



Hacettepe University Graduate School of Social Sciences

Department of Foreign Languages Education

English Language Teaching

**ENGLISH LANGUAGE NEEDS ANALYSIS
OF BOZOK UNIVERSITY ENGINEERING AND ARCHITECTURE
FACULTY FRESHMAN STUDENTS**

Yakup DAĞLI

Master's Thesis

Ankara, 2011

**ENGLISH LANGUAGE NEEDS ANALYSIS
OF BOZOK UNIVERSITY ENGINEERING AND ARCHITECTURE FACULTY
FRESHMAN STUDENTS**

Yakup DAĞLI

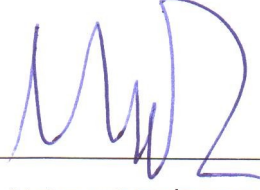
Hacettepe University Graduate School of Social Sciences
Department of Foreign Languages Education
English Language Teaching

Master's Thesis

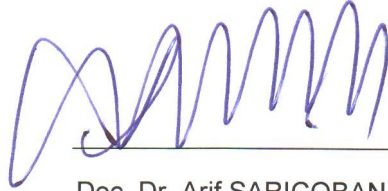
Ankara, 2011

KABUL VE ONAY

Yakup Dađlı tarafından hazırlanan "English Language Needs Analysis of Bozok University Engineering and Architecture Faculty Freshman Students" bařlıklı bu alıřma, 13.01.2011 tarihinde yapılan savunma sınavı sonucunda bařarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiřtir.



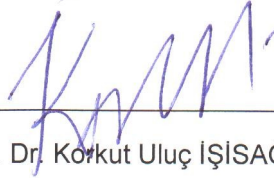
Prof. Dr. Mehmet DEMİREZEN (Bařkan)



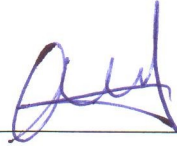
Do. Dr. Arif SARIOBAN (Danıřman)



Yrd. Do. Dr. Pařa Tefvik CEPHE (Üye)



Yrd. Do. Dr. Korkut Ulu İŐİSAĐ (Üye)



Yrd. Do. Dr. Sibel ARIOĐUL (Üye)

Yukarıdaki imzaların adı geen öđretim üyelerine ait olduđunu onaylıyorum.

Prof. Dr. İrfan AKIN

Enstitü Müdürü

BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezin kağıt ve elektronik kopyalarının Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

- Tezimin tamamı her yerden erişime açılabilir.
- Tezim sadece Hacettepe Üniversitesi yerleşkelerinden erişime açılabilir.
- Tezimin 3 yıl süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezin tamamı her yerden erişime açılabilir.

13.01.2011



Yakup DAĞLI

ACKNOWLEDGEMENTS

First and foremost I would like to express my sincerest gratitude to my supervisor, Assoc. Prof. Dr. Arif Sariçoban, who has always supported and motivated me throughout my thesis with his knowledge, wisdom and valuable guidance. I also would like to express my deep gratitude to Prof. Dr. Mehmet Demirezen for his great encouragement. I owe the level of my Master's degree to their great inspiration, enthusiasm and effort.

I would like to thank my colleagues, the instructors, the administrators and the students at Bozok University, Engineering and Architecture Faculty for their help to gather the data.

I am deeply indebted to my parents who have always supported my dreams and aspirations. I would like to thank them for all they have done for me, for being who they are and for making me who I am.

Special thanks to my sons, Mehmet Selim and Ahmet Akif, and my daughter, Zeynep Ahsen, for supporting me with a great patience despite a very long time keeping me away from them.

Last but not least, I feel everlasting gratitude to Fatma, my source of inspiration and my guiding light, for her support, encouragement and endless love.

ÖZET

DAĞLI, Yakup. *Bozok Üniversitesi Mühendislik Mimarlık Fakültesi Birinci Sınıf Öğrencilerinin İngilizce Gereksinim Analizleri*, Yüksek Lisans Tezi, Ankara, 2011.

Bu çalışma 2009–2010 akademik yılı bahar dönemi sonunda Yozgat Bozok Üniversitesi, Mühendislik Mimarlık Fakültesi'nde Makine Mühendisliği, İnşaat Mühendisliği, Mimarlık ve Şehir ve Bölge Planlama Bölümleri birinci sınıf öğrencilerinin İngilizce gereksinimlerini belirlemek amacıyla yürütülmüştür. İki versiyonlu bir anket geliştirilmiş ve 1. versiyon 122 birinci sınıf, 107 dördüncü sınıf öğrencisine; 2. versiyon bu bölümlerde görev yapan 72 öğretim elemanına uygulanmıştır.

Demografik bilgi, Likert ölçekli maddeler, sıralama ve önem sırasına koyma maddeleri ve birden fazla uygun seçeneği işaretleme maddelerinden oluşan anketler fakültede halihazırda verilen İngilizce derslerini değerlendirmeye, öğrencilerin karşılaştığı dil öğrenim problemlerini belirlemeye ve öğrencilerin gereksinimlerini belirlemeye yönelik bilgiler topladı. Anketlerle toplanan bütün bilgiler SPSS istatistik program kullanılarak analiz edilip değerlendirildi. Çalışmanın sonucu olarak Mühendislik Mimarlık Fakültesi birinci sınıf öğrencilerinin İngilizce gereksinimleri belirlendi. Halihazırda verilen İngilizce derslerinin Fakülte ihtiyaçlarını karşılamak için yeterli olmadığı, öğrencilerin İngilizce öğrenme sürecinde güçlüklerle karşılaştığı, dil öğrenim amaçları ve gelecekteki çalışmalarını gerçekleştirmeleri için birinci sınıftan sonra Özel Amaçlı İngilizce derslerine ihtiyaçları olduğu sonuçlarına ulaşıldı. Bu sonuçlar ışığında çalışmanın sonunda, gelecekte yapılabilecek müfredat düzenlemeleri için birkaç pedagojik çıkarım ve Fakültede verilen İngilizce dersleri için alternatif bir program önerildi.

Key Words: Gereksinim Analizi, Gereksinim Değerlendirmesi, Genel Amaçlı İngilizce Öğretimi, Özel Amaçlı İngilizce Öğretimi, Akademik Amaçlı İngilizce Öğretimi.

ABSTRACT

DAĞLI, Yakup. *English Language Needs Analysis of Bozok University Engineering and Architecture Faculty Freshman Students*, Master's Thesis, Ankara, 2011.

This study has been conducted at the end of the spring semester in 2009–2010 academic year in Yozgat Bozok University, Engineering and Architecture Faculty in order to determine the English language needs of the freshman students in the Mechanical Engineering, Civil Engineering, Architecture, City and Regional Planning Departments. A two version questionnaire has been developed and Version 1 was applied to the 122 freshman and 107 fourth grade students and Version 2 was applied to the 72 departmental instructors at the faculty. The questionnaire, composed of demographic information, Likert type items, ranking and ordering of the importance items and choosing more than one appropriate option items, gathered data in order to evaluate the current freshman English courses in the faculty, to find out the language learning problems faced by the students and to identify the needs of the students. All the data gathered by the questionnaires have been analyzed and assessed by SPSS. As a result of the study the English language needs of the freshman students of the Engineering and Architecture Faculty have been identified. It has been determined that the current English courses are not satisfactory to meet the requirements of the Faculty, students have some difficulties in English language learning process and they need to have ESP courses in the following grades in order to achieve their goals in language learning and prospective studies. In the light of the findings, several pedagogical implications for future curriculum design and an alternative program for the English courses at the Faculty are suggested at the end of the study.

Key Words: Needs Analysis, Needs Assessment, English for General Purposes, English for Specific Purposes, English for Academic Purposes.

TABLE OF CONTENTS

KABUL VE ONAY	i
BİLDİRİM	ii
ACKNOWLEDGEMENTS	iii
ÖZET	iv
ABSTRACT	v
TABLE OF CONTENTS	vi
LIST OF ABBREVIATIONS	viii
LIST OF TABLES	ix
LIST OF FIGURES	xi
CHAPTER 1 INTRODUCTION	1
1.1. BACKGROUND OF THE STUDY	1
1. 2. STATEMENT OF THE PROBLEM	7
1. 3. PURPOSE AND SCOPE OF THE STUDY	8
1.4. RESEARCH QUESTIONS	8
1.5. METHOD	9
1.6. DEFINITIONS OF THE TERMS	10
CHAPTER 2 LITERATURE REVIEW	12
2.1. THE BACKGROUND OF ESP	13
2.2. THE DEFINITION OF ESP	14
2.3. DIFFERENCES BETWEEN ESP AND EGP.....	19
2.4. NEEDS ANALYSIS WITH SPECIAL REFERENCE TO ESP.....	22
2.4.1. Definition of Needs.....	22
2.4.2. Needs Analysis and Needs Assessment.....	26
2.4.3. The Necessity for Conducting a Needs Analysis	28
2.4.4. Approaches to Needs Analysis	34
2.4.5. Needs Analysis Methodology	38
2.4.6. Steps of Needs Analysis	41
2.4.7. Problems in Needs Analysis.....	42
2.5. SIMILAR NEEDS ANALYSIS STUDIES	45
CHAPTER 3 METHODOLOGY	48
3.1. PARTICIPANTS.....	49
3.2. INSTRUMENTS.....	53
3.3. RELIABILITY AND VALIDITY OF THE QUESTIONNAIRES	55
3.4. DATA COLLECTION.....	55

3.5. DATA ANALYSIS.....	56
CHAPTER 4 DATA ANALYSIS AND DISCUSSION	58
4.1. ANALYSIS OF THE QUESTIONNAIRES AND DISCUSSION.....	63
4.1.1. Analysis of Satisfaction Related Items.....	63
4.1.2. Analysis of Problems Related Items.....	70
4.1.3. Analysis of Needs Related Items	88
CHAPTER 5 CONCLUSION.....	139
5.1. RESULTS AND DISCUSSION	140
5.1.1. Are the first and fourth grade students satisfied with the freshman English courses?	140
5.1.2. Are the departmental instructors satisfied with the freshman English courses?	141
5.1.3. What are the students' problems in freshman English courses?	141
5.1.4. What are the departmental instructors' opinion about the problems their students face in freshman English courses?	144
5.1.5. What are the students' perceptions of their needs? According to the students, which macroskills/microskills are necessary for their department?	145
5.1.6. What are the instructors' perceptions of the students' needs? According to the instructors, which macroskills/microskills are necessary for the students' departments?	149
5.1.7. What should the faculty have, preparatory class, ESP courses, or etc?	154
5.2. PEDAGOGICAL IMPLICATIONS AND SUGGESTIONS.....	155
REFERENCES	160
APPENDICES.....	169

LIST OF ABBREVIATIONS

- EAP** : English for Academic Purposes
EOP : English for Occupational Purposes
ESP : English for Specific Purposes
EGP : English for General Purposes
EFL : English as a Foreign Language
ELT : English Language Teaching
MED : Mechanical Engineering Department
CED : Civil Engineering Department
AD : Architecture Department
CRPD: City and Regional Planning Department
DEPT : Department
MA : Master of Arts

TABLE OF TABLES

<u>Table:</u>	<u>Page:</u>
1. The Grades of the Students	49
2. The Departments of the Students	50
3. The Sexes of the Students	50
4. The Ages of the Students	50
5. The Type of the High School which Students Graduated from	51
6. The Departments of the Instructors	51
7. The Departmental Distribution of the Instructors' Titles	52
8. The Sexes of the Instructors	52
9. The Executive Positions of the Instructors	52
10. The Questionnaire Items	58
11. The Maximum Language Proficiency Tests Points of the Instructors	60
12. The Instructors Having English Preparatory Class During Their Education Life ...	60
13. The Instructors Having Professional English Class During Their Education Life ..	61
14. The Analysis Results of the Four Items Asked Only to Instructors	61
15. The Means and the Standart Deviations of the Satisfaction Items	63
16. One-way of ANOVA Results for the Item 1.	64
17. One-way of ANOVA Results for the Item 3.	64
18. One-way of ANOVA Results for the Item 4.	65
19. One-way of ANOVA Results for the Item 16.	66
20. One-way of ANOVA Results for the Item 17.	67
21. One-way of ANOVA Results for the Item 18.	68
22. One-way of ANOVA Results for the Item 19.	68
23. One-way of ANOVA Results for the Item 20.	69
24. One-way of ANOVA Results for the Item 21.	70
25. The Means and the Standart Deviations of the Problem Items	71
26. One-way of ANOVA Results for the Item 5.	72
27. One-way of ANOVA Results for the Item 6.	72
28. Independent Samples T-test Results for Item 7.	73
29. Independent Samples T-test Results for Item 8.	74
30. Independent Samples T-test Results for Item 9.	74
31. Independent Samples T-test Results for Item 10.	75
32. Independent Samples T-test Results for Item 11.	76
33. Independent Samples T-test Results for Item 12.	77

<u>Table:</u>	<u>Page:</u>
34. Independent Samples T-test Results for Item 14.	78
35. The Opinions of the Instructors about Item 33.	79
36. The Opinions of the Students about Item 33.	81
37. The Opinions of the Instructors about Item 39.	84
38. The Opinions of the Students about Item 39.	86
39. The Means and the Standart Deviations of the Needs Items	89
40. One-way of ANOVA Results for the Item 2.	90
41. One-way of ANOVA Results for the Item 13.	90
42. One-way of ANOVA Results for the Item 15.	91
43. One-way of ANOVA Results for the Item 22.	92
44. One-way of ANOVA Results for the Item 23.	93
45. One-way of ANOVA Results for the Item 24.	94
46. One-way of ANOVA Results for the Item 25.	95
47. One-way of ANOVA Results for the Item 26.	96
48. One-way of ANOVA Results for the Item 27.	96
49. One-way of ANOVA Results for the Item 28.	97
50. One-way of ANOVA Results for the Item 29.	98
51. The Opinions of the Instructors about Item 30.	99
52. The Opinions of the Students about Item 30.	101
53. The Opinions of the Instructors about Item 31.	104
54. The Opinions of the Students about Item 31.	106
55. The Opinions of the Instructors about Item 32.	111
56. The Opinions of the Students about Item 32.	112
57. The Opinions of the Instructors about Item 34.	116
58. The Opinions of the Students about Item 34.	118
59. The Opinions of the Instructors about Item 35.	121
60. The Opinions of the Students about Item 35.	123
61. The Opinions of the Instructors about Item 36.	126
62. The Opinions of the Students about Item 36.	128
63. The Opinions of the Instructors about Item 37.	130
64. The Opinions of the Students about Item 37	132
65. The Opinions of the Instructors about Item 38.	134
66. The Opinions of the Students about Item 38.	136

TABLE OF FIGURES

<u>Figure:</u>	<u>Page:</u>
1. Learner-centeredness in teaching	43

CHAPTER 1

INTRODUCTION

1.1. BACKGROUND OF THE STUDY

From the origin of the mankind, economic, diplomatic, technologic and scientific dealings of people have generally continued through a lingua franca. The languages of the economically leading countries have become the language of international communication, and people all over the world have strived to learn them. After the World War II, the economic, diplomatic and scientific dominance of the United States and Britain caused English to become the recent lingua franca. Thus, the people, with limitless purposes such as establishing relationships outside national boundaries, keeping up with the scientific and technologic developments and competing with international rivals, have wished, needed and demanded learning English. As newer emergent economic powers such as India, Dubai, Malaysia, and Eastern Europe arise, the need for learning English as the language of communication seems to continue (Brunton, 2009).

On the other hand, with the diminishing effect of French, the previous lingua franca, in the international arena and with the increasing effect of economic and military power of America, English also started to spread in Turkey after the 1950s (Demircan, 1988), and teaching and learning it gained importance in the educational context, as in most other countries. In addition to the economic, scientific and technologic effects of English, the westernization process of our country and the candidacy for European Union membership increased the tendency for English. In 1980s, an urgent and efficient foreign language teaching policy was planned, and this led English to be taught as a foreign language in public and private schools from primary school to university (Kılıçkaya, 2006). This process has progressed so much that even the whole medium of instruction has become English in more than 20 universities such as Boğaziçi University, İstanbul Technical University, Middle East Technical

University and Bilkent University. Many other universities have provided semi-English medium instruction by preparatory classes succeeded by 30 % of the content courses in English. The rest of the universities must have at least 60 hour English classes in two semesters according to the regulations of the Institute of Higher Education (YÖK) in Turkey. Although it is not an official language or second language, instrumental reasons of education (graduate studies, to be research assistants, etc.) (Sebüktekin, 1981 cited in Kılıçkaya, 2006:2) and better career opportunities and the demands of public and private sectors (Doğançay and Aktuna,1998 cited in Kılıçkaya, 2006:2) made English not a compulsory school subject, but also a must for most of the students in Turkey.

All of these demands for language learning, the impossibility of teaching and learning a language as a whole, the interdisciplinary differences, and the diverse needs and purposes of learners in the current era of globalization (Tudor, 1997) have impelled the linguists to find and improve novel, better, easier and effective ways of teaching and learning the language. They noticed the importance of putting the learners in the center and defining the permanent and temporary language needs of them, then preparing the curriculum of the course in accordance with those needs. Hence, in recent years, to “make students reach the intended language level in a shorter time and in a better way” (Elkılıç et al., 2003:59), to make them use the particular jargon in an occupational setting, as well as the daily life language, and also to prepare them against academic needs such as doing research, reading and writing articles or papers, responding e-mails, content based language teaching and collaboration between content experts and the curriculum developers have gained importance worldwide.

Every kind of training is carried out according to a target, and without determining the target and objectives, none of the methods and techniques takes us to the ideal point. However, determining the target and objectives is a

task to be handled by a meticulous needs analysis. In teaching foreign languages, appropriate content, methods and techniques should be specified according to the learners' targets, too. There are four buzzwords in ELT: communicative, interactive, learner-centered, and needs analysis (Young, 2000), and because on-going demographic changes and increasing globalization have challenged professional schools to prepare their students for the realities of the workplace and have increased the importance of communicating in English at workplaces both within and across boundaries (Purpura and King, 2003), the needs analysis is the starting point in order for the others to be achieved. Owing to these realities, professional schools started to adjust their language programs to meet their students' needs, although it is a really difficult process due to the incredible amount of research required, large numbers of students, time, budget and curriculum limitations.

In the literature, the concept of needs was described under different titles in similar ways. However, because of the considerable conflict and potential ambiguity, the definition and the identification of the needs is a big challenge (Brindley, 1989). According to Young (2000), as the learners cannot be considered as a homogeneous group since they have had a variety of backgrounds, a variety of needs exist. Though, Hutchinson and Waters (1987) defined *need* simply as the reasons for which the student is learning English, which will vary from study purposes such as following a postgraduate course in an English-speaking country to work purposes such as participating in business meetings or taking hotel bookings. These needs and purposes are the starting points to determine the language levels, methods or objectives.

With the increasing emphasize on the learners themselves, their needs, purposes and situations, a new field of ELT called English for Specific Purposes (ESP henceforth) emerged in the early 1960s and had many subdivisions. Different from English for general purposes, ESP aims to teach academic and professional subjects, vocabulary and structures integrated into a subject matter

area important to the learners who are intermediate or advanced adults. ESP combines subject matter and English language teaching in a meaningful context and concentrates more on language in context than on teaching grammar and language structures. Interesting and relevant materials related to the students' future profession are used to increase the motivation and to make students perform particular job-related functions and apply what they learn in their classes to their main field of study. Instead of each of the four language skills, the mostly needed skills are stressed and the curriculum is designed accordingly. Since a student of economics needs different vocabulary or language skills than a student of law, and since there are as many situations as jobs and educational settings, and even the students in the same field of study have a variety of needs, ESP is built on a needs analysis to determine the gap between learners' current and target competencies (Belcher, 2009).

Needs analysis, which means collecting information about learners' needs to plan educational programs (Iwai et al, 1999), was introduced into language teaching through the ESP movement after 1960s; and by the 1980s, in many parts of the world a "needs-based philosophy" emerged in language teaching (Richards, 2001:51). Needs analysis is a systematic and detailed process and requires gathering and analysing the target language needs of learners, finding out whether the program's objectives and the learners' requirements are being achieved, making decisions and developing or refining a curriculum (Purpura and King, 2003). Though it is demanding, it is a lively and on-going process and should be conducted for the sake of success because taking the learners' views into account can form a link between learners and the curriculum (Çuvalcı, 2000) and increases the self-confidence and motivation of the learners. Also, teachers, administrators and learners have a better understanding of the learning process, problems, and needs, and develop a responsibility (Keşmer, 2007). On the other hand, needs analysis has only been associated with ESP, and is neglected in the General English classrooms (Seedhouse, 1995). In fact, in every English class there is a needs analysis and therefore, learners participate in a continual needs analysis process. Thus, the first units are

generally called "Getting Started" (Weddel and Van Duzer, 1997). However, this analysis is generally not systematic but rather based on teachers' intuitions (Payam, 2005; Davies, 2006) without consulting with learners, maybe because of regarding learners incapable of expressing what they want or need to learn and how they want to learn (Bada and Okan, 2000).

In fact, each and every program differs in terms of medium of instruction, curriculum goals or types of students (Amirian and Tavakoli, 2009). This uniqueness of the each and every institution, school, faculty or the situation-based context requires deciding on what to teach and how to teach it (Moll, 1999) and finding "related topics and tasks that will engage learners physically, emotionally, socially and intellectually in learning the new language" (Vincent, 1984:40 cited in Davies, 2006:4). Thus, starting with a needs analysis instead of adopting or adapting a program designed for the needs of the other groups of students will benefit all of the participants of the education process. In Turkey, except for the universities with preparatory classes, General English has been taught as a compulsory course at the universities in 3 or 4-hour courses for freshman students. Although these courses were intended for teaching academic English, because of being developed without conducting a systematic needs analysis and heterogenous proficiency level of the students, they turn out to be General English courses unnecessarily and do not contain any professional or academic English. In this context, whether the freshman English courses at Bozok University, Engineering and Architecture Faculty are successful and sufficient will be the subject of this research, and the questions such as "What do the students study, is it ESP or basic English? Is it appropriate for the group level, institution aims or the students' future life? Is there a difference between the students' and departmental instructors' perceptions about the language needs?" are to be answered in the study.

At Bozok University, the medium of instruction is Turkish and none of the departments has preparatory classes. In the Engineering and Architecture

Faculty, there are Mechanical Engineering, Civil Engineering, Geology Engineering, Electrical and Electronics Engineering, Architecture, City and Regional Planning Departments. All of the departments have 3 hour of compulsory English classes in freshman and only Electrical and Electronics Engineering Department has 3 hour of professional English Classes in the second grade. A proficiency exam is applied at the beginning of each academic year. The students getting at least 60 out of 100 points from this exam testing the knowledge of grammar, general vocabulary and reading skills are regarded as having an advanced level and are exempted from freshman courses. And those getting between 1 and 59, that is, beginners and intermediates are placed in the same class and take the same English courses during two semesters. In those courses, freshman students are taught basic English and do not have any professional or technical English related to their field of study. Moreover, these 3 hour of compulsory courses do not have any academic credits making the English courses crushed by the content-area courses and causing students to be alienated from the courses.

This study stresses the importance of conducting a needs analysis and having ESP courses for university students. According to the results of analysis, whether 3 hour of exposure to English a week for 14 weeks in a semester can produce a miracle or not, the current amount and content of the courses are sufficient or a curriculum renewal to meet the expectation of the students or a completely new program with special reference to the engineering academic context are needed will be revealed and discussed. According to the diversity and similarity of the perceptions of students and instructors, the missing and weak points of the present program can be changed or fixed and the effective points can be enhanced. The most frequently needed and the most important skills can be attached much more importance. Related authentic tasks and materials which enable meaningful communication, the necessary grammar or vocabulary items are attracted attention to be integrated in the classroom activities in the light of the analysis results.

1. 2. STATEMENT OF THE PROBLEM

The research took place in the Engineering and Architecture Faculty of Yozgat Bozok University which was founded in 2006. Although the faculty has served since 1992 affiliated to Erciyes University, English courses were given by many different English teachers coming from different high schools through Yozgat. After the foundation of the university, the Department of Foreign Languages was founded in 2007 and instructors of English started to lecture in the English courses at the faculty. These three-hour compulsory English courses are given in freshman and presents basic English grammar without containing any professional and technical English. However, despite the past 18 years of the faculty, no needs analysis study has been conducted and the English needs and expectations of the students and requirements of their future professions and thus the objectives and content of the courses have not been identified and set clearly so far.

In Turkey, English-medium instruction is expanding especially in the institutions of higher education and generally considered as a tool which differentiates one university from the others (Kılıçkaya, 2006). Therefore, in order to catch and compete with the world standards and be sufficient for its students, Bozok University should conduct a needs analysis, as an important prerequisite, to identify the students' diverse needs and the priorities of these needs, instead of adapting or adopting a course curriculum from a different university, or teaching only basic English. This needs analysis is considered to shed light on the General English courses, determine the students' insufficiencies in General English, deal with the students' needs, refine and redefine the procedures and concepts and perhaps suggest more qualified course program or ESP courses regarding the unique and situation based nature of the faculty students. Hence, this study seeks answers to the questions:

- Do English classes at Bozok University meet the English needs of the students of faculty?
- What should be done to meet these needs?

1. 3. PURPOSE AND SCOPE OF THE STUDY

This needs analysis study, which has been conducted in the Engineering and Architecture Faculty of Yozgat Bozok University with 122 freshmen, 107 fourth grade students, and 72 instructors from four departments, is to determine the language needs of the students. Of the six departments of the faculty, Geology Engineering and Electrical and Electronics Engineering departments were excluded from the research because of not having students in the third and fourth grades (see 1.5. METHOD section for more information). The scope of the questionnaire includes items on the general evaluation of the freshman courses, the problems met in learning English, the importance of different language skills, the reasons and needs of the students for learning English. This application is expected to reveal the quality, relevance and convenience of the syllabus and program, appropriateness of the content of the courses, classroom processes, methods, the materials used, and the students' and the instructors' perceptions of the program. Additionally, it is also assumed to see whether they are satisfied with the freshman English courses and whether they think much English knowledge is needed in order to be successful in academic and professional life. Also, in accordance with these results, a new curriculum, methods and materials are to be suggested to carry out those needs, and help in making the most effective use of the students' limited class time.

