which describes the grounds of the study based on and earlier studies from which the current study took inspiration. Then, the statement of the problem which included the description of the issue that will be investigated was explained. To make the logical reasons behind the study explicit, aim and significance of the study were verbalized elaborately, and the research questions that the study aims to answer were presented. Following the chapter, assumptions and limitations regarding the study and definition of the key words were specified. In the following chapters, literature review which focuses on needs analysis and materials evaluation, detailed methodology of the research, results of the research, findings and discussion of the findings will be emphasized. Finally, some recommendations for both future researchers and language teachers will be made.

Chapter 2

Literature Review

Introduction

This study mainly concentrates on two areas: needs analysis and materials evaluation. As Brown (2009) highlights that needs analysis makes up the first stage of curriculum development because when the needs are identified, they “serve as the basis for further development of teaching materials, learning activities, tests, program evaluation strategies, etc.” (p. 269). To be more accurate, the necessity for needs analysis is directly linked to learner-centeredness in today’s language education. Hence, a language teaching program should respond the learners’ needs (Tavil, 2006).

The specification of needs paves the way for setting goals that the learners are expected to achieve in the classroom (Nunan, 1988), and in language teaching materials- mostly coursebooks- are seen as the most predominant element for this. With modern technology, the size and form of materials may differ, but a language education without materials is unthinkable. However, as there is no single best method to teach a language, there is not a perfect material as well. At this point, materials evaluation which is to assess materials with regard to their aims and the aims of the learners who use them (Tomlinson, 2011) gains utmost importance. From this point of view, the present study aims to evaluate both readymade and non-readymade teaching materials based on the results of a needs analysis.

In this chapter, literature on needs analysis and the issue of materials is discussed. The first part concentrates on what needs analysis is and how it is conducted. The second part of the literature review part covers almost all aspects related to the issue of materials- current approaches, coursebooks, teacher-made materials, materials adaptation and materials evaluation-. That is to say that this is the chapter which shows the starting point of the present research and where this research fits into.

What is Needs Analysis?

Curriculum development is characterized as a kind of “*innovation activity*” which is aimed at bringing about change in the way learners experience the learning process, at the overall level of policies, goals and so on and/or in terms of the syllabus, teaching materials, teaching methods and evaluation techniques” (Waters & Vilches, 2001, p. 135). To achieve this innovational objective, curriculum development has to be mainly concerned with needs which differ in respect to individual factors, educational contexts, departmental demands, and so on, and at this point the necessity of needs analysis arises because needs analysis is accepted as the rational beginning for the improvement of a language program which answers both learners’ and learning needs (Richards & Renandya, 2002, p. 75). According to Mahmoud (2014), needs analysis is becoming more critical in the areas of curriculum development and design because current curriculum and instructional goals are defined and identified thanks to needs analysis (p. 335).

Nunan (1999) defines needs analysis as “sets of tools, techniques and procedures for determining the language content and learning process for specified group of learners (p. 149). According to Brown (1995), the terms *needs analysis* and *needs assessment* can be used interchangeably and needs analysis, in general, “refers to the activities involved in gathering information that will serve as the basis for developing curriculum that will meet the learning needs of a particular group of students” (p. 35). There is also a more formal definition made by Brown (1995). According to this definition, needs analysis is carried out in a systematic way by gathering both subjective and objective information with the aim of determining and formalizing ‘defensible curriculum purposes’ which fulfil the language needs of learners in a certain educational context (p. 36). Since it is a systematic process, there are some basic steps that should be followed. Prior to the analysis, some fundamental decisions about needs analysis must be taken. Then, information gathering stage starts and finally the gathered information is used in accordance with the objectives which are set before (Brown, 1995). No doubt these stages have sub-headings and these will be explained in the following parts.

All in all, it can be said that needs analysis has utmost importance in any language teaching process because the main goal of language teaching is to meet learners' needs and the satisfied needs will enable learners to reach their targets in language learning process. Thus, the learners will be able to shift from needs to goals in the expected way that the needs analysis puts forward.

What are the Levels of Needs Analysis?

The history of 'analysis of needs' as a term dates back to 1920s and it was introduced by Michael West with the aim of explaining the reasons of learning English and how learning takes place (West, 1997, p. 68). However; the term 'needs analysis' didn't remain unchanged and it has evolved over the years- since 1970s- , which makes reaching an agreement on the definition of needs analysis a challenging task since language needs of learners have never been specified distinctly and are likely to stay unclear (Richerich, 1983, p. 2; cited in West, 1997). In his State of the Art article, West (1997) introduces five different concepts which have changed and widened the range of needs analysis in its evolution process. These are *target-situation analysis, deficiency analysis, strategy analysis, means analysis and language audits*.

Target-situation analysis is the first form of needs analysis and it is defined as "a matter of asking questions about the target situation and attitudes towards that situation of the various participants in the learning process.", and is concerned with the question "What knowledge and abilities will the learners require in order to be able to perform to the required degree of competence in the target situation?"(Hutchinson & Waters, 1987, p. 59-60) What target-situation analysis excludes is that it doesn't take learners current language proficiency into account. Hutchinson and Waters (1987) assert that it is a crucial point because you need to know learners' already existing knowledge in order to determine which of the prerequisites the learner lacks (p. 56), and this study is called deficiency analysis which assesses "the learning gap" between current needs and target needs of the learners (West, 1997). As Belcher (2006) says, since it frees teaching practitioners from the limited nature of target-situation analysis, deficiency analysis enables teaching with "specific learners in specific situations rather than a generalized language learner" (p. 136). Deficiency analysis allows teaching practitioners to

determine where to start and target-situation analysis specifies the point of arrival, but learners' choices in relation to learning strategies and teaching methods must be taken into account, too (West, 1997).

What strategies learners use while learning the target language and how they want to learn it must be identified, so the need for strategy analysis emerges. As different from the types of needs analyses mentioned above, strategy analysis deals with learners' perceptions and views of learning (Songhori, 2008). Having established what preferences the learners have, the setting where the target language is taught must be investigated and it is named means analysis. In the local context where language courses take place, means analysis aims to explore all facilities and restrictions related to time, particular culture, teachers' & institutional profiles, available materials, timetables and so on. In short, means analysis gives "information about the environment in which the course will be run" (Dudley-Evans & St John, 1998, p. 125). In his article, West (1997) mentions about the fifth level of needs analysis called language audits. A language audit is a much broader term that should embody all levels of needs analysis classified above. According to Huhta (2002),

Language audits can help in devising a functional language plan. Based on the result of a language audit, the organization can formulate its language strategy, and, if and when they decide to include language training, a language training policy. This is a starting point for the planning of a language programme, for which quite an amount of information is needed. This information can be collected through needs analyses (p. 7).

In this section, five different concepts of needs analysis have been discussed. While target-situation, deficiency, strategy and means analysis are regarded as subsidiary concepts taking place in more basic levels, the function of language audits is to comprise all the other four levels of needs analysis. Based on this, it can be said that language audits are concerned with evaluation and assesment of language teaching process and implementing new ideas into this process.

How are the Needs Categorized?

Prior to a needs analysis study, it is very commonplace that a needs analyst has great numbers of ideas and information in their mind, so "the listing of needs may grow to unmanageable proportions" (Brown, 1995, p. 39) when it is time for

the actual study. It is just like a house furnished with a wide array of objects without thinking that these objects will really be as useful as they are regarded initially. If a needs analyst doesn't want to get drowned in such a deep pool that will distract them from the purpose of their investigation, they should separate out their ideas, limit the range of the examination, and so clarify what types of needs they will analyze, which makes the categorization of needs essential. No doubt this categorization "can help narrow the choices what to investigate in a needs analysis" (Brown, 1995, p. 39) and it enables the needs analyst to reach the objectives of the study without delay. For that purpose, some dichotomies have come into existence while classifying the needs and the fundamental ones are *objective and subjective needs, situation and language needs, content and process needs, and linguistic content and learning processes needs*.

Objective and subjective needs. Based on information gathered in a needs analysis study, Brindley (1984) labelled the needs as objective needs and subjective needs. Objective needs are the ones that can be identified by teachers by analyzing learners' background information (family, age, and level of education, culture, country and so on), their current language proficiency, and their levels in reading, listening, speaking and writing. In contrast to objective needs, subjective needs are hard to diagnose because they are generally based on psychological factors such as attitudes towards the target language, expectations from language courses, learners' choices and desires in regard to their learning strategies (Nunan, 1999; Graves, 1996). As it is seen from the definitions above, the distinction between subjective and objective needs is made by looking through "observability of the needs" (Brown, 1995).

Situation and language needs. Situation needs, as the word *situation* suggests, are the needs that emerge in "physical, social and psychological contexts in which learning takes place" (Brown, 1995). The success or failure of each specific context where language is taught is determined by some particular factors such as political, financial, institutional and social variables, and the information gathered from these variables generate situation needs (Brown, 1995; Richards, 2001). For instance; if learners can't arrange their seating order as U-shape because of the size of the classroom, this will be considered as a situation need caused by physical factors, or if learners cannot socialize with each other

and create a friendly atmosphere during courses in classroom, we can regard it as a situation need based on social factors. Language needs, on the other side, give information about learners' linguistic competence, their abilities in language and their targeted language proficiency. Actually, situation needs and language needs cannot be thought independent from each other because a lack in one is likely to trigger the other. The specification of these needs is so essential that they play major roles in curriculum changes and innovations.

Content and process needs. Nunan (1999) also makes a distinction between “content” and “process” needs. While content needs are concerned with syllabus design which is the choosing and organization of what gets taught such as grammar, topics, skills, vocabulary, function and notions, process needs point to choosing and arranging learning tasks and teaching activities, which is directly related to methodology. Under the light of these explanations, it can be said that content needs deal with the question ‘what’ and process needs have to do with the question ‘how’.

Linguistic content and learning processes needs. According to Brown (1995), needs must be specified in terms of linguistic content and learning processes, too. Linguistic content refers to what the learners must learn, explained with linguistic terms (grammatical structures, discourse markers, rules, etc.), and it can be analyzed objectively from language needs perspective. As for the needs in learning processes, they take place in the affective domain which includes motivation, self-confidence, attitudes, appreciations, values, etc., and they are likely to be analyzed subjectively from a situation needs analysis.

To conclude, the categorization of needs gives the needs analyst the opportunity of working on the needs which have high precedences. When the choices are diminished, the study will come closer to its aim which is predetermined before. However, it must be kept in mind that each needs analysis study starts with different objectives and in different settings, so it will be the needs analyst task which categorization/s they will make use of in their study.

Who are the Needs Identified by?

When the question above is asked, most people are likely to think that only the person who conducts a needs analysis- called needs analyst- is responsible

for the identification of the needs. However; needs analysis is not one-sided process, but has to involve various parties. Let's examine the roles in the following example: Professional needs of trainee English language instructors at a university preparatory school where English is taught as a foreign language will be assessed. For this, valuable information about the trainee teachers will be collected and in this process supervisors of these teachers, teacher- trainers of the institution and directors of the program will be asked for information. To achieve all-purpose results at the end of the needs analysis, the trainee teachers' lecturers at university and their teaching partners at the workplace will be used as a source of information, too, and it will be the needs analyst job to select who will be involved in the needs analysis, to classify and evaluate the gathered information.

Related to this, Brown (1995) makes a classification of people being involved in a needs analysis study. These are the target group, audience, resource group and needs analyst/s. The target group consists of the people about whom information will be collected, which corresponds to the trainee English instructors in the given example above. The audience represents the people whose information and active participation are required in the analysis and the audience group in the example is made up of supervisors, teacher-trainers and directors. In order to get more information about the target group, it will be essential to go outside from the context where the analysis is conducted. It is common to gather information from the target group's families, employers and lecturers from their universities and these people are called the resource group. As it is said before, the needs analyst/s will be in charge of determining the parties and conducting the analysis. It should be kept in mind that the same person can take a role in more than one category. For example, in a study which aims to find English language learners' learning strategy needs, the teacher who gives the course can be the needs analyst and at the same time s/he can take part in the audience group, but the responsibilities or duties that each role brings are quite different.

One of the objectives of a needs analysis is to achieve valuable information from all possible sources related to the study, so great attention must be paid while determining the people who will be consulted. Teachers as researchers may have a tendency to think that the learners' views don't contribute to the study because they may not be aware of their needs. However; the learners themselves

are the indispensable element of a needs analysis study and they must be asked what their language needs are (Brown, 1995). Even if they cannot recognize their needs, they can specify the causes why they learn English. At this point, as Hutchinson and Waters (1987) state, "It is obviously necessary to obtain answers to the questions from a variety of sources, and then to try and negotiate (delicately) a satisfactory compromise" (p. 60). Based on this information, it will be the needs analyst's task to identify the learners' needs by using his /her specialized knowledge in the field of language teaching (Long, 2005). On the other hand, in some situations it is quite possible that the learners may be quite aware of their essentials and deficiencies, but their views may not match with the ideas of curriculum planners, teachers or directors, but this doesn't mean that the learners' views will be excluded from the study because how each interested party interprets needs can change according to their viewpoint.

Why is it a Need to Analyze Needs?

As it is seen, needs analysis is a multifaceted process which requires a great deal of effort, so one can think whether such a detailed assessment of needs is really necessary for a course programming. Actually, needs analysis mustn't be considered as an extra task because it underlies a successful curriculum planning. Over the years, there has been a shift from traditional teaching methods to communicative and learner-centered methods in which learners are actively involved in decision making stages of their courses and this change has enforced teaching practitioners to take their students' needs into account. When the learners' needs and lacks are identified, it paves the way for the development of the courses that are matched with the learners' needs (Fatihi, 2003). Moreover; together with the integration of communicative methods into teaching, the learners perform a variety of language tasks in the classroom, and since they are the active participants of the lessons, the preferences related to how they learn have utmost importance and the necessary information about this is obtained thanks to needs analysis (Kavaliauskienė & Užpalienė, 2003). All in all, needs analysis is not just a step that is done prior to a course planning, but an on-going process and it is interconnected with "course (and syllabus design, material selection (production), teaching and learning, and evaluation. These are not separate, linearly-related

activities, rather they represent phases which overlap and are interdependent” (Dudley-Evans & St John, 1998, p. 121).

When we look at the notable literature (E.g. West, 1997; Hutchinson et al. , 1987; Dudley-Evans & St John, 1998) written about needs analysis, it is seen that they primarily focus on English courses for specific purposes (ESP). For this reason, there is a belief that the needs of the learners of General English courses cannot be specified due to the fact that there is not sufficient literature and research conducted in the contexts where English is taught for general purposes. However; Seedhouse’s study (1995) has revealed that the learners of General English courses are aware of their needs and the results obtained from the needs analysis study can be beneficial in course design, teaching practice and assessment of learners (cited in Liu, Chang, Yang & Sun, 2011). Therefore, it is not wrong to say that analyzing needs is keystone of course planning both in ESP courses and General English courses.

Brown (1995) says that “needs assessment is an integral part of systematic curriculum building” (p. 35). According to him, needs analysis forms basis while preparing exams, selecting and designing appropriate materials, planning classroom activities and assessing the language learners and the existing program, and also needs analysis gives school administrators and teachers to review the preciseness of the present needs analysis. Richterich and Chancerel (1987) advocate the idea that it is better to conduct needs analysis two times: before and after the language teaching program. It is crucial because whether the learners’ needs are met or not between the initial and current analysis is checked thanks to this procedure. Accordingly, the necessary implementations and changes related to curriculum are made, and since all aspects of language teaching- materials, strategies, learnings styles, testing- are interrelated with each other like a chain, a successful curriculum plan means effective language teaching.

How is the Information Gathered During the Process of Needs Analysis?

Gathering information in the process of needs analysis is not a random process because different types of questions must be raised and studied in detail under the five categories: problems, priorities, abilities, attitudes and solutions

(Rossett, 1982, cited in Brown, 1995). For the category of problems, generally open-ended questions are directed to the people in the target group with the purpose of finding out the difficulties they experience. Questions about priorities seek an answer to which part of the language, which skill or which topics are regarded as the most crucial to learn by target group learners. However, this issue is quite subjective because the parties in needs analysis process – teachers, learners, and administrators- may have different views and their priorities are likely to change accordingly. As for ability questions, their aim is to discover students' abilities in advance of the beginning of the language teaching program, so ability questions are generally addressed to the students through pre-tests to determine their proficiency and weak points in the target language. Measuring ability of students is essential because it forms the basis of the curriculum which will be applied. Attitude questions are asked to reveal needs analysis participants' feelings and ideas towards the aspects of the target language and the language program they are exposed to. After all these identified, the solution part comes. Questions for solutions constitute the final stage of needs analysis process and coming up with effective solutions is directly linked to clearly stated problems (Brown, 1995).

In order to conduct a needs analysis, a diverse range of techniques and instruments is used to collect the required information explained above. Nunan (1988) divides the set of techniques into two categories: one is to gather and analyze information about target language situation with the aim of answering the question "What are the skills and linguistic knowledge needed by students to comprehend and produce language for communication successfully in the target language situations?", and the other set of techniques is used for getting information from or about learners and this information which can be concerning both process and content is generally obtained from the questionnaires directly addressed to the learners themselves.

Brown (1995) makes a classification of the instruments used in needs analysis under two categories according to the role of the needs analyst in the process. If the needs analyst is in the passive position to examine the present language program as an outsider, s/he will benefit from "existing information, observations and tests" to collect data. If the needs analyst is in the active position

as a facilitator or practitioner of the program, s/he will make use of “interviews, meetings and questionnaires” to gather information (p. 46).

As Brown (1995) states, existing information means the information which is available already prior to the beginning of a needs analysis study. Information sources in a program or at school such as students’ files and records can be given as examples of existing information. As for observations, they are really worthwhile because they show the analyst clearly what is going on in a real learning and teaching context. Bell (2010) says that “Observation can often reveal characteristics of groups or individuals that would have been impossible to discover by other means” (p. 201). She emphasizes that making observation is a task that requires great attention and preparation. Therefore, the observer must have a clear idea what information s/he is looking for, what aspects of language or behaviors of learners s/he will investigate and what s/he will do with the information. As to tests, they are the unavoidable elements of all language teaching programs and there are different types of tests designed for different purposes. *Proficiency tests* are the ones which measure total ability in the target language and these tests play the role of accepting or refusing someone for the next phase such as admission to the department at university and gateway to academic work. *Placement tests*, as the name placement suggests, are done to divide the students into specific language levels. *Diagnostic tests* are designed to find out particular aspects of the target language that are difficult to grasp for the learners. *Achievement tests* are given to check if course objectives have been met or not in a specific time frame and classroom lessons make up the content of the achievement tests (Brown, 2004). All these tests are regarded as sources of valuable information in needs analysis process because the results of the tests give the needs analyst ideas about the students’ abilities in the target language, their language levels, possible problems they experience while they are working on the language and their previous accomplishments (Brown, 1995).

Interview as a data collection instrument mustn’t be regarded as a natural dialogue that occurs in our daily life because interviews are conducted with a particular purpose that the target research focuses on, and so they require good planning and must be structured in detail beforehand. Interviews allow research participants to share their own views in relation to a given situation and it enables

the researcher to understand how the target situation is evaluated by different perspectives (Cohen, Manion & Morrison, 2007).

As for meetings, they differ from interviews in that meetings are held with the purpose of making the research participants perform certain tasks and four different types of meeting exist. The first one is the *Delphi Technique* meeting which is conducted to come to an agreement about the targets of curriculum and so on based on the results of the needs analysis. The second one is *Advisory Meeting* which is arranged prior to the needs analysis study with the aim of giving information to directors and teachers about what the objectives of the needs analysis are, which techniques will be employed, which procedures will be followed and what advantages will be attained. The third one is *Interest Group Meeting* which aspires to learning about different ideas in a language program. The last one is *Review Meeting* where the participants of the study get involved in the process of examining and analyzing the gathered data so that they will enhance a sense of involvement related to the needs analysis study (Brown, 1995).

The final instrument to be mentioned is questionnaires. Brown (2001) defines questionnaires as “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers” (p. 6). Since the main objective of a scientific research is to come up with answers to questions systematically; questionnaires have become the most prevalent type of data collection tool in social sciences. No doubt the easiness of their construction, their capability to collect a large amount of data quickly and its processability thanks to computer softwares have contributed the popularity of questionnaires to a great extent. There is a common belief that any person with rational understanding can construct a questionnaire. However; questionnaire design requires extensive awareness about its principles and procedures that shouldn't be underestimated, so special training related to how to construct a questionnaire is essential (Dörnyei & Taguchi, 2010).

What are the Constraints of Needs Analysis?

A needs analysis study can determine a great number of aspects in language teaching and learning process such as which methodology to be employed, the use of appropriate materials, learners' learning preferences related to the target language, language policies that must be reconsidered and so on. Inevitably, such a complex process containing a wide range of variables within itself has been exposed to criticism over the years. When we look at the literature, we notice that the criticism directed to needs analysis is mainly about the courses which are specifically designed courses and needs analysis techniques, which will be discussed in detail below.

Henry Widdowson (1984) is one of the scholars who harshly criticize the language courses which are designed specifically based on the results of the needs analysis study. He believes that a language course that is planned based on only specific needs and situations will lead to a limited language capacity and won't let the learners improve their communicative skills that they will be able to use outside the classroom. Nunan (1999) agrees with Widdowson's idea by saying that language education must provide the learners with "generalized capacities" which means that the learners will be able to use the target language even in the situations they haven't been prepared. This matter really constitutes a problem in language teaching because even those concerned are not aware of this constraint. In this respect, Nunan (1999) says that "my teaching and research experiences lead me to believe that the ability of students to transfer what they have learned to solve unpredictable communication problem is much more restricted than usually assumed by course designers and materials developers" (p. 155).

According to Nunan (1999), needs analysis techniques are also in the line of fire because he thinks that there is a mismatch between the techniques and the learners. According to him, the techniques intending to reveal linguistic capacity are unrelated since the learners are not able to reach instant communicative success or use the language in real terms in most foreign language teaching contexts. At this point, one may ask the logical basis of language courses which don't aim at language proficiency. Nunan (1999) asserts that in such situations the objectives of foreign language teaching must be educational and the function of

language courses is just to help the learners to develop “cognitive, affective, interpersonal, and intercultural skills, knowledge and attitudes” (p.155). Naturally, it receives harsh criticism because the name ‘language’ is given to the courses, but actually the courses don’t have any language-based outcomes.

Current Approaches to Materials Development

In language teaching and learning process, the term ‘material’ doesn’t have a narrow field, but it has a broadening nature in parallel to the new perspectives in education and technological developments in today’s globalized world. Although the first image that comes to people’s mind about language materials is a coursebook (Tomlinson, 2011), they are actually more than it. The improvements in digital technology have shaken the world in recent years and the language teaching materials have had its share of them in a revolutionized way (Garton & Graves, 2014). This has definitely made an impact on what the definition of English language material is. According to Harwood (2010), language materials cover all kinds of texts – paper, audio, video- and language learning activities, and from a simple handout that the teacher distributes to a global coursebook are regarded as materials (p.3). Tomlinson (2011) expands the term and says that “anything which is used by teachers or learners to facilitate the learning of a language” (p. 2). In this sense, almost everything such as YouTube videos, DVDs, native speakers’ talks, readers, newspapers, and so on could be considered as language materials if they serve the purpose of increasing linguistic knowledge and performance of target learners.

Materials constitute one of the central parts in language teaching process and to run their language programs effectively almost every language course around the world heavily depends on the materials, especially the commercial ones. Therefore, the issue of ‘materials development’ becomes a must in any course design and implementation process. Tomlinson (2001) defines materials development as “both a field of study and a practical undertaking” (p. 66). It is a field of academic work because it enquires into the fundamentals and methodology of design, implementation, evaluation and analysis of language learning materials. It is also a practical undertaking because materials development fosters language learning process by embracing production,

evaluation, adaptation and exploitation of materials (Tomlinson, 2003; Tomlinson, 2011; Tomlinson, 2016).