1.4. RESEARCH QUESTIONS

1. Are the first and fourth grade students satisfied with the freshman English courses?
2. Are the departmental instructors satisfied with the freshman English courses?
3. What are the students' problems in freshman English courses?
4. What are the departmental instructors' opinion about the problems their students' face in freshman English courses?

5. What are the students' perceptions of their needs? According to the students, which macroskills/microskills are necessary for their department?
6. What are the instructors' perceptions of the students' needs? According to the instructors, which macroskills/microskills are necessary for the students' departments?
7. What should the faculty have, preparatory class, ESP courses, or etc?

1.5. METHOD

In this research, the data were collected through questionnaires adapted from Alagözlü (1994) and Boran (1994) with some modifications to make the statements fit the current situation. In order to get the true picture, students' and instructors' views were applied; thus, the questionnaire had two versions, Version 1 was designed for students, and Version 2 was for instructors (see Appendices 1 and 3). Except for addressing and reference conventions and few items, the versions did not differ significantly. Both versions were composed of demographic information, Likert type items, ranking and ordering of the importance items and choosing more than one appropriate option items. There were 39 items in students' questionnaire and 36 in instructors' questionnaire. The items 7, 8, 9, 10, 11, 12 and 14 which were relevant to students only were not included in the instructors' version and 4 items relevant to instructors were not included in students' version. To make sure that participants understand the items in the questionnaires, their native language, Turkish, was used (see Appendices 2 and 4); and to test the reliability and validity, the questionnaires were piloted with 40 students and 7 instructors before employing to the target participants. After deleting and changing some items, the reliability coefficient of the renewed questionnaire for students became .811 Cronbach Alpha and .896 Cronbach Alpha for instructors' questionnaire.

As language needs may change over a four-year period (Baştürkmen, 1998), Version 1 questionnaire was applied to first and fourth grade students from each of the four departments in the Engineering and Architecture Faculty of Bozok University at the end of the spring semester of 2009–2010 academic year. Since they were actually taking English courses, the first group was the freshman students whose opinions and evaluation of the current English courses and expectations about English language in their academic and professional life are important. The second group was the fourth grade students. Because the fourth grade students were about to graduate and were able to assess the necessity of English in relation with their departments and profession, their opinions and evaluation of the freshman English courses and the level of satisfaction with their language needs were considerable to improve the curriculum by fixing the missing and weak points. After eliminating the useless ones, 122 of the freshman students' and 107 of the fourth grade students' questionnaires were found to be convenient for the analysis. On the other hand, Version 2 questionnaire was applied to the academic staff lecturing in the four departments of the faculty. In order to determine the English needs of the students and compare the perceptions of students and academicians, taking their ideas, evaluations and suggestions into consideration are significant. 72 of the 80 instructors returned the questionnaires and all of them were convenient for the analysis. Having collected the questionnaires, Version 13 of the statistical package for social sciences (SPSS, 13) was used to analyze the questionnaires.

1.6. DEFINITIONS OF THE TERMS

Need: The measurable discrepancy or the gap between the existing conditions and the desired future state (Berwick, 1989).

Needs Analysis: The process of gathering data, through a group of tools, techniques, and procedures; from all the stakeholders such as students, teachers, administrators, and related community members about the language

curriculum and its effectiveness in students' academic, professional and real lives (Brown, 1995; Nunan, 1999).

Needs Assessment: A systematic set of procedures undertaken for the purpose of collecting and analyzing the data, utilizing the findings and setting priorities for making decisions about a program or organizational improvement and allocation of resources (Witkin and Altschuld, 1995; Reviere, 1996).

English for General Purposes (EGP): The teaching of the whole language components such as structures, lexicon, functions and rhetoric integrated in reading, writing, listening and speaking activities for general situations without setting a particular target situation (Long, 2005).

English for Specific Purposes (ESP): An approach to language teaching (Hutchinson and Waters, 1987) which only considers the necessary and restricted repertoire of words and expressions from the whole language based on the special groups of learners' needs and their specialized aims (Mackay and Mountford, 1978) in developing the language curriculum, content and goals.

English for Academic Purposes (EAP): The teaching of English with the specific aim of helping learners to study, conduct research, learn or teach in that language (Ermiş, 2008).

CHAPTER 2

LITERATURE REVIEW

Throughout history, different people have had a chance to communicate especially by means of a lingua franca. This lingua franca has not been determined arbitrarily. It has become the language of a country which is leading in science, knowledge, technology, administration, or sometimes colonialism. Thus, people all over the world have struggled to learn this international language with limitless reasons such as becoming more informed and aware of the events, cases or facts, being able to compete and make a better living, being richer or more prosperous and keeping up with the scientific and technologic developments. The demand for the language learning has impelled the linguists to find and improve novel, better, easier and effective ways of teaching and learning the language. As it is known, years ago, Latin and then French had been the language of trade, science, technology, tourism and diplomacy, and great effort had been spent to teach and learn them. After the Second World War, which is one of the most important turning points of the world, United States has become the superpower and authority of the world, so has its language. Then, all over the world including Turkey, people have wished, needed and demanded learning English because of the abovementioned reasons and purposes. Afterwards, there have been many improvements in ELT. According to Brunton (2009), English for Specific Purposes (ESP) or English for Special Purposes is one of the fundamental improvements which arose to meet the learners or employers ignored needs by General English.

In this chapter, an extensive literature review for the ESP, needs and needs analysis is presented. The background and definition of ESP, the differences between ESP and General English, comprehensive information on needs analysis with special reference to ESP and language teaching, definition and types of needs, related approaches, methodologies, steps, problems of and the necessity for needs analysis are reviewed and discussed.

2.1. THE BACKGROUND OF ESP

Once English took the role of international language in the “age of enormous and unprecedented expansion in scientific, technical and economic activities on an international scale” (Hutchinson and Waters, 1987:6), people urged and struggled to learn English. In this flurried language, namely English, learning process of the 40’s and 50’s after the Second World War till the 1960s when the first seeds of ESP were planted, people learned English without determining a definite objective and purpose. This type of English is called General English which provides learners with general capacity to enable them to cope with undefined eventualities in the future (Widdowson, 1983) without emphasizing one function, structure or component over another; additionally, each language skill is given equal importance and topics are chosen from a variety of sources (Harmer, 2001). This “General English” is still taught in preparatory classes or language courses.

Later on, the economic expansion of the United States in the post-war world combined with the Oil Crisis of the early 1970s and resulted in Western money and knowledge flowing into the oil-rich countries (Hutchinson and Waters, 1987; Humaidi, 2010). The fact that the language of the knowledge and world-wide scientific, technical and economic activities became English led to new methodologies in the language teaching profession, especially, the creation of ESP. Also, the increasing number of the learners who know why they are learning English and can clarify their specific purposes made the learners’ demands and needs important for educationalists. In addition to these, by means of the realization of educational psychology that learners have different needs, interests and learning styles and strategies (Hutchinson and Waters, 1987) together with the effects of individual differences philosophy of humanism, courses and contents were started to be designed to meet learners’ specific and individual needs and interests and to motivate them in terms of a "learner-centered" or "learning-centered" perspective. The final reason that contributed to the emergence of ESP is a revolution in linguistics that linguists found out

that the languages used in different disciplines, e.g. engineering and medicine, differ considerably, as well as the spoken and written English differ in different contexts (Hutchinson and Waters, 1987). This idea suggested that “if language in different situations varies, then tailoring language instruction to meet the needs of learners in specific contexts is also possible” (Humaidi, 2010:6).

All these factors required the specialization in curriculum and program design for specific groups of learners; thus, the term English for Specific Purposes (ESP) emerged as one of the most prominent areas of ELT in the early 1960s (Anthony, 1997b) by the works of prominent descriptive ESP pioneers such as Ewer and Latorre, Swales, Selinker and Trimble (Hutchinson and Waters, 1987). Not surprisingly it developed gradually, and became a very important and popular field of language teaching and the demand for ESP seems to continue along several distinct paths, and to increase and expand throughout the world due to the increasing globalization and mobility of the world’s workforce (Dudley-Evans, 2001; Brunton, 2009). Supporting this idea Humaidi (2010) gives the examples of many successful ESP projects such as SEASPEAK, a practical project in applied linguistics and language engineering for International Maritime English, AIRSPEAK, POLICESPEAK, and RAILSPEAK in international safety and security in cooperation with linguists and technical specialists which were accomplished after 1980s. Furthermore, because of “an increasing focus on learners’, not just their immediate wants and needs but future wants and needs as well” (Brunton, 2009:8), a great number of universities offer an MA in ESP, many ESP courses are offered for overseas students in English speaking countries and some international journals dedicated to ESP discussion are published today (Anthony, 1997b).

2.2. THE DEFINITION OF ESP

In a very simple way ESP is the teaching of English for any purpose that could be specified in academic, vocational or professional studies. However, although ESP has had a relatively long time to mature, and it has been defined by many

writers in various manners, the dust has not settled yet in the area and no one would expect the ESP community to have a clear idea about what ESP means (Anthony, 1997b; Dudley-Evans and St. John, 1998; Belcher, 2006) except for the emphasize on learners and their needs. According to Munby (1978), ESP courses are those in which prior analysis of the communication needs of the learner determines the syllabus and materials with all essentials, while McDonough defines ESP as a kind of language teaching activity with its own range of “emphases and priorities” (1984:3). Humaidi also defines ESP as

A general approach that is oriented towards integrating language and the content of students' disciplines of specialization is likely to produce course content and a methodology of teaching that emphasize the needs of learners and that provide ample opportunities to use the language in meaningful situations (2010: 13).

Hutchinson and Waters describe ESP as “an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning” (1987:19). Anyhow, considering the syllabuses of EFL or ESL classes which are also based on analysis of learner needs and ESL instructors using their own personal specialist knowledge, it is not clear where General English ends and ESP starts (Anthony, 1997b). Thus, looking at the characteristics of ESP which were originated by Strevens in 1988 and modified by the theorists Dudley-Evans and St John ten years later in 1998, may help clarify the meaning of ESP. These characteristics are grouped under two headings as absolute characteristics, which are always true, and variable characteristics, which are the changeable ones depending on the situation. First, Strevens defined four absolute and two variable characteristics in 1988:

I. Absolute characteristics:

ESP consists of English language teaching which is:

- designed to meet specified needs of the learner,
- related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities,
- centred on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse,
- in contrast with General English.

II. Variable characteristics:

ESP may be, but is not necessarily:

- restricted as to the language skills to be learned (e.g. reading only),

- not taught according to any pre-ordained methodology (Dudley-Evans and St John, 1998:3)

Then, Dudley-Evans and St John modified these characteristics in 1998 and asserted three absolute and five variable characteristics:

I. Absolute Characteristics

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

II. Variable Characteristics

- ESP, not necessarily, may be related to or designed for specific disciplines,
- ESP may use, in specific teaching situations, a different methodology from that of General English,
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level,
- ESP is generally designed for intermediate or advanced students,
- Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners (1998:4–5).

As it is seen, one of the Strevens's absolute characteristics 'ESP is in contrast with General English' was removed by Dudley-Evans and St. John, and variable characteristics were revised and their numbers increased. This means that Dudley-Evans and St. John see ESP as part of ELT rather than regarding it as a specific discipline. Also, Dudley-Evans describes ESP as an attitude of mind and asserts that it does not have to be aimed at a certain age group or ability range and is likely to be used with either adult or young learners. In addition to these characteristics, there are some others proposed by several authors. For example, Carter identifies three characteristics: authentic material, purpose-related orientation, and self-direction (1983). First, authentic materials or supplementary materials which compensate for the lack of authenticity should be adopted instead of depending only on published textbooks in order to achieve the communicative competence in the related field such as law, medicine, engineering, business, technology. Second, for purpose-related orientation characteristics, simulative tasks such as a conference, preparation

of papers, reading, and notetaking or correspondence via e-mails, preparing project reports or critics for a business should be provided for the real life situations, requirements and target setting. Finally, self-direction, which is similar to the popular philosophy of learning to learn, concerns with turning learners into users (Carter, 1983) through teaching learning strategies. Also, learners must be provided freedom to decide when, what, and how they will study. In addition to these characteristics, Mohan (1986) claims that ESP prepares learners for communicative environments, while Lorenzo (2005) states that instead of teaching grammar or structures, ESP deals with the language in context.

As a summary, ESP, with its all characteristics, is an approach to language teaching (Hutchinson and Waters, 1987) selecting the necessary and restricted repertoire of words and expressions from the whole language based on the special groups of learners' needs and their specialized aims (Mackay and Mountford, 1978). Meanwhile, this definition makes us think that there is not a limitation for special groups of learners and their specialized aims, therefore, Belcher stated that "there are, and no doubt will be, as many types of ESP as there are specific learner needs and target communities that learners wish to thrive in" (2009:2). Thus ESP is a very broad field that there are a myriad of sub-divisions, with numerous others being added yearly to the list, under the umbrella term of ESP (Anthony, 1997b; Brunton, 2009). For instance, English for Science and Technology (EST), English for Business Purposes (EBP), English for Legal Purposes (ELP), English for Social Studies (ESS), and English for Medical Purposes (EMP) are the best knowns. However, due to the ever-increasing 'glocalized' world (Robertson, 1995), market forces and theoretical renewal of the opinion (Flowerdew, 1990) that learners' needs and wants should be met wherever possible, and constantly expanding professions, universities have been given control over their own curriculums. As a result, endless acronyms have rapidly been generated for various branches of ESP (Anthony, 1997a) such as English for Air Traffic Controllers, English for Tourist Guides, English for Businessmen, English for Secretaries, English for Horse

Breeders, English for Brewers, English for Waiters and etc.

Hutchinson and Waters (1987) tried to simplify all of these acronyms under two titles, which are widely accepted: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) / English for Vocational Purposes (EVP). They defined EAP and EOP according to the intentions or purposes of the learners that if they learn English for their profession or work, it is called EOP, and if they learn English for academic studies, it is called EAP. Similarly, Dudley-Evans and St John (1998) stated that teaching medicine language to medical students is called EAP and teaching medicine language to practicing doctors is called EOP. However, because there is a slight difference and invariably some overlap between EOP and EAP (Belcher, 2009) and defining and determining where and how to use the language, namely, giving the answer to the question: "Can a person not use the academic language, which he learned in the past, in doing business?" is not an easy task, all these classifications are disputable. Moreover, "numerous hybrid permutations of EOP and EAP such as EAMP, English for Academic Medical Purposes (for health science students), EABP, English for Academic Business Purposes (for students majoring in business), and EALP, English for Academic Legal Purposes (for law students)" (Belcher, 2009:2) complicated the ESP divisions further. Therefore, the best thing to do is approving the fact that EOP and EAP are the branches of ESP and they can take place in a variety of settings and circumstances. They are both tailored to the needs of learners at various levels aiming to teach English either to help learners study, conduct research, work or communicate; thus, they provide necessary abilities, techniques, and strategies by incorporating a formal and academic style with proficiency in the language use (Jordan, 1997; Hyland, 2006; Eslami, 2010). Both the EAP and EOP include General English components such as the language structure, vocabulary, the necessary and related skills and conventions depending on the levels of the students.

Consequently, since there is not a clear difference between EAP and EOP, for the purposes of this study the ESP title will be dealt in the rest of the study without a discrimination for EAP and EOP.

2.3. DIFFERENCES BETWEEN ESP AND EGP

As mentioned above, ESP has been regarded as a branch of ELT but a definite line between English for General Purposes (General English or EGP shortly will be used henceforth) and ESP could not have been drawn and exact differences have not been put forward so far. In fact, many of these claimed differences are the novelties presented by ESP philosophy for English language teaching. The highly accepted explanation of Hutchinson and Waters (1987) which claims that there is not theoretical but practical, namely, methodological and content differences between them supports the idea. If it is to be investigated deeply, these differences may range from syllabuses, instructional or objectives methods, learners, needs analysis, decision makers and teaching, which will be dealt below.

First of all, syllabuses made up the largest difference between EGP and ESP affecting the content, methodology and the materials used in the courses. EGP deals with the whole language at any proficiency level and provides learners with too much structural, lexical, functional and rhetorical components of the language integrated in reading, writing, listening and speaking activities for general situations without setting a particular target situation (Long, 2005). These activities are generally completing and role playing an appropriate dialogue with strangers, clerks or party guests; ordering meals in a restaurant, buying tickets or clothes, exchanging money; and vocabulary guessing and filling the blanks. All of the skills and language components are paid equal attention during the courses (Corder, 1973). However, academic or occupational lives such as economy, technology, engineering or medicine require mastery in professional topics, vocabularies, registers, functions and structures; and a task-based skill or skills like speaking or writing, in addition to

General English acquired earlier. Thus, ESP is usually viewed as a level that succeeds EGP and delivered to adult students (Lorenzo, 2005) at an intermediate or advanced level (Dudley-Evans, 1997) and restricts the language components to be focused. In ESP syllabus, appropriate skill according to the students' needs is considered (Jordan, 1997), and related and needed topics, functions, structures, vocabularies and language in context in a particular domain, vocation, or occupation are emphasized aiming at acquainting learners with the particular language. Lorenzo (2005:1) summarizes this by stating that ESP 'concentrates more on language in context than on teaching grammar and language structures'.

This content-based instruction leads to another difference in accordance with one of the ESP characteristics that modified or unmodified authentic materials and field or discipline related themes, words and sentences should be used in ESP courses to achieve an interdisciplinary cooperation, a balance between language and content, and to exploit the possibilities offered by content-based instruction (Stryker and Leaver, 1997 cited in Cianflone-Coppolino, 2009). While EGP thinks the target language only as a medium of communication, ESP, concerned with turning learners into users, considers target language as a medium of communication and also content learning across the curriculum (Mohan, 1986 cited in Elkılıç et al., 2003). Since the teaching of ESP focuses on specific training for specific situations and requires subject matter, that is field of study, knowledge such as the related specialized vocabulary, registers and task-based functions; it is more labouring than ELT which only requires language teaching qualifications.

The next difference are the learners of ESP and EGP and their purposes of learning English. Despite the fact that many ELT learners learn English just because it is an obligation in the school curriculum and have difficulties in identifying and specifying a purpose, ESP learners, who are generally adults at intermediate or advanced level, are usually more aware, conscious and

confident of their own needs and purposes for learning English. In an ELT context, the whole language is dealt with, thus, the learners can only have general reasons or expectations such as meeting and talking to foreigners, traveling, shopping, watching films, reading books or papers, searching English websites. However, language learning is purposeful in ESP (Elkılıç et al., 2003). Learners of ESP learn English through a well-known and relevant field and know that they will have a chance to use what they learn in ESP classroom in their immediate study situation, future professional career (McDonough, 1984) or in particular job-related functions (Fiorito, 2005). This makes learners more motivated, conscious and meticulous about improving professional and academic skills. Moreover, these consciousness and meticulousness also make learning personal (McCarten, 2007) and help self direction, which is one of the characteristics of ESP, to occur.

The final difference stems from the overemphasis on learners and their needs in ESP. The needs driven nature of ESP led to a research area known as 'needs analysis' which is neglected in the General English (Seedhouse, 1995). This can be seen in Hamp-Lyons' words that ESP begins with the learner and the situation, whereas General English begins with the language (2001, cited in Eslami, 2010). Though, Hutchinson and Waters (1987), clarified this difference more professionally that the learners' needs exist and as Richards (1990) said fundamental, both in ESP and General English, but ESP is more aware of these needs than General English. They also held the traditional opinion of General English which claims that learners' true needs cannot be specified and discovered responsible for this. Seedhouse (1995) called attention to this point and found out that despite the inspirations of current learner-centered and communicative approaches and general acknowledgements about the place of needs analysis in curriculum design, there had been no articles on needs analysis in either ELT Journal or Applied linguistics. According to Belcher, in General English classes learners may see the instruction like "language for no purpose," or "language for other people's purposes" (2009:1), this may stem from the lack of needs analysis and taking learners' views about their purposes.

In the literature, some opponent views advocate General English that teachers test and analysis the current proficiency levels (e.g., elementary, intermediate, advanced) and educational background of their students, however, Belcher answers them by saying ESP specialists not only find out the current level but also take responsibility for determining what the learners will likely and specifically need to be able to read, write, speak, and comprehend in the target situation. Furthermore, in the decision making process for identifying and determining the appropriate content, syllabus, topics, structures, skills and materials for the courses, non-learner-centred criteria such as the course designers', teacher's or institution's predetermined and definite preferences are at the center in EGP. On the other hand, learners' needs and their academic or occupational requirements, as well as the course designers', teacher's or institution's opinions shape the ESP syllabus.

Having considered the definition of ESP and the differences between ESP and EGP, the needs analysis term, which has gained importance with the emergence of ESP, needs to be explained in detail.

2.4. NEEDS ANALYSIS WITH SPECIAL REFERENCE TO ESP

In order to take advantage of the needs analysis presented by ESP, needs, the core concept, and needs analysis must first be defined and then appropriate needs analysis approach and methodology for the teaching context must be determined. Although there are many definitions of both, they will be dealt with in terms of EFL and ESP classes in this part.

2.4.1. Definition of Needs

The novel concept of ESP which emphasizes the learners and their needs shifted the focus from the language to the learner and put the learner in the center of language teaching and learning. Since there are diverse students' needs peculiar to different contexts (Deutch, 2003) and people with different

values have different needs (McKillip, 1987); definition and conceptualization of the “need” is the key point (Deutch, 2003; Eslami, 2010). The concept of need, for this reason, has been discussed and defined by many writers. For instance, while Berwick (1989) defines ‘need’ as a measurable discrepancy or the gap between the existing conditions and the desired future state, Witkin and Altschuld (1995) define need as the gap or discrepancy between a present state (what is) and a desired end state, or condition (what should be). Similarly, Reviere and et al. define need as “a gap-between the real and ideal conditions-that is both acknowledged by community values and potentially amenable to change” (1996:5). The definitions, mainly similar to each other, stressed “a gap” between present and ideal situations. However, the gap or the problem is valued only if it is accepted potentially satisfying for betterment by a particular community as stated by McKillip “need is the value judgment that some group has a problem that can be solved” (1987:10). With regards to language teaching, need can be defined as the recoverable gap between the present and actual (what they know and can perform) and ideal and desired language proficiency level (what should they know and perform) of the learners in terms of their specific purposes.

In addition to the definition of the need, many writers such as Hutchinson and Waters (1987), Brindley (1989), Berwick (1989), Brown (1995), and Nunan (1999) classified the needs under different groups and names in the literature. The six need types which were generally acknowledged and two types suggested by Hutchinson and Waters (1987) were summarized below.

First, subjective needs (also called felt or expressed needs) are defined as the wants, desires, expectations or other manifestations of a lack (Nunan, 1999; Brown, 1995) generated, determined and stated by the learners themselves. In Belcher’s words they are the “learners’ self-knowledge, awareness of target situations, life goals, and instructional expectations” (2006:136). They involve the personal, affective and cognitive factors such as personality, self esteem,

confidence, attitudes, expectations, learning styles and strategies with regards to learning English (Brindley, 1989). Therefore, subjective needs can be as many as the students number or even more, however, determining them is generally difficult since they cannot be diagnosed easily, or, in many cases, even stated by the learners (Nunan, 1999). Nonetheless, to build a lovely and efficient learning atmosphere, teachers had better seek and meet subjective needs of their students.

Second, objective needs (also called perceived needs) are the observable needs of the learners. Since they are based on available data about learners and their language learning, as well as their present levels and target levels aimed by the teachers, educators or course designers (Hutchinson and Waters, 1987; Nunan, 1999); objective needs are more factual, contrary to the subjective needs. To determine the objective needs of learners Richards suggests educators ask some questions such as

- In what setting will the learners use the target language?
- Which language models are involved? (e.g., reading, writing, listening and speaking),
- What types of communicative event and speech acts are involved?
- What level of proficiency is required?" (1990:2).

Third, the content needs are related with the curriculum and syllabus design. Necessary topics, structures, function, notions, and vocabularies (Nunan, 1999) even the phonemes, morphemes, discourse makers, case rules, utterances (Brown, 1995) which are likely to be needed in the learners' future academic or occupational lives are the content needs.

Fourth, having identified the content of the course, finding out the process needs of the learners' helps select the proper methodology, learning tasks, experiences and activities (Nunan, 1999) and the factors in the affective domain, such as motivation and self-esteem (Brown, 1995).

Fifth, language needs search for the details about where, why and how much language will be needed and used by the learners in the future (Brown, 1995).

Sixth, situation needs are the supplementary and circumstantial language learning needs affected by personal, cultural, religious, administrative, financial, and pedagogic factors.

In addition to these six need types, Hutchinson and Waters (1987) also defined two types of needs. One of them is target needs and the other is learning needs. Target needs, which is relevant to the necessities in the target situation, has three subtitles: necessities, lacks and wants. Necessities are what the learners have to know for a successful function when they reach the target situation. For example, being able to read a receipt in English is a necessity for a doctor. On the other hand, the gap between the present knowledge of the learners and the targeted proficiency is called "lacks". Lastly, the views of the learners about their necessities and lacks of the target situation are called "wants". As for learning needs, they are related to what the learners need and what potential and constraints, like learning strategies, and motivation, they have in order to learn the language. The following questions can be asked to identify the learning needs:

- Why are the learners taking this course? Is the course compulsory or optional?
- What do learners think they will achieve?
- How do the learners learn?
- What is their learning background?
- What is their concept of teaching and learning?
- What methodology will appeal to them?
- What sort of techniques are likely to bore them? (Hutchinson and Waters, 1987:62)

Whatever the definition is, need is a key word to determine the language program according to the learners' purposes, reasons, intentions, necessities, lacks or wants. However, it is not enough to know what need is (Moll, 1999) and just because 'need' is a measurable discrepancy (Berwick, 1989); detailed need

analysis can and should be conducted in order to determine the current state, specify and respond the real and useful needs.