Why materials development is so crucial in language teaching process arises from the fact that no single coursebook can meet needs and overcome deficiencies of all language learners (Tomlinson, 2010). In this regard, language teachers have to shoulder most of the responsibility because they are not course givers by following a fixed pattern anymore, but they have active involvement in the process of language teaching as materials developers. Global coursebooks are designed and in use all over the world to teach the target language to all learners, but the characteristics of every language teaching context and the goals of language learners are quite different from each other. This undoubtedly pushes the teacher to make evaluation of the present materials, to adapt and supply them appropriately when necessary, to find alternatives to the available ones, and to make the materials ready for classroom use (Tomlinson, 2016).

It is not wrong to say that there is a strong relationship between the methods and the materials employed in language classrooms. In fact, language teaching materials are the practical and concrete representations of our approach towards foreign language teaching. For example; in Grammar Translation Method period, language used to be seen as an organization of rules and language teaching was to memorize the rules and do translation during lessons because the sole purpose of learning English was to be able to read English literature. In parallel to this, all kinds of literary texts and reading passages were in use as the main teaching materials (Larsen- Freeman, 2000). Over the years, several methods such as the audio-lingual method, the silent way and desuggestopedia have emerged and based on the goals of each new method, teaching materials have undergone many considerable changes.

Up to communicative language teaching beginning to take place in 1970s in the field of language teaching (CLT), the structural view of the language was dominating language teaching and learning process. According to the structuralism, the primary purpose of language learning was to be able to master linguistic features- pronunciation, vocabulary, grammar- of the target language, but with CLT this view has been challenged and the primary goal of language teaching has become communicative competence instead of linguistic competence (Hymes,

1972; Larsen- Freeman, 2000; McDonough, Shaw & Masuhara, 2013). According to Richards and Rodgers (2001), communicative language teaching signifies the major starting point of the changes that give shape to the future of language teaching field in the twentieth century and the general tenets of CLT such as exposure to the target language, real communication opportunities, integrated language skills, tolerance to learners' errors, inductive grammar teaching, developing both accuracy and fluency (Richards, 2005) are still approved all around the world, which obviously shows that CLT plays an innovative role in many aspects of course design – techniques, materials, evaluation procedures- by giving insight into the use, teaching and learning of the target language (McDonough et al., 2013).

As Brown (2002) emphasizes, between the years 1880s and 1980s there was a continuous search for one supreme method which could be generalized to a wide variety of learners in order to teach the target language efficiently in classrooms. However; being in search of this ideal method is not the major issue of teaching English anymore because it has been understood that it is impossible to design a method for all and in the future there will never be. This situation has brought on the necessity of a new era towards language teaching and learning, and it is now called as post-method approach. According to post-methodology, language teaching is seen 'beyond methods' (Richards, 1990), which means that language teachers are not expected to follow certain principles and procedures of a separate method, but they will focus on the development of their own classroom activities, tasks and materials by taking the variety in class profile, their background and objectives related to language learning, and actual classroom facts into consideration. Kumaravadivelu (1994) asserts that post methodology "signifies a search for an alternative to method rather than an alternative method" (p. 29). The distinction between methods and post methodology is that methods are based on theoretical principles and procedures put forward by the notions that the methods represent, but post method conditions emerge from the practitioner's experiment and experience in his/her language classroom (Kumaravadivelu, 1994).

Today, what the best way to promote language learning is and how the target language is learnt are still hot topics among practitioners and theorists.

While it is extremely hard to reach a constantly valid conclusion about what the best and the most appropriate one is, some certain characteristics of an effective language learning and teaching process cannot be denied. As Harmer (2001) suggests, these are “exposure to the language, comprehensible input, communicative activities and task-based learning, the affective variable, discovery, grammar and lexis, methodology and culture” (p. 96). However, this process is not only all about how a language learner perceives the target language. In fact, the most of the task falls to the language teachers. About this issue, Brown (2002) says that it is the teachers’ responsibility to make pedagogical innovations in classroom as the needs of the students are identified. When the teachers receive feedback related to their innovative practice, their whole understanding about language learning and teaching will be reshaped and modified, and it will lead to new perceptions and more innovative opportunities. As a result, if we think language teaching and learning process as a chain, materials part is the indispensable link that connects the ways how we teach and the ways how we assess, so it will undoubtedly get its share from all innovations that take place in the field of language education.

The Opposing Views about Coursebooks

Although coursebooks are still “the visible heart of any ELT programme” (Sheldon 1988, p. 237) and seen by most teachers and learners as “the route map” in language teaching and learning process (Sheldon, 1988, p. 238), whether using coursebooks in language teaching is something desirable or not is a never-ending discussion, and will probably continue. The main objective of ELT publishers – even if not the only- is to trade their coursebooks all over the world, so coursebooks are designed in “one size fits all philosophy” and accordingly they are called global coursebooks (Gray, 2002). The criticism directed to coursebooks stems from this philosophy because coursebooks “produced in a native speaker situation but destined for the world with all language in the book in the target language” (Tomlinson, 1998, p. 117) don’t fulfil the true needs of the learners whom they target to reach. The reason why a coursebook called *global* cannot reach this aim is that the name *global* is misleading. Actually, a global coursebook means “a coursebook for a restricted number of teaching situations in many

different countries rather than all teaching situations in all countries” (Tomlinson, 1998, p. 117). Therefore, if we take divergent needs of the learners living in different parts of the world with different cultures and different education policies into account, negative feelings related to so-called global coursebooks’ content, quality and methodology are inescapable.

When we look at the literature, we see that Allwright (1981) comes up against the use of coursebooks in English language teaching in that they are too rigid to give way to the adaptations and alternatives. He claims that a language material which has already taken most of the decisions will only remain as a teaching material. But we need learning materials that will lead the learners to learning, so the learners should make their decisions themselves, which means they must be involved in their learning management. In support of Allwright (1981) view, Litz (2005) outlines that the ways and procedures while you are teaching and learning the target language are pre-determined and under the control of coursebooks. Furthermore, the educational principles presented in most of the coursebooks could be contradictory and old-fashioned. More recently, another harsh objection to the use of coursebooks has been made by Dogme ELT approach. According to Dogme approach which goes beyond standard language teaching approaches, teaching should be unplugged, which means that the whole content of the lessons should be determined by the students and based on their true language needs, not by the teacher and not based on pre-planned objectives, and in Dogme classes all readymade and commercial materials are seen irrelevant so there is no place for coursebooks (Meddings & Thornbury, 2009).

No doubt there are also notable theorists and practitioners who appraise coursebook issue from the benefit side. For instance; O’Neill (1982) is in favor of using coursebooks in language teaching and he lists four basic reasons about it. First of all, people can learn the target language in different places, different times, different teaching contexts, and with different needs, but “there is often a common core of needs shared by a variety of groups” (p. 106) and coursebooks function as this common core by presenting a framework which will cater the general needs of the learners. Secondly, coursebooks give chance to the learners who miss classes so that they catch up with the rest of the class and thanks to coursebooks learners can prepare for the future lessons in advance. Thirdly, coursebooks are more

long-lasting materials compared to the home-made ones and provide great convenience to their users because of their practicality that allows the users to look at and carry them in every circumstance. Lastly, the strong criticism directed to coursebooks because of their limited nature that fails to appeal to all learners in all teaching situations can be converted to an advantage. To integrate more suitable and relevant materials for learners, language teachers constantly force themselves to make adaptations and improvisations in coursebooks and this necessarily gives rise to the flexibility, creativity and dynamism of language teaching and learning process. Cunningsworth (1995) also accepts the multiple roles of coursebooks in language education and presents that coursebooks serve as “a resource for presentation material and self-directed learning, a reference source for learners and a support for less experienced teachers who have yet to gain in confidence” (p. 7).

The logic behind using coursebooks is explained by Hutchinson and Torres (1994), too. According to them, “No teaching-learning situation, it seems, is complete until it has its relevant coursebook” (p. 315). Similar to O’Neill’s (1982) ideas about “common core of needs”, they think that coursebooks will continue to exist in language teaching simply because certain needs of learners are satisfied thanks to them. Hutchinson and Torres (1994) find negative attitude towards coursebooks really meaningless and unsupported because what a coursebook is actually do is to create an order in the possible complexity of language teaching process with its “visible and workable framework” and by providing “the basis of security and accountability” (p. 327).

To gain insight into what teachers and learners think about using coursebooks in a foreign language setting, McGrath (2006) conducted a research in which both teachers and learners defined them by using metaphors. The results of the study support the existence of contradictory views about coursebooks. While the feelings of the teachers in the study are dominantly positive, there is a significant discontent in the learners’ attitude towards coursebooks. When the metaphors are elicited, it is seen that the learners expressed their discontent under four categories. These are “constraint, boredom, worthlessness and anxiety/fear” (p. 178), but the teachers only talked about constraint. This kind of study might have a value in that it allows for a reflection by comparing teachers’

and learners' voices and also trigger the teachers to make changes in teaching materials, possibly to add new resources.

To look at the relationship between what language acquisition principles say and what coursebooks offer, Tomlinson and Masuhara (2013) initiated an evaluation report and they centered on fifteen criteria which will best reveal the effectiveness of the six global coursebooks - The Big Picture, global, English Unlimited, New Headway (fourth edition), Speakout, Outcomes- in the long run. It is good to mention that these fifteen criteria- such as engagement of learners affectively, personalized learning, discovery about how English is used, using the target language for communication and so on- have been determined on the basis of what second language research shows and observations related to how a language is best learnt. In terms of showing the discrepancy between the theory and practice, the results of the study can be of importance. According to the results, even if the coursebooks have face validity and give opportunities for language practice, they are behind the objectives of what researches and theories present. Since the coursebooks still focus on "explicit knowledge of grammar at the expense of affective and cognitive engagement" (p.247) and are deficient in real life tasks which will have a desired outcome, literary texts and kinds of activities, they don't enable the learners to succeed in communicative competence in the end.

In conclusion, it seems that coursebooks will continue to occupy a place more or less in the future of language teaching, too. In today's world where English is globally taught and learnt, coursebook is a reality in terms of meeting common needs and basic standards. But it doesn't mean that the debate about them will come to end. In point of fact, it should be given an ear to what all interesting parties in the field say based on research results, observations, experiences and so on, and the quality must be improved.

Disadvantages of Coursebooks

In the light of the criticism that coursebooks have received, it is needless to say that the use of coursebooks brings some disadvantages with it. Since they reflect the authors' own language and pedagogical choices, coursebooks do not have a flexible nature (Tsiplakides, 2011). They are the readymade materials

which have a pre-determined route and an aim to address a wide range of learners in that targeting specific language learning situations and particular learners' needs is what coursebooks lack. Therefore, most of the contexts and situations in coursebooks are likely to be perceived as uninteresting and irrelevant by the learners (Woodward, 2001; Bell and Gower, 2011).

Skierso (1991) asserts that language teachers do not have complete satisfaction with the coursebook they use. However, they still do not give up following its methodology, sequence and pacing to the letter because they are often urged to do so because of institutional policies. No doubt this makes using coursebooks disadvantageous in that it doesn't let the teacher integrate their creativity into lessons (Tsiplakides, 2011). Ur (2009) makes a list of the arguments against using coursebooks. In this list, "inadequacy, irrelevance, limitation, homogeneity and over-easiness" are considered as the major drawbacks which negatively affect both the teachers who are supposed to be creative and initiative and learning & teaching situation which is required to answer the learners' own learning needs.

According to Walz (1989), in most coursebooks language practice is carried out in a decontextualized way, and this certainly causes a disadvantage in terms of communicative language skills because activities and exercises which lack context don't make the learners go beyond becoming respondents to a mechanical task. Another point that coursebooks fail to meet is discourse competence, which is "the ability to understand and produce coherent, connected speech in conversation" (Kaplan & Knutson, 1993, 167). While coursebooks still attach great importance to syntax and grammar structures, discourse competence remains as a neglected issue, and so the learners cannot produce extended speech. In other words, they are not prepared for real life language use. To sum up; despite numerous disadvantages, it is not possible to eliminate coursebooks completely, but as Ur (1991) emphasizes, a compromise must be achieved by using coursebooks selectively and supplementing the course with extra materials.

What are the Fundamentals of Teacher-Made Materials?

All around the world, most of English language teaching programs are conducted through world-wide commercial coursebooks as the primary language

teaching material (Sheldon, 1988). However, every context where English is taught has different characteristics in terms of learners' needs, wants, expectations and countries' current language teaching policies. It comes as no surprise this variety requires the addition of teacher-made language materials into the curriculum so that the learners' individual and local needs that the coursebooks are unable to respond could be met. The necessity for such kind of materials also results from the fact that there are some crucial points that the coursebooks lack.

To illustrate, today's language learners are expected to gain communicative language ability and strategic competence is an integral part of it. When we exploit coursebooks, we see that they are designed in a way that makes communicative competence the goal, but as Hedge (2000) mentions, we don't see enough related to strategic competence in present ELT materials. The learners don't know communication strategies and so they have difficulty in coping with real life situations where they have to express themselves in English. If a language teaching program claims that they teach the target language for communicative purposes, this deficiency must be necessarily filled, and at this point teacher-made materials come to the rescue.

Whether they are written by a professional team to reach worldwide learners or they are written to meet the needs of the learners in a small-scale, the process of materials writing contains the fundamentals of material design within itself (Jolly & Bolitho, 1998; Bell & Gower, 1998). It cannot be expected that both world-wide commercial language materials and the teacher-made ones follow the same framework because the latter is interested in more local and specific needs of the learners while the first one tries to get general acceptance and appeal to all kinds of learners. Despite the difference in frameworks, we cannot make a distinction between the fundamentals of world-wide materials and the teacher-made ones. Based on Tomlinson (2011) summary, language teaching materials should improve the learners' self-confidence and promote their self-investment, enable the learners to use the target language for communicative purposes, make the learners be exposed to authentic language, take different learning styles into consideration and be aware of the learners' diversified motives. Moreover, while using the materials, the learners should be at ease and regard the materials as

appropriate and effective for their learning purposes, and of course the materials should achieve the desired consequence. To conclude; whoever the audience is, the basics related to materials writing are applicable for both, but the phases that are gone through differ.

The advantages of teacher – made materials. In order to mention the complete effectiveness of a language material, it must answer the specific needs of a certain group of learners, and this principle comes true with the integration of teacher-made materials into lessons. However, even if they are aware of these materials' benefits, language teachers may stand out against writing their own materials depending on lots of variables (Tomlinson, 2011). The reasons for this negative attitude may stem from both the teachers themselves and the language teaching contexts where they work. To make it clear, the opposition is derived from the teachers' inadequate training and background as well as their busy schedules, limited nature of teaching contexts – the lack of time, technical unavailability-, and rigid dependence on pre-determined coursebooks because of authoritative factors (Sheldon, 1988; Tomlinson, 2011).

As Block (1991) emphasizes, ELT world doesn't have a material availability problem anymore, but it has a reverse situation now. In this plentitude, the problem is what to choose because readymade commercial materials don't always present passages and activities which are appropriate for a particular class. Hereinbefore, this match calls for teacher-made materials. According to Tomlinson (20114), teacher-made materials have “a much greater chance of success locally” as they “fit in with their own learning and teaching traditions, and with the conceptual world of the learners” (p. 128). He stands up for the idea that the closer the author is to the learners, the more effective the material will be. Teacher-made materials are also advantageous in that they give the chance to the teacher to design or write materials based on the learners' learning styles. According to Lee (2015), learning style is likely to be a “referential indicator” (p. 158) to produce appropriate materials for the learners. To clarify, there can be a vast amount of materials offered to the learners, but a material which is well matched with the learner's style will be more likeable in the eyes of the learners.

Three reasons are put forward by Block (1991) with the aim of answering why teachers should produce their own materials: These are “contextualization,

timeliness and personal touch” (p. 213-214). With the word ‘contextualization’, we mean real examples which are of the learners’ interests and language tasks which are more engaging and more relevant. Of course language is presented through a contextualized way in today’s global coursebooks, but they are written for all learners all around the world, and so they don’t address to a specific culture and context. This inevitably creates” lack of fit between teaching contexts and coursebook” (Howard & Major, 2004, p. 101), and it will be the teachers’ duty to write or adapt their own materials by taking their particular teaching environment into consideration and to decrease infit (Davis & Krajcik, 2005). The second reason for the benefits of teacher-made materials is that they are ‘timeliness’ (Block, 1991). When a commercial material is once published and enters into the market, it is used for several years and so especially reading texts lose their actuality in time. But, a teacher-made material can keep up-to-date. The third reason- ‘personal touch’- is actually about how teacher-made materials are seen from the learners’ perspectives. According to Block (1991), the teachers preparing something for them and according to their interests instead of adhering to what coursebooks say gain the appreciation of the learners. It will not wrong to say this will be a motivational factor both for teachers who are esteemed and learners whose interests are attached importance.

The steps in writing teacher-made materials. The fact that the best materials are the ones which are based on a complete awareness of learners’ purposes, needs and learning styles has created a need that teachers should write their own materials (Jolly & Bolitho, 1998). When we look at Tomlinson’s (2012) reports about how famous authors write their materials, it is seen that they generally copy earlier materials whose success has been proved, adapt the sorts of activities whose suitability has been experienced and place reliance in ‘spontaneous inspiration’ (p. 152). However, Tomlinson (2012) defends the opinion that materials writing must depend on both universal criteria which can be applied in any learning environment and the local principles which are particular to the target language context, which means there must be a principled framework for an effective material production and development. It leads us the conclusion that whether there is coursebook which will be sold globally or a teacher-made worksheet prepared for a group of learners, our primary question is to ask “How do

we think people learn languages?" (Hall, 1995, p. 8) and the results of the various research in the field with the purpose of answering this question have revealed principles and steps related to materials writing.

While teachers write their own materials, there are seven basic stages based on agreed principles: Identification, Exploration, Contextual Realization, Pedagogical Realization, Physical Production, Use and Evaluation (Jolly & Bolitho, 1998). Here is an example to show how each step is performed in a pre-intermediate level:

Identification: Based on feedback from students in class, it is seen that they cannot perceive the semantic difference 'must' for obligation and 'must' for probability in present. This stage helps us to specify what learners' need is and thanks to a forthcoming material this need will be fulfilled.

Exploration of Language: To respond the learners' need, the teacher starts linguistic exploration and consults some grammar books to gain a wider understanding about the problematic area in terms of meanings, functions and language.

Contextual Realization: The teacher presents a text that will enable the students to work on 'must' both for obligation and probability. Instead of using a text from an external source, the teacher can write their own text by using actual information about the learners in class. As Block (1991) asserts, the learners will find the course more relevant and engaging if they are exposed to real things.

Pedagogical Realization: Sample sentences can be chosen from the text and the learners are expected to match the sentences with their appropriate functions – obligation or probability-. After the recognition stage, exercises prepared for the purpose of practice (e.g. fill in the blanks, true/false types) are placed, and finally communicative and productive activities in which the learners will respond to a given situation and give examples from their own lives are attached to the material.

Physical Production: In this step, all physical properties – font size, pictures, length of the instructions, and layout of the material- are taken into consideration, and the material is reproduced and handed out to the target learners.

Use: The material is used in the classroom under the guidance of the teacher. Depending on the exercise type, some parts may be assigned as homework.

Evaluation: According to Ellis (1997), evaluating the material after it has been used – called retrospective evaluation- has really significant importance in that it gives information to the teacher about the effectiveness of the material, whether it is appropriate for future use or not, which activities and exercises have worked well, and which ones require adaptation or edition. For the present example, we can make evaluation related to the effectiveness and quality of our material by getting oral or written feedback from the learners (also colleagues) or conducting a short survey.

The presented order above is what most of the teachers follow while writing their materials. However; as Jolly and Bolitho (1998) emphasize, materials writing process must be both “dynamic and self-adjusting process” (p. 112). If a teacher follows this order linearly without making any comebacks during the writing process, failure becomes unavoidable. While writing materials, the framework starting with the identification of needs and ending in evaluation will be our map, but there must also be “a variety of optional pathways and feedback loops which make the whole process both dynamic and self-regulating” (Jolly & Bolitho, p. 113). As long as this is achieved, weaknesses of the materials can find chance for improvement and so appropriate materials serving a pre-determined purpose are produced.

Materials Adaptation

Materials adaptation can be defined as making changes in materials with the purpose of improving and making them more appropriate for target learners (Tomlinson, 2011). One may think wrongly that there will be no need for adaptation if the primary teaching material – generally coursebook- is selected and evaluated carefully. However; a coursebook itself is unable to cater different needs and wants of the learners, the ways they learn their cultural features and varied attitudes towards the target language no matter how good it is (Tomlinson, 2006). What the coursebook presents and what the reality is don't go hand in hand and it creates a matching problem. Therefore, we can say that no published material is

completely developed. This is the point where the need for adaptation is coming. Thanks to adaptation, congruence between what the coursebook includes and the needs of the learners will be achieved (Madsen & Bowen, 1978; Cunningsworth, 1995; McDonough et al., 2013). In other words, the purpose of materials adaptation is “to maximize the appropriacy of teaching materials in contexts, by changing some of the internal characteristics of a coursebook to suit our particular circumstances better” (McDonough et al., 2013).

Reasons for adaptation. Why a language teacher feels the need for adaptation in teaching materials depends on several factors, and actually these factors are the sources from which the teacher gains information related to what to adapt. Nation and Macalister (2016) introduce a language curriculum design model comprised of two circles: the inner and the outer circle. The inner circle is closely associated with teaching and learning process in the classroom and includes content and sequencing, goals, format and presentation, monitoring and assessing. The outer circle, on the other hand, involves Environment Analysis which gives information about teachers, learners, context, timing, teachers’ and learners’ first languages, Needs Analysis which aims to identify what the learners’ current proficiency level is and what they should achieve at the end of the course, and Principles which come to the light as a result of researches and theories about language learning. When we look at what the inner and outer circle represent, we understand that the teacher collects information from the outer circle and based on this information s/he adapts one or more aspects of language teaching and learning process in the inner circle.

McDonough et al. (2013) present a list of reasons for adapting some areas in coursebooks. According to this list, it can be summarized that the deficiencies in coursebooks are caused by unsystematic approach towards grammar teaching, the use of inauthentic materials, culturally and intellectually inappropriate topics while teaching skills, conversations which don’t represent daily speech, variety problems in activities, so many unknown words in reading texts and the lack of supplementary materials (for full list p. 67-68). Ur (2009) emphasizes the point that teachers should be aware of both strengths and weaknesses of the coursebook they follow so that the latter will be compensated by making modifications. For instance; although there is no problem about level, some texts in coursebooks are

likely to be boring and seem irrelevant from a learner's perspective, so something attracting learners' interest could be added or an authentic text may be put into use. Ur (2009) also highlights the importance of "frameworks for extending and interesting rehearsals of different aspects of language" (p. 188) because they will increase the opportunities for learner activity and involvement during lesson time. Similar to the ideas above, Islam and Mares (2003) categorizes the reasons for adaptation under six headings: "methods, language content, subject matter, balance of skills, progression and grading, and cultural content" (p.88), and inadequacy or dissatisfaction in these areas make materials adaptation essential.

As we know, classroom is a place where lots of different personalities and varied motivation levels gather together. Based on this heterogeneous nature of language teaching process, Cunningsworth (1995) argues that adaptation may also be required due to this diversity, which doesn't usually correspond to the ideal learner that the coursebook presents, so what motives learners, their characteristics, different learner styles and expectations are considered as the factors that materials adaptation can depend on. Graves (2000) subscribes to the reasons for adaptation stated above and sums up that "beliefs and understandings, the givens of your context and students' needs and interests" play a significant role in deciding about how to adapt a coursebook (p. 203). Hence, the information obtained from these main areas or sources will guide the teacher to make appropriate decisions and the teacher will be able to "personalize, individualize, localize and modernize" (Islam & Mares, 2003, p. 89; McDonough et al., 2013, p. 69) the content by adapting. According to Islam et al. (2003), adaptation is advantageous in terms of an effective language teaching process because it allows the learners to decide how they want to learn by choosing their learning styles, promotes advanced cognitive skills through inference, prediction, visualizing tasks and so on, and develops learner autonomy thanks to the activities which will encourage the learners to use the target language independently outside the classroom.