2.4.2. Needs Analysis and Needs Assessment

Teachers of language have conducted informal needs analyses for years because every language teacher starts his course by identifying the background language level of the students, assessing the language points which the students needed to master, setting up the aims and planning the course accordingly. These efforts of teachers for meeting the needs of their students is the reason of why different language teaching approaches are born and then replaced by others (Songhori, 2008). However, first formal needs analysis procedures appeared and became widespread in language teaching by means of the driving force of ESP in 1970s, and the needs driven philosophy made needs analysis the corner stone of ESP (Nunan, 1988; Dudley-Evan and St. John, 1998; Iwai et al., 1999; Graves, 2000; Gatehouse, 2001; Richards, 2001). With the emergence of ESP and developments in the educational psychology, learners, so their needs, lacks and wants, settled on the center (Le Ha, 2005) and the traditional teaching evolved, as Nunan (1999) pointed, instead of fitting the students into courses, courses have been designed to fit nearly all the students henceforth. However, revealing the needs, lacks and wants and designing a curriculum in accordance with the results are issues to be handled systematically and professionally. This systematic and professional procedure is called needs analysis followed by needs assessment, which are two different concepts even though they are thought to be the same.

In the literature, needs analysis was defined as a systematic exploration of the way things are and the way they should be (Stout, 1995, cited in Elkılıç et al., 2003). For example, Baştürkmen defined it as "the identification of difficulties and standard situations by observation of participants functioning in a target situation" and added that it is most often used where the learners in select situations face very similar difficulties (1998:1). Richards (1990) also defined

that needs analysis finds what the learners' current levels of proficiency are and what they will have to use the language for in their career and seeks the ways to equip the learners with the necessary language component. According to McKillip (1987), needs analysis endeavors to define the correct target population and its environment, and pays attention on the needs which were attributed value by the target population, which cause problems and violate expectations of the learners. In this process, needs analysis deals with the opinion and the subjective needs, the learning strategies and styles of the learners; objective needs, and the target situation requisites. However, the generally acknowledged definition is that needs analysis is the process of gathering data from all the stakeholders such as students, teachers, administrators, and related community members about the language curriculum and its effectiveness in students' academic, professional and real lives. In this data gathering process, a group of tools, techniques, and procedures are used to determine the language content and learning process in a language programme (Nunan, 1999) and to find out "how much the students already know and what they still need to learn" (Brown, 1995:35).

On the other hand, the word "assess" comes from the Latin term "assidere", meaning "sit beside". Therefore, needs assessment can be defined as process-minded and participatory-oriented adult educators "sit beside" learners to learn about their proficiencies and backgrounds, educational goals, and expected outcomes, immersing themselves in the lives and views of their students (Auerbach, 1994, cited in Weddel and Van Duzer, 1997) to develop an appropriate curriculum in accordance with the general and specific language needs of students (Hutchinson and Waters, 1987). In this assessment, learners' perspective on the kind of English that they want and need to know to function in their lives and works and their expectations from the instructional program is examined (Weddel and Van Duzer, 1997).

Thus, needs analysis is followed by a needs assessment which evaluates, discusses, and interprets those results found by the needs analysis, and puts them in order of priority. In this continual process of evaluation (Savage, 1993), how much of what is needed (York, 1982; Reviere et al., 1996:6 cited in Yeniçeri, 2008) and their priorities (Brown, 1995) are measured through objective, subjective, content and process needs of the target group. Then, solutions, improvements, regulations and reorganizations (Witkin and Altschuld, 1995) related to student placement, materials selection, curriculum design, and teaching approaches (Wrigley and Guth, 1992 cited in Weddel and Van Duzer, 1997) are determined to make decisions leading to better action. So, the objectives, content, materials, methodology and the goals determined by needs analysis become attainable by means of needs assessment. In other words, if we simulate needs to an illness, diagnosing the illness through the symptoms is needs analysis, and prescribing and dosing the drugs and the treating process are needs assessment. A broad-based participation of the correct target population, choosing the right methodology to gather information, and identifying the issues and major areas of concern are also the obligations of needs assessment (Witkin and Altschuld, 1995). In order to be successful, needs assessment should identify the gap between the present and the desired situations, prioritize and emphasize the most important needs (Kaufman, 1995) using the analysis results effectively. Both teachers and students benefit the needs assessment process (Lytle, 1988, cited in Eslami, 2010) especially if it takes place at the beginning, during and end of the program as an on-going process (Richterich and Chancerel, 1987; Burnaby, 1989; Savage, 1993; Purpura and King, 2003). Because the effectiveness of the content and the program determined at the beginning needs to be evaluated, revisioned and modified for the future.

2.4.3. The Necessity for Conducting a Needs Analysis

The expanding and changing social situations of globalization, the growing professional and institutional expectations of competence of the global

community and the desire to enable people, who have different ethnic, linguistic and educational backgrounds (Hyland, 2006), to operate in special domains of international settings (Dudley-Evans and St. John, 1998) made this era different than the previous eras in that analyzing and assessing participants' perceived needs became more essential (Hinkel, 2006 cited in Shin, 2008). Thus, the needs-related nature of ESP teaching (Dudley-Evans and St. John, 1998) focused on effective, purposeful and contextual courses considering the needs analysis as the starting point (Johns, 1991; Jordan, 1997; Iwai et al., 1999). Even in the United Kingdom, though she is the motherland of English, because of the plurality of overseas students and their being inadequate in efficient communication skills or technical and academic English, most universities conduct a needs analysis and set up ESP programmes to reach full academic potential (Shin, 2008).

As mentioned above, the languages used by different tribes differ and include different linguistic features and strictly limited repertoires which are determined situationally and regarded as 'special', however, they are not languages containing grammar (Mackay and Mountford, 1978), but they are just the jargons needed in professional life; thus, they are not taught in General English classroom. Also, anticipating and delineating all the crucial target situations, then preparing the learners for all the routine communicative events and genres they will eventually need to engage in and want to be functionally competent with is impossible (Belcher, 2009). In fact, teaching a foreign language fully to everyone is not within the bounds of possibility, however, the fact that many people need this language in different quantities make it inevitable to select and teach the particular parts of language needed by particular learners rather than the whole language. Thus, needs analysis, which is a lively and necessary process for the sake of success, is an indispensable and advantageous way of better teaching and learning, lessens the problems in course design (Eslami, 2010), makes use of the limited classroom time (Belcher, 2009), and sheds light for the ESP teachers who are unfamiliar and unpracticed with the related discipline in which they are asked to teach (Anthony, 1997b).

First of all, the emphasis on practical outcomes and needs driven nature of ESP made needs analysis the most important phase of the curriculum design because without identifying and evaluating the needs, the goals and the objectives of a teaching process cannot be set up, the content of the teaching program cannot be determined, and without determining the content, the methodology, activities, materials, education program and testing and evaluation strategies cannot be specified (Nunan, 1988; Johns, 1991; Jordan, 1997; Weddel and Van Duzer, 1997; Dudley-Evan and St. John, 1998; Iwai *et al.*, 1999; Richards, 2001). Students, language teachers, subject area instructors, school administrators and even the families of the students work in collaboration (Elkılıç *et al.*, 2003). They contribute to the needs analysis process by providing information related to “the age, sex, occupations, problems, motivation, attitudes, and needs, language proficiency, learning styles and preferences of the learners” (Richards 1984:2) as well as the background and goals, linguistic and behavioral demands, and preferred learning strategies (Jasso-Aguilar, 1999). In this information-gathering process, critical thinking, negotiation, and problem-solving skills also develops (Weddel and Van Duzer, 1997). All decisions related to language teaching and learning should be taken according to these information in an ongoing process which is not only applied at the beginning of the programme to gather data and analyze the needs for designing the curriculum but also applied during and at the end of the programme to provide validity and relevancy for all subsequent course design activities (Johns, 1991), to review, evaluate and check the existing curriculum and refine the goals and objectives, and to improve and modify them when they are found to have weak and missing parts and not to have met the needs and requirements (Kaufman, 1995; Purpura and King, 2003).

Curriculum is an educational programme which states the purposes, that is, what will or at least what should be learnt; the content, teaching procedures and learning experiences which will be necessary to achieve these purposes, and the assessment procedure (Hutchinson and Waters, 1987; Richards, 2001; Finney, 2002). According to Richards (1990:20), the success of an instructional

programme is based on planning, development, implementation and evaluation within a context shaped by learner, teacher, school and societal factors. He lists the elements of language curriculum development as follows:

1. Needs analysis
2. Goals and objectives
3. Syllabus design
4. Methodology
5. Testing and evaluation (Richards, 1990: 20).

Considering the definition of the curriculum it can be concluded that these elements all interact with each other and provide a systematic progress for curriculum planners in the the process of curriculum development (Brown 1995:19).

In an ESP curriculum basic communication skills used in the everyday informal language with friends, family and colleagues; and cognitive academic language proficiency, the particular jargon in an occupational setting, and a set of academic skills such as conducting research and responding to memoranda should be integrated and the curriculum should be prepared in order to improve necessary skills (Baştürkmen, 1998; Eslami, 2010). This difficult task, which requires incredible amount of research and close collaboration between content experts and the curriculum developer, can only be handled by a thorough needs analysis.

Next, having a perfect or at least better curriculum only is not satisfying for the course to meet the learners' needs; selecting the appropriate activities and materials is the another requirement which can be enabled by a needs analysis (Bloor and Bloor, 1986). On the other hand, finding out consistent, recognizable and authentic materials and arranging the level and scope of these materials are very difficult pedagogical tasks since "materials development is a multi-faceted and multi-skilled process that requires a wide understanding of all

aspects of teaching and learning” (Davies, 2006:9). Moreover, the ESP teachers who are generally coming from a background unrelated to the discipline cannot evaluate the materials and become slaves to the published textbooks which are unsuitable (Anthony, 1997b). Cianflone and Coppolino (2009) state that as success or failure is ascribed to the resources learners have to work on, they should be developed carefully; activate the prior knowledge, interest and curiosity; be appropriate for the language proficiency of the students, and be meaningful and facilitator of communicative interaction. However, according to Belcher (2009) bringing generic or ready-made commercial materials unresponsive to the specific target needs or materials produced for purposes other than to teach language such as audiotaped phone messages, videotaped interactions or written documents does not guarantee the authenticity and success. Thus, in order to have a better understanding of the learners and course goals, to adapt and develop appropriate materials, and facilitate the ESP teachers’ work needs analysis is employed as an important part of material development.

Last, conducting the needs analysis and preparing the courses in accordance with the results is a wise investment in language teaching in terms of students (Elkılıç et al., 2003) as well as teachers. Despising the learners and ignoring their needs and views make them drop out than to voice their dissatisfaction (Grant and Shank, 1993 cited in Weddel and Van Duzer, 1997). Designing the course based on the idea that the students would be able to immediately use what they learned to perform their jobs more effectively accelerates learning (Gardner, 2000; Walqui, 2000; Edwards, 2000). Also, the assuring and motivating effect of taking the students’ views into account and charging responsibility for their own learning cannot be denied (Dudley-Evans and St. John, 1998; Kaur, 2007; Brunton, 2009; Cianflone and Coppolino, 2009). After the effects of humanism in educational psychology, taking and caring the students’ opinion and including these views into decision making process, it is believed that, in this way, teachers can understand students better, change and arrange their teaching accordingly (Richterich and Chancerel, 1987), develop

appropriate and effective materials and activities (Bloor and Bloor, 1986), specify the needed exercises and skills, rather than wasting time on unnecessary tasks (Tarone and Yule, 1989). This considerate atmosphere of the class motivates, reinforces and benefits the students (Hutchinson and Waters, 1987).

On the other hand, needs analysis also relieves teachers. Anthony and Belcher dealt with the problems of ESP instructors in their papers and looked for the ways to meet instructors' needs. Since the ESP instructors enter into unrelated academic and occupational domains as a stranger, relying on personal experiences, gaining control of the knowledge and addressing students' needs is not easy (Anthony 1997b; Belcher, 2009). Also, for any teacher, novice or experienced, realizing that their students may know more about a subject area or the carrier content of a language course than they do is not usually a comforting thought (Belcher, 2006; 2009). Thus, conducting a needs analysis delineates the course and helps teachers to have a better understanding of their learners and prepare themselves against the content-area challenges, instead of being slaves of a perfunctorily prepared textbook (Anthony, 1997b) and being ashamed of in front of the students.

Concluding that, in order to make learners reach the intended level in a faster and better way, with a high motivation through a learner-centred curriculum (Hutchinson and Waters, 1987), to identify and treat the gaps between the learners' current and desired proficiency level (Kaufman, 1995; Reviere, 1996; Richards, 2001), to determine realistic goals and objectives of a program (Xenodohidis, 2002), to develop the most suitable, flexible and responsive curriculum rather than a fixed or linear one (Weddel and Van Duzer, 1997), to review and refine the curriculum (Purpura and King, 2003), to select more effective materials and to inspire teachers for self-development (Davies, 2006) conducting a needs analysis is not a necessity but a must.

2.4.4. Approaches to Needs Analysis

As has been explained previously, in order to identify the needs and problems of a specific group of learners and provide solutions and suggestions, needs analysis is a must. Just because each and every group has different kinds of needs, and the information which should be collected to identify these different needs are varied, appropriate approach should be employed for each case to collect the correct information. There are totally 14 approaches that may be incorporated into the needs analysis which have been suggested by different writers so far.

In 1978, John Munby published *Communicative Syllabus Design*, which is defined as the most detailed and informative work on needs analysis (Hutchinson and Waters, 1987). The work was regarded as a landmark and set the situational and functional frames of needs analysis under 'communication needs processor' title (Jordan, 1997). This highly standardized and thorough work was supported or criticized by many academics and linguists and consequently became a basis and inspirer for many approaches to needs analysis (Le Ha, 2005). These are Target Situation, Present Situation, Pedagogic Needs, Deficiency, Strategy or Learning Needs, Means, Register, Discourse, Genre, Discrepancy, Democratic, Analytic, Diagnostic, and Learner-centered Analysis Approaches.

Target Situation Analysis (TSA) is the first approach based on Munby's model. Chambers (1980), first, used the term putting the learners' purposes, target needs and target level performances, for which learners were being prepared, in the central position. It investigates the language requirements of the target occupational or academic situation (Moll, 1999) and tries to identify what the learners are expected to be like at the end of the language course and to establish the optimum destination point to which the students need to get (Songhori, 2008).

Present Situation Analysis (PSA) was proposed by Richterich and Chancerel (1980) as a complement to target situation analysis. They claimed that in order to set the target level at the end of the language course, present level and abilities of the learners should be identified at the beginning by means of a present situation analysis. Employing an established placement test, the strengths or weaknesses in language, skills and learning experiences (Dudley-Evans and St. John, 1998) can be found out and necessary precautions can be taken.

Pedagogic Needs Analysis, proposed by West (1998), is an umbrella term and composed of deficiency analysis, strategy analysis or learning needs analysis, and means analysis. Deficiency Analysis was proposed by Hutchinson and Waters (1987) to determine the lacks or deficiencies of the learners in the learning process progressing from the present situation to the target situation. It is the combination of both the target situation analysis and present situation analysis (Moll, 1999), and because it takes lacks and wants, also objective needs of the learners into account (Allwright, 1982) and diagnoses the gap between present and target situations, it forms the basis of the syllabus (Jordan, 1997). Strategy Analysis was suggested by Allwright in 1982 and then modified by Hutchinson and Waters in 1987 as Learning Needs Analysis. Contrast to above-mentioned approaches, it is concerned with the learners' learning views, styles and strategies (Songhori, 2008) and tries to establish how the learners prefer to learn rather than what they need to learn (West, 1998). As for Means Analysis, it is interested in the logistic and pedagogical matters of the educational environment in which the ESP course is to take place (Swales, 1989) considering "that what works well in one situation may not work in another" (Dudley-Evans and St. John, 1998: 124). It pays attention on the practicality of the course program and the cultural environment in which the course will be run (Dudley-Evans and St. John, 1998: 125).

Register, Discourse, and Genre Analyses deal with the linguistic and language

features, that is, vocabularies, structures, texts, and styles, used in ESP courses. Register analysis, also called frequency analysis by Robinson (1991), focuses on the vocabulary and grammar and does not exceed these levels. Because of thinking that although certain grammatical and lexical forms are used much more frequently, the scientific and technical writing grammar does not differ from General English grammar (Dudley-Evans and St. John, 1998), it restricts the analysis of texts to the word and sentence level (West, 1998). On the other hand, Discourse Analysis, also called rhetorical or textual analysis (Songhori, 2008), exceeds the sentence level and deals with the combination of sentences as a text and the communicative values of this discourse. Genre Analysis is similar to Discourse Analysis, however, it is "a more or less standardized communicative event with a goal or set of goals mutually understood by the participants in that event and occurring within a functional rather than a personal or social setting" (Swales, 1990:10-11) so, it distinguishes one type of text or genre from another to be used in different ESP contexts.

Other than these approaches, Brown defined and suggested his approaches which are partly similar to the abovementioned approaches. These are discrepancy, democratic, analytic, and the diagnostic approaches. The discrepancy approach, similar to the Deficiency analysis, considers needs as the differences or discrepancies between the present state and the desired level of the students. In order to find the differences between what ought to be and what is, detailed information must be gathered (Brown, 1995). After finding the current state, missing or satisfying parts and identifying discrepancies; goals are set and solutions and suggestions are provided to compensate the discrepancies. These steps seem highly concordant with the needs analysis philosophy, however, McKillip's admonition is to be considered that "discrepancy model is sometimes seen as elitist because of its dependence on experts for identification and assessment of need" (1987:21). This problematic "dependence on experts" point which obstructs teachers and institutions from

doing the needs analysis will be dealt in detail in 2.4.7. Problems in Needs Analysis section.

In the democratic approach, a majority of a chosen group consisting of students, teachers or administrators decide the changes to be made. In other words, needs analysis in democratic approach gathers information about “the learning most desired by the chosen group” (Brown, 1995:38).

The diagnostic approach aims to find the urgent and indispensable needs of the students, that is “anything that would prove to be harmful if it was missing” (Brown, 1995:39) through a needs analysis. The vital components of the language such as skills, functions, and structures are examined and dealt by this approach.

The analytic approach base on Krashen’s input hypothesis which claim that learners make a little progress beyond their current level (Krashen, 1988) so the topics to be taught should not exceed the current level of students knowledge (Brown, 1995). Since “learners are accepted to be at any stage in their language development and they next need to learn + 1 or whatever is next in the hierarchy of language development” (Brown, 1995:39), analytic approach needs analysis is done to plan the curriculum or the program in order of difficulty or complexity of the topics to be taught.

Except for these approaches, Nunan states learner-centred approach (1988) in which learners are at the center of decision making process cooperating with their teachers about what and how it is taught. According to this approach, subjective needs of the students may change the course content within the possible constraints existing in all learning contexts. It is impossible to meet all of the students’ needs, however, certain learning skills are aimed to be developed. These skills listed by Nunan are:

1. to provide learners with efficient learning strategies,
2. to assist learners identify their own preferred ways of learning,
3. to develop skills needed to negotiate the curriculum,
4. to encourage learners to set their own objectives,
5. to encourage learners to adapt realistic goals and time frames,
6. to develop learners' skills in self-evaluation (1988:3).

Consequently, the popularity of ESP, with its emphasis on needs analysis, and the increasing focus on “appropriate perspectives on language learning and language skills” (Far, 2008:2) helps these approaches improve and new ones emerge. However, there is no single approach to assess all the needs exactly as the circumstances and scopes are different and can change or evolve (Jordan, 1997). Nevertheless, in order to prepare the best program, curriculum and course, to enhance learning and reach the desired goals, to respond to learners' real-world communicative requirements when learning English within a specific context (Shin, 2008); appropriate approach and related methodology should be tried.

2.4.5. Needs Analysis Methodology

As is seen, there are many needs analysis approaches appropriate for different circumstances. In the same way, there are many methods and instruments to gather data for a needs analysis, which, also, may differ according to the circumstances, purposes, economical and educational conditions (Jordan, 1997). Every method has different implications and results (Brown, 1995); thus, the first and most important thing to do is to choose the most appropriate and relevant data collecting method in accordance with the purposes of the program. Since ESP is responsible for identifying the needs before the actual instruction begins (Belcher, 2009), the analyst should keep in mind that whatever the focus and format, the basic purpose should be determining the learners' wants and needs (Weddel and Van Duzer, 1997).

According to Hutchinson and Waters, to discover the needs of the learners, the answers of following questions are sought by means of different instruments:

Why is the language needed?
 How will the language be used?
 What will the content areas be?
 Who will the learner use the language with?
 Where will the language be used?
 When will the language be used? (1987:59-60).

In order to answer these questions and to discover and define the needs, various authors mentioned and explained many instruments. For instance, questionnaires, interviews, observations, informal consultations with sponsors, learners, and others, learner diaries, self-assessment, tests, case studies, evaluation-feedback, and follow-up investigations were listed as data collection methods (Hutchinson and Waters, 1987; Brown, 1995; Jordan, 1997; Long, 2005). Brown also groups these methods into two depending on the role the analyst plays. The first group, including observations, informal consultations, tests, and learner diaries, sees the analyst as an outsider, passively looking in on the existing program. In the second group, which consists of questionnaires, interviews and meetings; the analyst is actively involved in gathering the information from the participants of the program. Just because the methods in the second group are the mostly preferred ones in needs analysis, they will be explained below.

Questionnaires, despite of some weaknesses such as teacher bias in item creation and misinterpretation of the items (Block 1998; Christison and Krahnke 1986, cited in Davies, 2006), have been recognized as the most efficient and the least consuming tools to gather data compared to other instruments since they can be applied to a large number of subjects at a time (Davies, 2006). There are many types of questionnaires (Weddel and Van Duzer, 1997), however, since which items to include and which not to include require an expertise, and unnecessary items lead to wrong results, ESP teachers and school administrators prefer to provide these questionnaires readily from questionnaire

centers instead of forming them themselves (Elkılıç et al., 2003). Depending on the purpose, one of the five types of questionnaires can be employed. Biodata surveys are used to gather facts about the background of each participant, opinion surveys are designed to reveal and bring opinions and attitudes into light; self-ratings ask participants to rate their own abilities, interests, and motivations, and so forth; judgmental ratings require the participants' evaluation of various aspects of the program; Q sort combines the other survey types, since it asks individuals to give their own opinions, attitudes, also to rank them in the order of importance (Brown, 1995:46–51).

Interviews or meetings are arranged to gather information. Depending on the situation individual or group interviews can be conducted (Weddel and Van Duzer, 1997), that is, if time is not problem, private responses can be provided by individual interviews and conversely, if confidentiality is not important and time is limited, individual interviews are applicable. Both the individual and group interviews can be both structural and unstructural. Structural interviews include specific questions to gather only the necessary information at the time of the interview, however, in the unstructural interviews, open-ended type and predetermined questions about the problems and expectations of the students are asked and the answers are recorded for the further examination (Elkılıç et al., 2003)

Because all of the instruments, stated above, have both weaknesses and strengths in order to reach the most valid and reliable information, a variety of instruments may be necessary to be used (Brown, 1995). Also, the money, time and other resources and constraints are to be taken into account for not coming down. Therefore the analyst should be careful about identifying the instrument or instruments to be used in needs analysis.

2.4.6. Steps of Needs Analysis

In order the analysis to be successful and efficient and to serve for a better curriculum design, the analyst should follow some steps. First of all, the methodology in accordance with the most appropriate approach for data collection should be identified. How, when, by and from whom and what kind of data are to be collected and the purposes of the study should be determined clearly. Then the next step is data collection through the predetermined methods and processes. The third step is the data analysis, the results are interpreted and discussed in this step. As the final step, the interpretations are resolved into the instructional items to design a curriculum.

Similarly, McKillip (1987) presents five steps of needs analysis. The first step is preparation stage. In this stage, users are identified and the purpose is defined. Users are the people who provide information for the analysis, and will use the analysis results, like learners, teachers and the programmers. The purpose is also defined according to their views. In the description of the target population and the education environment stage, which is the second step, necessary information about learners and the learning environment is gathered. Need identification is the third stage. The needs, lacks and problems of the target population and the possible solutions and suggestions are determined but not evaluated in this step. Then needs assessment takes the stage as the fourth step, the needs, problems and the possible solutions are evaluated explicitly and appropriately. The last one is the communication step. In this step the results of the analysis are concluded and reported to the decision makers, users, and the curriculum designers to make necessary changes.

Whatever the approach or the method used in the analysis process, these steps are carried out. And, it should be kept in mind that, needs analysis is an on-going process (Hutchinson and Waters, 1987), and the steps of this process are not separated and are implemented as a whole, besides, the conclusions are constantly checked and assessed.

2.4.7. Problems in Needs Analysis

Although needs analysis is a very important step for planning the teaching and learning curriculum and the program, it is not a roseate process because of the problems stemming from components of the analysis.

First of all, whose opinion will identify the needs of the students is a point at issue. It is commonly agreed that all parties, including present and former learners (Hutchinson and Waters, 1987), teachers, administrators, curriculum developers (Brown, 1995), involved in the teaching and learning process are equally responsible for the identification of learners' needs. However, despite the fact that students are the most readily available sources of evaluation in any ESP classroom (Belcher, 2009), Young (2000) states that according to some educational professionals taking students' view is unnecessary, and learners' wants, desires and expectations may not be acceptable for some administrators (Nunan, 1999); hence teachers or curriculum designers tend to define needs themselves. This may be explained by several reasons, for example, students are regarded as unexperienced individuals and their purposes, some of which are either general, specific or identified emotionally, may not remain constant or teachers wish to continue to play the role of "pupil-acquirer of knowledge" and "teacher-transmitter of knowledge," (Bada and Okan, 2000:2). Also, students' being unwilling to criticise authority, or being uninterested, and feeling that any course revision will not help them, but only future learners (Hutchinson and Waters, 1987) and their fear of being unsuccessful in a more demanding course makes getting the actual views of students about the curriculum, institution or teachers difficult. Thus, instead of suffering, students are excluded from the curriculum development process.

Nevertheless, Dudley-Evans (1997) and Hutchinson and Waters (1987) claim that students' possible worthy ideas about their own learning and needs perceptions cannot be disregarded, and insomuch as the willingness of ESP practitioners to learn from and with one's own students has utmost importance.

Furthermore, a curriculum developed without knowing about the learners, their experiences, backgrounds, expectations, learning styles and motivating factors cannot pledge success. Therefore, instead of disregarding or overstating the learners or any one of the analysis components; an open and trusting relationship for helpful and frank feedback (Hutchinson and Waters, 1987; Richterich and Chancerel, 1987) and a compromise between all the parties should be founded to define the real and reliable needs (Brown, 1995; Humaidi, 2010) and set a successful language teaching and learning process. In Figure 1 we can see that all the components operate in coordination and the learner is in the center, and everything starts from and goes back to him (Richterich and Chancerel, 1987:4).

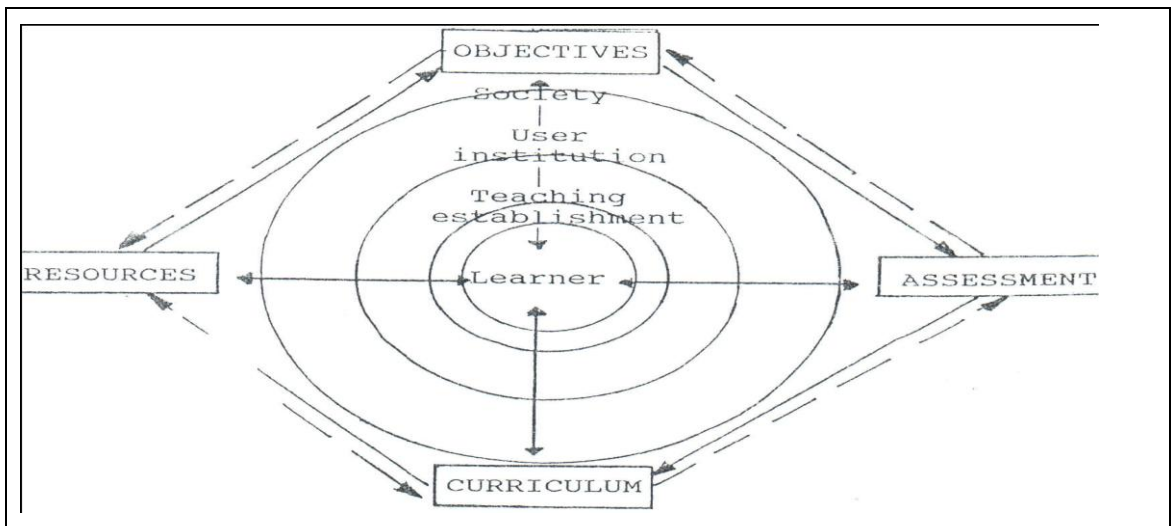


Figure 1. Learner-centeredness in teaching.

This also assures that the educational programme is not determined by one single group's agenda (Moore-Thomas and Erford, 2003).

Meanwhile, it should be kept in mind that as all the educationalists know, classes are heterogenous groups of learners and individual differences play an important role in every phase of learning and teaching. Therefore, as it is stated in Hutchinson and Waters (1987) students may have different views on their needs, lacks, problems or opportunities and possessions as well as different

background, language levels and skills. Also, since the experiences and expectations of all the parties, normally, could not be the same; the learners', who are active participants in the language learning process, views may conflict with the perceptions of other interested parties: course designers, sponsors and teachers (Hutchinson and Waters, 1987). Therefore, only a model of curriculum for a heterogeneous group or for different classes with various aims cannot be set. Also, because it is not possible to meet all the needs, they have to be assessed and organized according to their priority and a flexible curriculum responding the changing needs of learners should be prepared (Richards, 1990). In order to facilitate this, at the time of class placement, minimum placement standards should be required in the language level, motivation, and prior education and experience (Yogman and Kaylani, 1996).

Another problem is identifying the analyst. While some teachers who do not know statistics do not take analysis serious (Humaidi, 2010) and claim that it is trivia full of mistakes, the others believe that analysis requires expertise and both groups hesitate to conduct analysis. They are not fully unfair, because Seedhouse (1995) observes that interpreting the data is the crux of the matter, and teachers are on their own in converting the questionnaires in practical terms into courses or materials and McKillip (1987) criticizes discrepancy approach as being elitist because of its dependence on experts for identification and assessment of need and this belief can be generalized to all of the approaches and instruments. Because taking care of all the components such as learning and teaching styles, preferences and methodologies; proficiency levels of students and teachers; time, budget, and resource constraints; tests and assessment tools; and the target satisfaction and expectation levels (Richards, 1990) and identifying the most appropriate, economic, and effective instrument or instruments according to the characteristics, priority and purpose of the group (Brown, 1995) are not easy tasks, without any guidance fruitful outcomes would never be reached (Humaidi, 2010). On the other hand, an analysis done by an outsider expert who is not familiar with the learners, teachers, programme, and institution may not provide the demanded results

(Tarone and Yule, 1989). However, this excuse may be handled easily nowadays. Because technology offers the means of making such assessments easier, more efficient, and more thoroughly empirical and therefore teachers are less dependent on analyst or intuition (Belcher, 2009).

As is seen, conducting a comprehensive needs analysis and implementing an ESP curriculum are no easy straightforward task, rather it is a juggling act with the ESP practitioner forced to make several choices along the way from start to finish of their act (Brunton, 2009), however, as is remarked in the English proverb “no pain no gain”. It can be a very difficult task yet has crucial importance. Thus, ESP practitioners should not see themselves alone and should be aware of that many others have faced similar challenges and shared solutions in the ESP research literature, in such journals as *English for Specific Purposes*, the *Journal of English for Academic Purposes*, and the *ESPECIALIST* (Belcher, 2009).

2.5. SIMILAR NEEDS ANALYSIS STUDIES

The rapid and continually rising popularity of ESP has increased the number of the related studies and there have been a number of needs analysis studies done throughout the world as well as our country. Although the procedures they use may differ from each other, all of these studies aim to find out the language needs of a particular group of students. Most of the studies done in Turkey focus on the English language needs of a particular faculty in a university and discuss needs in terms of communicative language teaching and stress four skills.

For instance, Akgül (1991), Alagözlü (1994) and Yeniçeri (2008) investigated the needs of medicine faculty students of the Erciyes University, Cumhuriyet University, Ondokuz Mayıs University, respectively. Boran (1994) investigated the needs in the Tourism Education Department of the Trade Business and

Tourism Education Faculty of Gazi University. Atay's (2000) needs assessment study was for the management students at the Faculty of Political Sciences at Ankara University. Gündüz (1999) investigated the needs of the students in the English Language and Literature Department of Selçuk University. Ermiş (2008) studied the language needs of the preparatory class students of the Teacher Training for the Culture of Religion and Ethics for Primary School Department of the Divinity Faculty at Ondokuz Mayıs University. Some other studies did not focus on only one department, instead they identified the needs of the students of a whole preparatory program which was made up by the students of various departments. For instance, Çuvalcı (2000) conducted a needs analysis study in the School of Basic English at Karadeniz Technical University. Keşmer (2007) conducted a needs assessment research in preparatory classes of the Engineering Faculty at Ondokuz Mayıs University. Other than the universities, the needs of the preparatory class students of The Police College were studied by Payam (2005) and the students' needs in The Military Academy were analysed by Ekinci (1995). Also, the researches of Khajeie (1993) titled "A Cross-sectional Study of L2 Reading Performances on GP and SP Texts" and Atai (2000) titled "ESP Revisited: A Reappraisal Study of Disciplined-based EAP Programs in Iran" are the examples of the theses written abroad.

In addition to these theses, many research articles were written on needs analysis throughout the world and Turkey. For example, Bada and Okan (2000) made a study on the students' language learning preferences in Çukurova University. Elkılıç et al. (2003) tried to reveal the role of the needs assessment in developing ESP courses. Baştürkmen (1998) carried out a study to evaluate the communicative language needs of the students in the College of Petroleum Engineering at Kuwait University. Seedhouse (1995) discussed the necessity of needs analysis in the General English classroom and compared EGP and ESP. Eslami, Eslami-Rasekh, and Quiroz (2007) conducted needs analysis of Iranian EAP students. Mazdayasna and Tahririan (2008) researched the case of nursing and midwifery students in terms of ESP needs.

All these studies discussed the needs of a particular group of learners and made some suggestions to meet these needs. The most common points in these studies can be summarized as:

- students have different but important and clear reasons to learn English, thus, they need English,
- some skills are mostly needed by the students according to their field of study,
- in addition to the intensive General English knowledge in a preparatory class, students need to have English specific to their field of study,
- students' opinion in addition to the departmental instructors' should be applied in the process of curriculum design.

This study, like all the other similar ones, will also serve as a beneficial research for identifying the English language needs of the Engineering and Architecture Faculty students at Bozok University and for developing a better curriculum. In this chapter, an extensive and essential literature review for and the theoretical background of needs analysis are presented. Following this chapter, the methodology employed for the determination of needs are presented in the next chapter.

CHAPTER 3

METHODOLOGY

The main aim of this study is to identify the language needs of the students in the Mechanical Engineering, Civil Engineering, Architecture, and City and Regional Planning departments of Engineering and Architecture Faculty of Bozok University. Besides, whether the current curriculum meets the freshman students' needs or not, and what should be done to meet these needs are to be discussed. A needs analysis involving three different groups, freshman and fourth grade students and the instructors of these departments, has been conducted to determine the needs of the students. In order to evaluate the program and prioritize the needs of the freshman students at Bozok University, three of the approaches to the needs analysis mentioned in the previous chapter have been employed. The first one is the discrepancy approach since the information has been gathered about the present state and the desired state of the freshman students to evaluate the present situation and to find out what they need in order to reach that required level. Secondly, the diagnostic approach has been employed to examine the essential language skills. Lastly, the learner-centred approach, to build a cooperation between the learners and the instructors in the decision making, reshaping and refining process, has been employed. In this descriptive study, the data have been collected through a questionnaire adapted from Alagözlü (1994) and Boran (1994) with some modifications to make the statements fit the current situation. Having collected the questionnaires, Version 13 of the statistical package for social sciences (SPSS, 13) has been used to analyze the questionnaires. Mean scores, frequencies, standard deviations, percentages and the significance levels have been calculated for each item in the questionnaire to find out, interpret and discuss whether there exists a significant difference among the groups or not. As a result, the students' satisfaction level of the present course program, problems about learning English, and needs have been evaluated in order to determine what the present curriculum lacks, to refine the content of the present curriculum and to propose suggestions for betterment. The results have been

presented in the tables. In the following chapter, the data collected will be analysed and discussed in detail.

3.1. PARTICIPANTS

In order to get the true picture, the participants of the study consist of three groups: freshman students, fourth grade students and the departmental instructors. Since they were actually taking English courses, the first group was the freshman students (Table 1). Their opinions and evaluation of the current English courses and expectations about English in their academic and professional life are important. The second group was the fourth grade students (Table 1). Because the fourth grade students were about to graduate and were able to assess the necessity of English in relation with their departments and profession, their opinions and evaluation of the freshman English courses and the level of satisfaction with their language needs are considerable to improve the curriculum by fixing the missing and weak points. As the third group, the researcher included the departmental instructors in the study to compare the perceptions of students and academicians. At the end of the spring semester of 2009-2010 academic year, 122 freshman and 107 fourth grade students of the Mechanical Engineering, Civil Engineering, Architecture, and City and Regional Planning departments of Engineering and Architecture Faculty of Bozok University (Table 2) and 72 instructors from these departments (Table 6) answered the questionnaire correctly. The detailed information about the participants are presented in the Tables 1 to 9 below.

Table 1. The Grades of the Students

Class	n	%
Freshman	122	53.3
4th Grade	107	46.7
Total	229	100

n: Number of the students

Table 2. The Departments of the Students

Department	Freshman		4th Grade		Total	
	n	%	n	%	n	%
Mechanical Engineering	49	40.2	30	28.0	79	34.5
Civil Engineering	24	19.7	26	24.3	50	21.8
Architecture	24	19.7	26	24.3	50	21.8
Department of City and Regional Planning	25	20.5	25	23.4	50	21.8
Total	122	100	107	100	229	100

n: Number of the students

According to Tables 1 and 2, 53.3 % of the students attend freshman and 46.7 % of them attend fourth grade. Of these students, 34.5 % are in Mechanical Engineering Department, 21.8 % are in Civil Engineering Department, 21.8 % are in Architecture Department, and 21,8 % are in the Department of City and Regional Planning. Of the freshman students, 40,2 % are in Mechanical Engineering Department, 19,7 % are in Civil Engineering Department, 19,7 % are in Architecture Department, and 20,5 % are in the Department of City and Regional Planning. Of the fourth grade students, 28 % are in Mechanical Engineering Department, 24,3 % are in Civil Engineering Department, 24,3 % are in Architecture Department, and 24,3 % are in the Department of City and Regional Planning.

Table 3. The Sexes of the Students

Sex	n	%
Male	162	70.7
Female	67	29.3
Total	229	100

n: Number of the students

Table 4. The Ages of the Students

Age	n	%
17-20	103	45.0
21-23	85	37.1
24 +	41	17.9
Total	229	100

n: Number of the students

The majority of the students who attend the survey are male (70.7%). The most of the students are between the ages 17-20 (45 %) or 21-23 (37.1%), and the rest of them (17,9 %) are at the age of 24 or over.

Table 5. The Type of the High School which Students Graduated from

Department	The Type of High School	n	%
Mechanical Engineering	High schools without intensive English courses (State, vocational or science high schools)	43	54.4
	High schools with intensive English courses (Anatolian, super or private high schools)	36	45.6
Civil Engineering	High schools without intensive English courses (State, vocational or science high schools)	28	56.0
	High schools with intensive English courses (Anatolian, super or private high schools)	22	44.0
Architecture	High schools without intensive English courses (State, vocational or science high schools)	23	46.0
	High schools with intensive English courses (Anatolian, super or private high schools)	27	54.0
Department of City and Regional Planning	High schools without intensive English courses (State, vocational or science high schools)	27	54.0
	High schools with intensive English courses (Anatolian, super or private high schools)	23	46.0
Total	High schools without intensive English courses (State, vocational or science high schools)	121	52.8
	High schools with intensive English courses (Anatolian, super or private high schools)	108	47.2
Total		229	100.0

n: Number of the students

While totaly 52.8 % of the students graduated from the high schools without intensive English courses such as state high schools, vocational high schools or science high schools, 47.2 % of them graduated from the high schools with intensive English courses such as Anatolian high schools, Anatolian Teachers Training High Schools, Super Lycees or private high schools. And 54.4 % of Mechanical Engineering Department students, 56 % of Civil Engineering Department students, 46 % of Architecture Department students, 54 % of City and Regional Planning Department students graduated from the high schools without intensive English courses.

Table 6. The Departments of the Instructors

Department	n	%
Mechanical Engineering	22	30.6
Civil Engineering	18	25.0
Architecture	17	23.6
Department of City and Regional Planning	15	20.8
Total	72	100

n: Number of the instructors

Table 7. The Departmental Distribution of the Instructors' Titles

Department	Title	n	%
Mechanical Engineering	Associate Professor	1	4.5
	Assistant Professor	9	41.0
	Lecturer	5	22.7
	Research Assistant	7	31.8
Civil Engineering	Associate Professor	2	11.1
	Assistant Professor	6	33.3
	Lecturer	4	22.2
	Research Assistant	6	33.3
Architecture	Assistant Professor	4	23.5
	Lecturer	9	53.0
	Research Assistant	4	23.5
Department of City and Regional Planning	Assistant Professor	5	33.3
	Lecturer	8	53.3
	Research Assistant	2	13.3
Total	Associate Professor	3	4.2
	Assistant Professor	24	33.3
	Lecturer	26	36.1
	Research Assistant	19	26.4
Total		72	100

n: Number of the instructors

According to Tables 6 and 7, the instructors from Mechanical Engineering Department form the majority (30,6 %) whereas the instructors from City and Regional Planning Department constitute the minority (20.8 %). At the same time, the numbers of Assistant Professors (24) and Lecturers (26) are dominant while the numbers of the Associate Professors (3) stay very low. Also, it should be noted that none of the professors returned the questionnaire delivered to them.

Table 8. The Sexes of the Instructors

Sex	n	%
Male	57	79.2
Female	15	20.8
Total	72	100.0

n: Number of the instructors

The majority of the instructors who attend the survey are male (79.2 %).

Table 9. The Executive Positions of the Instructors

Answer	n	%
Yes	12	16.7
No	60	83.3
Toplam	72	100.0

n: Number of the instructors

The majority of the instructors (83.3 %) do not have an executive position in their department or faculty. Only 16.7 % of the instructors have an executive position such as head of a department and assistant of the head.

Further information about the English background of the instructors, their levels, perception and attitudes towards English will be presented in the next chapter.

3.2. INSTRUMENTS

Due to the great number of the population of the participants, the data have been collected through questionnaires as a feasible research instrument. Before designing the questionnaire, a variety of similar questionnaires have been examined and studied. However, since the questionnaires of Alagözlü (1994) and Boran (1994) were found to be the most convenient for the purposes of this study, they were adapted and modified to make the statements fit the current situation. In order to apply and compare the students' and academicians' views, a two-version questionnaire was designed. Version 1 was designed for both freshman and fourth grade students, and Version 2 for instructors (see Appendices 1 and 3). Both versions were composed of demographic information, Likert scale items, ranking and ordering items and choosing more than one appropriate option items, and except for addressing and reference conventions and few items, the versions do not differ significantly. These questionnaires aim to gather information from the students and instructors in terms of their perceptions on current English courses, needs, expectations and language learning problems. The original version of the questionnaires were prepared in English, and before the application, they were translated into Turkish and piloted with randomly selected students and instructors to avoid any misunderstandings and make sure that participants understand the items in the questionnaires (see Appendices 1 and 3 for the English versions and Appendices 2 and 4 for the Turkish versions of the questionnaires).

In order to collect the demographic information, the sex, age, grade, department and the high school of the students; and the sex, academic title, department,

the highest point taken from a language proficiency exam of the instructors and whether they have administrative positions in their departments or faculty (see the Tables 6 to 9 above and Appendices 1 and 3), and if they had taken preparatory class or professional English courses during their school life were asked (see the tables 11 to 13 in the next chapter).

The students' questionnaire, Version 1, consisted of 39 items and the initial 29 of them were Likert type items to gather reliable data. In these items "respondents were asked to indicate to what extent they agree or disagree on the items by marking one of the responses ranging from 'strongly agree' to 'strongly disagree'" (Dörnyei, 2003:37). The responses in the scale have different rating values: "strongly agree" has the rating value of 5, the rating value of "agree" is 4, the response "undecided" has the value of 3, "disagree" has the rating value of 2, and "strongly disagree" has the rating value of 1. The tables in the next chapter discuss the responses according to this scale. The rest of the items, from 30 to 39, were the ranking and ordering of importance (items 34, 35, 36, 37, 38) and choosing more than one appropriate option items (items 30, 31, 32, 33, 39) (see Appendix 1). While analysing the items, they were grouped under three titles according to the factor analysis result. The items 1, 3, 4, 16, 17, 18, 19, 20, 21 were under the satisfaction title and aimed at drawing out the students' satisfaction of the current English courses. The items 5, 6, 7, 8, 9, 10, 11, 12, 14, 33, 39 were under the problems title and aimed at finding out the problems met by the students during the English courses and English learning process. The items 2, 13, 15, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 34, 35, 36, 37, 38 were under the needs title and aimed at determining the needs and requirements of the students.

On the other hand, the instructors' questionnaire, Version 2, consisted of 36 items and the initial 26 of them were Likert type items. The items 7, 8, 9, 10, 11, 12 and 14 of the students' questionnaire were excluded from this version because they were relevant to students only. However, four Likert type items relevant to academicians only were added in instructors' questionnaire. These

four items were placed after demographic information questions as a different part (see Appendix 3) and analysed at the beginning of Chapter 4 to give further information about the instructors' English background (see Table 14). The aim of these items is to clarify the opinions, perceptions and attitudes of the instructors about English and professional English by means of a self evaluation. The rest of the questions, from 30 to 39, were the ranking and ordering of importance (items 34, 35, 36, 37, 38) and choosing more than one appropriate option questions (items 30, 31, 32, 33, 39). Only the addressing and reference conventions differed from the students' questionnaires in these items (see the Appendix 1 and 3). While analysing the items, like the students' questionnaire the items 2, 13, 15, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 34, 35, 36, 37, 38 were analysed under the needs title; the items 1, 3, 4, 16, 17, 18, 19, 20, 21 were analysed under the satisfaction title; and the items 5, 6, 14, 33, 39 were analysed under the problems title.

3.3. RELIABILITY AND VALIDITY OF THE QUESTIONNAIRES

Before circulating the questionnaires for the research, the reliability and validity of the Likert type items were checked in the middle of the spring semester of the 2009–2010 academic year. The questionnaires were piloted with 40 randomly selected students and 7 academicians; and the reliability coefficient for the students' questionnaire was found .811 Cronbach Alpha and .896 Cronbach Alpha for instructors' questionnaire after deleting and changing some items. Although it was thought that the students' fear of being unsuccessful in English courses which are possible to be put in the program according to the result of the study may have caused a threat for the validity and reliability; the reliability coefficients were high enough to enable the researcher to conduct statistical analyses of the questionnaires.

3.4. DATA COLLECTION

After revising the items in the questionnaires, official permission was requested from the administration of the Engineering and Architecture Faculty of Bozok University for the implementation of the questionnaire. As soon as the official

permission was given, the questionnaires were conducted at the end of the spring semester of 2009–2010 academic year.

The freshman students were asked to complete the questionnaire during their English courses. The researcher was present in the classrooms while the students were completing the questionnaire. The researcher first explained the reasons behind the questionnaire. Later, the students were asked to answer all the items. During the administration of the questionnaire, the researcher answered any questions by the participants. It took the students 20 minutes to complete the questionnaire. The questionnaires were collected by the researcher after the students completed them. 122 of the 149 questionnaires answered by the freshman students who were present at the time of administration were convenient for the analysis. The questionnaire for the fourth grade students was administered in the departmental courses with the assistance of the departmental instructors to ensure the highest possible rate of return. The researcher was present in the classrooms while the students were completing the questionnaire and answered any questions by the participants. It took the students 20 minutes to complete the questionnaire. The questionnaires were collected by the researcher after the students completed them. 107 of the 119 questionnaires answered by the fourth grade students who were present at the time of administration were convenient for the analysis.

Having conducted the students' questionnaire, instructors' questionnaire was delivered and the purpose of the questionnaire was explained to the departmental instructors by the researcher himself. The questionnaires were taken back from the instructors a day later by the researcher. 72 of the 80 instructors returned the questionnaire and all of them were convenient for the analysis.

3.5. DATA ANALYSIS

As soon as collecting and sorting out the questionnaires, statistical procedures through Version 13 of the statistical package for social sciences (SPSS, 13)

have been employed to analyze the questionnaires. Mean scores, frequencies, standard deviations, percentages and the significance levels have been calculated for the items in the questionnaire to find out, interpret and discuss whether there exists a significant difference among the groups or not. One-way analysis of variance (ANOVA), LSD test and Independent samples T-test were used for the Likert type items to examine whether there were statistically significant differences between the students' responses and those of the instructors. Also, the differences between the perceptions of freshman and fourth grade students, and the interdepartmental differences were discussed. The results, in relation to the research questions and the hypotheses, were presented in tables. In the following chapter, the findings of the data collected and analysed will be discussed in detail.

CHAPTER 4

DATA ANALYSIS AND DISCUSSION

This study conducted a needs analysis of the students in the Engineering and Architecture Faculty of Bozok University. It aimed to evaluate the current freshman English courses in the faculty, to find out the language learning problems and to identify the needs of the students through a two-version questionnaire. The participants are the freshman and fourth grade students and the instructors of the four departments of the faculty. The demographic information including the sex, age, grade, department and the high school of the students; and the sex, academic title, department, and executive positions of the instructors are presented in the methodology chapter (see Tables 1 to 9). Further information about the instructors such as the highest point they got from a language proficiency exam and whether they had taken preparatory class or professional English courses during their school life will be presented at the beginning of this chapter. Moreover, four items which were only asked to the instructors to evaluate their language level and their perception about professional English courses will be analysed before the analysis of the items.

The interdepartmental differences and similarities between the freshman and fourth grade students and between the students and the instructors were analysed and the results were discussed in the following chapters. In the questionnaires there were Likert-type questions, ranking and ordering of importance questions, and choosing more than one appropriate option questions. According to the factor analysis results, the questions were analysed under three titles; “satisfaction”, “problems” and “needs” (see Table 10).

Table 10. The Questionnaire Items

Type of the questions	Satisfaction	Problems	Needs
Likert Type Questions	1, 3, 4, 16, 17, 18, 19, 20, 21	5, 6, 7, 8, 9, 10, 11, 12, 14,	2, 13, 15, 22, 23, 24, 25, 26, 27, 28, 29,
Ranking and Ordering of Importance Questions			34, 35, 36, 37, 38
Choosing More Than One Appropriate Option Questions		33, 39	30, 31, 32,

Most of the items were compared through one-way of ANOVA technique to find out the differences or similarities between the groups. Following one-way analysis of variance (ANOVA), the results were also analysed by Fisher's Least Significant Difference (LSD) test to explore and compare the means of one group with the means of another group further to see if there are differences between the groups. f calculated values were compared with the f table values. If f calculated values are bigger than the f table values, it meant that there can be a meaningful difference. So, the values were also compared with significance value (p). Significance value (p) was taken as 0.05. and if the significance value (p) is bigger than 0.05, it is believed that the difference between the groups is not significant. On the other hand, if the significance value (p) is smaller than 0.05, it is believed that the difference between the groups is significant. The results presented in the tables were discussed to make them comprehensible to the readers, after each table.

Few items (7, 8, 9, 10, 11, 12, 14) were only asked to students since the items are related with the levels, content and methods of the classes and cannot be evaluated by the outsiders; thus, excluded from the instructors' questionnaire. As there are two student groups, freshmen and fourth grades, Independent Samples T-test was used to compare the results of these questions. For these analyses, t calculated values were compared with the t table values. If t calculated values are bigger than the t table values, it meant that there can be a meaningful difference. So, the values were also compared with significance value (p). Significance value (p) was also taken as 0.05, and if the significance value (p) is smaller than 0.05, it is believed that the difference between the groups is significant.

The above explanations were given for the readers to understand and read the tables and explanations better. This chapter includes data analysis, results and detailed discussions related to the needs analysis of the students in the Engineering and Architecture Faculty of Bozok University. But before the analysis of the questions, further information about instructors, which were not

presented in the Methodology Chapter, are presented in the tables 11 to 14 below. These information are important for the study because they indicate the English backgrounds, proficiency levels, perceptions and attitudes of the instructors.