Techniques for adaptation. Cunningsworth (1995) believes that a good knowledge of the materials that will be adapted and enough familiarity to learning and teaching context for which the materials will be adapted are the requirements that language teachers must fulfill, and as long as they are provided, "materials

adaptation can be a very worthwhile activity, giving added life and impact to even very ordinary coursebooks” (p. 137). Graves (1996) thinks that especially experienced teachers are good at adapting materials because they have some core flexible materials. Based on course objectives, they adapt these core materials in different ways each time and the interaction between the teacher and the students is what makes the teacher decide materials adaptation (Edge & Wharton, 1998). According to McDonough et al. (2013), materials adaptation doesn't have to necessitate a prior preparation and when we adapt a material, it doesn't have to be “written down or made permanent” (p. 66) because it can happen spontaneously as a result of a learning behavior and learners' reaction during a course. Whether it is planned beforehand or it happens at a particular moment, teachers apply a wide range of techniques while adapting materials, and by taking appropriacy, effectiveness and learners' needs into consideration, they choose the one or the ones that will best work on the existing content. The techniques listed by McDonough et al. (2013) are “adding, deleting, modifying, simplifying and reordering” (p. 70). Here are the explanations what each technique means and how they are used:

Adding: You have an existing material and put more into it. If you make a quantitative addition, it is called “extending”, and as for a qualitative addition, it becomes “expanding” (McDonough et al., 2013, p. 71; Islam & Mares, 2003, p. 91). For example; true/false statements are given in a reading part to do comprehension check for a text. If the teacher supplies more statements into the exercise, it becomes extending, but adds a reflection task in which students will show their writing skill, it becomes expanding.

Deleting: The same process in adding is followed in this technique, but in an opposite way. If you decrease the length of the material, it becomes subtracting and it doesn't have a significant effect on methodology (McDonough et al., 2013). However, if a section in a coursebook doesn't serve the objective of target language teaching, it can be abridged. For example; if a teacher wants their students to do the first six questions out of ten in an exercise, s/he applies subtracting, but to skip everyday English usage sections in the coursebook with the thought that they will not be included in exams, s/he applies abridging.

Modifying: Modification refers “to a change in the nature or focus of an exercise, or text or classroom activity” (McDonough et al., 2013, p. 74). This technique includes two titles: rewriting and restructuring. For example; if we look at New Headway Pre-Intermediate Book (Fourth Edition, Unit 3, p. 22), the unit starts with a warm-up activity in which there is a list of verbs. Students are expected to tell if they are regular and irregular and tell their past forms. The target language must be taught for communication and such an exercise doesn't serve this purpose, so the teacher writes a task in which the students will be able to use the words in a context and in a personalized way by giving examples from their lives, and it becomes rewriting. As for restructuring, it means changes in grouping students while doing a task in the classroom. For example; depending on the population of a class, group work activities can be turned into pair work activities or vice versa.

Simplifying: This technique is applied in order to make a material “more accessible to learners” and more manageable for learners and teachers” (Islam & Mares, 2003, p. 94). Generally, simplification is applied to texts and a teacher can make simplifications according to “sentence structure, lexical content and grammatical structures” (McDonough et al., 2013, p. 75). For instance; sentence structure can be simplified by avoiding long and complex sentences, lexical content is made to be appropriate by emphasizing the vocabulary which the students are already familiar with, and complex grammatical structures are replaced with the basic ones such as from passive to active, from indirect to direct and so on.

Reordering: It “refers to the possibility of putting the parts of a coursebook in a different order” (McDonough et al., 2013, p. 75). By taking learners' needs and course objectives into account, the sequence within a unit or a book can be adjusted. For example; in New Headway (fourth edition) coursebooks all units start with grammar sections. If achieving communicative competence is the goal, the teacher can start with the reading text of the unit so that the learners will be able to gain awareness of the target linguistic structures and work on them in a contextualized way, which enables them to figure out the rules inductively. Then, s/he continues with the explanations and exercises in the grammar section.

To conclude; if teachers regard coursebooks as holy books and the coursebook itself leads the all instructional process, the teacher's role in this process is thought only as " a technician whose primary function is to present materials prepared by others" and this certainly "deskill teachers" (Richards & Renandya, 2002, p. 67). Therefore, materials adaptation helps the teachers to overcome the potential negative effects of the coursebooks if it is done "in a principled manner to reflect needs within particular teaching context, current understanding of second language acquisition and good teaching practices (Islam & Mares, 2003, p. 102). As McDonough et al. (2013) assert that the issue of materials adaptation is not only related to classroom teaching, but also educational administration because what will be reshaped is the adopted material which has been put to use by decision-makers. Once again it can be said that materials adaptation makes the target language teaching and learning process meaningful and relevant.

What is Materials Evaluation?

The term materials evaluation is defined as "attempts to measure the value of materials" (Tomlinson, 2011, p. 3) and "involves making judgements about the effect of the materials on the people using them" (Tomlinson, 2003, p. 15). As for Hutchinso & Waters (1987), it is "a matter of judging the fitness of something for a particular purpose" (p. 96). Actually, the key words in these definitions are *value*, *judgement* and *fitness*, which clearly show us the relativity of this issue in that the meanings of these are bound to change depending on the context where the target language is taught. Therefore, as Sheldon (1988) points out, "any culturally restricted, global list of criteria can never really apply in most local environments, without considerable modification" (p. 242) while evaluating materials. He advocates the idea that "a set of common core qualitative criteria" (p. 243-245) which will allow for modification and supplementation must be improved with the aim of evaluating a published coursebook. Nevertheless, as Sheldon (1988) emphasizes, such an evaluation will not offer "a definitive yardstick" (p. 245) because of the subjective nature of evaluation, but at least it will make the evaluation process more systematic, logical and reflective undertaking.

Types of materials evaluation. Ellis (1997) divides materials evaluation into two types: predictive evaluation and retrospective evaluation. The former is done, as its name suggests, prior to actual teaching process with the aim of determining what to use among plentitude of materials and it is mostly carried out through checklists (e.g. Cunningsworth, 1995). The latter one, on the other hand, refers to a further evaluation of the employed materials and it is conducted to see if the materials have had a positive impact on learning, helped the learners to achieve pre-determined outcomes, let the learners participate in lessons eagerly and so on. This type of evaluation is really beneficial because it shows whether the materials can be used again or not, lets the teacher know what activities go well, and which parts require adaptation (Ellis, 1997).

To perform a retrospective evaluation, the teacher can collect data “impressionistically” or “empirically” (p. 37). Impressionistic evaluation is what most of the teachers do in teaching process. The source for information here can be eagerness that the learners show towards materials, their active participation in class and their feedback related to the materials. As for empirical evaluation, it can be said that information is collected in a systematic way. Ellis (1997) and Ellis (2011) propose a model to make empirical evaluation more manageable and effective. This model is called micro-evaluation and it is done by investigating specific tasks in a coursebook instead of focusing on overall of it. In this model, the process starts with choosing the task, continues with describing it, planning the evaluation, collecting data, analyzing it, reaching conclusions and making recommendations and finalize it with writing the report (p. 38). As it is understood from these steps, micro-evaluation can be considered as an action research since it paves way for “critically reflective teaching” (Richards and Lockhart, 1994, p. 14).

According to Cunningsworth (1995), there are three types of evaluation: “pre-use, in-use and post-use evaluation” (p. 14). Pre- use evaluation refers to the predictive one which has been explained above and the focus here is “future or potential performance of the coursebook” (p.14) and it examines the link with the needs (Rea-Dickins, 1994). Post-use evaluation refers to the retrospective one and it is a worthwhile activity since it lets the teacher/evaluator to identify “strengths and weaknesses which emerge over a period of continuous use” (Cunningsworth, 1995, p.14). As for in-use evaluation, it is done while the

coursebook is still in use “to see whether it should be considered for replacement” (p.14). Sheldon (1988) puts emphasis on the importance of in-use and post-use evaluation and he remarks that “textbook appraisal is not a once-only activity” because whether a coursebook has become successful or has failed meeting the objectives can only be discovered during and after its use in classroom (p. 245).

In his article about language teaching materials, Littlejohn (2011) believes that we, as teachers of the target language, should look inside of our materials which are our main tools in language teaching process and understand their nature in-depth so that we can govern them. At this point, the writer actually makes a distinction between analyzing and evaluating materials. He supports the idea that analyzing materials must precede evaluating them for use in a particular context. According to the framework presented by Littlejohn (2011), materials evaluation is conducted in three steps: “analysis of the target situation and use and materials analysis”, “match and evaluation”, and “action” (p. 202). In the first step, internal characteristics of the materials are revealed through a detailed analysis which focuses on exact nature of the materials and specific teaching context. Then, in match and evaluation stage the teacher or evaluator decides which aspects of the materials are appropriate or not and to what extent there is a match between the learners’/ teachers’ objectives and the nature of the materials. The last step can be thought as decision-making part. In the direction of the results taken from match and evaluation stage, it is time for taking actions, which means you decide what to do with the materials – say yes or no, adapt or supplement them-.

The need for evaluating materials. Materials evaluation is not a process which seeks to find the ideal coursebook suiting all types of learners and catering all language and learning needs, but it is actually a matter of choosing the ideal one that will provide appropriateness and effectiveness for a particular group of learners (Hutchinson & Waters, 1987; Grant, 1987; Richards, 2001). That a coursebook is chosen at the end of an evaluation process means that a large amount of money will be invested for it and once such an investment is made, you cannot abandon it even if its bad sides are proved. No doubt this will gradually decrease both learners’ and teachers’ motivation, so a systematic evaluation is needed since it “can save a lot of expense and frustration” (Hutchinson & Waters,

1987, p. 97). Moreover, a careful evaluation enables the teachers and teacher candidates “to gain good and useful insights about the nature of the material” (Cunningsworth, 1995, p. 14), so materials evaluation can act as an important component of teacher training.

What teachers and publishers expect from materials evaluation is the same to a great extent in that both groups want to make sure that materials are effective in terms of taking the learners to the desired outcomes, instructions are easy to grasp, level is appropriate, and there is a smooth transition between activities (Amrani, 2011). However, a publisher has to look at the issue from a financial perspective, too. The material which has been chosen must be considered as functional by teachers and students. If not, the chance for it to be readopted will be lost and publishers will fail in investment (Bell & Gower, 2011).

In the eyes of a publisher, a coursebook is a commercial product, which makes the publisher attach importance to its cost and attractiveness. While how the coursebook will work with the learners has utmost importance for a teacher, the publisher needs to think if the material contributes to their fame (Amrani, 2011). But, it should be borne in mind that it is not possible for all parties- users, publishers, authors- to get completely what they want, so they must achieve a compromise which means being “satisfied with getting less than they originally wanted” (Bell & Gower, 2011, p. 149). This helps us – the teachers- to revise our ideas that materials evaluation doesn’t make us find the perfect coursebook, but the most appropriate one based on our right reasons to choose it.

The process of materials evaluation. As Masuhara (2011) supports, materials evaluation process becomes meaningful only if teachers actively participate in it in all stages of coursebook use. For pre-use or materials selection, he recommends staff meetings where the results of needs analysis will be revealed and criteria will be identified and then in groups teachers are expected to start evaluating the coursebooks which have potential to be used by applying the criteria. For whilst-use, keeping records of use- which parts of the coursebook are used and which parts are not- suggested. As for after-use stage, holding staff meetings is proposed, but as different from the purpose of pre-use stage, this time the selected criteria will be validated through reevaluation. (for the detailed table Masuhara (2011), p. 258-259) He stands up for the idea that such an interactive

and systematic process will be effective in terms of both diminishing the problems caused by selection of a wrong coursebook “as a result of a rushed solitary decision” (p. 260) and contributing to teacher development by making the teachers gain in-depth knowledge about the materials.

The criteria or checklists which will be employed forms the background of a principled materials evaluation process in that they consist of the questions which will make teachers/evaluators to make decisions about the future of the materials- “adoption, revision or adaptation”(Tomlinson, 2003, p. 32). As he (2003) stresses, the teachers/evaluators are not expected to write the criteria all over again, but they must “brainstorm a list of universal criteria (e.g. *Are the instructions clear?, Do the materials cater for different preferred learning styles?*)” (p. 28) and then revise and modify them based on their local teaching context, which can be thought as developing local criteria. According to Rubdy (2003), Cunningsworth’s materials evaluation checklist (1995) is “the most comprehensive and thorough” one which takes “the learners’ context and learning principles as its starting point” (p.32). The ideas about Cunningsworth’s checklist (1995) in Rubdy’s article (2003) remind me of Tomlinson’s suggestions (2003) for developing materials evaluation criteria in that the questions in the checklist present a global list based on language learning principles, but must be modified for the specific teaching situation where the evaluation is going to be conducted.

McDonough et al. (2013) propose a model that divided materials evaluation process into two complementary stages: external and internal evaluation. While external evaluation deals with “examining the organization of the materials” (p.54), internal evaluation means in-depth evaluation of the materials and examines to what extent the factors in the external stage “match up with the internal consistency and organization of the materials” (p.54). We can evaluate language teaching materials externally by examining the blurb of the coursebook, scanning the table of contents and reading the claims made by the author or publisher. External evaluation helps the teacher/evaluator to make interpretations with respect to the target learners, teaching context, proficiency level, organization of units, lay out of the material, visual materials, and cultural elements and so on (p.58). As for internal evaluation, called as micro-evaluation by (Ellis, 1997) and (Ellis, 2011), the criteria to be examined are about how the skills are presented,

how the materials are sequenced and graded, what kind of language- artificial or authentic- is prioritized while teaching skills, how suitable the material is for different learning styles and so on (p.60).

In conclusion, it is not wrong to say that materials evaluation is a laborious process which requires both time and effort. This process is defined by Tomlinson (2003) as “demanding but rewarding” (p. 33). Materials evaluation is a prerequisite to select appropriate materials, but at the same time it is an ongoing process because effectiveness of the materials is appraised successfully after they have been implemented (McDonough et al., 2013). If it is conducted for the right reasons and based on language learning principles, materials evaluation contributes not only foreign language teaching and learning process, but also teacher training and development.

Chapter 3

Methodology

This study explores the needs of university level preparatory program EFL learners and discusses the efficiency and appropriateness of the teaching materials based on the results of materials evaluation process. This chapter starts with design of the study which also includes the theoretical framework of the research. Then, it presents the research questions and gives information about setting and participants. After that, what data collection instruments are employed and what procedures are followed in this process are explained. Finally, information about how the gathered data is analyzed is presented.

Design of the Study

In this study, the researcher has employed a practitioner research, which is also called action research in the literature, with the aim of extending personal professional knowledge and leading to changes in perception and changes in practice at the place of work. This type of study is considered as a 'powerful tool for change and improvement at the local level' (Cohen et al., 2007, p. 297). In a broad sense, action research is defined as a 'systematic attempt to gain a better understanding of educational process, generally with view to improvement (Stern, 1983, p. 59). Mercer (1995) highlights the significance of this type of research by saying that "Through active involvement in research, teachers can see their own classrooms and gain critical insights which they probably never would from reading the reports of more objective researchers" (p. 119).

According to many researchers (e.g. Cohen and Manion, 1985; McTaggart and Kemmis, 1988) collaboration in the research process and an obvious change at the end of the research are the defining characteristics of an action research, but Nunan (1992) opposes this idea by saying that a descriptive study of a specific classroom, a group of students, or just a single student can be considered as an action research if there is a question triggering the research, data and understanding which support it and if it is conducted by the teacher as researcher with the aim of exploring and explaining facets of his or her educational context and situation (p. 18). Therefore, even if there is no collaboration and the research doesn't result in a change, it is still accepted as an action research since it

provides the practitioner with increased knowledge and interpretation of his or her teaching process.

The current study has been designed as a mixed type practitioner research which benefits from both qualitative and quantitative research features. What lies at the centre of a qualitative research is that it has a flexible research design which is open to changes and adaptation during the process of inquiry, collects its data from interviews, different types of texts, images which will later be analyzed by the help of the words, occurs in a natural setting, has a small sample size, and is based on the researcher's subjective interpretation of the gathered data (Dörnyei, 2007, p. 37-38). Most of the time, as it has happened in the present research, researchers use purposive sampling in a qualitative research because it allows them to achieve the goal of a qualitative research which is to discover, explore, understand and capture the details of a given phenomenon. For the qualitative part of this study, semi-structured interviews and materials evaluation checklists have been used. This research also has the feature of a quantitative research because of the employment of a needs analysis questionnaire. The researcher has used the questionnaire to gather information about the learners' needs in a systematic and controlled way and to be able to analyze this information statistically.

Setting and Participants

The current study was conducted at Başkent University -one of the leading foundation universities in Ankara- School of Foreign Languages in the fall term of 2016- 2017 academic year with the aim of analyzing the needs of university level compulsory preparatory program EFL students and evaluating readymade and non- readymade teaching materials which are used during the term. The goal of the preparatory program in the institution is to teach English for general purposes, to provide the learners with necessary language skills – reading, listening, speaking and writing- and to set ground for the departmental English courses that the learners are going to take during their undergraduate study.

The curriculum followed in English preparatory program is based on eclecticism and the learners have 23 hours of English per week. As for the primary teaching material, New Headway Fourth Edition is used with all its components.

The students who will be studying in the departments such as Dentistry and Engineering departments where the medium of instruction is partly English, and American Culture and Literature and English Language Teaching departments where the medium of instruction is fully English have to prove their English proficiency at the beginning of the fall term. While passing grade for partly English programs is 60 out of 100, it is 70 for fully English programs. If the learners cannot reach these scores, the preparatory program is compulsory and the learners registered for these departments are supposed to finish the preparatory program successfully in order to continue their education in their departments.

The scores that the learners take from the placement and proficiency exam held at the beginning of the fall term determine their levels as A (A1-A2) or B (B1-B2) – based on the objectives of CEFR-. In A level, New Headway Fourth Edition Beginner and Elementary Books are followed; in B level New Headway Fourth Edition Pre- Intermediate and Intermediate Books are followed. There is not a separate teaching program that takes the requirements of the learners' departments into consideration. All English preparatory program learners are exposed to the same teaching materials.

In the present research, B level preparatory class 44 EFL learners (female:26, male:18) whose departments are American Culture and Literature and English Language Teaching programs where the medium of instruction is fully English were the target study group. These students were asked to identify their needs related to English through a questionnaire. The other participants of this research were the lecturers in the departments of American Culture and Literature, English Language Teaching and instructors of English teaching at preparatory program in the institution. Two lecturers from English Language Teaching Department, two lecturers from American Culture and Literature Department, four instructors of English from English preparatory program from school of foreign languages in the institution were chosen with purposive sampling, which is to select the participants intentionally (Cohen et. al., 2007). Hence, the instructors who have more than four students in their classes studying English Language Teaching and American Culture and Literature and the lecturers who have also had teaching experience at English preparatory program in the institution were interviewed with the aim of determining the needs of the target EFL learners and

they were also expected to share their ideas related to the materials used in the preparatory program.

Data Collection

The quantitative data for this study were collected through a needs analysis questionnaire which includes three parts: General Learner Needs Survey, Language Contact Survey and Methodological Preferences. The first part of the questionnaire was an open-ended type in which the participants were expected to give information about their age, gender, language learning history, departments, purposes of learning English and other languages they know. The second part of the questionnaire was a 3-point Likert scale ranging from Very Useful, Useful and Not Useful, consisted of 32 items. In the final part of the questionnaire, dichotomous questions related to the learners' methodological preferences were employed under 11 categories. The questionnaire was administered to 44 students at the English Preparatory Program of Başkent University in 2016-2017 academic year. Prior to the implementation of the questionnaire, the required permission was taken from the Head of Başkent University School of Foreign Languages. The EFL instructors who were informed about the aim of the research and procedure were given a packet of questionnaires and they carried out the administration in the classrooms. Before the participants started the questionnaire, they were asked to sign voluntary participation forms.

As for the qualitative data, semi-structured interviews consisting of 4 open-ended questions were administered to 4 EFL instructors, 2 lecturers from English Language Teaching Department and 2 lecturers from American Culture and Literature Department. The interviews were arranged by taking the instructors' and lecturers' work schedule into consideration and they took about 20 minutes. Prior to the interviews, the instructors and lecturers were informed about the purpose and procedure of the study and their consent to participate was asked. The interview questions particularly focused on English preparatory program in the institution, the materials in use and the needs of the target EFL learners.

Besides the identification of needs, the present research also seeks to answer to what extent the existing materials- both ready and non-ready ones- meet the needs of the target EFL learners. For this materials evaluation purpose,

Cunningsworth (1995) checklists for coursebooks were employed in the study. During the materials evaluation stage, the practitioner researcher conducted both external and internal evaluation of readymade (New Headway Fourth Edition Pre-Intermediate and Intermediate Coursebooks and non-readymade teaching materials (worksheets prepared by curriculum development unit in the institution). For the external evaluation, checklists for the make-up of courses, organization of coursebooks, topics, and teachers' books were used. For the internal evaluation, checklists for selection of content, grading, grammar items, vocabulary, phonology, listening, speaking, reading and writing were used. While evaluating the materials, there was only the practitioner researcher; an external evaluator was not involved during this stage.

Instruments

The current study has been designed as a mixed type practitioner research which benefits from both qualitative and quantitative research features. What lies at the centre of a qualitative research is that it has a flexible research design which is open to changes and adaptation during the process of inquiry, collects its data from interviews, different types of texts, images which will later be analyzed by the help of the words, occurs in a natural setting, has a small sample size, and is based on the researcher's subjective interpretation of the gathered data (Dörnyei, 2007, p. 37-38). Most of the time, as it has happened in the present research, researchers use purposive sampling in a qualitative research because it allows them to achieve the goal of a qualitative research which is to discover, explore, understand and capture the details of a given phenomenon. This research also has the feature of a quantitative research because of the employment of a needs analysis questionnaire. The researcher has planned to use the questionnaire to gather information about the learners' needs in a systematic and controlled way and to be able to analyze this information statistically.

Semi-Structured interviews. Interviews are one of the key features of qualitative researches to gather and interpret the needed data. In the present study, semi-structured interview were employed. This type of interview is mostly used in qualitative types of research because in semi-structured interviews "a schedule is prepared that is sufficiently open-ended to enable the contents to be

reordered, digressions and expansions made, new avenues to be included, and further probing to be undertaken” (Cohen et al, 2007, p. 182). Therefore, while conducting the interviews with the lecturers and instructors, the present study benefited from open-ended questions (see Appendix G). Kerlinger (1970) defines open-ended items as ‘those that supply a frame of reference for respondents’ answers, but put a minimum of restraint on the answers and their expression’. Therefore, using this type of questions will enable the researcher to steep herself in her study and let her reveal new variables, relationships or theories that she doesn’t anticipate prior to the study (Cohen et al., 2007, p. 357). The interviews were scheduled in convenience of the interviewees and took about 20 minutes.

Needs analysis questionnaire. In this research, the needs analysis questionnaire consisting of three parts – General Learner Needs Survey, Language Contact Survey and Methodological Preferences- designed by Nunan (1999) was applied. Nunan (1999) says that “It is a comprehensive instrument designed to yield both content and process information” (p. 151). By taking the language background of the target EFL learners and the current setting where English is taught as a foreign language into consideration, some items were excluded from the questionnaire and some simplifications were made in its language. Since the target study group is preparatory class students who don’t have a good command of English, Turkish translations of all the items in the questionnaire were written under each English statement to prevent misunderstandings and to get more reliable and valid results (see Appendix E).

Cunningsworth’s Checklists. Cunningsworth (1995) asserts that “effective evaluation depends on asking appropriate questions and interpreting the answers to them.” However; we should keep in mind that the questions may change depending on the context and situation. In his book *Choosing Your Coursebook* (1995), Cunningsworth presents a variety of checklists for evaluation by taking different aspects of coursebooks into consideration. In the present study, the researcher adapted the questions in these checklists for readymade and non-readymade teaching materials in a way that her research questions require and to what extent these materials meet the learners’ needs were determined through these checklists (see Appendix F).

Data Analysis

For the first and second research questions of the study, the data were collected through a needs analysis questionnaire which was administered to 44 EFL preparatory program students whose departments are English Language Teaching and American Culture and Literature and semi-structured interviews carried out with the lecturers and instructors. To analyze the quantitative data gathered from the questionnaire, descriptive statistics including frequencies, percentages, means and standard deviations was applied to identify the demographic data of the participants, their answers to the each item in the language contact part and their methodological preferences related to learning of the target language. After the researcher codified the data, SPSS version 22.0 for windows was used for the analysis of the quantitative part. To investigate whether the learners' needs vary or not in terms of their demographic information (gender, age, department, language learning history, purposes of learning English and other languages they know), Chi- Square Test for One Sample was used. This test aims to find whether the participants who belong to the groups of a categorical variable show a significant difference (Büyüköztürk, 2015).