Table 11. The Maximum Language Proficiency Tests Points of the Instructors

The Maximum Language Tests Points	n	%
35-60	16	22.2
61-70	27	37.5
70 +	29	40.3
Total	72	100

n: Number of the instructors

The majority of the instructors have more than 60 points (77.8%) from an English Proficiency Language Test such as UDS and KPDS which is regarded sufficient for an academician at Bozok University. This shows that the instructors at the faculty have a good background of English knowledge and are to be good at identifying the problems and needs of their students.

Table 12. The Instructors Having English Preparatory Class During Their Education Life

Department	Having Preparatory Class	n	%
Mechanical Engineering	Yes	19	86.4
	No	3	13.6
Civil Engineering	Yes	14	77.8
	No	4	22.2
Architecture	Yes	11	64.7
	No	6	35.3
City and Regional Planning	Yes	10	66.7
	No	5	33.3
Total	Yes	54	75.0
	No	18	25.0
Total		72	100

n: Number of the instructors

Totally, a considerable percent of the instructors (75) had English education in a preparatory class during their high school or university education, and the percent reaches at 86,4 in Mechanical Engineering Department. Thus, the successful results in the English proficiency exams seen at Table 11 may be attributed to the preparatory class which is a discussion point in this study.

Table 13. The Instructors Having a Professional English Class During Their Education Life

Department	Having a Professional English Class	n	%
Mechanical Engineering	Yes	11	50.0
	No	11	50.0
Civil Engineering	Yes	10	55.6
	No	8	44.4
Architecture	Yes	10	58.8
	No	7	41.2
City and Regional Planning	Yes	4	26.7
	No	11	73.3
Total	Yes	35	48.6
	No	37	51.4
Total		72	100

n: Number of the instructors

While the rate of the instructors having a preparatory class is very high, the rate of the instructors having a professional English class is average. The highest rate (58,8 %) for the professional English education is in the Architecture Department and nearly three-fourths of the instructors in City and Regional Planning Department did not have a professional English course. It can be inferred that the professional English courses are also missing at the universities other than Bozok University.

Table 14. The Analysis Results of the Four Items Asked Only to Instructors

Item	Dept.	n	m	sd	f calculated	f table	p	diff.
As an academician I often need English in my life.	MED	22	4.82	0.501	1.419	3.14	0.245	-
	CED	18	4.78	0.428				
	AD	17	4.41	0.870				
	CRPD	15	4.73	0.799				
As an academician I am proficient enough in English.	MED	22	3.95	0.950	1.258	3.14	0.296	-
	CED	18	3.83	0.985				
	AD	17	3.35	1.169				
	CRPD	15	3.60	0.986				
In order our students to be successful there should be professional English courses in our department.	MED	22	4.32	0.894	1.026	3.14	0.387	-
	CED	18	4.61	0.778				
	AD	17	4.76	0.437				
	CRPD	15	4.60	1.056				
I can give professional English courses in my department.	MED	22	3.05	1.327	2.703	3.14	0.052	-
	CED	18	3.28	1.447				
	AD	17	2.29	1.312				
	CRPD	15	2.27	1.100				

Note: $p < .05$, Dept: Department, n: number of the participants, m: mean, sd: standart deviation, p: significance, diff: Difference, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

These items aim to specify the necessity for English in the academic lives of the instructors, the proficiency levels of the instructors, and their perception about the professional English. According to Table 14, since f calculated values for the items (1.419, 1.258, 1.026, 2.703 respectively) are smaller than the f table value (3.14), these results are not statistically meaningful as it is seen at significance values (p) which are bigger than 0.05 (0.245, 0.296, 0.387, 0.052 respectively). These values indicate that there is not a statistically significant difference between the groups for any of the items. The instructors seem to have a common opinion about the necessity of English in their academic life. The high mean values which are very close to 5 for the Item "As an academician I often need English in my life" indicate the need for English. However, the average mean scores for the Item "As an academician I am proficient enough in English" show that the instructors think themselves good at English but not perfect. Expectedly, the majority of the instructors have a clear opinion about the necessity of the professional English as can be inferred from the mean scores of the Item "In order our students to be successful there should be professional English courses in our department". Consistent with the results of the second Item "As an academician I am proficient enough in English", the instructors cannot be sure of themselves about giving "a professional English course in their department". For this item, the instructors of the Civil Engineering Department seem to see themselves more sufficient. It is obvious that the departmental instructors try to make use of English in their academic life and they are aware of the necessity of English for their students as well as themselves. This positive attitude towards English can help the researcher achieve the required modifications, if any, in the current English program at the faculty.

4.1. ANALYSIS OF THE QUESTIONNAIRES AND DISCUSSION

4.1.1. Analysis of Satisfaction Related Items

According to the factor analysis, the items 1, 3, 4, 16, 17, 18, 19, 20, 21 were analysed under the satisfaction title and aimed at drawing out the satisfaction about the current English courses. In this section, whether the students and

departmental instructors are satisfied with the current freshman English courses, and if there are agreement or significant differences between the groups will be discussed item by item according to the one-way of ANOVA and LSD results. In Table 15, the means and the standart deviations of the related items are displayed.

Table 15. The Means and the Standart Deviations of the Satisfaction Items

Freshmen		MED			CED			AD			CRPD		
Items	n	m	sd	n	m	sd	n	m	sd	n	m	sd	
1	49	3.02	1.479	24	3.13	1.329	24	2.58	1.213	25	2.80	1.190	
3	49	1.78	0.823	24	1.96	0.908	24	1.92	0.974	25	1.88	1.166	
4	49	3.31	1.310	24	2.79	1.103	24	2.50	1.319	25	2.88	1.394	
16	49	1.76	1.217	24	1.50	0.780	24	2.08	1.613	25	2.16	1.491	
17	49	2.02	0.924	24	1.96	0.999	24	1.79	1.250	25	2.04	0.841	
18	49	1.88	0.857	24	1.88	0.850	24	1.75	1.152	25	2.16	1.344	
19	49	1.88	0.881	24	2.00	0.933	24	1.75	1.260	25	1.96	1.020	
20	49	1.57	0.764	24	1.83	0.917	24	1.63	1.096	25	1.56	0.961	
21	49	1.90	1.123	24	1.67	0.917	24	1.63	0.970	25	1.56	0.821	
4th Grades		MED			CED			AD			CRPD		
Items	n	m	sd	n	m	sd	n	m	sd	n	m	sd	
1	30	3.13	1.358	26	3.35	1.294	26	2.77	1.531	25	3.44	1.387	
3	30	1.80	0.847	26	2.23	0.863	26	2.08	0.977	25	2.08	1.152	
4	30	2.60	1.476	26	3.00	1.356	26	2.65	1.468	25	2.56	1.325	
16	30	1.57	1.073	26	1.81	1.059	26	1.69	1.320	25	1.32	0.748	
17	30	1.73	0.785	26	2.31	1.087	26	1.58	0.902	25	1.60	0.957	
18	30	1.70	0.702	26	2.27	1.041	26	1.58	0.902	25	1.92	1.187	
19	30	1.80	0.847	26	2.15	0.967	26	1.62	0.941	25	1.92	1.320	
20	30	1.73	0.980	26	2.15	0.967	26	1.46	0.811	25	1.68	1.108	
21	30	1.60	0.770	26	2.04	0.871	26	1.50	0.707	25	1.72	1.021	
Instructors		MED			CED			AD			CRPD		
Items	n	m	sd	n	m	sd	n	m	sd	n	m	sd	
1	22	2.64	1.293	18	2.78	1.166	17	2.65	1.115	15	2.93	1.335	
3	22	1.45	0.596	18	1.61	0.778	17	1.71	0.772	15	1.53	0.834	
4	22	1.59	0.666	18	2.00	0.840	17	2.06	1.029	15	2.13	0.990	
16	22	1.41	0.503	18	1.72	1.018	17	1.59	0.795	15	1.60	0.632	
17	22	1.50	0.673	18	1.67	0.970	17	1.53	0.624	15	1.47	0.516	
18	22	1.27	0.456	18	1.61	0.916	17	1.35	0.493	15	1.47	0.640	
19	22	1.36	0.581	18	1.56	1.097	17	1.47	0.514	15	1.47	0.516	
20	22	1.45	0.671	18	1.56	1.199	17	1.41	0.507	15	1.47	0.516	
21	22	1.36	0.658	18	1.66	0.840	17	1.59	0.618	15	1.47	0.516	

Note: n: number of the participants, m: mean, sd: standart deviation, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

Each of the items and their analysis results according to the one-way of ANOVA and LSD tests are presented in the tables below.

Table 16. One-way of ANOVA Results for Item 1.

Dept.	Group	n	m	sd	f calculated	f table	p	diff.
MED	Freshmen	49	3.02	1.479	0.854	3.09	0.429	-
	4 th Grades	30	3.13	1.358				
	Instructors	22	2.64	1.293				
CED	Freshmen	24	3.13	1.329	1.058	3.14	0.353	-
	4 th Grades	26	3.35	1.294				
	Instructors	18	2.78	1.166				
AD	Freshmen	24	2.58	1.213	0.127	3.14	0.881	-
	4 th Grades	26	2.77	1.531				
	Instructors	17	2.65	1.115				
CRPD	Freshmen	25	2.80	1.190	1.629	3.15	0.204	-
	4 th Grades	25	3.44	1.387				
	Instructors	15	2.93	1.335				

Note: $p < .05$, Dept: Department, n: number of the participants, m: mean, sd: standart deviation, p: significance, diff: Difference, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

Item 1 asks whether knowing General English is enough to be successful in the students' field or not. According to Table 16, all of the f calculated values (0.854 for MED, 1.058 for CED, 0.127 for AD, 1.629 for CRPD) are smaller than the f table values (3.09, 3.14, 3.14, 3.15 respectively) meaning that there is not a statistically significant difference between the groups. Also, the average mean scores show that the participants are not sure about the sufficiency of the General English in their field. The source of this hesitancy towards General English is to be revealed by the analysis of Item 2 in the 4.1.3 Needs Related Items section.

Table 17. One-way of ANOVA Results for Item 3.

Dept.	Group	n	m	sd	f calculated	f table	p	diff.
MED	Freshmen	49	1.78	0.823	1.522	3.09	0.223	-
	4 th Grades	30	1.80	0.847				
	Instructors	22	1.45	0.596				
CED	Freshmen	49	1.78	0.823	2.778	3.14	0.070	-
	4 th Grades	30	1.80	0.847				
	Instructors	22	1.45	0.596				
AD	Freshmen	49	1.78	0.823	0.822	3.14	0.444	-
	4 th Grades	30	1.80	0.847				
	Instructors	22	1.45	0.596				
CRPD	Freshmen	49	1.78	0.823	1.170	3.15	0.317	
	4 th Grades	30	1.80	0.847				
	Instructors	22	1.45	0.596				

Note: $p < .05$, Dept: Department, n: number of the participants, m: mean, sd: standart deviation, p: significance, diff: Difference, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

Item 3 wants to get an evaluation from the participants about the qualification of the language proficiency level of the students. The fact that all of the f table values (3.09 for MED, 3.14 for CED, 3.14 for AD, 3.15 for CRPD) are bigger than the f calculated values (1.522, 2.778, 0.822, 1,170 respectively) shows that the results are not statistically meaningful. Though there is not a significant difference between the groups, the low mean scores suggest that the participants do not see the proficiency levels satisfying for meeting the needs.

Table 18. One-way of ANOVA Results for Item 4.

Dept.	Group	n	m	sd	f calculated	f table	p	diff.
MED	Freshmen	49	3.31	1.310	14.331	3.09	0.000*	Freshmen-4 th Grades Freshmen- Instructors 4 th Grades - Instructors
	4 th Grades	30	2.60	1.476				
	Instructors	22	1.59	0.666				
CED	Freshmen	24	2.79	1.103	4.258	3.14	0.018*	Freshmen- Instructors 4 th Grades - Instructors
	4 th Grades	26	3.00	1.356				
	Instructors	18	2.00	0.840				
AD	Freshmen	24	2.50	1.319	1.080	3.14	0.346	-
	4 th Grades	26	2.65	1.468				
	Instructors	17	2.06	1.029				
CRPD	Freshmen	25	2.88	1.394	1.588	3.15	0.213	-
	4 th Grades	25	2.56	1.325				
	Instructors	15	2.13	0.990				

Note: $p < .05$, Dept: Department, n: number of the participants, m: mean, sd: standart deviation, p: significance, diff: Difference, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

The analysis results for the Item 4, which asks if the participants regard current freshman English courses as satisfying or not, show that there are significant differences between the students and departmental instructors in Mechanical Engineering and Civil Engineering departments (14.331 f calculated value is bigger than 3.09 f table value in MED; 4.258 f calculated value is bigger than 3.14 f table value in CED and these values are meaningful at p values, which are 0.000 in MED and 0.018 in CED). In both departments, the instructors do not regard freshman English courses as satisfying. However, the fourth grade students in these departments are more content with the current English courses than the freshman students. Since the f calculated values (1.080 for AD and 1.588 for CRPD) are smaller than the f table values (3.14 for AD and 3.15 for CRPD) in Architecture Department and City and Regional Planning Department, the results are not regarded statistically meaningful at p values.

Table 19. One-way of ANOVA Results for Item 16.

Dept.	Group	n	m	sd	f calculated	f table	p	diff.
MED	Freshmen	49	1.76	1.217	0.874	3.09	0.421	-
	4 th Grades	30	1.57	1.073				
	Instructors	22	1.41	0.503				
CED	Freshmen	24	1.50	0.780	0.672	3.14	0.514	-
	4 th Grades	26	1.81	1.059				
	Instructors	18	1.72	1.018				
AD	Freshmen	24	2.08	1.613	0.843	3.14	0.435	-
	4 th Grades	26	1.69	1.320				
	Instructors	17	1.59	0.795				
CRPD	Freshmen	25	2.16	1.491	3.873	3.15	0.026*	Freshmen- Instructors
	4 th Grades	25	1.32	0.748				
	Instructors	15	1.60	0.632				

Note: $p < .05$, Dept: Department, n: number of the participants, m: mean, sd: standart deviation, p: significance, diff: Difference, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

For Item 16 “The current amount, 3 hour of General English, of English instruction given at Bozok University is adequate to meet the academic and professional English language needs of the students”, significant differences are found between the students and departmental instructors only in City and Regional Planning Department (f calculated value 3.873 is bigger than f table value 3.15). In this department, freshman students think that the 3 hour of general English is enough to meet their needs, yet, the fourth grade students and the instructors disagree with them. This may stem from the preconception of the freshman students that they may have thought that possible professional English courses in their department would be more demanding and complicating. The results of the other departments are not commented since they are not statistically meaningful with f calculated values (0.874 for MED, 0.672 for CED, 0.843 for AD) smaller than the f table values (3.09, 3.14, 3.14 respectively).

Table 20. One-way of ANOVA Results for Item 17.

Dept.	Group	n	m	sd	f calculated	f table	p	diff.
MED	Freshmen	49	2.02	0.924	3.187	3.09	0.046*	Freshmen- Instructors
	4 th Grades	30	1.73	0.785				
	Instructors	22	1.50	0.673				
CED	Freshmen	24	1.96	0.999	2.130	3.14	0.127	-
	4 th Grades	26	2.31	1.087				
	Instructors	18	1.67	0.970				
AD	Freshmen	24	1.79	1.250	0.442	3.14	0.645	-
	4 th Grades	26	1.58	0.902				
	Instructors	17	1.53	0.624				
CRPD	Freshmen	25	2.04	0.841	2.803	3.15	0.068	-
	4 th Grades	25	1.60	0.957				
	Instructors	15	1.47	0.516				

Note: $p < .05$, Dept: Department, n: number of the participants, m: mean, sd: standart deviation, p: significance, diff: Difference, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

For Item 17 asking about if one can read and understand the English texts related to the field by the help of freshman English courses, significant differences are found between the students and departmental instructors in Mechanical Engineering Department (f calculated value, 3.187, is bigger than f table value, 3.09). The freshman students, in this department, think that they became able to read and comprehend the English texts related to their field after freshman English courses. Though fourth grade students agree with freshman students, they are not as certain as freshman students. On the other hand, instructors in the Mechanical Engineering Department are against their students' opinion. They see their students deficient. In the other departments, none of the f calculated values (2.130 for CED, 0.442 for AD, 2.803 for CRPD) are bigger than the f table values (3.14, 3.14, 3.15 respectively); thus the differences are not statistically significant.

Table 21. One-way of ANOVA Results for Item 18.

Dept.	Group	n	m	sd	f calculated	f table	p	diff.
MED	Freshmen	49	1.88	0.857	5.048	3.09	0.008*	Freshmen- Instructors 4 th Grades - Instructors
	4 th Grades	30	1.70	0.702				
	Instructors	22	1.27	0.456				
CED	Freshmen	24	1.88	0.850	2.717	3.14	0.074	-
	4 th Grades	26	2.27	1.041				
	Instructors	18	1.61	0.916				
AD	Freshmen	24	1.75	1.152	0.918	3.14	0.405	-
	4 th Grades	26	1.58	0.902				
	Instructors	17	1.35	0.493				
CRPD	Freshmen	25	2.16	1.344	1.687	3.15	0.193	-
	4 th Grades	25	1.92	1.187				
	Instructors	15	1.47	0.640				

Note: $p < .05$, Dept: Department, n: number of the participants, m: mean, sd: standart deviation, p: significance, diff: Difference, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

For Item 18, seeking answer if one can listen and understand the English information related to the field by the help of freshman English courses or not, significant differences are found between the students and departmental instructors only in Mechanical Engineering Department. The instructors in the Mechanical Engineering Department do certainly not believe that the students are able to understand the professional information in English which they listen. While the f calculated value, 5.048, is bigger than the f table value, 3.09, in Mechanical Engineering Department with meaningful differences; the f calculated values in Civil Engineering Department, 2.717, in Architecture Department, 0.918, in City and Regional Planning Department, 1.687, are smaller than the f table values, 3.14, 3.14, 3.15 respectively and do not indicate statistically significant differences.

Table 22. One-way of ANOVA Results for Item 19.

Dept.	Group	n	m	sd	f calculated	f table	p	diff.
MED	Freshmen	49	1.88	0.881	3.121	3.09	0.049*	Freshmen- Instructors
	4 th Grades	30	1.80	0.847				
	Instructors	22	1.36	0.581				
CED	Freshmen	24	2.00	0.933	2.004	3.14	0.143	-
	4 th Grades	26	2.15	0.967				
	Instructors	18	1.56	1.097				
AD	Freshmen	24	1.75	1.260	0.398	3.14	0.673	-
	4 th Grades	26	1.62	0.941				
	Instructors	17	1.47	0.514				
CRPD	Freshmen	25	1.96	1.020	1.145	3.15	0.325	-
	4 th Grades	25	1.92	1.320				
	Instructors	15	1.47	0.516				

Note: $p < .05$, Dept: Department, n: number of the participants, m: mean, sd: standart deviation, p: significance, diff: Difference, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

f calculated values occur as 3.121 in MED, 2.004 in CED, 0.398 in AD and 1.145 in CRPD whereas the f table values occur as 3.09 in MED, 3.14 in CED, 3.14 in AD and 3.15 in CRPD in Item 19 asking about whether one can make explanations about a topic related to the field by the help of freshman English courses. Similar to the previous one, significant differences are found between the students and departmental instructors in Mechanical Engineering Department. The instructors in the Mechanical Engineering Department again are almost sure that the students are unable to make explanations in English about a topic related to their field. Though it is not statistically significant, the mean scores of the instructors in the other three departments show that they are agree with their colleagues in Mechanical Engineering Department.

Table 23. One-way of ANOVA Results for Item 20.

Dept.	Group	n	m	sd	f calculated	f table	p	diff.
MED	Freshmen	49	1.57	0.764	0.777	3.09	0.463	-
	4 th Grades	30	1.73	0.980				
	Instructors	22	1.45	0.671				
CED	Freshmen	24	1.83	0.917	1.885	3.14	0.160	-
	4 th Grades	26	2.15	0.967				
	Instructors	18	1.56	1.199				
AD	Freshmen	24	1.63	1.096	0.360	3.14	0.699	-
	4 th Grades	26	1.46	0.811				
	Instructors	17	1.41	0.507				
CRPD	Freshmen	25	1.56	0.961	0.253	3.15	0.777	-
	4 th Grades	25	1.68	1.108				
	Instructors	15	1.47	0.516				

Note: $p < .05$, Dept: Department, n: number of the participants, m: mean, sd: standart deviation, p: significance, diff: Difference, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

For Item 20 “By the help of freshman English courses, one can write a report about a topic related to the field” there is not a statistically significant difference between the groups with the f calculated values (0.777 for MED, 1.885 for CED, 0.360 for AD and 0.253 for CRPD) smaller than the f table values (3.09, 3.14, 3.14, 3.15 respectively). The low mean values indicate that most of the instructors and students strongly agreed on that students’ current level cannot help them write a report about a topic related to the field.

Table 24. One-way of ANOVA Results for Item 21.

Dept.	Group	n	m	sd	f calculated	f table	p	diff.
MED	Freshmen	49	1.90	1.123	2.656	3.09	0.075	-
	4 th Grades	30	1.60	0.770				
	Instructors	22	1.36	0.658				
CED	Freshmen	24	1.67	0.917	1.434	3.14	0.246	-
	4 th Grades	26	2.04	0.871				
	Instructors	18	1.67	0.840				
AD	Freshmen	24	1.63	0.970	0.163	3.14	0.850	-
	4 th Grades	26	1.50	0.707				
	Instructors	17	1.59	0.618				
CRPD	Freshmen	25	1.56	0.821	0.460	3.15	0.633	-
	4 th Grades	25	1.72	1.021				
	Instructors	15	1.47	0.516				

Note: $p < .05$, Dept: Department, n: number of the participants, m: mean, sd: standart deviation, p: significance, diff: Difference, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

For Item 21 “By the help of freshman English courses, one knows the technical vocabularies related to the field”, the f table values (3.09 for MED, 3.14 for CED, 3.14 for AD, 3.15 for CRPD) are again bigger than the f calculated values (2.656, 1.434, 0.163, 0.460 respectively); thus, there is not a statistically meaningful difference between the groups. However, similar mean scores show that the technical vocabularies are not included adequately in the freshman English courses.

Consequently, according to the analysis of the items related to satisfaction, generally most of the participants are not satisfied with the current freshman English courses. The uncertain mean scores also show that the reading, listening, speaking and writing skills as well as the technical vocabulary are not dealt with properly or the methodology used in the courses do not appeal the students. On the other hand, the instructors seem to be less satisfied with the courses compared to the students. And the instructors in the Mechanical Engineering Department are the least satisfied group maybe because of the professional requirements of their field is much demanding.

4.1.2. Analysis of Problems Related Items

According to the factor analysis, the Likert type items 5, 6, 7, 8, 9, 10, 11, 12, 14 and choosing more than one appropriate option items 33, 39 were under the

problems title and aimed at finding out the problems met by the students during the English courses and English learning process. In this section, whether the students have problems or difficulties in the current freshman English courses and in learning English; if they, what kind of problems and difficulties they are will be discussed item by item. Since the items 7, 8, 9, 10, 11, 12 and 14 were not included in the instructors' questionnaire, the differences between the freshman and fourth grade students were analysed through independent samples T-test. For the items 5 and 6, results were found out by the one-way of ANOVA and LSD tests. For the rest of the items, 33 and 39, the percents of the answers were presented and discussed. In Table 25, the means and the standart deviations of the related items are displayed.

Table 25. The Means and the Standart Deviations of the Problem Items

Freshmen	MED			CED			AD			CRPD		
Items	n	m	sd	n	m	sd	n	m	sd	n	m	sd
5	49	2.35	1.316	24	2.71	1.429	24	3.13	1.541	25	2.80	1.443
6	49	3.53	1.529	24	3.54	1.021	24	3.38	1.689	25	3.60	1.658
7	49	2.24	1.407	24	2.25	1.032	24	2.29	1.546	25	2.24	1.332
8	49	2.59	1.442	24	2.42	1.501	24	2.33	1.685	25	2.12	1.364
9	49	2.16	1.297	24	2.21	1.062	24	2.42	1.472	25	2.72	1.458
10	49	2.18	1.380	24	2.25	1.189	24	2.25	1.539	25	2.24	1.363
11	49	1.65	1.032	24	1.75	0.676	24	1.75	1.073	25	2.32	1.376
12	49	1.71	1.080	24	2.08	1.100	24	2.25	1.391	25	2.88	1.616
14	49	2.57	1.369	24	2.50	1.022	24	3.13	1.296	25	2.72	1.275
4th Grades	MED			CED			AD			CRPD		
Items	n	m	sd	n	n	m	sd	n	n	m	sd	n
5	30	3.30	1.535	26	3.08	1.521	26	3.19	1.386	25	3.00	1.607
6	30	3.40	1.522	26	3.15	1.666	26	3.08	1.468	25	2.80	1.528
7	30	2.03	1.299	26	2.31	1.668	26	2.27	1.373	25	2.16	1.281
8	30	2.43	1.547	26	1.92	1.230	26	2.62	1.444	25	1.76	1.128
9	30	2.17	1.206	26	2.31	1.379	26	2.23	1.423	25	2.28	1.487
10	30	2.30	1.343	26	2.04	1.428	26	1.77	1.032	25	1.96	1.241
11	30	2.40	1.303	26	2.19	1.167	26	1.92	1.017	25	2.36	1.221
12	30	2.90	1.373	26	2.50	1.476	26	2.46	1.067	25	2.72	1.458
14	30	2.77	1.135	26	2.31	0.928	26	2.65	1.129	25	2.48	1.262
Instructors	MED			CED			AD			CRPD		
Items	n	m	sd	n	n	m	sd	n	n	m	sd	n
5	22	3.95	1.214	18	3.89	0.963	17	3.82	1.334	15	4.00	1.309
6	22	4.09	0.811	18	4.17	0.707	17	4.12	0.928	15	3.87	1.060

Note: Dept: Department, n: number of the participants, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

Each of the items and their analysis results according to the one-way of ANOVA, LSD tests, and independent samples T-test are presented in the tables below.

Table 26. One-way of ANOVA Results for Item 5.

Dept.	Group	n	m	sd	f calculated	f table	p	diff.
MED	Freshmen	49	2.35	1.316	1.408	3.09	0.249	-
	4 th Grades	30	2.87	1.479				
	Instructors	22	2.73	1.518				
CED	Freshmen	24	3.17	1.465	0.615	3.14	0.544	-
	4 th Grades	26	3.19	1.550				
	Instructors	18	2.72	1.487				
AD	Freshmen	24	3.63	1.313	1.444	3.14	0.244	-
	4 th Grades	26	3.04	1.536				
	Instructors	17	2.94	1.519				
CRPD	Freshmen	25	4.08	0.954	0.190	3.15	0.828	-
	4 th Grades	25	3.88	1.236				
	Instructors	15	4.00	1.309				

Note: $p < .05$, Dept: Department, n: number of the participants, m: mean, sd: standart deviation, p: significance, diff: Difference, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

For Item 5, stating that the students participate freshman English courses only because the courses are obligatory, no statistically significant difference between the groups is found out because all of the f calculated values (1.408 for MED, 0.615 for CED, 1.444 for AD and 0.190 for CRPD) are smaller than the f table values (3.09, 3.14, 3.14, 3.15 respectively), and none of these results is meaningful at p values. According to the mean rates, it can be inferred that the participants from the City and Regional Planning Department seem to agree with the statement while the other groups of participants seem to be undecided.

Table 27. One-way of ANOVA Results for Item 6.

Dept.	Group	n	m	sd	f calculated	f table	p	diff.
MED	Freshmen	49	3.53	1.529	0.076	3.09	0.927	-
	4 th Grades	30	3.40	1.221				
	Instructors	22	3.50	1.596				
CED	Freshmen	24	3.63	1.663	1.612	3.14	0.207	-
	4 th Grades	26	3.50	1.503				
	Instructors	18	2.78	1.665				
AD	Freshmen	24	3.38	1.439	0.344	3.14	0.710	-
	4 th Grades	26	3.12	1.558				
	Instructors	17	3.00	1.541				
CRPD	Freshmen	25	4.08	0.862	0.400	3.15	0.672	-
	4 th Grades	25	4.12	0.833				
	Instructors	15	3.87	1.060				

Note: $p < .05$, Dept: Department, n: number of the participants, m: mean, sd: standart deviation, p: significance, diff: Difference, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

6th item was about the negativity of the multilevel classes. There is not a statistically meaningful difference between the groups because of the smaller *f* calculated values (0.076 for MED, 1.612 for CED, 0.344 for AD and 0.400 for CRPD) comparing with the *f* table values (3.09, 3.14, 3.14, 3.15 respectively). Though it is not statistically significant, the mean scores imply that the participants think that homogenous classes help better learning and they complain about the heterogenousness of their classes. In the following four items 7 to 10 seen at Tables 28 to 31, the effects of heterogenousness classes are discussed from opposite angles.

Table 28. Independent Samples T-test Results for Item 7.

Dept.	Group	n	m	sd	t calculated	t table	p
MED	Freshmen	49	2.24	1.407	0.667	1.99	0.507
	4 th Grades	30	2.03	1.299			
CED	Freshmen	24	2.25	1.032	-0.148	2.01	0.883
	4 th Grades	26	2.31	1.668			
AD	Freshmen	24	2.29	1.546	0.054	2.01	0.957
	4 th Grades	26	2.27	1.373			
CRPD	Freshmen	25	2.24	1.332	0.217	2.01	0.830
	4 th Grades	25	2.16	1.281			

Note: $p < .05$, Dept: Department, n: number of the participants, m: mean, sd: standard deviation, p: significance, diff: Difference, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

As stated above, Item 7 “my level was higher than my classmates so I was demotivated to study” was not included in the instructors’ questionnaire. Therefore, the analysis was conducted through independent samples T-test, *t* calculated values were compared with the *t* table values and whether they are meaningful or not at *p* value was analysed. In order for the results to be meaningful *t* calculated values should be bigger than the *t* table values. In this item, all of the *t* calculated values (0.667 for MED, -0.148 for CED, 0.054 for AD and 0.217 for CRPD) are smaller than the *t* table values (1.99, 2.01, 2.01 and 2.01 respectively); thus, no difference between the groups, the freshman and fourth grade students of all the departments, is found. This means that most of the students do not think that they are better than their friends or being better than their friends do not demotivate them.

Table 29. Independent Samples T-test Results for Item 8.

Dept.	Group	n	m	sd	t calculated	t table	p
MED	Freshmen	49	2.59	1.442	0.461	1.99	0.646
	4 th Grades	30	2.43	1.547			
CED	Freshmen	24	2.42	1.501	1.276	2.01	0.208
	4 th Grades	26	1.92	1.230			
AD	Freshmen	24	2.33	1.685	-0.637	2.01	0.527
	4 th Grades	26	2.62	1.444			
CRPD	Freshmen	25	2.12	1.364	1.017	2.01	0.314
	4 th Grades	25	1.76	1.128			

Note: $p < .05$, Dept: Department, n: number of the participants, m: mean, sd: standart deviation, p: significance, diff: Difference, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

Item 8, my level was lower than my classmates so I was daunted to study, was also not included in the instructors' questionnaire. Therefore, the analysis was conducted for the freshman and fourth grade students of all the departments through independent samples T-test, t calculated values were compared with the t table values and whether they are meaningful or not at p value was analysed. In order for the results to be meaningful t calculated values should be bigger than the t table values. As in the previous item, none of the t calculated values (0.461 for MED, 1.276 for CED, -0.637 for AD and 1.017 for CRPD) are bigger than the t table values (1.99, 2.01, 2.01 and 2.01 respectively). According to these results, no statistically significant difference between the groups is found. Again, according to the students, being worse than their friends do not affect them.

Table 30. Independent Samples T-test Results for Item 9.

Dept.	Group	n	m	sd	t hesap	t tablo	p
MED	Freshmen	49	2.16	1.297	-0.012	1.99	0.991
	4 th Grades	30	2.17	1.206			
CED	Freshmen	24	2.21	1.062	-0.284	2.01	0.778
	4 th Grades	26	2.31	1.379			
AD	Freshmen	24	2.42	1.472	0.454	2.01	0.652
	4 th Grades	26	2.23	1.423			
CRPD	Freshmen	25	2.72	1.458	1.056	2.01	0.296
	4 th Grades	25	2.28	1.487			

Note: $p < .05$, Dept: Department, n: number of the participants, m: mean, sd: standart deviation, p: significance, diff: Difference, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

Item 9, the freshman English courses were lower than my level so I was demotivated, was also one of the items excluded from the instructors' questionnaire. Therefore, the analysis was conducted for the freshman and fourth grade students of all the departments through independent samples T-test. When t calculated values (-0.012 for MED, -0.284 for CED, 0.454 for AD and 1.056 for CRPD) are compared with the t table values (1.99, 2.01, 2.01 and 2.01 respectively), it can be inferred clearly that no statistically significant difference between the groups is found and all groups of the students think either the level of the courses is not a problem or they are not good at English.

Table 31. Independent Samples T-test Results for Item 10.

Dept.	Group	n	m	sd	t calculated	t table	p
MED	Freshmen	49	2.18	1.380	-0.367	1.99	0.714
	4 th Grades	30	2.30	1.343			
CED	Freshmen	24	2.25	1.189	0.567	2.01	0.574
	4 th Grades	26	2.04	1.428			
AD	Freshmen	24	2.25	1.539	1.286	2.01	0.206
	4 th Grades	26	1.77	1.032			
CRPD	Freshmen	25	2.24	1.363	0.760	2.01	0.451
	4 th Grades	25	1.96	1.241			

Note: $p < .05$, Dept: Department, n: number of the participants, m: mean, sd: standart deviation, p: significance, diff: Difference, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

Item 10, the freshman English courses were upper than my level so I was daunted, was also only asked to students. Therefore, the analysis was conducted for the freshman and fourth grade students of all the departments through independent samples T-test. According to Table 31, similar results to the previous 3 items are found because all of the t calculated values (-0.367 for MED, 0.567 for CED, 1.286 for AD and 0.760 for CRPD) are smaller than the t table values (1.99, 2.01, 2.01 and 2.01 respectively). These results show that there is not a statistically meaningful difference between the groups and the students are again either not bad at English or see it as a problem.

As is seen the items 7, 8, 9, 10 are related to the heterogenous levels of the classes. According to the analysis results of these items there are no

differences between the groups and all groups of participants have low mean scores. These results presented in Tables 28 to 31 contrast with the results presented in Table 27, because for item 6 students complain about the heterogenousness of their classes (see Table 27) but for items 7 to 10 they do not see this as a problem. This may stem from two reasons: first, all the students know the negative effects of heterogenous classes but neither the students having a better level of English nor the ones bad at English mind the heterogenousness of the classes; second, although they know the negative effects of heterogenous classes, they cannot compare their levels with their classmates and identify if they are better or worse than the others.

Table 32. Independent Samples T-test Results for Item 11.

Dept.	Group	n	m	sd	t calculated	t table	p
MED	Freshmen	49	1.65	1.032	2.823	1.99	0.006*
	4 th Grades	30	2.40	1.303			
CED	Freshmen	24	1.75	0.676	-1.655	2.01	0.106
	4 th Grades	26	2.19	1.167			
AD	Freshmen	24	1.75	1.073	-0.585	2.01	0.561
	4 th Grades	26	1.92	1.017			
CRPD	Freshmen	25	2.32	1.376	-0.109	2.01	0.914
	4 th Grades	25	2.36	1.221			

Note: $p < .05$, Dept: Department, n: number of the participants, m: mean, sd: standart deviation, p: significance, diff: Difference, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

Item 11, the teacher was not good at teaching, was also not included in the instructors' questionnaire. Therefore, the analysis was conducted for the freshman and fourth grade students of all the departments through independent samples T-test. According to the results in Table 32, t calculated value, 2.823, of Mechanical Engineering Department is bigger than the t table value, 1.99. As is seen, the p value occurs 0.006 in this department showing that there is a statistically significant difference between the freshman and fourth grade students. However, in the other departments all the t calculated values (-1.655 for CED, -0.585 for AD and -0.109 for CRPD) are smaller than the t table value which is 2.01 for each of the three departments. Considering the mean scores, contrary to the freshman students, the fourth grade students from all departments claim that they had problems with the instructors. This is not a

surprising result, because these students took the English courses before the Departments of Foreign Languages was found at Bozok University. In the informal talk with the fourth grade students, the researcher was told that in those days, the teachers from several high schools in Yozgat lectured for short periods in an unplanned way and did not pay enough attention to the classes. Therefore, the fourth grade students are troubled over the situation.

Table 33. Independent Samples T-test Results for Item 12.

Dept.	Group	n	m	sd	t calculated	t table	p
MED	Freshmen	49	1.71	1.080	4.266	1.99	0.000*
	4 th Grades	30	2.90	1.373			
CED	Freshmen	24	2.08	1.100	-1.137	2.01	0.261
	4 th Grades	26	2.50	1.476			
AD	Freshmen	24	2.25	1.391	-0.606	2.01	0.547
	4 th Grades	26	2.46	1.067			
CRPD	Freshmen	25	2.88	1.616	0.368	2.01	0.715
	4 th Grades	25	2.72	1.458			

Note: $p < .05$, Dept: Department, n: number of the participants, m: mean, sd: standart deviation, p: significance, diff: Difference, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

Item 12, the courses were boring and monotonous, was also not included in the instructors' questionnaire. Therefore, the analysis was conducted for the freshman and fourth grade students of all the departments through independent samples T-test. According to the results shown in Table 33, there is a statistically significant difference between the freshman and fourth grade students in Mechanical Engineering Department once again because the t calculated value is found 4.266 and the t table value is found 1.99; thus, the p value occurs 0.000. In the other departments, all the t calculated values (-1.137 for CED, -0.606 for AD and 0.368 for CRPD) are smaller than the t table value which is 2.01 for each of the three departments. On the other hand, the mean scores for this item reveal similar results to the Item 11 "The teacher was not good at teaching" presented in Table 32 and indicate that the fourth grade students found the courses boring and monotonous; thus, they did not like. The external teachers coming for the English courses may be charged of this result again. What is pleasing is that the students in the freshmen who took the

English courses from instructors of English at the university are not complainant about the teachers and the process of the courses.

Table 34. Independent Samples T-test Results for Item 14.

Dept.	Group	n	m	sd	t calculated	t table	p
MED	Freshmen	49	2.57	1.369	-0.655	1.99	0.515
	4 th Grades	30	2.77	1.135			
CED	Freshmen	24	2.50	1.022	0.697	2.01	0.489
	4 th Grades	26	2.31	0.928			
AD	Freshmen	24	3.13	1.296	1.373	2.01	0.176
	4 th Grades	26	2.65	1.129			
CRPD	Freshmen	25	2.72	1.275	0.669	2.01	0.507
	4 th Grades	25	2.48	1.262			

Note: $p < .05$, Dept: Department, n: number of the participants, m: mean, sd: standart deviation, p: significance, diff: Difference, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

Item 14, the coursebook used in the class and the topics included were not appropriate for the class level, was the latest item which was not included in the instructors' questionnaire. Therefore, the analysis was conducted for the freshman and fourth grade students of all the departments through independent samples T-test. According to the results, no difference between the groups is found because the t table values (1.99 for MED, 2.01 for CED, 2.01 for AD and 2.01 for CRPD) are all bigger than the t calculated values (-0,655, 0.697, 1.373, 0.669 respectively).

Table 35. The Opinions of the Instructors about Item 33.

Dept.	Which of the followings are given emphatically in the freshman courses?	Yes		No		Total	
		n	%	n	%	N	%
Total	English grammar	72	100.0	0	0.0	72	100
	Reading techniques (scanning, skimming, etc.)	15	20.8	57	79.2	72	100
	Listening techniques (taking notes, focusing on a word, etc.)	2	2.8	70	97.2	72	100
	Speaking practices	7	9.7	65	90.3	72	100
	Writing formal and informal texts	3	4.2	69	95.8	72	100
	Translation techniques	8	11.1	64	88.9	72	100
MED	English grammar	22	100	0	0.0	22	100
	Reading techniques (scanning, skimming, etc.)	5	22.7	17	77.3	22	100
	Listening techniques (taking notes, focusing on a word, etc.)	1	4.5	21	95.5	22	100
	Speaking practices	4	18.2	18	81.8	22	100
	Writing formal and informal texts	2	9.1	20	90.9	22	100
	Translation techniques	3	13.6	19	86.4	22	100
CED	English grammar	18	100	0	0.0	18	100
	Reading techniques (scanning, skimming, etc.)	2	11.1	16	88.9	18	100
	Listening techniques (taking notes, focusing on a word, etc.)	1	5.6	17	94.4	18	100
	Speaking practices	2	11.1	16	88.9	18	100
	Writing formal and informal texts	0	0.0	18	100	18	100
	Translation techniques	3	16.7	15	83.3	18	100
AD	English grammar	17	100	0	0.0	17	100
	Reading techniques (scanning, skimming, etc.)	4	23.5	13	76.5	17	100
	Listening techniques (taking notes, focusing on a word, etc.)	0	0.0	17	100	17	100
	Speaking practices	1	5.9	16	94.1	17	100
	Writing formal and informal texts	1	5.9	16	94.1	17	100
	Translation techniques	1	5.9	16	94.1	17	100
CRPD	English grammar	15	100	0	0.0	15	100
	Reading techniques (scanning, skimming, etc.)	4	26.7	11	73.3	15	100
	Listening techniques (taking notes, focusing on a word, etc.)	0	0.0	15	100	15	100
	Speaking practices	0	0.0	15	100	15	100
	Writing formal and informal texts	0	0.0	15	100	15	100
	Translation techniques	1	6.7	14	93.3	15	100

Note: Dept: Department, n: number of the participants, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

According to the Table 35, all of the instructors from all of the departments think that “English grammar”; that is, rules, structures and functions, are given sufficiently in the freshman English courses. Generally, “reading techniques such as scanning and skimming” (20.8 %), “translation techniques” (11.1 %) and “speaking practices” (9.7 %), “writing formal and informal texts” (4.2 %) and the “listening techniques” (2.8 %) are not thought to be paid enough attention in the English courses.

The perceptions of the instructors on the content of the English courses in different departments are similar. As stated above 100 % of the instructors think that the freshman English courses contain “English grammar”. The following

percents are “reading techniques such as scanning and skimming” (22.7 %), “speaking practices” (18.2 %), “translation techniques” (13.6 %), “writing formal and informal texts” (9.1 %), “listening techniques” (4.5%) in Mechanical Engineering Department; “translation techniques” (16.7 %), “reading techniques such as scanning and skimming” (11.1 %), “speaking practices” (11.1 %), “listening techniques” (5.6 %) in Civil Engineering Department, none of the instructors in this department think that “writing formal and informal texts” is dealt in English courses; “reading techniques such as scanning and skimming” (23.5 %), “translation techniques” (5.9 %), “speaking practices” (5.9 %), “writing formal and informal texts” (5.9 %) in Architecture Department, none of the instructors in this department think that “listening techniques” is dealt in English courses; “reading techniques such as scanning and skimming” (26.7 %), “translation techniques” (6.7 %) in City and Regional Planning Department, none of the instructors in this department think that “speaking practices”, “writing formal and informal texts”, and “listening techniques” are dealt emphatically in English courses.

To the instructors, current freshman English courses are mainly grammar-based, and this affects the skills instruction negatively. These results about the grammar-based courses will be compared with the students’ results, also with the results of data analysis for the needs section, and discussed in the next chapter.

Table 36. The Opinions of the Students about Item 33.

Which of the followings were given emphatically in the freshman courses?	Dept.	Total				Freshmen				4 th Grades			
		Yes		No		Yes		No		Yes		No	
		n	%	n	%	n	%	n	%	n	%	n	%
English grammar	Total	223	97.4	6	2.6	119	97.5	3	2.5	104	97.2	3	2.8
	MED	78	98.7	1	1.3	48	98.0	1	2.0	30	100.0	0	0.0
	CED	48	96.0	2	4.0	24	100.0	0	0.0	24	92.3	2	7.7
	AD	48	96.0	2	4.0	22	91.7	2	8.3	26	100.0	0	0.0
	CRPD	49	98.0	1	2.0	25	100.0	0	0.0	24	96.0	1	4.0
Reading techniques (scanning, skimming, etc.)	Total	48	21.0	181	79.0	21	17.2	101	82.8	27	25.2	80	74.8
	MED	14	17.7	65	82.3	8	16.3	41	83.7	6	20.0	24	80.0
	CED	15	30.0	35	70.0	5	20.8	19	79.2	10	38.5	16	61.5
	AD	10	20.0	40	80.0	3	12.5	21	87.5	7	26.9	19	73.1
	CRPD	9	18.0	41	82.0	5	20.0	20	80.0	4	16.0	21	84.0
Listening techniques (taking notes, focusing on a word, etc.)	Total	31	13.5	198	86.5	25	20.5	97	79.5	6	5.6	101	94.4
	MED	10	12.7	69	87.3	9	18.4	40	81.6	1	3.3	29	96.7
	CED	11	22.0	39	78.0	8	33.3	16	66.7	3	11.5	23	88.5
	AD	5	10.0	45	90.0	5	20.8	19	79.2	0	0.0	26	100.0
	CRPD	5	10.0	45	90.0	3	12.0	22	88.0	2	8.0	23	92.0
Speaking practices	Total	40	17.5	189	82.5	19	15.6	103	84.4	21	19.6	86	80.4
	MED	13	16.5	66	83.5	7	14.3	42	85.7	6	20.0	24	80.0
	CED	17	34.0	33	66.0	7	29.2	17	70.8	10	38.5	16	61.5
	AD	7	14.0	43	86.0	5	20.8	19	79.2	2	7.7	24	92.3
	CRPD	3	6.0	47	94.0	0	0.0	25	100.0	3	12.0	22	88.0
Writing formal and informal texts	Total	18	7.9	211	92.1	5	4.1	117	95.9	13	12.1	94	87.9
	MED	8	10.1	71	89.9	4	8.2	45	91.8	4	13.3	26	86.7
	CED	4	8.0	46	92.0	1	4.2	23	95.8	3	11.5	23	88.5
	AD	4	8.0	46	92.0	0	0.0	24	100.0	4	15.4	22	84.6
	CRPD	2	4.0	48	96.0	0	0.0	25	100.0	2	8.0	23	92.0
Translation techniques	Total	15	6.6	214	93.4	4	3.3	118	96.7	11	10.3	96	89.7
	MED	4	5.1	75	94.9	1	2.0	48	98.0	3	10.0	27	90.0
	CED	5	10.0	45	90.0	2	8.3	22	91.7	3	11.5	23	88.5
	AD	3	6.0	47	94.0	1	4.2	23	95.8	2	7.7	24	92.3
	CRPD	3	6.0	47	94.0	0	0.0	25	100.0	3	12.0	22	88.0

Note: Dept: Department, n: number of the participants, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

According to the results seen in Table 36, in general, nearly all of the students (97.4 %) stated that freshman English courses contain English grammar. 17.5 % of the students state speaking practices, 13.5 % of them state listening techniques, 21 % of them state reading techniques, a few of the students state writing formal and informal texts (7.9 %) and translation techniques (6.6 %) are given sufficiently in English Courses.

Of the freshman students, 98 % from Mechanical Engineering Department, 100 % from Civil Engineering Department, 91.7 % from Architecture Department and 100 % from City and Regional Planning Department state that freshman

English courses include English grammar. And, of the fourth grade students, 100 % from Mechanical Engineering Department, 92.3 % from Civil Engineering Department, 100 % from Architecture Department and 96 % from City and Regional Planning Department state that freshman English courses include enough English grammar.

As for reading techniques, of the freshman students, 16.3 % from Mechanical Engineering Department, 20.8 % from Civil Engineering Department, 12.5 % from Architecture Department, 20 % from City and Regional Planning Department state that freshman English courses include satisfactory reading techniques. On the other hand, the fourth grade students' percents are higher. Of the fourth grade students, 20 % from Mechanical Engineering Department, 38.5 % from Civil Engineering Department, 26.9 % from Architecture Department and 16 % from City and Regional Planning Department state that freshman English courses include reading techniques.

Listening is the another ignored skill that of the freshman students, 18.4 % from Mechanical Engineering Department, 33.3 % from Civil Engineering Department, 20.8 % from Architecture Department, 12 % from City and Regional Planning Department state that freshman English courses include listening techniques adequately. On the other hand, the fourth grade students' percents are lower. Of the fourth grade students, 3.3 % from Mechanical Engineering Department, 11.5 % from Civil Engineering Department, 8 % from City and Regional Planning Department state that freshman English courses include listening techniques. None of the students from Architecture Department state that the courses include listening techniques.

Of the freshman students, 14.3 % from Mechanical Engineering Department, 29.2 % from Civil Engineering Department and 20.8 % from Architecture Department state that freshman English courses include decent speaking practice. Surprisingly, none of the freshman students from City and Regional Planning Department state that freshman English courses include speaking practice. Of the fourth grade students, 20 % from Mechanical Engineering

Department, 38.5 % from Civil Engineering Department, 7.7 % from Architecture Department and 12 % from City and Regional Planning Department state that freshman English courses include speaking practice.

8.2 % of the freshman students from Mechanical Engineering Department and 4.2 % from Civil Engineering Department state that freshman English courses include writing formal and informal texts. Unexpectedly, none of the students from Architecture Department and City and Regional Planning Department state that freshman English courses include writing formal and informal texts. Of the fourth grade students, 13.3 % from Mechanical Engineering Department, 11.5 % from Civil Engineering Department, 15.4 % from Architecture Department and 8 % from City and Regional Planning Department state that freshman English courses include writing formal and informal texts.

Of the freshman students, 2 % from Mechanical Engineering Department, 8.3 % from Civil Engineering Department and 4.2 % from Architecture Department state that freshman English courses include translation techniques. None of the students from City and Regional Planning Department state that freshman English courses include translation techniques. Of the fourth grade students, 10 % from Mechanical Engineering Department, 11.5 % from Civil Engineering Department, 7.7 % from Architecture Department and 12 % from City and Regional Planning Department state that freshman English courses include translation techniques.

Table 37. The Opinions of the Instructors about Item 39.

Which four of the following cause the most difficulty for the students?	Total				MED				CED				AD				CRPD			
	Yes		No		Yes		No		Yes		No		Yes		No		Yes		No	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
lack of vocabulary	47	65.3	25	34.7	15	68.2	7	31.8	11	61.1	7	38.9	12	70.6	5	29.4	9	60.0	6	40.0
lack of grammar	34	47.2	38	52.8	7	31.8	15	68.2	5	27.8	13	72.2	11	64.7	6	35.3	11	73.3	4	26.7
lack of good pronunciation	12	16.7	60	83.3	4	18.2	18	81.8	4	22.2	14	77.8	2	11.8	15	88.2	2	13.3	13	86.7
lack of self confidence	31	43.1	41	56.9	11	50.0	11	50.0	6	33.3	12	66.7	6	35.3	11	64.7	8	53.3	7	46.7
lack of motivation and negative attitude toward English	37	51.4	35	48.6	14	63.6	8	36.4	11	61.1	7	38.9	8	47.1	9	52.9	4	26.7	11	73.3
lack of chances to practice	49	68.1	23	31.9	14	63.6	8	36.4	15	83.3	3	16.7	11	64.7	6	35.3	9	60.0	6	40.0
poor writing skill	17	23.6	55	76.4	6	27.3	16	72.7	6	33.3	12	66.7	2	11.8	15	88.2	3	20.0	12	80.0
memorizing the structures	21	29.2	51	70.8	7	31.8	15	68.2	3	16.7	15	83.3	6	35.3	11	64.7	5	33.3	10	66.7
low level of language proficiency	40	55.6	32	44.4	10	45.5	12	54.5	11	61.1	7	38.9	10	58.8	7	41.2	9	60.0	6	40.0

Note: Dept: Department, n: number of the participants, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

According to the Table 37, the instructors think that students have more difficulties in “lack of chances to practice” (68.1 %), “lack of vocabulary” (65.3 %), “low level of language proficiency” (55.6 %) and “lack of motivation and negative attitude towards English” (51.4 %). The other difficulties are “lack of grammar” (47.2 %) and “lack of self confidence” (43.1 %). And students have less difficulty in “lack of good pronunciation” (16.7 %), “poor writing skill” (23.6 %) and “memorizing the structures” (29.2 %). The results show that though the orders of the difficulties change slightly in different departments, the students generally have difficulties in lack of vocabulary, lack of grammar, lack of chances to practice, low level of language proficiency, and lack of motivation and negative attitude toward English according to the instructors’ perceptions.