As for the semi-structured interviews, the collected data were analyzed according to pattern coding. As Miles and Huberman (1994) emphasize, pattern coding is suitable if the researcher looks for explanations and inferences in the data, and pattern codes can be thought as "meta-codes" (p. 69). When recoded, the codes which are initially descriptive and low-inferential become "higher- order pattern codes" (Dörnyei, 2007, p. 251). In the present research, first of all, the interviews were transcribed. Then, the transcriptions were coded according to Descriptive Coding and In Vivo Coding techniques. Finally, similar codes were put together and pattern codes were created (Saldana, 2010). Moreover, this qualitative part of the research was enriched with several quotes from the interviewees.

The third research question with its two sub-headings aims to answer to what extent readymade and non-readymade materials meet the learners' needs. This question made the evaluation of the materials used in the preparatory program necessary, and so Cunningsworth (1995) checklists were used for the analysis of the materials. For the external analysis, the researcher went through

the course package, table of contents and layout of the materials. As for the internal analysis, a variety of checklists including all language skills enabled the researcher to give insight about the materials in-depth.

In this chapter, the methodology of the research which focuses on the needs analysis of university level preparatory program EFL learners and evaluation of the teaching materials that these learners use is presented. The design of the study, the questions that the research seeks to answer setting and participants, data collection instruments and data collection procedures are explained in depth. This chapter ends with giving information in relation to what methods are preferred while analyzing the data. In the following chapter, the results of data analysis are given in detail and the findings of the research are discussed comprehensively

Chapter 4

Findings

This chapter includes the findings in relation to the needs analysis of university level preparatory program EFL learners and the evaluation of readymade and non-readymade materials. Firstly, the results of the needs analysis questionnaire are presented through descriptive statistics. Then, the findings concerning the qualitative data gathered from the semi-structured interviews are given. Lastly, the analyses of the readymade and non-readymade materials through checklists are shared.

Findings of the Needs Analysis Questionnaire

In an attempt to find out the needs of the target university level preparatory program EFL learners, how their needs are categorized and whether their needs vary in terms of some variables such as their departments and genders, which concern the first and second research question of the present research, the data were firstly collected from the needs analysis questionnaire. The questionnaire consisting of three parts- General Learner Needs Survey, Language Contact Survey and Methodological Preferences- was analyzed through descriptive statistics. The following tables report the demographic findings of the participants which are actually related to the objective needs of the learners:

The demographic findings of the learners. In this part, the data related to the demographic findings of the participants, which corresponds to General Learner Needs Survey, are given.

Table 1

The Distribution of the Learners in Terms of Age

Age	f	%
18 and younger	21	47,8
19	10	22,7
20 and older	13	29,5
Total	44	100

According to the results shown in the table above, it is understood that 47.8 % of the participants are 18 and younger, 22.7 % of them are 19 years old, and 29.5 % of the learners are 20 and older.

Table 2

The Distribution of the Learners in Terms of Gender

Gender	f	%
Female	28	63,6
Male	16	36,4
Total	44	100

According to Table 2, 63.6 % of the participants are female whereas 36.4 % of them are male. As it is stated before, the research focuses on two language related departments- English Language Teaching and American Culture and Literature-, and it is not wrong to say that high female population is dominant in these departments.

Table 3

The Distribution of the Learners in Terms of Language Learning History

Language Learning History	f	%
1-5 years	8	11,4
6-10 years	27	61,3
11 years or more	9	27,3
Toplam	44	100

Table 3 displays that 61, 3 % of the participants have been learning English for 6-10 years. This is followed by 27, 3 % of the participants who have been learning English for 11 years or more. Only 11, 4 % of the participants have 1-5 years language learning history. The data show that most of the participants have been exposed to English as the target language for several years.

Table 4

The Distribution of the Learners in Terms of Their Departments

Department	f	%
American Culture and Literature	21	47,7
English Language Teaching	23	52,3
Total	44	100

It is seen from the table that 21 of the participants are going to study American Culture and Literature and 23 of them are going to study English Language Teaching when they finish the preparatory program successfully.

Table 5

The Distribution of the Learners in Terms of Their Purposes of Learning English

Purposes of learning English	N	%
Job and life	29	65,9
Interest and improve myself	10	22,7
Department	5	11,4
Total	44	100

When we examine the table above, 65.9 % of the participants – the highest percentage- learn English so that they will be able to find a job easily and to use it in many aspects of daily life such travelling, playing games, communicating with people. While 22.7 % of the participants state that they are interested in the language and they want to improve themselves, 11. 4 % of them explain that they learn the language because it is the requirement of the department.

Table 6

The Distribution of the Learners in Terms of Other Foreign Languages They Know

Other foreign language (s)	f	%
No	31	70,5
Yes	13	29,5
Total	44	100

According to Table 6, 70.5 % of the participants don't know any other foreign languages except for English whereas 29.5 % of them have a background of another foreign language.

The findings of language contact survey. The language contact survey, which is the second part of the needs analysis questionnaire, includes 32 can-do statements related to the target language.

Table 7

The Findings of Language Contact Survey

<i>Improving my English is important because I can...</i>	Very Useful		Useful		Not Useful		\bar{X}	St. Dev.
	f	%	f	%	f	%		
1. Tell people about myself	28	63,6	16	36,4	0	0,0	2,64	0,487
2. Tell people about my family	21	47,7	20	45,5	3	6,8	2,41	0,622
3. Tell people about my job	22	50,0	21	47,7	1	2,3	2,48	0,549

Table 7 continues

<i>Improving my English is important because I can...</i>	Very Useful		Useful		Not Useful		\bar{X}	St. Dev.
	f	%	f	%	f	%		
4. Tell people about my education	24	54,5	20	45,5	0	0,0	2,55	0,504
5. Tell people about my interests	26	59,1	18	40,9	0	0,0	2,59	0,497
6. Use buses, trains, ferries	29	65,9	12	27,3	3	6,8	2,59	0,622
7. Find new places in a foreign country	34	77,7	8	18,2	2	4,5	2,73	0,544
8. Speak to tradespeople such as sales assistant, hairdresser, etc.	25	56,8	16	36,4	3	6,8	2,50	0,629
9. Communicate with my friends	34	77,3	8	18,2	2	4,5	2,73	0,544
10. Receive phone calls	30	68,2	12	27,3	2	4,5	2,64	0,574
11. Make phone calls	30	68,2	13	29,5	1	2,3	2,66	0,526
12. Do further study such as master	36	81,8	8	18,2	0	0,0	2,82	0,390
13. Get information about courses, schools, etc.	31	70,5	12	27,3	1	2,3	2,68	0,518
14. Enroll in courses	36	81,8	8	18,2	0	0,0	2,82	0,390
15. Get information about the education system	24	54,5	18	40,9	2	4,5	2,50	0,591
16. Help children with school work	26	59,1	14	31,8	4	9,1	2,50	0,665
17. Apply for a job	36	81,8	5	11,4	3	6,8	2,75	0,576
18. Get information about a job	33	75,0	10	22,7	1	2,3	2,73	0,499
19. Go to an employment service	30	68,2	13	29,5	1	2,3	2,66	0,526
20. Attend interviews	28	63,6	13	29,5	3	6,8	2,57	0,625
21. Join sporting or social clubs	24	54,5	16	36,4	4	9,1	2,45	0,663
22. Join hobby or interest groups	26	59,1	16	36,4	2	4,5	2,55	0,589
23. Watch TV	23	52,3	17	38,6	4	9,1	2,43	0,661
24. Listen to radio	20	45,5	19	43,2	5	11,4	2,34	0,680
25. Read newspapers, books, magazines	31	70,5	12	27,3	1	2,3	2,68	0,518
26. Give, accept, refuse invitations	20	45,5	22	50,0	2	4,5	2,41	0,583
27. Make travel and holiday arrangements such as booking at a hotel	27	61,4	15	34,1	2	4,5	2,57	0,587
28. Talk to my boss	25	56,8	14	31,8	5	11,4	2,45	0,697

Table 7 continues

<i>Improving my English is important because I can...</i>	Very Useful		Useful		Not Useful		\bar{X}	St. Dev.
	f	%	f	%	f	%		
29. Talk to doctors / hospital staff	24	54,5	16	36,4	4	9,1	2,45	0,663
30. Talk to neighbors	20	45,5	18	40,9	6	13,6	2,32	0,708
31. Talk to government officials	20	45,5	16	36,4	8	18,2	2,27	0,758
32. Talk to English-speaking friends	34	77,3	9	20,5	1	2,3	2,75	0,488

In the second part of the needs analysis questionnaire, which is language contact survey, the target EFL learners are asked to identify their needs in relation to the use of the target language in real life. Hence, the table above displays which needs are prioritized or which ones are attached more usefulness in the eyes of the learners. When the table is interpreted, to illustrate, the first item, which is *to tell people about myself*, is considered as very useful by 63,6 % of the participants (28 students) and useful by 36,4 % of the participants (16 students), which clearly signifies that none of the participants find it useless. When the whole table is examined, it is seen that all the items are marked as very useful or useful by a high percent of the participants. Nevertheless, there are some prominent findings which catch the attention of the researcher.

Doing further study such as master (item 12), enrolling in courses (item 14) and applying for a job (item 17) are regarded as very useful by 36 out of 44 participants (81,8 %), which is the highest rate in the this survey. On the other hand, listening to radio (item 24), talking to neighbors (item 30) and talking to government officials (item 31) have the lowest rate (45,5 %) in *very useful option* of the survey. There are not any participants who mark *not useful option* for telling about myself (item 1), telling about my education (item 4), telling about my interests (item 5), doing further study such as master (item 12) and enrolling in courses (item 14). It overtly shows that the aforementioned items are seen at least useful by the participants.

To get a general idea about the participants' opinions related to the language contact survey, it can also be useful to look at the item averages. In parallel to the findings in the previous paragraph, the lowest averages belong to 'listening to radio' ($\bar{X}=2,34$), 'talking to neighbors' ($\bar{X}=2,34$) and 'talking to

government officials' ($\bar{X}=2,27$), so it can be commented that the research participants view these areas of language less useful than the other items. As for the highest averages, the items 'doing further study such as master' and 'enrolling in courses' get $\bar{X}=2,82$. The finding reveals that the participants need the target language mostly for these purposes.

The Findings of methodological preferences part. In the last part of the needs analysis questionnaire, the research participants are asked their methodological preferences related to learning process of the target language. In the table below, the frequencies and percentages for each dichotomous variables, their item averages and standard deviations are given.

Table 8

The Findings of Methodological Preferences

a. In class, do you like learning...	Yes		No		\bar{X}	St. Dev.
	f	%	f	%		
1. individually?	36	81,8	8	18,2	1,82	0,390
2. in pairs?	30	68,2	14	31,8	1,68	0,471
3. in small groups?	23	52,3	21	47,7	1,52	0,505
4. in one large group?	6	13,6	38	86,4	1,14	0,347

For the question a, which tries to find out how the participants prefer learning in class, 36 out of 44 students (81,8 %) indicate that they like individual work. This is followed with pair work by 30 out of 44 students (68, 2 %). It is seen that only a small minority (13, 6 %) like learning in one large group.

Table 8 continues

b. Do you want to do homework?	Yes		No		\bar{X}	St. Dev.
	f	%	f	%		
	18	40,9	26	59,1	1,41	0,497

As for the question about homework, more than half of the participants (59, 1 %) report their negative opinions.

Table 8 continues

<i>c. How would you like to spend the time?</i>	Yes		No		\bar{X}	St. Dev.
	f	%	f	%		
1. Preparing for the next class?	5	11,4	39	86,6	1,11	0,321
2. Reviewing the day's work?	21	47,7	23	52,3	1,48	0,505
3. Doing some kind of activity based on your interests or hobbies?	42	95,5	2	4,5	1,95	0,211

The findings of the third question strongly demonstrate that doing some kind of activity based on interest and hobbies is highly preferable (95, 5 %) as out of class time activity while only five students (11, 4 %) like spending their time preparing for the next class.

Table 8 continues

<i>d. Do you want to</i>	Yes		No		\bar{X}	St. Dev.
	f	%	f	%		
1. spend all your learning time in the classroom?	18	40,9	26	59,1	1,41	0,497
2. spend some time in the classroom and some time talking to people outside?	25	56,8	19	43,2	1,57	0,501
3. spend some time in the classroom and some time in an individualized language center?	18	40,9	26	59,1	1,41	0,497

Question d tries to determine where the participants prefer spending their learning time. When we look at the results, we see that spending some time in the classroom and some time talking to people outside is mostly preferred (56, 8 %), which actually reveals the learners' need to produce and use the target language out of class.

Table 8 continues

<i>e. Do you like learning</i>	Yes		No		\bar{X}	St. Dev.
	f	%	f	%		
1. by memory?	17	38,6	27	61,4	1,39	0,493
2. by listening?	28	63,6	16	36,4	1,64	0,487
3. by reading?	35	79,5	9	20,5	1,80	0,408
4. by copying from the board?	23	52,3	21	47,7	1,52	0,505
5. by listening and taking notes?	23	52,3	21	47,7	1,52	0,505
6. by reading and making notes?	31	70,5	13	29,5	1,70	0,462
7. by repeating what you hear?	18	40,9	26	59,1	1,41	0,497

When the findings of the question e, which is about learning styles, it is perceived that learning styles vary among the participants. However, there are some significant results. Learning by reading and learning by reading and making notes are preferred by over 70 % of the participants while learning by repeating what you hear and learning by memory are least chosen.

Table 8 continues

<i>f. When you speak, do you want to be corrected</i>	Yes		No		\bar{X}	St. Dev.
	f	%	f	%		
1. immediately, in front of everyone?	21	47,7	23	52,3	1,48	0,505
2. later, at the end of the activity, in front of everyone?	14	31,8	30	68,2	1,32	0,471
3. later, in private?	31	70,5	13	29,5	1,70	0,462

As for the question about error correction, the results tell us that being corrected later, in private is mostly desired (70,5 %), but 68,2 % of the students are unwilling to be corrected later, at the end of the activity, in front of everyone.

Table 8 continues

<i>g. Is it a problem for you</i>	Yes		No		\bar{X}	St. Dev.
	f	%	f	%		
1. if other students sometimes correct your written work?	11	25	33	75	1,25	0,438
2. if the teacher sometimes asks you to correct your own work?	7	15,9	37	84,1	1,16	0,370

The findings of the question g present that the majority of the students are eager to be corrected by other students and they prefer correcting their written work as well.

Table 8 continues

<i>h. Do you like learning from</i>	Yes		No		\bar{X}	St. Dev.
	f	%	f	%		
1. television / video / movies?	42	95,5	2	4,5	1,95	0,211
2. radio?	14	31,8	30	68,2	1,32	0,471
3. tapes /CDs?	16	36,4	28	63,6	1,36	0,487
4. written material?	34	77,3	10	22,7	1,77	0,424
5. the whiteboard?	22	50,0	22	50,0	1,50	0,506
6. pictures / posters?	23	52,3	21	47,7	1,52	0,505

In this question related to learning materials, almost all the participants (95, 5 %) reflect that they like learning from television, video and movies. 77, 3 % of the research group are also positive to learning from written material. However, learning from radio, tapes /CDs is unfavoured by more than 60 % of the participants.

Table 8 continues

<i>i. Do you find these activities useful?</i>	Yes		No		\bar{X}	St. Dev.
	f	%	f	%		
1. Role play	32	72,7	12	27,3	1,73	0,451
2. Language games	35	79,5	9	20,5	1,80	0,408
3. Songs	33	75,0	11	25,0	1,75	0,438
4. Talking with and listening to other students	36	81,8	8	18,2	1,82	0,390

When we look at the results of the question i, it is seen that the activities that the question focuses on are found useful by at least 72, 7 % of the participants. The item which is talking with and listening to other students is chosen by 36 students, which draws the attention of the researcher in that it shows the learners' need for communication activities.

Table 8 continues

<i>j. How do you understand that your English is improving?</i>	Yes		No		\bar{X}	St. Dev.
	f	%	f	%		
1. by written feedback given by teacher	26	59,1	18	40,9	1,59	0,497
2. by oral feedback given by teacher	31	70,5	13	29,5	1,70	0,462
3. by exam results	26	59,1	18	40,9	1,59	0,497
4. by seeing if you can use the language in real life-situations?	41	93,2	3	6,8	1,93	0,255

According to the findings of the question j, a vast majority of the participants (93, 2%) using the language in real life situations is seen as a sign of improvement in the target language.

Table 8 continues

<i>k. Do you get a sense of satisfaction</i>	Yes		No		\bar{X}	St. Dev.
	f	%	f	%		
1. if your work is graded?	33	75,0	11	25,5	1,75	0,438
2. if your teacher says that you are improving?	34	77,3	10	22,7	1,77	0,424
3. if you feel more confident in situations that you found difficult before?	43	97,7	1	2,3	1,98	0,151

As for the question k, which attempts to find in which situations the learners get a sense of satisfaction, almost all participants (97,7%) indicate that they feel satisfied if they feel more confident in situations they found difficult before. Teacher's remarks about the learners' improvement in the target language the grades they get their work are also seen satisfactory by the majority of the students.

The findings of categorical data analysis. In the tables below, whether the target learners' language and process needs vary in terms of their gender and departments is presented, which refers to the second research question of the thesis. The results are obtained from chi-square test which gives us the distribution of the participants' answers and whether the results show statistically significant differences based on categories (gender and department). It is done by taking p-values in the tables and $\alpha=0,05$, which is level of significance, into consideration. According to this, if $p < 0,05$ is in any item of the questionnaire, we can say that the learners' needs show significant differences in terms of their departments and gender. The table below demonstrates whether the participants' language needs differentiate in terms of gender.

Table 9

The Findings of Language Contact Survey in Terms of Gender

<i>Improving my English is important because I can...</i>	Gender	Very Useful	Useful	Not Useful	P-values
1. Tell people about myself	Female	20 (%45,5)	8 (%18,2)	0 (%0)	0,155
	Male	8 (%18,2)	8 (%18,2)	0 (%0)	
2. Tell people about my family	Female	16 (%36,4)	10 (%22,7)	2 (%4,5)	0,218
	Male	5 (%11,4)	10 (%22,7)	1 (%2,3)	

Table 9 continues

3. Tell people about my job	Female	17 (%38,6)	11 (%13,4)	0 (%0)	0,097
	Male	5 (%11,4)	10 (%22,7)	1 (%2,3)	
4. Tell people about my education	Female	18 (%40,9)	10 (%22,7)	0 (%0)	0,086
	Male	10 (%22,7)	10 (%22,7)	0 (%0)	
5. Tell people about my interests	Female	18 (%40,9)	10 (%22,7)	0 (%0)	0,354
	Male	8 (%18,2)	8 (%18,2)	0 (%0)	
6. Use buses, trains, ferries	Female	18 (%40,9)	9 (%7,6)	1 (%2,3)	0,389
	Male	11 (%13,4)	3 (%4,4)	2 (%4,5)	
7. Find new places in a foreign country	Female	21 (%47,7)	5 (%11,4)	2 (%4,5)	0,549
	Male	13 (%29,5)	3 (%6,8)	0 (%0)	
8. Speak to tradespeople such as sales assistant, hairdresser, etc.	Female	16 (%36,4)	10 (%22,7)	2 (%4,5)	0,989
	Male	9 (%20,5)	10 (%22,7)	1 (%2,3)	
9. Communicate with my friends	Female	22 (%50,0)	4 (%9,1)	2 (%4,5)	0,406
	Male	12 (%27,3)	4 (%9,1)	0 (%0)	
10. Receive phone calls	Female	21 (%47,7)	5 (%11,4)	2 (%4,5)	0,124
	Male	9 (%20,5)	7 (%15,9)	0 (%0)	
11. Make phone calls	Female	21 (%47,7)	6 (%13,6)	1 (%2,3)	0,245
	Male	9 (%20,5)	7 (%15,9)	0 (%0)	
12. Do further study such as master	Female	23 (%52,3)	5 (%11,4)	0 (%0)	0,701
	Male	13 (%29,5)	3 (%6,8)	0 (%0)	
13. Get information about courses, schools, etc.	Female	23 (%52,3)	5 (%11,4)	0 (%0)	0,057
	Male	8 (%18,2)	7 (%15,9)	1 (%2,3)	
14. Enroll in courses	Female	25 (%56,8)	3 (%6,8)	0 (%0)	0,089
	Male	11 (%25,0)	5 (%11,4)	0 (%0)	
15. Get information about the education system	Female	18 (%4,9)	9 (%20,5)	1 (%2,3)	0,229
	Male	6 (%13,6)	9 (%20,5)	1 (%2,3)	
16. Help children with school work	Female	18 (%40,9)	9 (%20,5)	1 (%2,3)	0,231
	Male	8 (%18,2)	5 (%11,4)	3 (%6,8)	
17. Apply for a job	Female	23 (%52,3)	3 (%6,8)	2 (%4,5)	0,979
	Male	13 (%29,5)	2 (%4,5)	1 (%2,3)	
18. Get information about a job	Female	22 (%50,0)	6 (%13,6)	0 (%0)	0,379

Table 9 continues

	Male	11 (%25,0)	4 (%9,1)	1 (%2,3)	
19. Go to an employment service	Female	22 (%50,0)	6 (%13,6)	0 (%0)	0,096
	Male	8 (%18,2)	7 (%15,9)	1 (%2,3)	
20. Attend interviews	Female	19 (%43,2)	6 (%13,6)	3 (%6,8)	0,161
	Male	9 (%20,5)	7 (%15,9)	0 (%0)	
21. Join sporting or social clubs	Female	17 (%38,6)	9 (%20,5)	2 (%4,5)	0,539
	Male	7 (%15,9)	7 (%15,9)	2 (%4,5)	
22. Join hobby or interest groups	Female	17 (%38,6)	9 (%20,5)	2 (%4,5)	0,460
	Male	9 (%20,5)	7 (%15,9)	0 (%0)	
23. Watch TV	Female	16 (%36,4)	10 (%22,7)	2 (%4,5)	0,657
	Male	7 (%15,9)	7 (%15,9)	2 (%4,5)	
24. Listen to the radio	Female	14 (%31,8)	11 (%25,0)	3 (%6,8)	0,723
	Male	6 (%13,6)	8 (%18,2)	2 (%4,5)	
25. Read newspapers, books, magazines	Female	21 (%47,7)	7 (%15,9)	0 (%0)	0,346
	Male	10 (%22,7)	5 (%11,4)	1 (%2,3)	
26. Give, accept, refuse invitations	Female	14 (%12,7)	13 (%29,5)	1 (%2,3)	0,702
	Male	6 (%13,6)	9 (%20,5)	1 (%2,3)	
27. Make travel and holiday arrangements such as booking at a hotel	Female	19 (%43,2)	7 (%15,9)	2 (%4,5)	0,170
	Male	8 (%18,2)	8 (%18,2)	0 (%0)	
28. Talk to my boss	Female	18 (%40,9)	7 (%15,9)	3 (%6,8)	0,385
	Male	7 (%15,9)	7 (%15,9)	2 (%4,5)	
29. Talk to doctors / hospital staff	Female	15 (%34,1)	10 (%22,7)	3 (%6,8)	0,884
	Male	9 (%20,5)	6 (%13,6)	1 (%2,3)	
30. Talk to doctors / hospital staff	Female	13 (%29,5)	11 (%25,0)	4 (%9,1)	0,956
	Male	7 (%15,9)	7 (%15,9)	2 (%4,5)	
31. Talk to government officials	Female	13 (%29,5)	10 (%22,7)	5 (%11,4)	0,985
	Male	7 (%15,9)	6 (%13,6)	3 (%6,8)	
32. Talk to English-speaking friends	Female	23 (%52,3)	4 (%9,1)	1 (%2,3)	0,326
	Male	11 (%25,0)	5 (%11,4)	0 (%0,0)	

When the table is examined, it is seen that all the items are $p > 0,05$, which leads us to the conclusion that language needs of the learners don't vary

significantly in terms of gender. Below is Table 10 which enables us to find out if the language needs show differences based on the learners' departments.

Table 10

The Findings of Language Contact Survey in Terms of Department

<i>Improving my English is important because I can...</i>	Program	Very Useful	Useful	Not Useful	P-values
1. Tell people about myself	AMER	13 (%29,5)	8 (%18,2)	0 (%0)	0,820
	ELT	15 (%34,1)	8 (%18,2)	0 (%0)	
2. Tell people about my family	AMER	10 (%22,7)	10 (%22,7)	1 (%2,3)	0,865
	ELT	11 (%25,0)	10 (%22,7)	2 (%4,5)	
3. Tell people about my job	AMER	10 (%22,7)	11 (%25,0)	0 (%0)	0,565
	ELT	12 (%27,3)	10 (%22,7)	1 (%2,3)	
4. Tell people about my education	AMER	10 (%22,7)	11 (%25,0)	0 (%0)	0,378
	ELT	14 (%31,8)	9 (%20,5)	0 (%0)	
5. Tell people about my interests	AMER	9 (%20,5)	12 (%27,3)	0 (%0)	0,036*
	ELT	17 (%38,6)	6 (%13,6)	0 (%0)	
6. Use buses, trains, ferries	AMER	14 (%31,8)	7 (%15,9)	0 (%0)	0,194
	ELT	15 (%34,1)	5 (%11,4)	3 (%6,8)	
7. Find new places in a foreign country	AMER	15 (%34,1)	5 (%11,4)	1 (%2,3)	0,664
	ELT	19 (%43,2)	3 (%6,8)	1 (%2,3)	
8. Speak to tradespeople such as sales assistant, hairdresser, etc.	AMER	12 (%27,3)	8 (%18,2)	1 (%2,3)	0,868
	ELT	13 (%29,5)	8 (%18,2)	2 (%4,5)	
9. Communicate with my friends	AMER	15 (%34,1)	6 (%13,6)	0 (%0)	0,111
	ELT	19 (%43,2)	2 (%4,5)	2 (%4,5)	
10. Receive phone calls	AMER	15 (%34,1)	6 (%13,6)	0 (%0)	0,384
	ELT	15 (%34,1)	6 (%13,6)	2 (%4,5)	
11. Make phone calls	AMER	14 (%31,8)	6 (%13,6)	1 (%2,3)	0,571
	ELT	16 (%36,4)	7 (%15,9)	0 (%0)	
12. Do further study such as master	AMER	17 (%38,6)	4 (%9,1)	0 (%0)	0,887
	ELT	19 (%43,2)	4 (%9,1)	0 (%0)	
13. Get information about courses, schools, etc.	AMER	14 (%31,8)	7 (%15,9)	0 (%0)	0,464
	ELT	17 (%38,6)	5 (%11,4)	1 (%2,3)	
14. Enroll in courses	AMER	17 (%38,6)	4 (%9,1)	0 (%0)	0,887
	ELT	19 (%43,2)	4 (%9,1)	0 (%0)	
15. Get information about the education system	AMER	12 (%27,3)	8 (%18,2)	1 (%2,3)	0,936
	ELT	12 (%27,3)	10 (%22,7)	1 (%2,3)	

Table 10 continues

<i>Improving my English is important because I can...</i>	Program	Very Useful	Useful	Not Useful	P-values
16. Help children with school work	AMER	12 (%27,3)	7 (%15,9)	2 (%4,5)	0,969
	ELT	14 (%31,8)	7 (%15,9)	2 (%4,5)	
17. Apply for a job	AMER	16 (%36,4)	3 (%6,8)	2 (%4,5)	0,641
	ELT	20 (%45,5)	2 (%4,5)	1 (%2,3)	
18. Get information about a job	AMER	15 (%34,1)	6 (%13,6)	0 (%0)	0,453
	ELT	18 (%40,9)	4 (%9,1)	1 (%2,3)	
19. Go to an employment service	AMER	14 (%31,8)	7 (%15,9)	0 (%0)	0,571
	ELT	16 (%36,4)	6 (%13,6)	1 (%2,3)	
20. Attend interviews	AMER	12 (%27,3)	7 (%15,9)	2 (%4,5)	0,640
	ELT	16 (%36,4)	6 (%13,6)	1 (%2,3)	
21. Join sporting or social clubs	AMER	11 (%25,0)	8 (%18,2)	2 (%4,5)	0,963
	ELT	13 (%29,5)	8 (%18,2)	2 (%4,5)	
22. Join hobby or interest groups	AMER	12 (%27,3)	8 (%18,2)	1 (%2,3)	0,969
	ELT	14 (%31,8)	8 (%18,2)	1 (%2,3)	
23. Watch TV	AMER	9 (%20,5)	11 (%25,0)	1 (%2,3)	0,176
	ELT	14 (%31,8)	6 (%13,6)	3 (%6,8)	
24. Listen to the radio	AMER	9 (%20,5)	12 (%27,3)	0 (%0)	0,040 *
	ELT	11 (%25,0)	7 (%15,9)	5 (%11,4)	
25. Read newspapers, books, magazines	AMER	15 (%34,1)	6 (%13,6)	0 (%0)	0,624
	ELT	16 (%36,4)	6 (%13,6)	1 (%2,3)	
26. Give, accept, refuse invitations	AMER	6 (%13,6)	15 (%34,1)	0 (%0)	0,018 *
	ELT	14 (%31,8)	7 (%15,9)	2 (%4,5)	
27. Make travel and holiday arrangements such as booking at a hotel	AMER	12 (%27,3)	8 (%18,2)	1 (%2,3)	0,857
	ELT	15 (%34,1)	7 (%15,9)	1 (%2,3)	
28. Talk to my boss	AMER	12 (%27,3)	8 (%18,2)	1 (%2,3)	0,361
	ELT	13 (%29,5)	6 (%13,6)	4 (%9,1)	
29. Talk to doctors / hospital staff	AMER	12 (%27,3)	8 (%18,2)	1 (%2,3)	0,634
	ELT	12 (%27,3)	8 (%18,2)	3 (%6,8)	
30. Talk to doctors / hospital staff	AMER	8 (%18,2)	12 (%27,3)	1 (%2,3)	0,849
	ELT	12 (%27,3)	6 (%13,6)	5 (%11,4)	
31. Talk to government officials	AMER	9 (%20,5)	8 (%18,2)	4 (%9,1)	0,947
	ELT	11 (%25,0)	8 (%18,2)	4 (%9,1)	
32. Talk to English-speaking friends	AMER	15 (%34,1)	5 (%11,4)	1 (%2,3)	0,474
	ELT	19 (%43,2)	4 (%9,1)	0 (%0)	

When we look at the Table 10, item 5- *telling people about my interests* ($p=0,036$)-, item 24- *listening to the radio* ($p=0,040$)- and item 26 ($p=0,018$) – *giving, accepting and refusing invitations* – are $p < 0,05$, which ascertains that there is a significant difference between the variables. Hence, it can be commented that the participants' language needs vary for the aforementioned items in terms of their departments. According to the percentages of the participants' answers related to the language needs, the students of English Language Teaching (ELT) department, compared to the students of American Culture and Literature (AMER) departments find these three items more useful to improve their target language.

In Table 11, the findings related to whether the process needs of the participants have a tendency to vary or not in respect to their gender are presented through statistical analysis.

Table 11

The Findings of the Learners' Methodological Preferences in Terms of Gender

<i>a. In class, do you like learning...</i>	Gender	Yes		No		P-value
		f	%	f	%	
1. individually?	Female	23	52,3	5	11,4	0,941
	Male	13	29,5	3	6,8	
2. in pairs?	Female	20	45,5	8	18,2	0,541
	Male	10	22,7	6	13,6	
3. in small groups?	Female	13	29,5	15	34,1	0,305
	Male	10	22,7	6	13,6	
4. in one large group?	Female	3	6,8	25	56,8	0,455
	Male	3	6,8	13	29,5	

Table 11 continues

	Gender	Yes		No		P-value
		f	%	f	%	
<i>b. Do you want to do homework?</i>	Female	13	29,5	15	34,1	0,325
	Male	5	11,4	11	25,0	

Table 11 continues

<i>c. How would you like to spend the time?</i>	Gender	Yes		No		P-value
		f	%	f	%	
1. Preparing for the next class?	Female	3	6,8	25	56,8	0,858
	Male	2	4,5	14	31,8	
2. Reviewing the day's work?	Female	15	34,1	13	29,5	0,305
	Male	6	13,6	10	22,7	
3. Doing some kind of activity based on your interests or hobbies?	Female	27	61,4	1	2,3	0,682
	Male	15	34,1	1	2,3	

Table 11 continues

<i>d. Do you want to</i>	Gender	Yes		No		P-value
		f	%	f	%	
1. spend all your learning time in the classroom?	Female	10	22,7	18	40,9	0,354
	Male	8	18,2	8	18,2	
2. spend some time in the classroom and some time talking to people outside?	Female	16	36,4	12	27,3	0,954
	Male	9	20,5	7	15,9	
3. spend some time in the classroom and some time in an individualized language center?	Female	13	29,5	15	34,1	0,325
	Male	5	11,4	11	25,0	

The findings in the questionnaire concerning the participants' learning preferences in class (item a), their willingness to do homework (item b), their ways of spending time (item c) and spending their learning time (item d) are $p > 0,05$. They mean that not a significant difference is identified between males and females for these needs.

Table 11 continues

<i>e. Do you like learning</i>	Gender	Yes		No		P-value
		f	%	f	%	
1. by memory?	Female	12	27,3	16	36,4	0,447
	Male	5	11,4	11	25,0	
2. by listening?	Female	16	36,4	12	27,3	0,236
	Male	12	27,3	4	9,1	
3. by reading?	Female	20	45,5	15	34,1	0,077
	Male	15	34,1	1	2,3	
4. by copying from the board?	Female	19	43,2	9	20,5	0,006*
	Male	4	9,1	12	27,3	
5. by listening and taking notes?	Female	17	38,6	11	13,4	0,138
	Male	6	13,6	10	22,7	
6. by reading and making notes?	Female	23	52,3	5	11,4	0,025*
	Male	8	18,2	8	18,2	
7. by repeating what you hear	Female	11	25,0	17	38,6	0,772
	Male	7	15,9	9	20,5	

In this question related to learning styles, there are two findings (item 4 and 6) which are $p < 0,05$, and these results indicate that the participants' preference for these learning styles – learning by copying from the board and learning by reading- vary significantly with respect to their gender. These learning styles are chosen prominently by the female students.

Table 11 continues

<i>f. When you speak, do you want to be corrected</i>	Gender	Yes		No		P-value
		f	%	f	%	
1. immediately, in front of everyone?	Female	9	20,5	19	43,2	0,006*
	Male	12	27,3	4	9,1	
2. later, at the end of the activity, in front of everyone?	Female	7	15,9	21	44,7	0,199
	Male	7	15,9	9	20,5	
3. later, in private?	Female	21	47,7	10	22,7	0,382
	Male	7	15,9	6	13,6	

As for the question f, which is about error correction, males and females differ significantly in their answers that they give to item 1 ($p < 0,05$) -being corrected immediately, in front of everyone. This finding leaps to the eye that the females, to a large extent, don't want to be corrected immediately, in front of everyone when compared to the males.

Table 11 continues

<i>g. Is it a problem for you</i>	Gender	Yes		No		P-value
		f	%	f	%	
1. if other students sometimes correct your written work?	Female	6	13,6	22	50,0	0,469
	Male	5	11,4	11	25,0	
2. if the teacher sometimes asks you to correct your own work?	Female	4	9,1	24	54,5	0,697
	Male	3	6,8	13	29,5	

Table 11 continues

<i>h. Do you like learning from</i>	Gender	Yes		No		P-value
		f	%	f	%	
1. television / video / movies?	Female	27	61,4	1	2,3	0,682
	Male	15	34,1	1	2,3	
2. radio?	Female	8	18,2	20	45,5	0,541
	Male	6	13,6	10	22,7	
3. tapes /CDs?	Female	9	20,5	19	43,2	0,441
	Male	7	15,9	9	20,5	
4. written material?	Female	22	50,0	6	13,6	0,786
	Male	12	27,3	4	9,1	
5. the whiteboard?	Female	16	36,4	12	27,3	0,210
	Male	6	13,6	10	22,7	
6. pictures / posters?	Female	14	31,8	14	31,8	0,690
	Male	9	20,5	7	15,9	

Table 11 continues

<i>i. Do you find these activities useful?</i>	Gender	Yes		No		P-value
		f	%	f	%	
1. Role play	Female	20	45,5	8	18,2	0,798
	Male	12	27,3	4	9,1	
2. Language games	Female	21	47,7	7	15,9	0,323
	Male	14	31,8	2	4,5	
3. Songs	Female	22	50,0	5	13,6	0,469
	Male	11	25,0	5	11,4	
4. Talking with and listening to other students	Female	23	52,3	5	11,4	0,941
	Male	13	29,5	3	6,8	

Table 11 continues

<i>j. How do you understand that your English is improving?</i>	Gender	Yes		No		P-value
		f	%	f	%	
1. by written feedback given by teacher	Female	19	43,2	9	20,5	0,118
	Male	7	15,9	9	20,5	
2. by oral feedback given by teacher	Female	21	47,7	10	22,7	0,382
	Male	7	15,9	6	13,6	
3. by exam results	Female	19	43,2	9	20,5	0,118
	Male	7	15,9	9	20,5	
4. by seeing if you can use the language in real life-situations?	Female	26	59,1	2	4,5	0,910
	Male	15	34,1	1	2,3	

When the gender role is analyzed for the questions g, h, j and i, P- values of all items are $p > 0,05$, so it can be said that a significant difference is not found between males and females based on the needs that the aforementioned questions include.

Table 11 continues

<i>k. Do you get a sense of satisfaction</i>	Gender	Yes		No		P-value
		f	%	f	%	
1. if your work is graded?	Female	24	54,5	4	9,1	0,030*
	Male	9	20,5	7	15,9	
2. if your teacher says that you are improving?	Female	26	59,1	2	4,5	0,001*
	Male	8	18,2	8	18,2	
3. if you feel more confident in situations that you found difficult before?	Female	27	61,4	1	2,3	0,444
	Male	16	36,4	0	0,0	

When the males and females' responses to the question k are examined, P-values show that there is a significant difference for the items 1 and 2. In comparison to the males, the females, with a high proportion, get a sense of satisfaction if their work is graded and their teacher says that they are improving.

In Table 12, whether the participants' process needs while learning the target language are likely to differ considering their departments or not is presented through statistical findings.

Table 12

The Findings of the Learners' Methodological Preferences in Terms of Gender

<i>a. In class, do you like learning...</i>	Department	Yes		No		P-value
		f	%	f	%	
1. individually?	AMER	17	38,6	4	9,1	0,887
	ELT	19	43,2	4	9,1	
2. in pairs?	AMER	13	29,5	8	18,2	0,393
	ELT	17	38,6	6	13,6	
3. in small groups?	AMER	11	29,5	10	22,7	0,989
	ELT	12	27,3	11	25,0	
4. in one large group?	AMER	3	6,8	18	40,9	0,905
	ELT	3	6,8	20	45,5	

Table 12 continues

	Gender	Yes		No		P-value
		f	%	f	%	
<i>b. Do you want to do homework?</i>	AMER	9	20,5	12	27,3	0,802
	ELT	9	20,5	14	31,8	

Table 12 continues

<i>c. How would you like to spend the time?</i>	Gender	Yes		No		P-value
		f	%	f	%	
1. Preparing for the next class?	AMER	3	6,8	18	40,9	0,560
	ELT	2	4,5	21	47,7	
2. Reviewing the day's work?	AMER	8	18,2	13	29,5	0,222
	ELT	13	29,5	10	22,7	
3. Doing some kind of activity based on your interests or hobbies?	AMER	19	43,2	2	4,5	0,130
	ELT	23	52,3	0	0	

When the statistical findings of the questions related to how the learners' prefer learning in class, their eagerness to do homework and how they would like to spend time are analyzed, it is seen that all the p-values are $p > 0,05$. Hence, it is not wrong to say that there is not a significant difference between ELT and AMER students when the above-mentioned needs are taken into consideration.

Table 12 continues

<i>d. Do you want to</i>	Gender	Yes		No		P-value
		f	%	f	%	
1. spend all your learning time in the classroom?	AMER	6	13,6	15	34,1	0,112
	ELT	12	27,3	11	25,0	
2. spend some time in the classroom and some time talking to people outside?	AMER	16	36,4	5	11,4	0,013*
	ELT	9	20,5	14	31,8	
3. spend some time in the classroom and some time in an individualized language center?	AMER	10	22,7	11	25,0	0,387
	ELT	8	18,2	15	34,1	

For question d, which is about how the learners prefer spending their learning time, a significant difference is found between ELT and AMER students in the item 2 ($p < 0,05$). This significance is caused by the finding that the majority of AMER students are willing to spend some time in the classroom and some time

talking to people outside while the better part of ELT students object to this way of spending learning time.

Table 12 continues

<i>e. Do you like learning</i>	Gender	Yes		No		P-value
		f	%	f	%	
1. by memory?	AMER	12	27,3	9	20,5	0,016*
	ELT	5	11,4	18	40,9	
2. by listening?	AMER	14	31,8	7	15,9	0,690
	ELT	14	31,8	9	20,5	
3. by reading?	AMER	17	38,6	4	9,1	0,825
	ELT	18	40,9	5	11,4	
4. by copying from the board?	AMER	9	20,5	12	27,3	0,323
	ELT	14	31,8	9	20,5	
5. by listening and taking notes?	AMER	11	25,0	10	22,7	0,989
	ELT	12	27,3	11	25,0	
6. by reading and making notes?	AMER	15	34,1	6	13,6	0,982
	ELT	16	36,4	7	15,9	
7. by repeating what you hear	AMER	8	18,2	13	29,5	0,717
	ELT	10	22,7	13	29,5	

In question e related to learning styles, statistical findings present that learning by memory is approached differently by ELT and AMER students ($p < 0,05$). While a high number of AMER students are positive about learning by memory, most of ELT students don't like learning in this way.

Table 12 continues

<i>f. When you speak, do you want to be corrected</i>	Gender	Yes		No		P-value
		f	%	f	%	
1. immediately, in front of everyone?	AMER	10	22,7	11	25,0	0,989
	ELT	11	25,0	12	27,3	
2. later, at the end of the activity, in front of everyone?	AMER	4	9,1	17	38,6	0,082
	ELT	10	22,7	13	29,5	
3. later, in private?	AMER	13	29,5	8	18,2	0,235
	ELT	18	40,9	5	11,4	

Table 12 continues

<i>g. Is it a problem for you</i>	Gender	Yes		No		P-value
		f	%	f	%	
1. if other students sometimes correct your written work?	AMER	6	13,6	15	34,1	0,601
	ELT	5	11,4	18	40,9	
2. if the teacher sometimes asks you to correct your own work?	AMER	4	9,1	17	38,6	0,587
	ELT	3	6,8	20	45,5	

Table 12 continues

<i>h. Do you like learning from</i>	Gender	Yes		No		P-value
		f	%	f	%	
1. television / video / movies?	AMER	20	45,5	1	2,3	0,947
	ELT	22	50,0	1	2,3	
2. radio?	AMER	7	15,9	14	31,8	0,837
	ELT	7	15,9	16	36,4	
3. tapes /CDs?	AMER	7	15,9	14	31,8	0,690
	ELT	9	20,5	14	31,8	
4. written material?	AMER	16	36,4	5	11,4	0,870
	ELT	18	40,9	5	11,4	
5. the whiteboard?	AMER	8	18,2	13	29,5	0,131
	ELT	14	31,8	9	20,5	
6. pictures / posters?	AMER	11	25,0	10	22,7	0,989
	ELT	12	27,3	11	25,0	

Table 12 continues

<i>i. Do you find these activities useful?</i>	Gender	Yes		No		P-value
		f	%	f	%	
1. Role play	AMER	15	34,1	6	13,6	0,853
	ELT	17	38,6	6	13,6	
2. Language games	AMER	18	40,9	3	6,8	0,332
	ELT	17	38,6	6	13,6	
3. Songs	AMER	16	36,4	5	11,4	0,862
	ELT	17	38,6	6	13,6	
4. Talking with and listening to other students	AMER	18	40,9	3	6,8	0,522
	ELT	18	40,9	5	11,4	

Table 12 continues

<i>j. How do you understand that your English is improving?</i>	Gender	Yes		No		P-value
		f	%	f	%	
1. by written feedback given by teacher	AMER	13	29,5	8	18,2	0,717
	ELT	13	29,5	10	22,7	
2. by oral feedback given by teacher	AMER	16	36,4	5	11,4	0,426
	ELT	15	34,1	8	18,2	
3. by exam results	AMER	12	27,3	9	20,5	0,802
	ELT	14	31,8	9	20,5	
4. by seeing if you can use the language in real life-situations?	AMER	20	45,5	1	2,3	0,605
	ELT	21	47,7	2	4,5	

Table 12 continues

<i>k. Do you get a sense of satisfaction</i>	Gender	Yes		No		P-value
		f	%	f	%	
1. if your work is graded?	AMER	16	36,4	5	11,4	0,862
	ELT	17	38,6	6	13,6	
2. if your teacher says that you are improving?	AMER	15	34,1	6	13,6	0,377
	ELT	19	43,2	4	9,1	
3. if you feel more confident in situations that you found difficult before?	AMER	21	47,7	0	0,0	0,334
	ELT	22	50,0	1	2,3	

When we look at all p-values above, we see that they are $p > 0,05$ from question f to question k. Therefore, a significant difference is not detected between ELT and AMER students in terms of these methodological preferences.

Findings of the Semi-Structured Interviews

To provide support for the quantitative data and to find more comprehensible answers to the research questions, qualitative data were gathered from the semi-structured interviews conducted with the stakeholders of English preparatory program in the institution. The following paragraphs describe the findings obtained from the interviewees' responses and how they are related to the first research question in the present study.