The instructors in Mechanical Engineering Department regard the “lack of vocabulary” (68.2 %), “lack of motivation and negative attitude toward English” (63.6 %), “lack of chances to practice” (63.6 %), and “lack of self confidence”

(50 %) as the most difficult problems. In Civil Engineering Department, the instructors believe that the students suffer from “lack of chances to practice” (83.3 %), “lack of vocabulary” (61.1 %), “lack of motivation and negative attitude toward English” (61.1 %), “low level of language proficiency” (61.1 %). The high percentages for these options and the great gap between the other options show that the departmental instructors have a clear idea about their departmental requirements and their students’ problems. In the Architecture Department, “lack of vocabulary” (70.6 %), “lack of grammar” (64.7 %), “lack of chances to practice” (64.7 %) and “low level of language proficiency” (58.8 %) difficulties are considered as the most problematic. The instructors in City and Regional Planning Department reckon that the “lack of grammar” (73.3 %), “lack of vocabulary” (60 %), “lack of chances to practice” (60 %) and “low level of language proficiency” (60 %) are the most problematic issues.

Table 38. The Opinions of the Students about Item 39.

Dept.	Which four of the following cause the most difficulty for you?	Total				Freshman				4 th Grade			
		Yes		No		Yes		No		Yes		No	
		n	%	n	%	n	%	n	%	n	%	n	%
Total	lack of vocabulary	157	68.6	72	31.4	85	69.7	37	30.3	72	67.3	35	32.7
	lack of grammar	122	53.3	107	46.7	61	50.0	61	50.0	61	57.0	46	43.0
	lack of good pronunciation	90	39.3	139	60.7	49	40.2	73	59.8	41	38.3	66	61.7
	lack of self confidence	85	37.1	144	62.9	41	33.6	81	66.4	44	41.1	63	58.9
	lack of motivation and negative attitude toward English	84	36.7	145	63.3	55	45.1	67	54.9	29	27.1	78	72.9
	lack of chances to practice	144	62.9	85	37.1	79	64.8	43	35.2	65	60.7	42	39.3
	poor writing skill	45	19.7	184	80.3	20	16.4	102	83.6	25	23.4	82	76.6
	memorizing the structures	66	28.8	163	71.2	33	27.0	89	73.0	33	30.8	74	69.2
	low level of language proficiency	123	53.7	106	46.3	65	53.3	57	46.7	58	54.2	49	45.8
MED	lack of vocabulary	51	64.6	28	35.4	31	63.3	18	36.7	20	66.7	10	33.3
	lack of grammar	45	57.0	34	43.0	30	61.2	19	38.8	15	50.0	15	50.0
	lack of good pronunciation	28	35.4	51	64.6	16	32.7	33	67.3	12	40.0	18	60.0
	lack of self confidence	31	39.2	48	60.8	22	44.9	27	55.1	9	30.0	21	70.0
	lack of motivation and negative attitude toward English	26	32.9	53	67.1	19	38.8	30	61.2	7	23.3	23	76.7
	lack of chances to practice	45	57.0	34	43.0	26	53.1	23	46.9	19	63.3	11	36.7
	poor writing skill	17	21.5	62	78.5	9	18.4	40	81.6	8	26.7	22	73.3
	memorizing the structures	27	34.2	52	65.8	14	28.6	35	71.4	13	43.3	17	56.7
	low level of language proficiency	46	58.2	33	41.8	29	59.2	20	40.8	17	56.7	13	43.3
CED	lack of vocabulary	32	64.0	18	36.0	15	62.5	9	37.5	17	65.4	9	34.6
	lack of grammar	29	58.0	21	42.0	12	50.0	12	50.0	17	65.4	9	34.6
	lack of good pronunciation	25	50.0	25	50.0	13	54.2	11	45.8	12	46.2	14	53.8
	lack of self confidence	22	44.0	28	56.0	8	33.3	16	66.7	14	53.8	12	46.2
	lack of motivation and negative attitude toward English	17	34.0	33	66.0	10	41.7	14	58.3	7	26.9	19	73.1
	lack of chances to practice	31	62.0	19	38.0	16	66.7	8	33.3	15	57.7	11	42.3
	poor writing skill	9	18.0	41	82.0	4	16.7	20	83.3	5	19.2	21	80.8
	memorizing the structures	14	28.0	36	72.0	9	37.5	15	62.5	5	19.2	21	80.8
	low level of language proficiency	21	42.0	29	58.0	9	37.5	15	62.5	12	46.2	14	53.8
AD	lack of vocabulary	37	74.0	13	26.0	19	79.2	5	20.8	18	69.2	8	30.8
	lack of grammar	27	54.0	23	46.0	13	54.2	11	45.8	14	53.8	12	46.2
	lack of good pronunciation	19	38.0	31	62.0	12	50.0	12	50.0	7	26.9	19	73.1
	lack of self confidence	16	32.0	34	68.0	4	16.7	20	83.3	12	46.2	14	53.8
	lack of motivation and negative attitude toward English	14	28.0	36	72.0	8	33.3	16	66.7	6	23.1	20	76.9
	lack of chances to practice	32	64.0	18	36.0	18	75.0	6	25.0	14	53.8	12	46.2
	poor writing skill	13	26.0	37	74.0	5	20.8	19	79.2	8	30.8	18	69.2
	memorizing the structures	14	28.0	36	72.0	7	29.2	17	70.8	7	26.9	19	73.1
	low level of language proficiency	28	56.0	22	44.0	10	41.7	14	58.3	18	69.2	8	30.8
CRPD	lack of vocabulary	37	74.0	13	26.0	20	80.0	5	20.0	17	68.0	8	32.0
	lack of grammar	21	42.0	29	58.0	6	24.0	19	76.0	15	60.0	10	40.0
	lack of good pronunciation	18	36.0	32	64.0	8	32.0	17	68.0	10	40.0	15	60.0
	lack of self confidence	16	32.0	34	68.0	7	28.0	18	72.0	9	36.0	16	64.0
	lack of motivation and negative attitude toward English	27	54.0	23	46.0	18	72.0	7	28.0	9	36.0	16	64.0
	lack of chances to practice	36	72.0	14	28.0	19	76.0	6	24.0	17	68.0	8	32.0
	poor writing skill	6	12.0	44	88.0	2	8.0	23	92.0	4	16.0	21	84.0
	memorizing the structures	11	22.0	39	78.0	3	12.0	22	88.0	8	32.0	17	68.0
	low level of language proficiency	28	56.0	22	44.0	17	68.0	8	32.0	11	44.0	14	56.0

Note: Dept: Department, n: number of the participants, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

The results show that the students have similar difficulties in the English language learning process. Generally, the “lack of vocabulary” (68.6 %) is the most problematic issue for the learners. Surprisingly, except for the freshman students in Civil Engineering Department, lack of vocabulary comes first as a problem, and comes as a second problem for the freshman students in Civil Engineering Department. The other most problematic difficulties are “lack of chances to practice” (62.9%), “low level of language proficiency” (53.7%) and “lack of grammar” (51.4%). On the other hand, students have less difficulty in “poor writing skill” (19.7%) and “memorizing the structures” (28.8%).

In Mechanical Engineering Department, for both freshman and fourth grade students “lack of vocabulary”, “low level of language proficiency”, “lack of chances to practice” and “lack of grammar” are the problems experienced mostly.

In Civil Engineering Department, the order of the difficulties met by the freshman and fourth grade students differ. The freshman students regard “lack of chances to practice”, “lack of vocabulary”, “lack of good pronunciation” and “lack of grammar” as the most problematic ones whereas the fourth grade students regard “lack of vocabulary”, “lack of grammar”, “lack of chances to practice” and “lack of self confidence” as the most problematic.

In Architecture Department, “lack of vocabulary” is the main problem for both the freshman and fourth grade students. For the freshman students the following problems are “lack of chances to practice”, “lack of grammar” and “lack of good pronunciation”, while, “low level of language proficiency”, “lack of grammar” and “lack of chances to practice” are the following problems for the fourth grade students.

In City and Regional Planning Department, freshman students suffer from “lack of vocabulary”, “lack of chances to practice”, lack of motivation and negative attitude toward English, “low level of language proficiency” mostly; and fourth

grade students suffer from “lack of vocabulary”, “lack of chances to practice”, “lack of grammar”, “low level of language proficiency” mostly.

From the results of Item 39 presented in Tables 37 and 38, it can be inferred that “lack of vocabulary”, “lack of chances to practice” and “low level of language proficiency” are the basic problems. However, “memorizing the structures” and “poor writing skills” are not regarded as obtrusive.

Consequently, because the heterogenousness of the classes are not regarded as problem (see Tables 27 to 31) and the teaching staff and the teaching style seem to be satisfactory after the foundation of Department of Foreign Languages (see Tables 32 and 33), the students mainly suffer from the problems stemming from the methodology of the courses and their learning strategies. The grammar-based instruction ignores the skills (see Tables 35 and 36) and affects the attitude towards English and competency negatively. Also, there is a clear message to the instructors of English at the faculty that learning strategies for memorizing vocabulary, creating chances to practice via the internet or the other technological devices and improving the language proficiency level should be given to the learners.

4.1.3. Analysis of Needs Related Items

According to the factor analysis, the Likert type items 2, 13, 15, 22, 23, 24, 25, 26, 27, 28, 29; choosing more than one appropriate option items 30, 31, 32 and ranking and ordering of importance items 34, 35, 36, 37, 38 were under the needs title and aimed at determining the needs and requirements of the students. In this section, what kind of needs the students have and what are the perceptions of the instructors and students about language needs will be discussed item by item. For the items 2, 13, 15, 22, 23, 24, 25, 26, 27, 28, 29 results were found out and evaluated by the one-way of ANOVA and LSD tests. For the rest of the items, the percents of the answers were presented and discussed. In Table 39, the means and the standart deviations of the related items are displayed.

Table 39. The Means and the Standart Deviations of the Needs Items

Freshmen Items	MED			CED			AD			CRPD		
	n	m	sd	n	m	sd	n	m	sd	n	m	sd
2	49	4.59	0.674	24	4.21	0.884	24	4.25	1.189	25	4.12	1.333
13	49	2.78	1.403	24	2.04	1.197	24	1.79	1.141	25	2.56	1.325
15	49	3.84	1.231	24	3.25	1.359	24	3.00	1.351	25	2.76	1.393
22	49	4.16	0.943	24	3.67	1.167	24	3.46	1.215	25	3.36	1.350
23	49	3.18	1.302	24	2.79	1.444	24	2.75	1.452	25	1.96	1.306
24	49	4.33	1.162	24	4.21	1.141	24	4.13	1.227	25	3.52	1.558
25	49	3.94	1.180	24	3.83	1.129	24	4.08	1.139	25	3.92	1.320
26	49	3.78	1.263	24	3.79	1.141	24	3.54	1.444	25	3.20	1.291
27	49	2.43	1.323	24	2.58	1.139	24	3.00	1.319	25	3.20	1.225
28	49	4.22	1.229	24	4.25	0.944	24	4.50	0.933	25	4.04	1.338
29	49	4.61	0.671	24	4.42	0.881	24	4.33	0.963	25	4.60	0.764
4 th Grades Items	MED			CED			AD			CRPD		
n	m	sd	n	m	sd	n	m	sd	n	m	sd	
2	30	4.57	0.858	26	4.38	0.852	26	4.23	1.142	25	3.88	1.269
13	30	2.80	1.424	26	2.12	1.336	26	2.08	1.055	25	2.52	1.584
15	30	3.27	1.337	26	2.73	1.485	26	2.81	1.297	25	2.84	1.675
22	30	3.90	0.960	26	3.58	1.270	26	3.62	1.169	25	3.32	1.215
23	30	3.57	1.251	26	3.00	1.470	26	2.88	1.479	25	2.64	1.319
24	30	4.17	1.147	26	4.23	0.908	26	4.46	1.029	25	4.08	1.222
25	30	3.47	1.196	26	3.96	1.216	26	3.77	1.505	25	3.76	1.091
26	30	3.53	1.279	26	4.00	1.200	26	3.53	1.555	25	4.20	1.190
27	30	2.90	1.470	26	2.65	1.522	26	2.65	1.599	25	2.72	1.458
28	30	4.20	1.031	26	3.96	1.280	26	3.62	1.299	25	3.80	1.323
29	30	4.70	0.535	26	4.54	0.582	26	4.50	0.990	25	4.56	0.821
Instructors Items	MED			CED			AD			CRPD		
n	m	sd	n	m	sd	n	m	sd	n	m	sd	
2	22	4.27	0.98	18	3.94	0.80	17	4.00	0.94	15	4.20	1.01
13	22	3.59	0.96	18	3.67	1.03	17	4.06	0.97	15	4.20	0.68
15	22	4.41	0.73	18	4.33	0.97	17	4.29	0.85	15	4.47	0.83
22	22	3.50	0.86	18	3.33	1.19	17	3.76	0.90	15	3.67	0.82
23	22	2.00	0.93	18	2.28	0.89	17	2.18	1.29	15	2.13	1.25
24	22	3.68	1.17	18	3.56	1.10	17	4.35	0.79	15	4.07	1.16
25	22	2.14	1.28	18	1.89	1.02	17	3.12	1.22	15	3.20	1.21
26	22	2.55	1.34	18	3.50	0.99	17	3.35	1.06	15	3.40	0.91
27	22	3.27	1.58	18	3.00	1.19	17	3.06	0.97	15	3.27	1.03
28	22	3.68	1.32	18	4.11	1.41	17	4.35	1.00	15	4.13	1.19
29	22	4.59	0.59	18	4.61	0.50	17	4.76	0.56	15	4.47	0.83

Note: Dept: Department, n: number of the participants, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

Each of the items and their analysis results according to the one-way of ANOVA, LSD tests or the percents are presented in the tables below.

Table 40. One-way of ANOVA Results for Item 2.

Dept.	Group	n	m	sd	f calculated	f table	p	diff.
MED	Freshmen	49	4.59	0.674	1.906	3.09	0.154	-
	4 th Grades	30	4.20	0.925				
	Instructors	22	4.41	1.141				
CED	Freshmen	24	4.08	1.349	1.237	3.14	0.297	-
	4 th Grades	26	4.50	0.906				
	Instructors	18	4.50	0.707				
AD	Freshmen	24	4.13	1.154	0.407	3.14	0.667	-
	4 th Grades	26	3.88	1.336				
	Instructors	17	4.18	0.883				
CRPD	Freshmen	25	4.24	0.926	0.311	3.15	0.734	-
	4 th Grades	25	4.04	0.889				
	Instructors	15	4.20	1.014				

Note: $p < .05$, Dept: Department, n: number of the participants, m: mean, sd: standart deviation, p: significance, diff: Difference, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

Item 2 asks about the necessity of professional English to be successful in the field. Smaller f calculated values (1.906 for MED, 1.237 for CED, 0.407 for AD, 0.311 for CRPD) than the f table values (3.09, 3.14, 3.14 and 3.15 respectively) presented in Table 40 indicate that there is not a difference between the groups, however, the high rates of the means suggest that the participants strongly agree on the necessity of professional English for success in the field. Consistent with the undecided results about the General English presented in Table 16, participants wish to know specific language as well as the General English.

Table 41. One-way of ANOVA Results for Item 13.

Dept.	Group	n	m	sd	f calculated	f table	p	diff.
MED	Freshmen	49	2.78	1.403	4.948	3.09	0.009*	Freshmen-4 th Grades Freshmen- Instructors
	4 th Grades	30	1.90	1.125				
	Instructors	22	2.05	1.327				
CED	Freshmen	24	2.63	1.313	1.573	3.14	0.215	-
	4 th Grades	26	2.85	1.405				
	Instructors	18	2.11	1.367				
AD	Freshmen	24	2.00	1.216	1.984	3.14	0.146	-
	4 th Grades	26	2.65	1.384				
	Instructors	17	2.76	1.602				
CRPD	Freshmen	25	3.52	1.046	2.526	3.15	0.088	-
	4 th Grades	25	3.88	0.971				
	Instructors	15	4.20	0.676				

Note: $p < .05$, Dept: Department, n: number of the participants, m: mean, sd: standart deviation, p: significance, diff: Difference, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

Item 13 searched the opinions of the participants about the overcrowded classes. Significant differences, with a f calculated value of 4.948 bigger than f table value of 3.09, are found between the students and departmental instructors in Mechanical Engineering Department. The freshman students, in this department, complain about the overcrowded classes. The researcher justifies the students because while the number of the freshman students was 30 in Mechanical Engineering Department in 2006, the number doubled and reached 80 in 2009. Furthermore, the classes were not divided into three or at least two, and the whole class took the English courses together. This situation cannot be explained by any of the language teaching approaches or methods; thus, the students' complaint is right. In the other three departments, the f calculated values, which are 1.573 in CED, 1.984 in AD and 2.526 in CRPD, are smaller than the f table values, which are 3.14, 3.14 and 3.15 respectively, and do not show a statistically significant difference between the groups.

Table 42. One-way of ANOVA Results for Item 15.

Dept.	Group	n	m	sd	f calculated	f table	p	diff.
MED	Freshmen	49	3.84	1.231	5.359	3.09	0.006*	Freshmen-4 th Grades Freshmen- Instructors
	4 th Grades	30	3.10	1.423				
	Instructors	22	2.86	1.320				
CED	Freshmen	24	3.04	1.334	0.584	3.14	0.561	-
	4 th Grades	26	3.27	1.402				
	Instructors	18	2.83	1.200				
AD	Freshmen	24	2.79	1.532	0.750	3.14	0.476	-
	4 th Grades	26	2.85	1.541				
	Instructors	17	3.35	1.618				
CRPD	Freshmen	25	4.40	0.866	0.242	3.15	0.786	-
	4 th Grades	25	4.28	0.891				
	Instructors	15	4.47	0.834				

Note: $p < .05$, Dept: Department, n: number of the participants, m: mean, sd: standart deviation, p: significance, diff: Difference, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

The effacing effect of not having English courses after freshman was asked by Item 15. Significant differences are found between the students and departmental instructors in Mechanical Engineering Department. While the f calculated value is 5.359 versus f table value, 3.09, in this department, the f calculated values are 0.584 in CED, 0.750 in AD and 0.242 in CRPD versus f table values 3.14, 3.14 and 3.15 respectively. Thus the results show that the

freshman students, in Mechanical Engineering department, think that their proficiency level will decrease if they do not have English courses after freshman. The higher mean rates of all groups of participants from City and Regional Planning Department are also notable and show that they generally think that the students forget what they learn in freshman English courses unless there are either General or professional English courses in the following grades.

Table 43. One-way of ANOVA Results for Item 22.

Dept.	Group	n	m	sd	f calculated	f table	p	diff.
MED	Freshmen	49	4.16	0.943	8.929	3.09	0.000*	Freshmen-4 th Grades Freshmen- Instructors
	4 th Grades	30	3.83	1.147				
	Instructors	22	3.00	1.234				
CED	Freshmen	24	3.63	1.209	0.488	3.14	0.616	-
	4 th Grades	26	3.85	1.008				
	Instructors	18	3.50	1.383				
AD	Freshmen	24	3.63	1.173	1.546	3.14	0.221	-
	4 th Grades	26	3.62	1.098				
	Instructors	17	3.06	1.144				
CRPD	Freshmen	25	3.28	1.061	2.787	3.15	0.069	-
	4 th Grades	25	3.88	0.781				
	Instructors	15	3.67	0.816				

Note: $p < .05$, Dept: Department, n: number of the participants, m: mean, sd: standart deviation, p: significance, diff: Difference, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

For Item 22, “whatever the English courses are at school, this cannot be sufficient, one has to practice language skills with after-class activities such as drama group and schoolpaper group”, f calculated values are found as 8.929 in MED, 0.488 in CED, 1.546 in AD and 2.787 while the f table values are 3.09 in MED, 3.14 in CED and AD and 3.15 in CRPD, meaning that significant differences are found between the students and departmental instructors in Mechanical Engineering Department. The freshman students, in this department, acknowledge the necessity for after-class efforts to be good at English. Also, the fact that the fourth grades have higher mean values for this item may stem from the regret about the past years wasted without struggling for English.

Table 44. One-way of ANOVA Results for Item 23.

Dept.	Group	n	m	sd	f calculated	f table	p	diff.
MED	Freshmen	49	3.18	1.302	1.669	3.09	0.194	-
	4 th Grades	30	2.73	1.413				
	Instructors	22	2.64	1.432				
CED	Freshmen	24	2.21	1.444	5.838	3.14	0.005*	Freshmen-4 th Grades Freshmen- Instructors
	4 th Grades	26	3.54	1.334				
	Instructors	18	3.11	1.410				
AD	Freshmen	24	2.79	1.444	0.292	3.14	0.748	-
	4 th Grades	26	2.85	1.434				
	Instructors	17	2.53	1.179				
CRPD	Freshmen	25	2.08	0.909	0.013	3.15	0.987	-
	4 th Grades	25	2.12	1.201				
	Instructors	15	2.13	1.246				

Note: $p < .05$, Dept: Department, n: number of the participants, m: mean, sd: standart deviation, p: significance, diff: Difference, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

23rd item asked about whether the students try to improve their English level out of school or not. According to the f calculated value (5.838) which is bigger than the f table value (3.14), significant differences are found between the students and departmental instructors only in Civil Engineering Department. In the other departments the f calculated values are 1.669 in MED, 0.292 in AD and 0.013 in CRPD and the t table values are 3.09, 3.14 and 3.15 respectively. In Civil Engineering Department, while the departmental instructors and the fourth grade students claim that students try to improve their English, the freshman students admit ignoring English. The fact that the departmental instructors and the fourth grade students can see the professional requirements of their field make them pay attention on English; and the freshman students can feel sluggish because of thinking the long time before graduation. However, in order to be competent in English, especially for professional purposes, the time before graduation is not long.

Table 45. One-way of ANOVA Results for Item 24.

Dept.	Group	n	m	sd	f calculated	f table	p	diff.
MED	Freshmen	49	4.33	1.162	0.456	3.09	0.635	-
	4 th Grades	30	4.10	1.213				
	Instructors	22	4.36	1.049				
CED	Freshmen	24	3.29	1.546	5.285	3.14	0.007*	Freshmen-4 th Grades Freshmen- Instructors
	4 th Grades	26	4.23	1.107				
	Instructors	18	4.39	0.850				
AD	Freshmen	24	4.04	1.122	0.380	3.14	0.685	-
	4 th Grades	26	4.31	1.192				
	Instructors	17	4.24	0.903				
CRPD	Freshmen	25	3.32	1.180	6.615	3.15	0.002*	Freshmen-4 th Grades Freshmen- Instructors
	4 th Grades	25	4.36	0.757				
	Instructors	15	4.07	1.163				

Note: $p < .05$, Dept: Department, n: number of the participants, m: mean, sd: standart deviation, p: significance, diff: Difference, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

For Item 24 suggesting the departments should provide the necessary English education for students to be successful, by means of the f calculated values which are 5.285 in Civil Engineering Department and 6.615 in City and Regional Planning Department versus the f table values 3.14 and 3.15 respectively, significant differences are found between the students and departmental instructors of these departments. In Mechanical Engineering Department and Architecture Department the f calculated values are 0.456 and 0.380 versus f table values 3.09 and 3.14 respectively and these values do not constitute a significant difference.

While the departmental instructors and the fourth grade students in both of the Civil Engineering Department and City and Regional Planning Department think that the necessary English education should be provided by the departments, the freshman students disagree with the statement. Comparing with the results of the Item 22 presented in Table 43, the students in Mechanical Engineering Department is consistent with their choices because they acknowledge the necessity for after-class efforts no matter how good is the English education provided by the university. However, the freshman students of the Civil Engineering Department and City and Regional Planning Department agree with neither studying out of school nor having the necessary English at school.

This paradox may be explained by the negative attitude of these students towards English.

Table 46. One-way of ANOVA Results for Item 25.

Dept.	Group	n	m	sd	f calculated	f table	p	diff.
MED	Freshmen	49	3.94	1.180	1.006	3.09	0.370	-
	4 th Grades	30	3.83	1.117				
	Instructors	22	4.27	1.077				
CED	Freshmen	24	3.75	1.359	1.840	3.14	0.167	-
	4 th Grades	26	3.38	1.169				
	Instructors	18	4.11	1.183				
AD	Freshmen	24	3.50	1.504	3.766	3.14	0.028*	4 th Grades- Instructors
	4 th Grades	26	4.12	1.143				
	Instructors	17	3.00	1.323				
CRPD	Freshmen	25	1.76	1.052	10.140	3.15	0.000*	Freshmen-4 th Grades Freshmen- Instructors
	4 th Grades	25	2.96	1.172				
	Instructors	15	3.20	1.207				

Note: $p < .05$, Dept: Department, n: number of the participants, m: mean, sd: standart deviation, p: significance, diff: Difference, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

For Item 25, “the content of the professional English course should be identified together with the students”, significant differences are found between the students and departmental instructors in Architecture Department and City and Regional Planning Department with bigger f calculated values (3.766 and 10.140 respectively) than the f table values (3.14 and 3.15 respectively). However, the f calculated values occur as 1.006 and 1.840 versus f table values, 3.09 and 3.14, in Mechanical Engineering Department and Civil Engineering Department, respectively. In Architecture Department the departmental instructors are confused with the idea, whereas the fourth grade students think that students’ opinion should be asked before identifying the content. This result supports the needs analysis concept in ESP. Nevertheless, the freshman students in City and Regional Planning Department disagree with the idea, and the fourth grade students are not clear, though the departmental instructors think that the students should be included in decision making process.

Table 47. One-way of ANOVA Results for Item 26.