First of all, when the interviewees were asked about their perceptions with respect to the target EFL learners' needs, they all agreed that these students are

not like the other students, but in the existing program, they are in randomly arranged classrooms together with students from other departments. The target group is expected to have different goals as the medium of instruction in their departments is fully English, so such kind of mixing in class inhibits specific goals, and when it is combined with high classroom population, it become discouraging. So, the dominant view is that separate classes with a separate program are needed for the target students, which is actually considered as a situation need, as shown in the following excerpts below:

'In prep class, we have general goals and they are together with students from other departments. So, we cannot really realize their specific needs in this context.' (EFL Instructor 2, interview, April, 10, 2017)

'There should be a separate program for ELT and American Culture and Literature students. They are not like the other students. They will be professionals on English.' (ELT Lecturer 2, interview, June, 14, 2017)

'If we take their departments into consideration, there must be much more than it is now because the departments of these students require very good language knowledge and usage. I am likely to think that their program should be differentiated.' (EFL Instructor 4, interview, March, 23, 2017)

Secondly, parallel to the perceptions of the participating students, the interview findings revealed that the target EFL students are expected to be confident users of the target language by using four language skills in daily life. The interviewees all agreed that the learners need to have a good command of general English, to be accurate and fluent at basic level, and to know sentence structures to perform productive tasks, which can be put under the category of language needs. Indeed, these qualitative findings support the quantitative data obtained from the language contact part of the needs analysis questionnaire in which all the items related to the use of the target language in real life are marked as very useful or useful by the majority of the participants (Table 7). Hence, it is not wrong to say that what the interviewees expect from the target students and what these students think they need in relation to the target language complement one another as it can be seen in the following comments:

'As a lecturer, I expect my students to express themselves without hesitation, to use the target language for any kinds of communicative purposes.' (ELT Lecturer 1, interview, April, 12, 2017)

'They especially need to express themselves freely and fluently. So we need to equip them with basic communicative skills.' (ELT Lecturer 1, interview, April, 12, 2017)

'I want to be sure about what they know about grammar and also vocabulary because these components create the basis of productive skills. And then I want to see how they can show their knowledge in certain contexts such as speaking, writing.' (EFL Instructor 2, interview, April, 10, 2017)

'They are very bad at using grammar and other skills. They are not accurate and fluent enough to be an English teacher.' (ELT Lecturer 2, interview, June, 14, 2017)

'They cannot comprehend reading texts because they don't know the grammar structure that is hidden in a simple sentence. They don't know how to skim and scan a text.' (AMER Lecturer 2, June, 15, 2017)

Thirdly, content needs of the target EFL students were also found from the qualitative analysis of the interviews. The prevalent view about how the content should be is that a skills-based syllabus must be integrated. Since they are going to use English in their future occupations, the content should be arranged in a way that the learners' familiarity with culture issues is needed to be provided, too. The following quotes from the interviews address this issue:

'It is not a good idea to implement integrated skills program for these students because they have different needs. There should be a skills-based program.' (EFL Instructor 2, interview, April, 10, 2017)

'Our program syllabus is mostly structural. We need to use a skills-based syllabus.' (ELT Lecturer 1, interview, April, 12, 2017)

'We just have a standard program. We don't organize our classes, lessons and skills according to these kinds of students. We just put them in the same class. We teach the same coursebook, we do the same things.' (EFL Instructor 1, interview, April, 5, 2017)

Furthermore, as for the perceptions of the interviewees about process needs of the target EFL learners, there are several significant findings. When we look at the shared viewpoints in relation to this, it is seen that extra-curricular activities independent from the coursebook are needed. The participating instructors and lecturers see eye to eye that authentic materials must be used

during lessons and the learners should move from receptive skills to productive ones through goal-oriented speaking and writing tasks. In addition to this, the problem of assessment is raised indicating that the present program doesn't prepare the target EFL learners for their departments in that what is expected from them is quite limited, which actually requires the need to revise assessment criteria. About this issue, some of the interviewees made the following comments:

'Year-end assessment must be more different for ELT and American Culture and Literature department students. I mean our expectations from these students must be higher.' (EFL Instructor 4, interview, March, 23, 2017)

'These students should have harder exams. Maybe we should add another level and force them.' (EFL Instructor 3, interview, April, 21, 2017)

'There must be more projects and portfolio assessment. Speaking presentations can be assigned the students, too.' (EFL Instructor 4, interview, March, 23, 2017)

In addition to language- situation and content- process needs which are explained above, the interviews also uncovered subjective needs of the target EFL students. Actually, subjective needs are not easy to diagnose because of the observability factor, but when the amount of time that the participating instructors and lecturers spend with the students is taken into consideration, some prominent subjective needs of the learners can be ascertained. Based on the findings of the interviews, it can be commented that the target learners, primarily, should be prepared psychologically and gained mental awareness related to the idea that this process is endless. According to the interviewees, the learners' negative perceptions towards the target language must go on a change, and so their level of curiosity, interest and motivation is expected to be higher. Here are some excerpts belonging to the subjective needs of the learners:

'I just expect them to be more interested in the class, sometimes to contribute, to do research and to ask me some extra questions.' (EFL Instructor 1, interview, April, 5, 2017)

'They should have more awareness. Even if they pass the prep class, they will go on. As language students, they should know it is an endless process.' (EFL Instructor 1, interview, April, 5, 2017)

'I want to see them motivated. They should be really interested in the lessons and they should have a will to develop their language skills because English will be their job in the future.' (EFL Instructor 2, interview, April, 10, 2017)

'Language is not static, it is dynamic. I want them to be able to see the language as something alive that changes constantly.' (EFL Instructor 3, interview, April, 21, 2017)

Finally, the findings of the semi-structured interviews also revealed the weaknesses of the preparatory program in the institution and the disadvantages of readymade materials, which actually corresponds what the third research question aims to answer. All interviewees emphasized the point that the program is highly based on structural teaching because of the materials- Headway materials- in use. These materials don't have good grading and sequencing and they are really old-fashioned in that the topics aren't up-to-date, which causes lack of attracting the learners' interest. The other shared viewpoints are that writing sections are quite mechanical, phonology training is insufficient and everyday English sections are presented in an ordinary way, and so the instructor needs to adapt the materials all the time. About this issue, the following quotes are taken from the interviews:

'We should have different materials for them. Our materials focus mainly on receptive skills. We just want them to be able to translate what they learn so that they can understand the subject.' (EFL Instructor 3, interview, April, 21, 2017)

'These students have specific needs. It might be a good source in general, but for specific needs and higher expectations, the teacher should regularly adapt the materials and make some modifications.' (EFL Instructor 2, interview, April, 10, 2017)

'There is logic behind these books, but Headway which claims to teach the target language communicatively actually directs the teacher to structural teaching.' (EFL Instructor 4, interview, March, 23, 2017)

'They are not sufficient and efficient, not only for these students but also for the others. They are not efficient because I cannot go to the class without preparing a different material other than a book.' (EFL Instructor 1, interview, April, 5, 2017)

'The learners cannot write about their own opinions about a given subject because they just learn to imitate and memorize in the prep school. They imitate

the structure of the sample texts in the books.' (AMER Lecturer 2, interview, May, 17, 2017)

The semi-structured interviews enabled the researcher to identify what the target EFL learners' needs and to categorize them under the headings of situation, language, content, process and subjective needs. As for the main situation need, the dominant view is that the target EFL learners shouldn't be in classes with the students from other departments who learn English for general purposes. For language needs, the learners are expected to use English for any kinds of communicative purposes, but this need is not only exclusive to these learners; all preparatory programs aim to equip learners with basic communicative skills. The important point here is that the target EFL learners don't have a chance to neglect accuracy at the expense of fluency because, as different from the other students, they learn English for occupational purposes. So, they must have a good command of grammar, phonology and vocabulary knowledge. This actually shows us that situation and language needs are interrelated in that the target EFL learners' language needs have made the aforementioned situation need necessary.

With respect to the content need of the target EFL learners, all the interviewees share the viewpoint that a skills-based syllabus must be followed. No doubt implementation of a skills-based syllabus leads to changes in process needs as well. The interviewees have in the opinion that the target EFL learners need extra-curricular activities, authentic materials and goal-oriented speaking and writing tasks, which in turn necessitates revising assessment criteria of the preparatory program. When the learners' answers in the needs analysis questionnaire are analyzed, it is not wrong to say that the perceptions of the interviewees and learners don't confront with each other.

The interviews have also revealed the subjective needs of the learners which are higher interest, motivation, curiosity and positive attitude towards the target language. In addition to all these, the issue of awareness has been raised by the interviewees. The learners must be aware of the fact that learning a language is an endless process because of its dynamic and changing nature.

Therefore, they should keep in mind that finishing the preparatory program is not a destination for them.

Based on the interviewees' ideas related to Headway materials, it is seen that structural nature of the coursebooks is criticized harshly in that they don't promote communicative teaching. Thus, when the target EFL learners' needs are taken into account, it can be said that the present preparatory program has significant weaknesses. Since the route of the coursebook is followed as teaching syllabus, the target EFL learners' needs are met to some extent. In the following part, the question to what extent the materials meet the learners' needs is going to be answered in a detailed way by the help of the checklists.

Findings of the Checklists

In this part, with the aim of finding out to what extent market language materials and the teacher-produced or adapted materials meet the learners' needs, which corresponds to the third research question, an in-depth evaluation of all the materials employed in the preparatory program has been done based on Cunningsworth (1995) checklists. The findings gathered from there can be considered as complementary in that it will enable the researcher to link what she has obtained from the findings of the questionnaire and interviews with the findings of materials evaluation. Both the evaluation of the coursebooks and non-readymade materials are presented below. The answers related to whether the learners' needs met or not based on the materials will be shared in the last paragraph in line with the findings gathered from the checklists.

External evaluation criteria for new headway pre-intermediate and intermediate coursebooks (4th Edition).

Checklist for the make-up of courses.

1. What are the components which make up the total course package?

Student's Book-with iTutor to help students to revise, review and improve-, Workbook-with iChecker to help the students to test themselves-, Teacher's Book-with Teacher's Resource Disc to support the teacher with additional printable materials-, iTools for digital classrooms, Class Audio CDs, Teacher's Resource Book, Oxford Online Skills Program, Student Website for extra practice and

activities : www.oup.com/elt/headway, Teacher's website for resources and ideas:
<http://elt.oup.com/teachers/headway>

2. How well do the different parts relate to the whole? Is there an overall guide to using the package? Is there cross referencing between the different parts?

Each teacher's book starts with two pages of introduction part in which there is an overall guide giving information about what course components include and how to use them. While teacher's book navigates the teacher within the unit in the student's book, it also provides cross referencing to the relevant exercises in the workbook and word lists at the end of the student's book.

3. Which parts are essential and which are optional?

Student's Book, Workbook, Teacher's Book, iTools, Oxford Online Skills Program are the essential components of the preparatory program in the institution. All the other components are optional. Additional printable materials can be used in classroom to the extent permitted by pacing. Students can benefit from iTutor, iChecker and student website with the purpose of self- study.

Checklist for the organization of coursebooks.

1. How is the continuity maintained in the materials?

Continuity refers to "relationships made between earlier and later parts" (Breen and Candlin, 1987, p. 22). When we examine the table of contents both in pre-intermediate and intermediate books, we see the existence of (sometimes excessive) repeated presentation of words and structures, but as the level increases, basic structures give way to the advanced ones. According the authors of the books, continuity is maintained through "one step back and two steps forward" (John and Liz Soars, New Headway Intermediate Teacher's Book, p. 4).

2. What techniques are used for recycling and reinforcement of learning?

For recycling and reinforcement of learning, the same language items are presented in different contexts with a variety of activities to provide progressive exposure, and also previously taught items are linked to the newly taught items through comparing and contrasting activities. For example; in pre-intermediate

book, after present perfect is introduced, there is an exercise in which the students fill in the blanks with present perfect and simple past. Past simple is recycled once again through this exercise.

3. How is earlier learning developed or refined in later sections of the material?

Every grammar and vocabulary item which is presented in a unit is used in the later sections of the book either directly or indirectly. They are frequently recycled with the newly taught items and integrated into skill based activities such as comprehension questions in reading parts. To revise earlier learned vocabulary, there is a crossword puzzle activity at the end of most units in pre-intermediate workbook and at the end of every four units in intermediate workbook. Although there aren't language review or consolidation sections in the student's book, the teacher's resource disc offers so many tests and activities in which students will be able to reinforce their learning, so they can be employed at regular intervals during the course.

4. What route is the learner expected to take through the material? Is there one pre-determined route, or are alternatives/optional routes given?

There is a pre-determined route in the material. Every unit starts with grammar section, then vocabulary teaching and skill based activities are done, and the unit ends with everyday English section. There aren't any optional routes given, but to extend or expand what is presented, there are alternative activities and suggestions stated in teachers' books.

5. Are there reference sections? If so, are there pointers to them in the main text? Are they well integrated?

At the end of the students' books, there is a grammar reference section in which grammar topics are placed under the related unit. In this section, detailed information and sample sentences are presented, but there aren't any exercises. After a grammar topic is introduced in a unit-in a blue box called grammar spot- , you are directed to this grammar reference section.

6. Is there an index of language items?

There isn't an index of language items. As it is stated in the question above, there is a grammar reference section where the target grammar topics are presented.

7. Is there a list of new vocabulary? If so, does it show where each word is first introduced?

At the end of the students' book, there is a list of the new words and they are presented under each unit in alphabetical order. The list doesn't show where each word is first introduced, but its phonetic transcription and part of speech are written next to each word.

8. Is the material suitable for use in a self-study mode? Does it have a key to exercise?

The students' books are designed in a way which is suitable to learn in groups because it consists of activities and tasks requiring interaction with other people. The workbooks can be used for self-study, but the students' copies don't have answer key part. The students can use iTutor, iChecker and Student's Website (in which there are both grammar and skills practice in a self-study mode.

9. Is there adequate recycling and revision?

We can even say that recycling in the books is a bit excessive, which can be a demotivating factor for the learners. The learners can revise what they have learnt through various printable tests that the teachers' resource discs offer.

10. Is it easy to find your way around the coursebook? Is the layout clear?

The layout is easy to follow because the same order is followed throughout the whole material.

Checklist for topic.

1. Is there enough variety and range of topic?

There is a wide range of topics which have potential to appeal to the learners with different interests. Almost everything about life -history, literature, technology, space, sports, animals, TV shows, real life stories, wars, criminal cases- is included. There is not a dominant topic which directs the whole material. A variety of topics have taken place in parallel to the objectives of the units.

2. Will the topics help expand students' awareness and enrich their experience?

In Headway materials, the learners have a chance both to work with the language and to expand their world knowledge. Culture cannot be considered as an independent phenomenon from the language, so the content of the topics should be designed in a way that will enrich and expand the students' awareness and knowledge about the target culture as well as language learning. While the students are working on the language, they also need to learn life styles, eating habits, traditions, policies, economy and so on related to the target culture. Headway materials meet it to some extent, but it doesn't seem sufficient.

3. Are women portrayed and represented equally with men?

Visuals show that there is no gender discrimination in the materials. It seems men and women are treated equally in terms of occupations and social roles.

4. Are other groups represented, with reference to ethnic origin, occupation, disability, etc?

They are all represented. There are people who are from different parts of the world, have different religions, ethnic origins and jobs. Their cultures and traditions are appreciated through reading texts.

Checklist for teachers' books.

1. Is there adequate guidance for the teachers who will be using the coursebook and its supporting materials?

At the beginning of the teachers' books, there are two pages of introduction which gives brief information about the organization of the course and skills work. This page also informs the teacher about supporting materials and where the teacher is going to find them inside the whole package.

2. Are the teachers' books comprehensive and supportive?

Every unit begins with an overview of the unit content. In this part, one can learn the main themes in the unit and the additional materials that can be used. Then, it goes in the same order as the student's book. Each section's aim is given and all exercises are explained in detail. There are also sections which inform the teacher about possible problems and give opportunities for suggestions and extra activities.

3. Do they adequately cover teaching techniques, language items such as grammar rules and culture-specific information?

While the steps are introduced in teaching of a language item, related rules and teaching techniques are included into it. Culture-specific information is generally given before reading texts and listening lectures or conversations to make both the learners and teachers gain some background information.

4. Do the writers set out and justify the basic premises and principles underlying the material?

The writers of the books explain what underlies the material – basic principles, methodology, teachers' and students' views, the need for the 4th edition- in the two pages introduction part of the teachers' books.

5. Are keys to exercises given?

All tape scripts and answer keys related to the activities and exercises are given. Also, there are several suggestions how to exploit the target exercise.

External evaluation criteria for weekly non- readymade materials.

1. What are the components which make up non-readymade materials?

Weekly revisions are prepared as a set of exercises and activities. Each revision includes language use (grammar and vocabulary), reading and listening. Speaking activities are included prior to the speaking exams. When the learners start to study the intermediate book, academic paragraph worksheets (opinion, cause, effect, advantage and disadvantage paragraphs) are given as well.

2. Which parts are essential and which are optional?

All parts- language use, reading, listening, speaking and writing- are essential. The learners are required to do them in class under the supervision of their teachers.

3. How is the continuity maintained in the materials?

As it happens in the coursebooks, continuity is maintained through recycling of the language items. In every revision material, grammar items from previous units are included, but vocabulary items aren't usually recycled.

4. What route is the learner expected to take through the material? Is there one pre-determined route, or are alternatives/optional routes given?

According to the design in the weekly-revisions, the learner starts with the language use, then continues with reading comprehension and listening activity and completes the material by doing speaking part (if it is available). However; this is not compulsory. The teacher can determine the route in the material. As for writing worksheets, there is a pre-determined route which begins with analyzing sample paragraphs, continues with doing some exercises and ends with producing your own paragraph.

5. Is the material suitable for use in a self-study mode? Does it have a key to exercise?

Weekly revision materials are suitable in a self-study mode because they are designed as a set of exercises and activities and they don't require collaborative work. The answer keys are available as well.

6. Is there enough variety and range of topic?

Different exercise types are used both for skills and language use parts: cloze test, filling in the blanks with the correct tense, spotting the mistakes, multiple choice questions, wh- comprehension questions, true/false exercises, filling with one word, putting sentences in chronological order, sentence completion, guessing words' meanings, reference questions, putting phrases into gaps in a reading text, personalized questions, writing questions in a dialogue, matching exercises and so on. The topics (especially grammar and vocabulary) covered in Headway materials during a week determine what will be included in the revision material, so new things are not introduced, but the context in which they are presented changes.

7. Do the materials include any visuals? Are the materials attractive in appearance?

There are some visuals especially in reading and listening parts of the materials, but they are small sized because of the space limit. Since these materials are photocopied, the visuals are black and white. It might be a factor to decrease their attractiveness.

Internal evaluation criteria for new headway pre-intermediate and intermediate coursebooks (4th Edition).

Checklist for selection of content.

1. To what extent is the content selected according to: structure, functions, situations, topics? Is any of the above predominant as the basis of selection of content?

In the selection of the content, the course pack uses all these above. It can be said that there is an effort to make a multi-layer syllabus. All the factors above are integrated although structure is quite emphasized. So, it has a structured based syllabus with a seemingly multi layered front. When the coursebooks are analyzed in terms of can do statements in CEFR (Oxford University Press, 2012), it is seen that the content meets the CEFR criteria in relation to listening reading, spoken interaction, spoken production, strategies and writing.

2. How well does the coursebook balance the above factors in selecting content and to what extent is it successful in integrating the different approaches?

The coursebook presents the features of a multi-layer syllabus design with a structure based focus (explicit grammar teaching and in-depth treatment of grammar) at its center. The writers of the course pack claim that the coursebooks are a blend of traditional methodology and communicative approach. However; they are partly successful in balancing the aforementioned factors and integrating different approaches because there is a significant effect of grammatical syllabus, which mostly concentrates on controlled practice- even in teaching functions and situational language use.

3. Is any of the material suitable for use as a resource in a negotiated (process) syllabus?

The materials are not suitable as a resource in process syllabus because in Headway materials content is organized in advance and sequencing of what will be taught is arranged, which means we have a pre-determined route. However; in a process syllabus learning situation itself naturally decides on what to follow.

Checklist for grading.

1. Is there any evident basis for the sequencing of the content? If so, is it structural? Is the sequencing based on complexity, learnability, usefulness, etc.?

When we analyze the table of contents and examine the inside of the units, it is clear that the coursebooks follow a structural pattern and the content is sequenced from basic to complex and easy to difficult in terms of grammatical items. For instance; to internalize reported speech, one must have a good

knowledge of tenses in English because this topic requires complicated tense changes, and also it is not a part of common English use. By taking these factors into consideration, reported speech takes place at the last unit of the course pack. In teaching vocabulary and functions, there is no evident basis for sequencing.

2. Is there any other basis for sequencing?

Each unit is also organized according to topic which can be understood from unit titles (e.g. Passions and Fashions, Girls and Boys). Both grammar items and language skills are shaped around the unit topic. However; it seems that selection of the topics is not based on complexity, learnability or usefulness. They are just a means of presenting linguistic content.

3. Are new language items adequately recycled?

It can be even said that recycling of the grammar items in the books is a bit excessive, so too much repetition is likely to be a demotivating factor for learners. On the other hand, most of the newly taught vocabulary items, especially the ones presented in reading texts, are not recycled.

4. Is the staging of the language content: shallow, average or steep?

Since the learners have some background information in the target language, steep staging is followed. In each unit, a new grammar topic and new vocabulary items together with skills work are introduced and 11-12 class hours are devoted for per unit.

5. Are the staging and sequencing suitable for the learners?

The staging and sequencing of the coursebooks are appropriate for the learners to some extent. As structural sequencing is highly-dominant, it doesn't pave the way to improve communicative competence and to develop the learners' metacognitive skills.

6. Is the progression of the course linear or cyclical?

The progression of the course is cyclical to a large extent. This cyclical progression is especially observed while teaching the grammar items which have more immediate usefulness such as tenses.

Checklist for grammar items.

1. What grammar items are included? Do they correspond to the students' language needs?

Since the coursebooks are dominantly structural, almost all grammar topics appropriate for B1 level are included: tenses, modals, verb patterns, comparatives-superlatives, quantity, passives, conditionals, definite-indefinite articles, question words and reported speech. The grammar content is sufficient to a large extent because it is aimed that the learners will be able to use the target language in their daily lives. But, the learners who attend the departments where the medium of instruction is fully English need to learn more structures that will make their jobs easier in productive skills. For instance; the subject of noun clauses is one of them. In New Headway Pre-Intermediate and Intermediate Books, there are lots of occasions where a noun clause is integrated, but there is not a comprehensive explicit teaching related to it.

2. Are they presented in small enough units for easy learning?

Since the coursebooks are steeply graded, each new target grammar item is presented in a unit consisting of eight pages. After the practice and skills work related to the target grammar subject is done, a new unit is started to be studied.

3. Is there an emphasis on language form?

There is a too much emphasis on language form. The first three of four pages of each unit are devoted to grammar. In order to stress the target language form/s, the learner is directed to Grammar Reference Part at the end of the book where they can see the related grammar rules and detailed explanations.

4. Is there an emphasis on language use (meaning)?

Before presenting the form, each target grammar item is introduced through a short reading text. The learners are primarily expected to focus their attention on the meaning. By working on text, they are expected to induce the rules and reach the form.

5. How balanced is the treatment of form and use?

The treatment of form and use is partly balanced. To illustrate; in the third unit of the intermediate book, past tenses are introduced through a reading text about Van Gogh. At this stage, the learners already know past simple, past continuous and their passive forms, but they will be exposed to past perfect continuous for the first time. In the text, there is only one sentence in past perfect continuous, so it is really improbable for the learner to induce the meaning from this only sentence. However; we look at Grammar spot, its form is highly emphasized through exercises. Its meaning must be stressed more prior to the presentation of the form.

6. Are newly introduced items related to and contrasted with items already familiar to the learners?

In the coursebooks, there is a part called “Discussing Grammar” under the section of Practice. In this part, there are set of sentences and the learners are expected to tell the differences in meaning between the sentences. They generally refer to their previous learnings and link them with the newly taught items.

7. Where one grammatical form has more than one meaning, are all relevant meanings taught?

Because of the sequencing and the grading of the content, all relevant meanings which belong to the same form are not presented together, but they are taught in different units. For example; in the fourth unit of the intermediate book, “will” with the meaning of making offers is taught. In the following unit, “will” with the meaning of fact and predictions is given.

Checklist for vocabulary.

1 Is vocabulary-learning material included in its own right? If so, how prominent is it? Is it central to the course or peripheral?

It is quite prominent and central to the course. Every unit both in pre-intermediate intermediate coursebooks has a separate vocabulary section. In these sections, there are a variety of exercises such as chart filling, word formation, filling in blanks, matching to enable the learners to learn the target vocabulary items in a structured and purposeful way. Moreover, the learners are encouraged to study vocabulary in the reading sections of the coursebooks. They are expected to work out meanings from context.

2. How much vocabulary is taught?

Since the coursebooks are intending to teach English for general purposes, the vocabulary presented in the books will be enough for daily use of English.

3. Is there any principled basis for selection of vocabulary?

Vocabulary is presented in semantically related lexical sets such as things to wear, free time activities, feelings. The criteria to decide on these lexical sets are based on two factors. The first one is the frequency and usefulness of the vocabulary items in general English. The second one is their relevance to the grammatical input. When we examine the unit in both books, it is seen that the former one is dominant.

4. Is there any distinction between active and passive vocabulary, or classroom vocabulary?

There is not a stated distinction between active and passive vocabulary. But, the words presented in the vocabulary sections comprise active vocabulary, which means the learners will use them in the productive tasks that the course requires. On the other hand, there are some highlighted words in the reading texts and the learners are just expected to understand their meanings on the basis of contextual clues, which can be considered as passive vocabulary.

5. Is vocabulary presented in a structured, purposeful way?

Vocabulary is not presented in isolation or outside of context. The target vocabulary items are presented in semantically related lexical sets. After the structured activities that help the learners to practise, the learners are expected to use the target words in a personalized way by replying some questions.

6. Are learners sensitized to the structure of the lexicon through vocabulary-learning exercises based on: semantic relationships, formal relationships, collocations, situation-based word groups?

The learners are provided with vocabulary exercises based on all these mentioned above, but the content of the target vocabulary items decide on which exercise to be used. For example; while teaching clothes, situational relationships are followed.

7. Does the material enable students to expand their own vocabularies independently by helping them to develop their own learning strategies?

The target vocabulary items are presented in the coursebooks and the activities and exercises in the workbooks and digital tools of Headway don't go beyond practising and revising what the learners have already known. There is not strategy training related to independent vocabulary learning, so the materials don't pave the way for autonomous learners.

Checklist for phonology.

1. How thoroughly and systematically are each of the following aspects of the phonological system covered: articulation of individual sounds, words in contact, word stress, weak forms, sentence stress, intonation

In terms of teaching phonological aspects of the target language, there is a significant difference between the students books and workbooks of Headway. While the students books, which are mainly followed in real classroom hours, integrate short pronunciation practices to the extent that the grammar or vocabulary input requires, the workbooks, which are designed for self-study, approach the issue in a more thorough and systematic way. In almost every unit,

half page is reserved in order to aforementioned aspects of the phonological system and they are sequenced from easy to complex. For example; word stress comes after lots of practice have been done about articulation of individual sounds. Because of time limitations, the exercises in workbooks are generally assigned as homework, but phonology cannot be learned without the assistance of the teacher. Therefore, it can be said that the treatment of phonology is not efficient in Headway materials.

2. Where phonology is taught selectively, is the emphasis on areas of pronunciation that are important to help avoid learners' misunderstandings?

There are some activities about some specific words that the learners get confused with their pronunciation since the vowel sounds are similar. However; there is not an emphasis on them. The materials are lack of teaching minimal pairs and problematic sounds for speakers learning English as a foreign language.

3. Is the pronunciation work built on to other types of work such as listening, dialogue practice, etc or does it stand separately?

It stands as a separate mechanic activity when it takes place in the grammar section because the aim of pronunciation work here is that the learners can recognize and articulate the correct sound related to the grammar input given in a unit (such as pronunciation of *-ed*, *-s*). But, in the other sections of the coursebooks it generally comes together with listening and dialogue practice. In the workbooks, there is a separate section for pronunciation work.

4. How much terminology is used? Is it comprehensible to the learners? Is the phonemic alphabet used?

Terminology is used to an extent that a pronunciation work requires, but its comprehensibility actually depends on the teachers' explanations and classroom time devoted for pronunciation work. The phonemic alphabet is presented as well and used in the workbook exercises. However; the learners are not given any training to learning the alphabet.

5. Does the material use a diagrammatic system to show stress and intonation?

The material uses simple diagrams to show stress and intonation.

6. Are there CDs for pronunciation practice? If so, do they provide good models for learners?

The learners can reach the audios of the pronunciation exercises in the workbooks through iChecker CDs, but apart from that, there are not any extra pronunciation practice opportunities for self-study.

Checklist for listening.

1. What kind of listening material is contained in the course?

- Does listening form part dialogue / conversation work?
- Are there specific listening passages?

To improve listening skills of the learners, dialogue / conversation work and specific listening passages are contained in the course. Listening plays a secondary role in the former one because the original purpose in dialogue / conversation work is to prepare the learners for the upcoming oral task and provide them with necessary words and phrases. But, in the second one, listening skill is given in its own right. While the learners listen to a recorded passage, they are expected to do some tasks which measure their comprehension.

2. If there are specific listening passages, what kind of activities are based on them- comprehension questions, extracting information, etc?

In both pre-intermediate and intermediate books of Headway, there are a variety of activities such as wh- comprehension questions, chart filling, sentence completion, true/ false statements and so on to extract information about the target listening passage and to check listening comprehension. However; it is seen that multiple choice test type, which is very dominant in the language exams of the institution, is not used in the materials.

3. Is the listening material set in a meaningful context?

The content of the listening passages are in parallel to the topics of the units, so we can say that they are set in a meaningful context.

4. Are there pre-listening tasks, questions, etc.?

To activate the learners' background information and to make them get ready for the target listening task, there are short pre-listening activities in every listening page in the students' books, but the listening activities in the workbooks start directly without any pre-listening tasks.

5. What is the recorded material on audio-cassette like in terms of: -sound quality, -speed of delivery, -accent, - authenticity?

It has good sound quality and coherent accent. Except for a few listening passages, speed of delivery is appropriate. As for authenticity, some scripts might have been sourced from TV programs, newspapers or magazines, but the recorded materials are mostly inauthentic.

6. Is there any video material for listening?

In the students' books and workbooks, there isn't any video material for listening. But, in iTools, Headway offers a video section which includes as many videos as the number of units and their printable worksheets. To the extent that the pacing and time allows, the teacher can make use of them as extra listening practice.

7. If so, is good use made of the visual medium to provide a meaningful context and to show facial expressions, gesture, etc.?

The content of the videos go hand in hand with the topics of the units and they have good sound and visual quality. Through the videos, the learners are supported with facial expressions, gesture and body language as well as the speech in the target language, which enables them to convey the message easily. There is also "open subtitles" option in each video in case the learners have difficulty in understanding speakers.

Checklist for speaking.

1. How much emphasis is there on spoken English in the coursebook?

In each unit, there is a separate part called Everyday English which aims to train the learners about how to communicate in everyday situations and there are spoken English boxes. However; language points are still emphasized in these parts, too. It is not beyond practicing chunks of language.

2. What kind of material for speaking is contained in the course?

Oral presentation activities, practise of language items, dialogues, role-plays and communication activities are contained in the course, but the problem is how they are treated. As Tomlinson and Masuhara (2013) assert that “nearly all the production activities are actually practice activities, as the learners are told what to say and how to say it” (p. 241). A speaking activity in a unit is strictly dependent on the unit’s target language form and the focus is generally on accuracy.

3. Are there any specific strategies for conversation or other spoken activities, e.g. debating, giving talks?

The books don’t provide the learners with any specific speaking strategies. In the course, speaking is just seen as the practice of the target language items and it is not treated as a separate skill like listening, reading and writing. Therefore, the books don’t attach importance to speaking strategies.

4. Is any practice material included to help learners to cope with unpredictability in spoken discourse?

There are only a few practice activities to cope with unpredictability in spoken discourse. The learners are directed to different pages at the back of the book (e.g. Student A: Look at p151, Student B. Look at p152) and expected to exchange information, arrange a meeting and so on.

Checklist for reading.

1. Is the reading text used for introducing new language items (grammar and vocabulary), consolidating language work, etc.?

In the books, reading texts are not only used as developing reading skill. They are also used for introducing linguistic items, revising them and providing models for writing tasks.

2. Is there a focus on the development of reading skills and strategies?

Reading skills of the learners are aimed to be developed through a variety of the texts, so no unit goes without a reading text. But, the books don't present any reading tips that will help the learners to find their ways through the text. It can be said that strategy training is mostly under the control of the teacher.

3. Is the reading material linked to other skills work?

In reading sections, the learners are also expected to do listening and speaking activities.

4. Is there an emphasis on reading for pleasure and for intellectual satisfaction?

There is no emphasis on reading for pleasure and for intellectual satisfaction. The primary purpose of reading is to improve the learners' comprehension through particular learning tasks. As secondary purposes, the learners are expected to extend their vocabulary knowledge and recycle grammar items. Therefore, it can be said that intensive reading is encouraged.

5. How authentic are the texts?

The texts employed in the books are not fully authentic; they are sourced from interviews, newspapers, literature, magazines and so on, and by considering the level of the learners and to make them appropriate for classroom teaching, they have been rewritten, simplified or modified.

6. Is the subject matter appropriate?

The subject matter in the reading texts are culturally acceptable and have the potential of appealing the learners with different interests. But, biographical and science related texts are likely to date. On the other side, the texts don't provide the learners with challenge, so the learners can complete reading comprehension activities without going into the text deeply.

7. What text genres are used? Are they appropriate?

The books use multitude of different genres including interviews, extracts from magazines, biographies, simplified versions of literary texts, newspaper articles, questionnaires, stories. The types of the texts are appropriate for the learners; the problem is how they are dealt with as a language teaching material.

8. Are the texts complete or gapped?

Depending on the exercise or task type, some texts are gapped and the learners are expected to fill in the gaps with the appropriate words or sentences, but their number is quite a few. Most of the texts in the books are complete.

9. How does the material help comprehension?

Every reading section starts with pre-reading questions to make the learners ready for the text and activate their schemata related to the subject matter of the text. Moreover, in the teacher's books, there is a part called "About the Text" which gives detailed background information about the text. The teacher can benefit from it in pre-reading stage. However; the problem about pre-reading questions is that "there is no guidance as to what the learners are supposed to do with the questions" (Tomlinson and Masuhara, 2013, p. 239). The answers that the learners give in pre-reading stage are not linked to the following stages of reading. The other problem in pre-reading stage is that key words that the learners are unfamiliar with are not taught prior to the text, which makes understanding of the text difficult.

10. What kind of comprehension questions are asked?

The comprehension questions are not demanding. The answers can be found quickly through skimming and scanning, which means the learners are not challenged enough.

Checklist for writing.

1. How does the material handle controlled writing, guided writing or free writing?

Writing part is placed as a separate section at the back of the Student's Book. When writing syllabus is examined, it is seen that the learners are provided with models and they are expected to analyze and imitate them. Grammar teaching is still dominant in the writing section. New linguistic items are introduced through model texts and practised with controlled writing activities. For production stage, guided writing is mostly employed. The learners are given prompts, questions, outlines or pictures and they are expected to write according to what is given. Accuracy is highly favored, so free-writing is not included.

2. Is there appropriate progression and variety of task?

Description of people and places, formal and informal mails/letters, postcards, biographies, narrations, writing about pros and cons, writing for talking, book and movie reviews, filling forms are the types of the writing tasks in the material. In pre-intermediate and intermediate book, most of these writing task types are repeated. For example; in the 10th unit of the pre-intermediate book and in the 9th unit of the intermediate book, writing about pros and cons is included. Actually, what the learners are expected to do write in both units are the same, so progression doesn't seem to be appropriate.

3. Are the conventions of different sorts of writing taught? If so, which ones, and how are they presented?

The conventions of different sorts of writing such as formal letter, biography, preparing a talk, telling a story are taught through model texts, writing tips and controlled activities with the aim of making the learners familiar with the organization and discourse structure of the target writing task.

4. Is paragraphing taught adequately?

Paragraphing is not taught adequately. The learners are not explicitly taught the conventions of a well-organized paragraph which has coherence and cohesion. They are not introduced how to write a topic sentence, supporting sentences and a conclusion, but they are expected to write an essay in some tasks (e.g. writing about pros and cons).

Internal evaluation criteria for weekly non- readymade materials

selection of content. Non-ready materials given in the prep program of the institution are divided into two types. These are revision materials and worksheets about writing an academic paragraph. The main goal of the former one is to give the learners an opportunity of revising and practising what they have learnt recently in a compact set of exercises and make them familiar with the question types that they will come across in the general proficiency exam of the institution. Through the writing worksheets, writing an academic paragraph in a well-organized way with coherence and cohesion is aimed to teach because paragraphing is not taught adequately and explicitly in the readymade materials that the prep program employs.

Revision materials are prepared by the curriculum development unit of the preparatory program and they are distributed nearly every other week. The content of the revision materials goes parallel with the content in the coursebooks. A new grammar and vocabulary item is not introduced in these materials because the main goal here is, as it is stated before, to revise and practise the target content in different contexts. For example; in the first three units of the pre-intermediate book, simple present tense, present continuous tense, past tense and past continuous tense are presented in detail as grammar input. As for vocabulary; some words with two meanings, verbs with similar meanings, adjectives and nouns that go together, some prepositions, activity names and some adverbs are taught. When the third unit is completed in the coursebook, the first revision of B level preparatory program is given and it consists of grammar, vocabulary and reading exercises through which the learners will practise the aforementioned target items in contextualized ways.

During a term, the learners are exposed to six academic paragraph worksheets. In the first worksheet, they are introduced what a topic sentence and concluding sentence is, how to write supporting sentences and the ways of linking sentences. Then, they study opinion, cause, effect, advantage and disadvantage paragraphs. What lies behind the selection of these paragraphs is that well-organized paragraph writing is the goal of most English courses in the first year of undergraduate programs, so a preliminary preparation is needed in the preparatory program.

Grading of the materials. Since the revision materials are prepared so that the learners will revise and practise what they have learnt in the readymade materials, structural sequencing shapes these non-ready materials as well. Sequencing of grammar and vocabulary goes parallel with the coursebooks. In reading texts and listening recordings, it is seen that sequencing is based on the length of the passage and the complexity of the language. For instance; the length of the texts used in intermediate revision materials are generally longer than the ones used in pre-intermediate revision materials and they become more complex in terms of sentence structures. As for writing worksheets, sequencing is completely random, except for the first one that teaches what a well-organized paragraph is, because all types of writing tasks- opinion, cause, effect, advantage, disadvantage- have the equal importance, usefulness and complexity.

Grammar items. In each revision material, at least two pages are devoted to grammar exercises. What is taught as a target grammar item in the course is included in the revision materials, so it is unlikely that the learners will encounter unfamiliar structures. In the coursebooks, previously presented grammar items are often recycled while presenting a new grammar item. The same strategy is followed in the revision materials as well. For example; the second revision material contains units 4-6 in the pre-intermediate book and the target grammar items are articles, quantity words, indefinite pronouns, verb patterns, future forms, comparative and superlative adjectives. However; grammar items from the previous units are also included in the revision material so that the learners can have a chance for recycling, and relate and contrast what they have just learnt with their previous learnings.

The most notable feature of grammar exercises in the revision materials is that the target grammar items are mostly asked in a contextualized way. Therefore, letters, mails, extracts from life stories, short texts, and conversations are used under the title of a variety of exercise types such as cloze tests, dialogue completion tasks, spotting the mistakes. Practising grammar items in meaningful contexts instead of mechanical exercises indicates that both language form and meaning are emphasized. For this reason, it is quite essential for the learners to realize semantic features and changes in the presented context.

Vocabulary. In the vocabulary part of the revision materials, the aim is not to enable the learners to expand their vocabulary, but they are expected to practise the target vocabulary items that they have learnt in the course through a variety of exercises such as multiple choice questions, filling in the blanks by choosing appropriate words from the box and word formation. These tasks are always presented in a contextualized way and by studying on the context – a sentence, dialogue or text-, the learners are supposed to do what the target exercise requires. However, none of these activities aim for a production opportunity in which the learners will write or show an oral performance by using their vocabulary knowledge in the target language. As for the selection of vocabulary, it is impossible to include all the target vocabulary of the units in the revision material, so the items which have more frequency and usefulness for general English are chosen.

Speaking. There are two types of speaking tasks contained in the revision materials. The first one is integrated into pre and post stages of listening part and the aim is to prepare the learners for the listening topic by activating their background knowledge through some questions prior to while-listening activity and make them talk about the listening topic in a personalized way after the while stage. The second one is completely exam-oriented; it doesn't aim for any conversation practice, debating or exchanging ideas. The learners are given a set of related pictures and a situation, and they are expected to talk about them individually. In the revision materials, there is not an emphasis on spoken English and the learners are not provided with any speaking strategies that will help them to cope with unpredictable situations while speaking in the target language.

Listening. As listening materials in the revisions, not only conversations but also lectures or talks about a specific topic are contained. Even if there are

activities such as true/false statements and sentence completion tasks based on the listening passages, the dominant activity type is multiple choice comprehension questions. This type is highly demanded by the learners because it meets their exam related needs. Similar to the listening sections in the coursebooks, there are short pre-listening tasks and questions in the revision materials to provide the learners with necessary vocabulary and to activate their background knowledge about the target topic. In terms of sound quality and speed of delivery, there aren't any problems in the materials. The accents of the speakers are really coherent. But, it is seen that most of the listening recordings are lack of authenticity; there is not a talk or a conversation taken from real life sources such as a TV program, reality show and so on.

Reading. In the revision materials, the focus is on the development of reading skills of the learners through a variety of activities such as wh- and multiple choice comprehension questions, true/false statements, completing the text with appropriate sentences, putting events into chronological order, sentence completion tasks, guessing meanings of words from context and reference questions. As different from the coursebooks, reading skill in the revision materials is not linked to other skills work; there is not a pre-stage which makes the learners ready for the text and a post-stage which enables them to reflect their ideas about the texts. The texts for the revision materials are generally taken from other coursebooks and by taking the learners' current language level and vocabulary knowledge into consideration necessary adaptations are made. As text genres, we see that biographies, factual texts, and stories are mostly used. When the comprehension questions in the revision materials is compared to ones in the coursebooks, we can easily say that more demanding questions prompting the learners to make inferences are included in the revision materials.

Writing. In the revision materials, writing skill is not included; separate writing worksheets are given to the learners with the aim of teaching five types of academic paragraph: opinion, cause, effect, advantage and disadvantage paragraphs. In these worksheets, first of all, the learners work on some sample paragraphs by finding their topic, supporting and concluding sentences. Then, they choose a topic among the given ones and finally produce their own paragraphs by taking the conventions of an academic paragraph into consideration. What these writing materials are lack of is that they don't provide the learners with

brainstorming and outlining activities; the learners are expected to write their own paragraphs immediately after the target paragraph type is presented.

When the internal evaluation of non-readymade materials is examined, it is seen that the learners have a chance to practise what they have learnt every week related to the target language in a compact way thanks to these materials. Contrary to the exercises in the coursebook, grammar exercises are generally given in a contextualized way and the learners are challenged especially in receptive skills. On the other hand, the findings gathered from the analysis of non-readymade materials have also showed the washback effect in the curriculum of the preparatory program. The use of multiple choice questions as the main exercise type can be the proof for the effect of examinations on teaching process, which can be considered as a significant weakness of non-readymade materials.

All in all, the findings that we obtained from the needs analysis questionnaire and semi-structured interviews lead us to the conclusion that the target EFL students are in need of a separate program in which different materials will be employed. Both the learners' views related to their own needs and the interviewees' responses to the interview questions have clearly showed that skills-based program must be implemented and accordingly assessment must be revised as well. When the checklists above are examined, New Headway Fourth Edition which focuses mainly on structural teaching, has weaknesses in authenticity and promoting productivity, is likely to meet the target EFL learners' needs to some extent. Similarly, non-readymade materials are heavily dependent on the objectives of the coursebooks and since they are designed as revision materials, they cannot go beyond becoming pre-exam exercises.

Chapter 5

Conclusion, Discussion and Suggestions

The purpose of the present research is to identify the needs of ELT and American Culture and Literature program students attending preparatory program in one of the foundation universities in Ankara, Turkey. In the light of the findings obtained from the needs analysis, evaluation of readymade and non-readymade materials is the second focus of the study. The findings related to the needs analysis questionnaire, semi-structured interviews and evaluation checklists were shared in the previous chapter. In this chapter, the findings of each research question will be discussed in detail in accordance with the existing literature.

Discussion of the Research Questions

Discussion of findings of research question 1: The perceptions related to what the needs of the target students are and how these needs are categorized. As Brown (1995) states, since the needs analyst is also the practitioner of the program, a needs analysis questionnaire and semi-structured interviews were used to identify what the target EFL learners' needs. The needs analysis questionnaire was administered to 44 preparatory program students whose departments are English Language Teaching and American Culture and Literature. Language teachers are likely to be against allowing for the learners' ideas in a needs analysis in that the learners might not be conscious of what they actually need, but they can at least say why they learn the target language (Brown, 1995) and in a needs analysis study it is better to obtain data from several sources (Hutchinson & Waters, 1987). For this reason, the practitioner researcher initially conducted the needs analysis questionnaire and its findings enabled the researcher to classify what the language and process needs of the target EFL learners.

When we take the learners' departments into consideration, it is not surprising to find that all the items in the language contact survey part of the needs analysis questionnaire, which are related to language needs, were considered as very useful or useful by the majority of the participants. So, it can be said that they need to use the target language in a productive way for both general and academic purposes. However, listening to radio, talking to neighbors and talking to

government officials took the lowest rates in the survey. Since the present research was conducted in an EFL context, these results are not unexpected. As for the second part of the needs analysis questionnaire, which is about process needs, the researcher formed some opinions about the learners' methodological preferences. When this part is examined from an overall perspective, it is seen that the learners attach more importance to authentic materials, talking to other people and using English in real life situations. These findings support Soruç's (2012) study remarking that the learners desire for more speaking materials including interaction, discussion and presentation. All in all, what the target EFL learners find useful related to the target language and what methods they need to follow are consistent to each other. This finding is actually in accordance with Seedhouse's (1995) study which shows that the learners of General English courses are aware of their needs as it is in the present study.

In addition to the point of view of students, semi-structured interviews made with EFL instructors and department lecturers were employed as the second data collection instrument. The findings gathered from the interviews support the findings of the needs analysis questionnaire in a more comprehensible way. These qualitative findings reveal that all the interviewees have similar viewpoints with respect to what the target EFL learners' needs are. They hold the belief that the learners must be equipped with basic communicative skills, in that; they must be fluent and accurate enough to use the target language. But, what is more to the point is that their specific needs must be identified- the need for a needs analysis - because they are going to attend the departments where the medium of instruction is fully English, so it is suggested that a separate program including a skills-based syllabus must be followed for them.

The findings obtained through the semi-structured interviews are in harmony with Tavil's (2006) study on 'A Study for the Needs Analysis of Preparatory Students at Language Departments', Kar's (2014) study on 'An English Language Needs Analysis of Obligatory English Preparatory Program Students at İstanbul Sabahattin Zaim University', and Ulum's (2015) study on 'A Needs Analysis Study for Preparatory Class ELT Students'. The common point indicated in the studies above and in the current study is that the learners must gain communicative competence and academic skills without delay. No doubt it will pave the way for different assessment techniques. Furthermore, the learners

are expected to have some cultural knowledge together with learning the language, but equipping them with the terminology needed for their departments is not the goal of preparatory program.

As a conclusion, it is seen that the findings of the present study related to the learners' needs are in accordance with the previous research conducted by Karakılıç (2014). Both studies suggest that there is a need for a needs analysis prior to adopting a coursebook. This finding is in harmony with Mede's (2012) study which indicates that courses should be designed according to the views of the stakeholders. In this sense, the information obtained from the needs analysis serves as an important guide to make right decisions about coursebook selection and to develop or adapt new materials.

Discussion of findings of research question 2: How the learners' needs vary in terms of their gender and departments. To see whether the learners' answers have a tendency to vary in terms of gender and department, chi-square test was used. First of all, the learners' language needs were analyzed based on the aforementioned variables, but males and females didn't vary significantly. On the other hand, when the results were analyzed statistically based on the learners' departments, the items- telling about my interest, listening to the radio and giving, accepting and refusing invitations- were found more useful by ELT students. However, when we look at from an overall perspective, this statistical significance seems coincidental in that not a significant difference was detected in all the other items and only 44 students participated in the questionnaire, which can be considered as a limitation.

As for the process needs in the questionnaire, some significant differences were observed based on gender and department. When compared to the males, it is seen that females give more preference to learning by copying from the board and by reading and making notes, if their work is graded and if the teacher says they are improving, but they are highly against to be corrected immediately, in front of everyone. When we look at whether the learners' views vary based on their departments, only two significant findings were found. During the learning process, the majority of AMER students want to spend some time in the classroom and some time talking to people outside while the majority of ELT students are opposed to this idea. The second significant difference is about learning styles, which indicate that learning by memory is not favored by most of the ELT students.

For foreign language teachers, these results might provide insight to design courses, but what is said in the paragraph above is prevalent here, too. Significant differences might be coincidental. It can be understood that more reliable and valid results can be obtained from a study with more participants in a further study.

Discussion of findings of research question 3: To what extent market language materials and teacher-produced adapted material meet the learners' needs. After the identification of the needs, the second step of the present study, which is materials evaluation, was conducted with the aim of answering the third research question. As Rubdy (2003) asserts that Cunningsworth's (1995) materials evaluation checklist is the most inclusive one, so it was employed for the evaluation of both New Headway Fourth Edition and non-readymade materials prepared by curriculum development unit in the institution. In parallel to the model presented by McDonough et. al. (2013), both external and internal evaluation was applied to the materials. Qualitative findings obtained from the checklists enabled the researcher to see both strengths and weaknesses of New Headway Fourth Edition and non-readymade materials.

As for Headway materials, the content mostly matches up with the criteria of Common European Framework, but the question to be raised here shouldn't be *what*; it should be *how*. While the coursebook is easy to follow because of its simple layout, there are detailed reference sections from which the learners can benefit and variety of topics that will form cultural background, which are the main strengths of the coursebook, it doesn't fulfil the learners with essential learning strategies which will gain them autonomy. Furthermore, What Walz (1989), Ur (1991) and Tsiplakides (2011) find disadvantageous – inhibiting creativity, irrelevance, decontextualized way of presenting topics- about coursebooks matches up with what the interviewees said about Headway materials. Actually, this is not a matter of only Headway materials, but for other coursebooks, as well. However, the main reason why Headway is criticized harshly by the stakeholders of the preparatory program is its focus on language structure even while teaching skills.

The need to focus on productive skills more for the target students has been verbalized by all the interviewees and the statistical findings obtained from the needs analysis questionnaire demonstrate that both the learners and interviews think similarly about this issue. When the findings of checklist for

speaking and checklist for writing are analyzed deeply, it stands out that what the tasks in these parts aim to achieve is satisfactory, but the weakness is how they are treated. In speaking and writing parts of the coursebook, there is a variety of contexts and interaction patterns. However, as grammar teaching is still dominant in these parts, speaking activities don't go beyond practicing chunks of the language and writing tasks can be completed by imitating sample texts, which actually shows that free writing is not encouraged.

Since the institution where the current study has taken place follows a book-based curriculum, non-readymade materials prepared by curriculum development unit, to a large extent- serves the purposes of what the coursebooks aim. But, as different from the coursebooks, grammar exercises are often given in a contextualized way, which is good in that it enables the learners to understand semantic relationships. Another strength of non-readymade materials is that academic paragraph writing with five types, which is not taught explicitly in the coursebooks, is presented through writing worksheets, but the weak point in these writing materials is that paragraph teaching is not supported through pre-writing activities- brainstorming and techniques for outlining. When the other parts are examined, it is seen that the learners are challenged with a wide range of exercises in which they have to activate their previous learnings. However, as multiple choice items dominate the materials because of washback effect, production is not expected and it inarguably creates a big gap between what the learners' needs and what is presented in the materials.

Pedagogical Implications and Suggestions for Further Research

This study emphasized the significance of developing a curriculum to meet the needs of preparatory program EFL students whose departments are American Culture and Literature and English Language Teaching. Based on the findings discussed up to now, several educational implications can be drawn. First of all, identifying the needs of the learners before deciding on curriculum has utmost importance, which means there is a strong need to conduct a needs analysis. In the light of the results with respect to the perceptions of the stakeholders engaged in the preparatory program and in the related departments, it is recommended that a skills based syllabus should be followed for the target students and the learners

should gain communicative competence. In parallel to these objectives, assessment should be revised, as well; process-based assessment techniques should be applied instead of product-based ones. Furthermore, the target EFL learners who are going to use English fully in their occupations in the future should have the awareness that this process is endless and they must be ready for it.

This study has also shed light on to what extent readymade and non-readymade teaching materials meet the learners' needs and it has showed both strengths and weaknesses of them. The findings have led the practitioner researcher to the conclusion that the materials employed at present are appropriate for the target students to some extent. As an educational implication, it can be said that this result can guide the decision makers and stakeholders in the institution in the upcoming coursebook selection process, but it shouldn't be forgotten that a coursebook is just a tool. What is needed is to quit book-based syllabuses and to develop a curriculum to meet the learners' specific needs. It doesn't mean abandoning coursebooks, but non-readymade materials which are sensitive the learners' specific needs can be benefited a lot in this process. All in all, imagining a foreign or second language context without coursebooks is out of the question at present, and as the current research suggests that what is necessary is to find the most appropriate coursebook meeting the learners' needs and to support it with teacher adapted or produced materials.

This study has some suggestions for further research. First, to investigate the generalizability of the findings in the quantitative section, the research can be repeated with more participants. Thus, it is suggested to replicate the current research with the preparatory program students who are going to attend English related departments in different universities. Second, a further study which examines whether the target students' needs vary in state and foundation universities could be conducted. Finally, the causes of the target learners' needs which have revealed in the needs analysis could be studied and for this study qualitative research with the learners and teachers provides more comprehensive insights.

Conclusion

The findings obtained from the present research can be categorized under two headings: the target EFL learners' needs and the appropriacy of readymade and non-readymade materials. The results obtained from the needs analysis questionnaire and semi-structured interviews have ascertained the target EFL learners' language, situation, content, process and subjective needs. Actually, what the questionnaire and interviews tell us about the target EFL learners' needs are what today's foreign language education aims to achieve. Though these learners need more with respect to the ways of learning the target language such as working on strategies, being familiar to the culture, having good knowledge of phonology and so on, following a skills-based syllabus and writing academic tasks are not the needs of only these students. However, as different from other students, the target learners' professional life in future will completely be based on English, which means that there must be something to do for them. This has been put into words as 'awareness' by the interviewees, and if the preparatory program is able to create an awareness on the learners, it will meet a significant need.

As for the analysis of teaching materials, it has come out that both readymade and non-readymade teaching materials don't meet the identified needs of the learners sufficiently and efficiently. The continuous focus on structure teaching in Headway materials can be considered as the main reason for this result. Principally, what is expected from non-readymade materials is that they will make up for the deficiencies the coursebooks have. The findings gathered from the checklists for non-readymade materials show that they are partly successful to serve this purpose. These materials include academic paragraph writing and contextualized grammar exercises that the coursebooks don't have, but when it is looked from an overall perspective, the effect of exams on the materials is clearly seen and they don't answer the learners' needs for productive skills.

As a result, the present study suggests that the preparatory program should be revised in the light of the perceptions of all interested parties. In a program designed based on the identified needs, choosing more appropriate materials and getting more effective outcomes are expected.

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APPENDIX-A: Needs Analysis Questionnaire

Dear Participant,

I'm a student in the Master of Art in the department of English Language Teaching at Hacettepe University. For my master thesis, I'm conducting a needs analysis research which is related to English language needs of preparatory program students whose departments are English Language Teaching and American Culture and Literature at Başkent University. With this questionnaire, it is aimed to gather information about these students' needs. It is reminded that all responses will be kept strictly confidential and none of the responses will be revealed in any way in the study. Thank you in advance for your cooperation and participation.

Gülin BALIKCIOĞLU

Hacettepe University

Master of Arts in English Language Teaching

PART 1: General Learner Needs Survey

Age (Yaş): _____

Gender (Cinsiyet): Female (Kadın) Male (Erkek)

Language Learning History (Dil Öğrenme Geçmişi): _____ year (s)

Department (Bölüm) : _____

Purposes of Learning English (Dil Öğrenme Amaçları):

Other languages you know (Bilddiğiniz Diğer Diller):

PART 2: Language Contact Survey

In this part, we would like you to tell us which of the following uses of language are important for you. Please put an X in the box beside each if you think it is Very Useful, Useful, Not Useful. (Bu bölümde, dilin çeşitli kullanımlarının sizin için ne derece önemli olduğunu belirtmenizi istiyoruz. Lütfen sizin için uygun seçeneği X ile belirtiniz.)

	Very Useful (Çok Faydalı)	Useful (Faydalı)	Not Useful (Faydalı Değil)
<i>Improving my English is important because I can...</i> <i>(İngilizcemi geliştirmek benim için önemlidir, çünkü...</i>			
1. Tell people about myself (Kendim hakkında konuşabilirim.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Tell people about my family (Ailem hakkında konuşabilirim.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Tell people about my job (İşim hakkında konuşabilirim.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Tell people about my education (Eğitimim hakkında konuşabilirim.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Tell people about my interests (İlgi alanlarım hakkında konuşabilirim.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very Useful (Çok Faydalı)	Useful (Faydalı)	Not Useful (Faydalı Değil)
6. Use buses, trains, ferries (Ulaşım araçlarını kullanabilirim.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Find new places in a foreign country (Yabancı bir ülkede yeni yerler bulabilirim.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Speak to tradespeople such as sales assistant, hairdresser, etc. (Esnafla iletişim kurabilirim.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Communicate with my friends (Arkadaşlarımla iletişim kurabilirim.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Receive phone calls (Gelen telefonları cevaplayabilirim.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Make phone calls (Telefonla arama yapabilirim.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Do further study such as master (İleri düzey eğitime devam edebilirim.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Get information about courses, schools, etc. (Okul ve dersler hakkında bilgi edinebilirim.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Participate in courses (Dersler katılıp dersleri takip edebilirim.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Get information about the education system (Eğitim sistemi hakkında bilgi edinebilirim.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Help children with school work (Çocuklara okul ödevlerinde yardımcı olabilirim.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Apply for a job (İş başvurusu yapabilirim.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Get information about a job (Bir iş hakkında bilgi edinebilirim.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Go to an employment service (İş bulma servisine başvurabilirim.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Attend interviews (Mülakatlara katılabilirim.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Join sporting or social clubs (Sosyal veya sportif kulüplere katılabilirim.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Join hobby or interest groups (Hobi veya ilgi gruplarına katılabilirim.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Watch TV (TV izleyebilirim.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Listen to the radio (Radyo dinleyebilirim.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Read newspapers, books, magazines (Gazete, kitap, dergi okuyabilirim.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very Useful (Çok Faydalı)	Useful (Faydalı)	Not Useful (Faydalı Değil)
26. Give, accept, refuse invitations (Davet edebilirim, gelen davetleri kabul veya reddebilirim.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Make travel and holiday arrangements such as booking at a hotel (Seyahat ve tatil organizasyonları yapabilirim.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Talk to my boss (Patronumla konuşabilirim.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Talk to doctors / hospital staff (Doktor ve hastane personeliyle konuşabilirim.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Talk to neighbors (Komşularla konuşabilirim.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Talk to government officials (Devlet görevlileriyle konuşabilirim.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Talk to English-speaking friends (İngilizce konuşan arkadaşlarımla iletişime geçebilirim.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART 3: Methodological Preferences

In this part, we would like you to tell us about how or in what ways you like learning. Put a circle around your answer, yes or no. (Bu bölümde İngilizceyi nasıl ve hangi yollarla öğrenmekten hoşlandığınızı belirtmenizi istiyoruz. Lütfen sizin için uygun cevabı çember içine alınız.)

a. How do you like learning in class?

(Sınıfta nasıl öğrenmekten hoşlanırsınız?)

(1) individually? (bireysel?)	Yes	No
(2) in pairs? (ikili çalışma ?)	Yes	No
(3) in small groups? (küçük gruplar?)	Yes	No
(4) in one large group? (büyük bir grup içinde?)	Yes	No

b. Do you want to do homework?

(Ödev yapmak ister misiniz?)

	Yes	No
--	-----	----

c. How would you like to spend the time?

(Sınıf dışı zamanınız nasıl geçirmekten hoşlanırsınız?)

(1) Preparing for the next class? (Bir sonraki ders için hazırlanarak?)	Yes	No
(2) Reviewing the day's work? (Günlük yapılanları gözden geçirerek?)	Yes	No
(3) Doing some kind of activity based on your interests or hobbies? (İlgi ve hobilere dayalı aktivite yaparak?)	Yes	No

d. How do you spend your learning time?

(Öğrenmeye ayırdığınız zamanı nasıl ve nerede kullanırsınız?)

(1) all time in the classroom? (Tüm zamanı sınıfta kullanırım.)	Yes	No
(2) some time in the classroom and some time talking to people outside? (Bir kısmını sınıfta bir kısmını da dışarıdaki insanlarla konuşarak kullanırım.)	Yes	No
(3) some time in the classroom and some time in an individualized language center? (Bir kısmını sınıfta bir kısmını da dil kursunda kullanırım.)	Yes	No

e. How do you like learning?

(Nasıl öğrenmekten hoşlanırsınız?)

(1) by memory (ezberleyerek)	Yes	No
(2) by listening (dinleyerek)	Yes	No
(3) by reading (okuyarak)	Yes	No
(4) by copying from the board (tahtadakileri not alarak)	Yes	No
(5) by listening and taking notes(dinleyerek ve not alarak)	Yes	No
(6) by reading and making notes (okuyarak ve not tutarak)	Yes	No
(7) by repeating what I hear (duyduğumu tekrar ederek)	Yes	No

f. When you speak, how do you want to be corrected?

(Konuşma esnasındaki hatalarınızın nasıl düzeltilmesini istersiniz?)

(1) immediately, in front of everyone (Derhal, herkesin önünde)	Yes	No
(2) later, at the end of the activity, in front of everyone (Daha sonra, etkinliğin bitiminde, herkesin önünde)	Yes	No
(3) later, in private (Daha sonra, özel olarak)	Yes	No

g. Is it a problem for you?

(Aşağıdaki durumlar sizin için problem teşkil eder mi?)

(1) if other students sometimes correct your written work (Diğer öğrencilerin zaman zaman yazdıklarımı düzeltmesi)	Yes	No
(2) if the teacher sometimes asks you to correct your own work (Öğretmenin zaman zaman kendi çalışmamı düzeltmemi istemesi)	Yes	No

h. Which sources do you like learning from?

(Hangi kaynaklardan öğrenmeyi seversiniz?)

(1) television / video / movies (TV, video, filmler)	Yes	No
(2) radio (radyo)	Yes	No
(3) tapes /CDs (kasetler ve CDler)	Yes	No
(4) written material (yazılı kaynak)	Yes	No
(5) the whiteboard (sınıf tahtası)	Yes	No
(6) pictures / posters (resimler, posterler)	Yes	No

i. Do you find these activities useful?

(Aşağıdaki aktiviteleri yararlı buluyor musunuz?)

(1) Role play (rol canlandırma)	Yes	No
(2) Language games (dil oyunları)	Yes	No
(3) Songs (şarkılar)	Yes	No
(4) Talking with and listening to other students (Diğer öğrencilerle sohbet etmek)	Yes	No

(j) How do you understand that your English is improving?

(İngilizcenizin geliştiğini nasıl anlıyorsunuz?)

(1) by written feedback given by teacher (Öğretmen tarafından verilen yazılı geri bildirimlerle)	Yes	No
(2) by oral feedback given by teacher (Öğretmen tarafından verilen sözlü geri bildirimlerle)	Yes	No
(3) by exam results (Sınav sonuçlarıyla)	Yes	No
(4) by seeing if you can use the language in real life-situations (Günlük gerçek durumlarda dili kullandığının farkına vararak)	Yes	No

(k) In which situations do you get a sense of satisfaction?

(Hangi durumlarda tatmin olmuş hissedersiniz?)

(1) if I get high scores from my work (Çalışmalarımın aldığım puanlar yükselirse)	Yes	No
(2) if my teacher says that I am improving (Öğretmenin ilerlediğimi söylese)	Yes	No
(3) if I feel more confident in situations that I found difficult before (Önceden zor bulduğum durumlarda şimdi daha rahat hissedersen)	Yes	No

APPENDIX-B: Semi-Structured Interviews

A. Interview Questions for EFL Instructors of Preparatory School

1. In your opinion, what are the goals of English preparatory program for B level English Language Teaching (ELT) and American Culture and Literature Department students? Please, briefly discuss.
2. What do you think about B level ELT and American Culture and Literature students' needs related to the target language? In what ways do their needs differ from other students?
3. Do you think the materials used in English preparatory program are sufficient for these students? Please, briefly discuss.
4. What do you do in your own lessons to meet these students' needs? Do you make any adaptations or modifications in Headway materials or do you feel the necessity to design new materials? Please, briefly explain.

B. Interview Questions for Lecturers in ELT and American Culture and Literature Departments

1. What is your general idea about English preparatory program? Do you think the program is sufficient and efficient for ELT and American Culture and Literature students? Please, briefly discuss.
2. What are these students' needs related to the target language and how can you classify the needs?
3. To what extent is English preparatory program good at meeting these students' needs? Please, briefly explain.
4. As a lecturer in the department, what is your expectation from a student who is going to start departmental courses after completing the preparatory program?

APPENDIX- C: Cunningsworth's(1995) Checklists

Checklist for the make-up of courses

1. What are the components which make up the total course package?
2. How well do the different parts relate to the whole? Is there an overall guide using the package? Is there cross referencing between the different parts?
3. Which parts are essential and which are optional?

Checklist for the organization of coursebooks

1. How is the continuity maintained in the materials?
2. What techniques are used for recycling and reinforcement of learning?
3. How is earlier learning developed or refined in later sections of the material?
4. What route is the learner expected to take through the material? Is there one pre-determined route, or are alternatives/optional routes given?
5. Are there reference sections? If so, are there pointers to them in the main text? Are they well integrated?
6. Is there an index of language items?
7. Is there a list of new vocabulary? If so, does it show where each word is first introduced?
8. Is the material suitable for use in a self-study mode? Does it have a key to exercise?
9. Is there adequate recycling and revision?

Checklist for topic

1. Is there enough variety and range of topic?
2. Will the topics help expand students' awareness and enrich their experience?
3. Are women portrayed and represented equally with men?
4. Are other groups represented, with reference to ethnic origin, occupation, disability, etc.?

Checklist for teachers' books

1. Is there adequate guidance for the teachers who will be using the coursebook and its supporting materials?
2. Are the teachers' books comprehensive and supportive?
3. Do they adequately cover teaching techniques, language items such as grammar rules and culture-specific information?

4. Do the writers set out and justify the basic premises and principles underlying the material?

5. Are keys to exercises given?

Checklist for selection of content

1. To what extent is the content selected according to: structure, functions, situations, topics? Is any of the above predominant as the basis of selection of content?

2. How well does the coursebook balance the above factors in selecting content and to what extent is it successful in integrating the different approaches?

3. Is any of the material suitable for use as a resource in a negotiated (process) syllabus?

Checklist for grading

1. Is there any evident basis for the sequencing of the content? If so, is it structural? Is the sequencing based on complexity, learnability, usefulness, etc.?

2. Is there any other basis for sequencing?

3. Are new language items adequately recycled?

4. Is the staging of the language content: shallow, average or steep?

5. Are the staging and sequencing suitable for the learners?

6. Is the progression of the course linear or cyclical?

Checklist for grammar items

1. What grammar items are included? Do they correspond to the students' language needs?

2. Are they presented in small enough units for easy learning?

3. Is there an emphasis on language form?

4. Is there an emphasis on language use (meaning)?

5. How balanced is the treatment of form and use?

6. Are newly introduced items related to and contrasted with items already familiar to the learners?

7. Where one grammatical form has more than one meaning, are all relevant meanings taught?

Checklist for vocabulary

1. Is vocabulary-learning material included in its own right? If so, how prominent is it? Is it central to the course or peripheral?

2. How much vocabulary is taught?

3. Is there any principled basis for the selection of vocabulary?
4. Is there any distinction between active and passive vocabulary, or classroom vocabulary?
5. Is vocabulary presented in a structured, purposeful way?
6. Are learners sensitized to the structure of the lexicon through vocabulary-learning exercises based on: semantic relationships, formal relationships, collocations, situation-based word groups?
7. Does the material enable students to expand their own vocabularies independently by helping them to develop their own learning strategies?

Checklist for phonology

1. How thoroughly and systematically are each of the following aspects of the phonological system covered: articulation of individual sounds, words in contact, word stress, weak forms, sentence stress, intonation
2. Where phonology is taught selectively, is the emphasis on areas of pronunciation that are important to help avoid learners' misunderstandings?
3. Is the pronunciation work built on to other types of work such as listening, dialogue practice, etc or does it stand separately?
4. How much terminology is used? Is it comprehensible to the learners? Is the phonemic alphabet used?
5. Does the material use a diagrammatic system to show stress and intonation?
6. Are there CDs for pronunciation practice? If so, do they provide good models for learners?

Checklist for listening

1. What kind of listening material is contained in the course?
 - Does listening form part dialogue / conversation work?
 - Are there specific listening passages?
2. If there are specific listening passages, what kind of activities are based on them- comprehension questions, extracting information, etc?
3. Is the listening material set in a meaningful context?
4. Are there pre-listening tasks, questions, etc.?
5. What is the recorded material on audio-cassette like in terms of: -sound quality, -speed of delivery, -accent, - authenticity?
6. Is there any video material for listening?

7. If so, is good use made of the visual medium to provide a meaningful context and to show facial expressions, gesture, etc.?

Checklist for speaking

1. How much emphasis is there on spoken English in the coursebook?
2. What kind of material for speaking is contained in the course?
3. Are there any specific strategies for conversation or other spoken activities, e.g. debating, giving talks?
4. Is any practice material included to help learners to cope with unpredictability in spoken discourse?

Checklist for reading

1. Is the reading text used for introducing new language items (grammar and vocabulary), consolidating language work, etc.?
2. Is there a focus on the development of reading skills and strategies?
3. Is the reading material linked to other skills work?
4. Is there an emphasis on reading for pleasure and for intellectual satisfaction?
5. How authentic are the texts?
6. Is the subject matter appropriate?
7. What text genres are used? Are they appropriate?
8. Are the texts complete or gapped?
9. How does the material help comprehension?
10. What kind of comprehension questions are asked?

Checklist for writing

1. How does the material handle controlled writing, guided writing or free writing?
2. Is there appropriate progression and variety of task?
3. Are the conventions of different sorts of writing taught? If so, which ones, and how are they presented?
4. Is paragraphing taught adequately?

APPENDIX-D: Ethics Committee Approval



T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Sayı : 35853172/ 433 - 1227

31 Mart 2017

EĞİTİM BİLİMLERİ ENSTİTÜ MÜDÜRLÜĞÜNE

İlgi: 28.02.2017 tarih ve 559 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı tezli yüksek lisans programı öğrencilerinden **Gülin BALIKÇIOĞLU**'nun Yrd. Doç. Dr. İsmail **Fırat ALTAY** danışmanlığında yürüttüğü "**Üniversite Seviyesinde Hazırlık Öğrencilerine Yönelik Bir İhtiyaç Analizi Çalışması Yapılması ve Öğretim Materyallerinin Analiz Sonuçları Doğrultusunda Değerlendirilmesi / A Study for the Needs Analysis of English Preparatory Class Students at University Level and the Evaluation of Readymade and Non-Ready Made Teaching Materials**" başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **14 Mart 2017** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Rahime M. NOHUTCU
Rektör a.
Rektör Yardımcısı

APPENDIX E: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

13/06/2018


Gülin BALIKCIOĞLU

APPENDIX-F: Thesis Originality Report

13/06/2018

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of Foreign Language Education

Thesis Title : A Study of the Needs Analysis of English Preparatory Class Students at University Level and the Evaluation of Readymade and Non-Readymade Teaching Materials

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

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Filtering options applied:

1. Bibliography excluded
2. Quotes included
3. Match size up to 5 words excluded

I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Lastname: Gülin Balıkcıoğlu
Student No.: N12224994
Department: Foreign Language Education
Program: English Language Teaching
Status: Masters Ph.D. Integrated Ph.D.

ADVISOR APPROVAL

APPROVED
Faculty Member, Ph.D. , İsmail Fırat ALTAY

APPENDIX-G: Yayınlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversite'ye verilen kullanım hakları dışındaki bütün fikrî mülkiyet haklarım bende kalacak, tezimin tamamının veya bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinleri yazılı izin alarak kullandığımı ve istenildiğinde suretlerini Üniversite'ye teslim etmeyi taahhüt ederim.

Tezimin/Raporumun tamamı dünya çapında erişime açılabilir ve bir kısmı veya tamamının fotokopisi alınabilir.

(Bu seçenekle teziniz arama motorlarında indekslenebilecek, daha sonra tezinizin erişim statüsünün değiştirilmesini talep etmeniz ve kütüphane bu talebinizi yerine getirirse bile, teziniz arama motorlarının ön belleklerinde kalmaya devam edebilecektir)

Tezimin/Raporumun 31/01/2019 tarihine kadar erişime açılmasını ve fotokopi alınmasını (İç Kapak, Özet, İçindekiler ve Kaynakça hariç) istemiyorum.

(Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin/raporumun tamamı her yerden erişime açılabilir, kaynak gösterilmek şartıyla bir kısmı veya tamamının fotokopisi alınabilir).

Tezimin/Raporumun tarihine kadar erişime açılmasını istemiyorum ancak kaynak gösterilmek şartıyla bir kısmı veya tamamının fotokopisinin alınmasını onaylıyorum.

Serbest Seçenek/Yazarın Seçimi:

.....
.....
.....

13/06/2018

Gülin BALIKCIOĞLU