Dept.	Group	n	m	sd	f calculated	f table	p	diff.
MED	Freshmen	49	3.78	1.263	0.383	3.09	0.683	-
	4 th Grades	30	3.77	1.135				
	Instructors	22	3.50	1.535				
CED	Freshmen	24	3.21	1.250	2.168	3.14	0.123	-
	4 th Grades	26	3.46	1.272				
	Instructors	18	4.00	1.138				
AD	Freshmen	24	3.83	1.523	0.203	3.14	0.816	-
	4 th Grades	26	3.69	1.436				
	Instructors	17	3.53	1.586				
CRPD	Freshmen	25	3.12	1.236	0.414	3.15	0.663	-
	4 th Grades	25	3.36	1.075				
	Instructors	15	3.40	0.910				

Note: $p < .05$, Dept: Department, n: number of the participants, m: mean, sd: standart deviation, p: significance, diff: Difference, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

For Item 26, “professional English courses should be given by English lecturers”, there is not a difference between the groups because all the f calculated values (0.383 in MED, 2.168 in CED, 0.203 in AD and 0.414 in CRPD) are smaller than the f table values (3.09, 3.14, 3.14 and 3.15 respectively). The average means show that the participants are not sure about their choice for this item; thus, the following two items related to this issue may reveal the real preferences of the participants.

Table 48. One-way of ANOVA Results for Item 27.

Dept.	Group	n	m	sd	f calculated	f table	p	diff.
MED	Freshmen	49	2.43	1.323	2.314	3.09	0.104	-
	4 th Grades	30	2.67	1.061				
	Instructors	22	3.14	1.457				
CED	Freshmen	24	3.04	1.301	0.151	3.14	0.860	-
	4 th Grades	26	2.85	1.405				
	Instructors	18	2.83	1.654				
AD	Freshmen	24	2.33	1.494	1.922	3.14	0.155	-
	4 th Grades	26	3.15	1.377				
	Instructors	17	2.65	1.656				
CRPD	Freshmen	25	3.08	1.412	0.118	3.15	0.889	-
	4 th Grades	25	3.12	1.054				
	Instructors	15	3.27	1.033				

Note: $p < .05$, Dept: Department, n: number of the participants, m: mean, sd: standart deviation, p: significance, diff: Difference, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

As in the previous item presented in Table 47, for Item “professional English courses should be given by content-area lecturers” there is not a difference

between the groups. The f calculated values occur as 2.314 in MED, 0.151 in CED, 1.922 in AD and 0.118 in CRPD while the f table values are 3.09, 3.14, 3.14 and 3.15 respectively. The participants may have thought that the lecturers of English may lack the content area knowledge while the content-area lecturers may lack the knowledge of English.

Table 49. One-way of ANOVA Results for Item 28.

Dept.	Group	n	m	sd	f calculated	f table	p	diff.
MED	Freshmen	49	4.22	1.229	0.350	3.09	0.706	-
	4 th Grades	30	4.33	0.884				
	Instructors	22	4.45	1.011				
CED	Freshmen	24	3.83	1.435	0.951	3.14	0.392	-
	4 th Grades	26	4.31	0.884				
	Instructors	18	4.00	1.372				
AD	Freshmen	24	3.63	1.377	0.346	3.14	0.709	-
	4 th Grades	26	3.85	1.190				
	Instructors	17	3.94	1.249				
CRPD	Freshmen	25	3.64	1.469	2.176	3.15	0.122	-
	4 th Grades	25	4.36	0.995				
	Instructors	15	4.13	1.187				

Note: $p < .05$, Dept: Department, n: number of the participants, m: mean, sd: standart deviation, p: significance, diff: Difference, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

For the 28th item, “professional English courses should be given in collaboration with the content-area lecturers and the lecturers of English”, the f calculated values are 0.350 in MED, 0.951 in CED, 0.346 in AD and 2.176 in CRPD while the f table values are 3.09, 3.14, 3.14 and 3.15 respectively; thus, a statistically significant difference between the groups is not found. However, when the mean scores of the items 26, 27, 28 presented in the tables 47, 48 and 49 respectively are analyzed it can be inferred that the researcher’s above comment “the participants may have thought that the lecturers of English may lack the content area knowledge while the content-area lecturers lack the knowledge of English” is right. The higher mean scores seen in Table 49 indicates that the participants suggest a collaboration between the content-area lecturers and the lecturers of English.

Table 50. One-way of ANOVA Results for Item 29.

Dept.	Group	n	m	sd	f calculated	f table	p	diff.
MED	Freshmen	49	4.61	0.671	0.865	3.09	0.424	-
	4 th Grades	30	4.40	0.855				
	Instructors	22	4.41	0.959				
CED	Freshmen	24	4.58	0.776	0.283	3.14	0.754	-
	4 th Grades	26	4.69	0.549				
	Instructors	18	4.56	0.616				
AD	Freshmen	24	4.33	1.007	2.277	3.14	0.111	-
	4 th Grades	26	4.81	0.634				
	Instructors	17	4.47	0.717				
CRPD	Freshmen	25	4.56	0.583	0.829	3.15	0.441	-
	4 th Grades	25	4.72	0.542				
	Instructors	15	4.47	0.834				

Note: $p < .05$, Dept: Department, n: number of the participants, m: mean, sd: standart deviation, p: significance, diff: Difference, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

Since f calculated values were found as 0.865 in MED, 0.283 in CED, 2.277 in AD and 0.829 in CRPD while the f table values are 3.09, 3.14, 3.14 and 3.15 respectively for Item 29 “internet and the technological audio and visual equipments such as TV, video, radio, D.V.D. should be used in English classes”, there is not a statistically meaningful difference between the groups but the high mean scores highlighted the need for the technological devices to be used in English classes. This is also important for the problems mentioned in the 4.1.2. section to be solved by integrating learning strategies with technology.

Table 51. The Opinions of the Instructors about Item 30.

Dept.	As Candidates Engineer or Architect, Students	Yes		No		Total	
		n	%	n	%	n	%
Total	need general English (basic grammar rules and vocabulary).	25	34.7	47	65.3	72	100
	need academic English (for writing, reading articles, thesis, reports).	6	8.3	66	91.7	72	100
	need professional English (technical vocabulary and skills related to engineering and architecture).	20	27.8	52	72.2	72	100
	need all of the above.	42	58.3	30	41.7	72	100
	do not need English at all.	0	0.0	72	100.0	72	100
MED	need general English (basic grammar rules and vocabulary).	8	36.4	14	63.6	22	100
	need academic English (for writing, reading articles, thesis, reports).	1	4.5	21	95.5	22	100
	need professional English (technical vocabulary and skills related to engineering and architecture).	7	31.8	15	68.2	22	100
	need all of the above	12	54.5	10	45.5	22	100
CED	need general english (basic grammar rules and vocabulary).	7	38.9	11	61.1	18	100
	need academic English (for writing, reading articles, thesis, reports).	2	11.1	16	88.9	18	100
	need professional English (technical vocabulary and skills related to engineering and architecture).	8	44.4	10	55.6	18	100
	need all of the above	9	50.0	9	50.0	18	100
AD	need general English (basic grammar rules and vocabulary).	6	35.3	11	64.7	17	100
	need academic English (for writing, reading articles, thesis, reports).	1	5.9	16	94.1	17	100
	need professional English (technical vocabulary and skills related to engineering and architecture).	4	23.5	13	76.5	17	100
	need all of the above	10	58.8	7	41.2	17	100
CRPD	need general English (basic grammar rules and vocabulary).	4	26.7	11	73.3	15	100
	need academic English (for writing, reading articles, thesis, reports).	2	13.3	13	86.7	15	100
	need professional English (technical vocabulary and skills related to engineering and architecture).	1	6.7	14	93.3	15	100
	need all of the above	11	73.3	4	26.7	15	100

Note: Dept: Department, n: number of the participants, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

In this item the participants could choose more than one option. According to Table 51, expectedly, none of the instructors marked the option “the students do not need English at all”. The instructors think that the students need English by hook or crook. The majority of the instructors (58.3 %) think that the students need general English, academic English and professional English as a candidate of engineer or architect. The percents for other options are 34.7 for general English, 27.8 for professional English and 8.3 for academic English.

The results show that instructors pay more attention on general English and professional English than the academic English.

Though the portions differ, the order of the necessary type of English perceived by the instructors in different departments do not change except for City and Regional Planning Department. In Mechanical Engineering department, the majority (54.5 %) marked all of the above option. The percents for other options are 36.4 for general English, 31.8 for professional English and 4.5 for academic English. Similarly, in Civil Engineering Department, half of the instructors believe that all three type is needed by an engineer. 38.9 % of them believe general English, 11.1 % of them believe academic English and 44.4 % of them believe professional English is needed in the field. In architecture department, the percents are 58.8 for all three type of English, 35.3 for general English, 23.5 for professional English and 5.9 for academic English. The highest portion for all three types of English is needed option comes from City and Regional Planning Department (73.3). The percents for other options are 26.7 for general English, 6.7 for professional English and 13.3 for academic English. The low portion for professional English is needed option may stem from the high portion of the all three types of English is needed option.

Table 52. The Opinions of the Students about Item 30.

DEPT.	As Candidates Engineer or Architect, Students	Total				Freshmen				4 th Grades			
		Yes		No		Yes		No		Yes		No	
		n	%	n	%	n	%	n	%	n	%	n	%
Total	need general English (basic grammar rules and vocabulary).	29	12.7	200	87.3	14	11.5	108	88.5	15	14.0	92	86.0
	need academic English (for writing, reading articles, thesis, reports).	45	19.7	184	80.3	22	18.0	100	82.0	23	21.5	84	78.5
	need professional English (technical vocabulary and skills related to engineering and architecture).	71	31.0	158	69.0	34	27.9	88	72.1	37	34.6	70	65.4
	need all of the above.	143	62.4	86	37.6	80	65.6	42	34.4	63	58.9	44	41.1
	do not need English at all.	4	1.7	225	98.3	3	2.5	119	97.5	1	0.9	106	99.1
MED	need general English (basic grammar rules and vocabulary).	8	10.0	71	89.9	5	10.0	44	89.8	3	10.0	27	90.0
	need academic English (for writing, reading articles, thesis, reports).	16	20.3	63	79.7	8	16.3	41	83.7	8	26.7	22	73.3
	need professional English (technical vocabulary and skills related to engineering and architecture).	22	27.8	57	72.2	12	24.5	37	75.5	10	33.3	20	66.7
	need all of the above.	54	68.4	25	31.6	35	71.4	14	28.6	19	63.3	11	36.7
	do not need English at all.	1	1.3	78	98.7	1	2.0	48	98.0	0	0.0	30	100
CED	need general English (basic grammar rules and vocabulary).	8	16.0	42	84.0	3	12.5	21	87.5	5	19.2	21	80.8
	need academic English (for writing, reading articles, thesis, reports).	12	24.0	38	76.0	7	29.2	17	70.8	5	19.2	21	80.8
	need professional English (technical vocabulary and skills related to engineering and architecture).	21	42.0	29	58.0	10	41.7	14	58.3	11	42.3	15	57.7
	need all of the above.	26	52.0	24	48.0	12	50.0	12	50.0	14	53.8	12	46.2
	do not need English at all.	0	0.0	50	100	0	0.0	24	100	0	0.0	26	100
AD	need general English (basic grammar rules and vocabulary).	5	10.0	45	90.0	2	8.3	22	91.7	3	11.5	23	88.5
	need academic English (for writing, reading articles, thesis, reports).	11	22.0	39	78.0	6	25.0	18	75.0	5	19.2	21	80.8
	need professional English (technical vocabulary and skills related to engineering and architecture).	16	32.0	34	68.0	7	29.2	17	70.8	9	34.6	17	65.4
	need all of the above.	31	62.0	19	38.0	15	62.5	9	37.5	16	61.5	10	38.5
	do not need English at all.	1	2.0	49	98.0	0	0.0	24	100	1	3.8	25	96.2
CRPD	need general English (basic grammar rules and vocabulary).	8	16.0	42	84.0	4	16.0	21	84.0	4	16.0	21	84.0
	need academic English (for writing, reading articles, thesis, reports).	6	12.0	44	88.0	1	4.0	24	96.0	5	20.0	20	80.0
	need professional English (technical vocabulary and skills related to engineering and architecture).	12	24.0	38	76.0	5	20.0	20	80.0	7	28.0	18	72.0
	need all of the above.	32	64.0	18	36.0	18	72.0	7	28.0	14	56.0	11	44.0
	do not need English at all.	2	4.0	48	96.0	2	8.0	23	92.0	0	0.0	25	100

Note: Dept: Department, n: number of the participants, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

According to Table 52, similar results with instructors were found out. The most significant difference is that 1.7 % of the students think that they do not need English at all as a candidate engineer/architect. In general, 62.4 % of the students marked “need all of the above” option, 12.7 % of them marked “need general English” option, 19.7 % marked “need academic English” option and 31 % of them marked “need professional English” option. Low portion of the “need general English” option may stem from the demand for professional English, consistent with the results seen at Tables 16 and 40. The freshman students, in general, believe that they need general English (11.5 %), academic English (18 %) and professional English (27.9 %), all types of English (65.6) and none of them (2.5 %) whereas the fourth grade students believe that they need general English (14 %), academic English (21.5 %) and professional English (34.6 %), all types of English (58.9 %) and none of them (0.9 %) as a candidate engineer/architect.

In Mechanical Engineering Department, the freshman students’ percents for the options are 10 for general English, 16.3 for academic English, 24.5 for professional English, 71.4 for all types of English and 2 for none of them. The fourth grade students’ percents for the options are 10 for general English, 26.7 for academic English, 33.3 for professional English, 63.3 for all types of English and none of the students marked the none of them option.

In Civil Engineering Department, the freshman students’ percents for the options are 12.5 for general English, 29.2 for academic English, 41.7 for professional English, 50 for all types of English and 2 for none of them. The fourth grade students’ percents for the options are 19.2 for general English, 19.2 for academic English, 42.3 for professional English, 53.8 for all types of English and none of the students marked the none of them option. Only in this department neither of the freshman and fourth grade students thinks that they do not need English at all.

In Architecture Department, the freshman students’ percents for the options are 8.3 for general English, 25 for academic English, 29.2 for professional English, 62.5 for all types of English and none of the students marked the none of them

option. The fourth grade students' percents for the options are 11.5 for general English, 19.2 for academic English, 34.6 for professional English, 61.5 for all types of English and 3.8 for none of them.

In City and Regional Planning Department, the freshman students' percents for the options are 16 for general English, 4 for academic English, 20 for professional English, 72 for all types of English and 8 for none of them. The fourth grade students' percents for the options are 16 for general English, 20 for academic English, 28 for professional English, 56 for all types of English and none of the students marked the none of them option. The most extreme results are found in this department because the greatest demand for all types of English is in this department by both freshman students (72 %) and instructors (73.3 %), on the other hand, the portion of the freshman students claiming that English is not needed at all is also very high (8 %) in this department.

According to the above results (Tables 51 and 52), all groups of participants believe that English is an indispensable tool for success in professional, academic and social life. Therefore, all types of English option got the highest percents from all groups. While the professional English is believed to be necessary mostly, the need for academic English cannot be denied. These results indicate that academic English components should take their place in the English courses to some extent.

Table 53. The Opinions of the Instructors about Item 31.

Dept.	Why do the students learn English?	Yes		No		Total	
		n	%	n	%	n	%
Total	To know people from other cultures and backgrounds all over the world.	25	34.7	47	65.3	72	100
	To have a chance to work abroad.	24	33.3	48	66.7	72	100
	To work as an academician at the university.	27	37.5	45	62.5	72	100
	To have a chance to get better job.	59	81.9	13	18.1	72	100
	To be able to search and read the related literature in engineering/architecture.	64	88.9	8	11.1	72	100
	To comprehend the graphs, charts or tables in English.	36	50.0	36	50.0	72	100
	To use internet better.	19	26.4	53	73.6	72	100
MED	To know people from other cultures and backgrounds all over the world.	7	31.8	15	68.2	22	
	To have a chance to work abroad.	9	40.9	13	59.1	22	100
	To work as an academician at the university.	10	45.5	12	54.5	22	100
	To have a chance to get better job.	18	81.8	4	18.2	22	100
	To be able to search and read the related literature in engineering/architecture.	21	95.5	1	4.5	22	100
	To comprehend the graphs, charts or tables in English.	17	77.3	5	22.7	22	100
	To use internet better.	9	40.9	13	59.1	22	100
CED	To know people from other cultures and backgrounds all over the world.	5	27.8	13	72.2	18	100
	To have a chance to work abroad.	7	38.9	11	61.1	18	100
	To work as an academician at the university.	7	38.9	11	61.1	18	100
	To have a chance to get better job.	14	77.8	4	22.2	18	100
	To be able to search and read the related literature in engineering/architecture.	16	88.9	2	11.1	18	100
	To comprehend the graphs, charts or tables in English.	9	50.0	9	50.0	18	100
	To use internet better.	4	22.2	14	77.8	18	100
AD	To know people from other cultures and backgrounds all over the world.	7	41.2	10	58.8	17	100
	To have a chance to work abroad.	3	17.6	14	82.4	17	100
	To work as an academician at the university.	6	35.3	11	64.7	17	100
	To have a chance to get better job.	14	82.4	3	17.6	17	100
	To be able to search and read the related literature in engineering/architecture.	15	88.2	2	11.8	17	100
	To comprehend the graphs, charts or tables in English.	5	29.4	12	70.6	17	100
	To use internet better.	4	23.5	13	76.5	17	100
CRPD	To know people from other cultures and backgrounds all over the world.	6	40.0	9	60.0	15	100
	To have a chance to work abroad.	5	33.3	10	66.7	15	100
	To work as an academician at the university.	4	26.7	11	73.3	15	100
	To have a chance to get better job.	13	86.7	2	13.3	15	100
	To be able to search and read the related literature in engineering/architecture.	12	80.0	3	20.0	15	100
	To comprehend the graphs, charts or tables in English.	5	33.3	10	66.7	15	100
	To use internet better.	2	13.3	13	86.7	15	100

Note: Dept: Department, n: number of the participants, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

In this item, instructors could mark more than one option. The results presented in Table 53 show that the majority of the instructors think that students need English to be able to search and read the related literature in engineering/architecture (88.9 %), to have a chance to get better job (81.9 %) and to comprehend the graphs, charts or tables in English (50 %). The percents for the other options are 37.5 for “to work as an academician at the university”, 34.7 for “to know people from other cultures and backgrounds all over the world”, 33.3 for “to have a chance to work abroad”, 26.4 for “to use internet better”. The results indicate that the instructors regard English as a means of success in their professional field.

For all of the departments two options with very high percents took over, “to be able to search and read the related literature in engineering/architecture” and “to have a chance to get better job” as the first or second preference. The percents for the option “to be able to search and read the related literature in engineering/architecture” are 95.5 in Mechanical Engineering Department, 88.9 in Civil Engineering Department, 88.2 in Architecture Department and 80 in City and Regional Planning Department. And the percents for the option “to have a chance to get better job” are 81.8 in Mechanical Engineering Department, 77.8 in Civil Engineering Department, 82.4 in Architecture Department and 86.7 in City and Regional Planning Department.

Table 54. The Opinions of the Students about Item 31.

Reason	Dept.	Total				Freshman				4 th Grades			
		Yes		No		Yes		No		Yes		No	
		n	%	n	%	n	%	n	%	n	%	n	%
To know people from other cultures and backgrounds all over the world.	Total	69	30.1	160	69.9	45	36.9	77	63.1	24	22.4	83	77.6
	MED	19	24.1	60	75.9	14	28.6	35	71.4	5	16.7	25	83.3
	CED	16	32.0	34	68.0	9	37.5	15	62.5	7	26.9	19	73.1
	AD	19	38.0	31	62.0	17	70.8	7	29.2	2	7.7	24	92.3
	CRPD	15	30.0	35	70.0	5	20.0	20	80.0	10	40.0	15	60.0
To have a chance to work abroad.	Total	126	55.0	103	45.0	81	66.4	41	33.6	45	42.1	62	57.9
	MED	37	46.8	42	53.2	29	59.2	20	40.8	8	26.7	22	73.3
	CED	32	64.0	18	36.0	16	66.7	8	33.3	16	61.5	10	38.5
	AD	30	60.0	20	40.0	18	75.0	6	25.0	12	46.2	14	53.8
	CRPD	27	54.0	23	46.0	18	72.0	7	28.0	9	36.0	16	64.0
To work as an academican at the university.	Total	45	19.7	184	80.3	22	18.0	100	82.0	23	21.5	84	78.5
	MED	22	27.8	57	72.2	11	22.4	38	77.6	11	36.7	19	63.3
	CED	7	14.0	43	86.0	3	12.5	21	87.5	4	15.4	22	84.6
	AD	9	18.0	41	82.0	4	16.7	20	83.3	5	19.2	21	80.8
	CRPD	7	14.0	43	86.0	4	16.0	21	84.0	3	12.0	22	88.0
To have a chance to get better job.	Total	176	76.9	53	23.1	100	82.0	22	18.0	76	71.0	31	29.0
	MED	58	73.4	21	26.6	35	71.4	14	28.6	23	76.7	7	23.3
	CED	39	78.0	11	22.0	19	79.2	5	20.8	20	76.9	6	23.1
	AD	40	80.0	10	20.0	23	95.8	1	4.2	17	65.4	9	34.6
	CRPD	39	78.0	11	22.0	23	92.0	2	8.0	16	64.0	9	36.0
To be able to search and read the related literature in engineering /architecture.	Total	156	68.1	73	31.9	85	69.7	37	30.3	71	66.4	36	33.6
	MED	48	60.8	31	39.2	31	63.3	18	36.7	17	56.7	13	43.3
	CED	34	68.0	16	32.0	16	66.7	8	33.3	18	69.2	8	30.8
	AD	38	76.0	12	24.0	18	75.0	6	25.0	20	76.9	6	23.1
	CRPD	36	72.0	14	28.0	20	80.0	5	20.0	16	64.0	9	36.0
To comprehend the graphs, charts or tables in English.	Total	117	51.1	112	48.9	68	55.7	54	44.3	49	45.8	58	54.2
	MED	36	45.6	43	54.4	22	44.9	27	55.1	14	46.7	16	53.3
	CED	22	44.0	28	56.0	12	50.0	12	50.0	10	38.5	16	61.5
	AD	30	60.0	20	40.0	17	70.8	7	29.2	13	50.0	13	50.0
	CRPD	29	58.0	21	42.0	17	68.0	8	32.0	12	48.0	13	52.0
To use internet better.	Total	55	24.0	174	76.0	38	31.1	84	68.9	17	15.9	90	84.1
	MED	19	24.1	60	75.9	13	26.5	36	73.5	6	20.0	24	80.0
	CED	12	24.0	38	76.0	9	37.5	15	62.5	3	11.5	23	88.5
	AD	19	38.0	31	62.0	12	50.0	12	50.0	7	26.9	19	73.1
	CRPD	5	10.0	45	90.0	4	16.0	21	84.0	1	4.0	24	96.0
Because I like it.	Total	35	15.3	194	84.7	24	19.7	98	80.3	11	10.3	96	89.7
	MED	11	13.9	68	86.1	8	16.3	41	83.7	3	10.0	27	90.0
	CED	10	20.0	40	80.0	5	20.8	19	79.2	5	19.2	21	80.8
	AD	7	14.0	43	86.0	6	25.0	18	75.0	1	3.8	25	96.2
	CRPD	7	14.0	43	86.0	5	20.0	20	80.0	2	8.0	23	92.0

Note: Dept: Department, n: number of the participants, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

In this item, students could mark more than one option. The results in Table 54 present the priorities of the students while learning English. The primary and subsidiary reasons of the students are generally parallel with the instructors' point of views. In general, the majority of the students, also, think that they need English to have a chance to get better job (76.9 %) and to be able to search and

read the related literature in engineering /architecture (68.1%). The percents for the other options are 55 for “to have a chance to work abroad”, 51.1 for “to comprehend the graphs, charts or tables in English”, 30.1 for “to know people from other cultures and backgrounds all over the world”, 24 for “to use internet better”, 19.7 for “to work as an academician at the university”, and 15.3 for “because I like it”. These results also indicate that the students regard English as a means of having a better job opportunities and success in their professional field.

“To have a chance to get better job” option got the highest percent from both the freshmen and fourth grades, 82 % of the freshman students learn English to have a chance to get better job. The freshman students’ percents for this option are 71.4 from Mechanical Engineering Department, 79.2 from Civil Engineering Department, 95.8 from Architecture Department and 92 from City and Regional Planning Department. Of the fourth grade students, 71 % learn English to have a chance to get better job. The fourth grade students’ percents for this option are 76.7 from Mechanical Engineering Department, 76.9 from Civil Engineering Department, 65.4 from Architecture Department and 64 from City and Regional Planning Department. Nearly all of the freshman students from Architecture Department and City and Regional Planning Department marked this option.

The secondary priority of both the freshman and fourth grade students is to be able to search and read the related literature in engineering /architecture. 69.7 % of the freshman students learn English to be able to search and read the related literature in engineering /architecture. The freshman students’ percents for this option are 63.3 from Mechanical Engineering Department, 66.7 from Civil Engineering Department, 75 from Architecture Department and 80 from City and Regional Planning Department. Of the fourth grade students, 66.4 % learn English to be able to search and read the related literature in engineering /architecture. The fourth grade students’ percents for this option are 56.7 from Mechanical Engineering Department, 69.2 from Civil Engineering Department,

76.9 from Architecture Department and 64 from City and Regional Planning Department.

66.4 % of the freshman students learn English to have a chance to work abroad. The freshman students' percents for this option are 59.2 from Mechanical Engineering Department, 66.7 from Civil Engineering Department, 75 from Architecture Department and 72 from City and Regional Planning Department. Of the fourth grade students, 42.1 % learn English to have a chance to work abroad. The fourth grade students' percents for this option are 26.7 from Mechanical Engineering Department, 61.5 from Civil Engineering Department, 46.2 from Architecture Department and 36 from City and Regional Planning Department. There is a remarkable difference between the freshman and fourth grade students of each of the departments except for Civil Engineering Department. While the freshman students are more wishful to work abroad, the fourth grade students seem to undetermined. However, both the freshman and fourth grade students in Civil Engineering Department want to work abroad.

55.7 % of the freshman students learn English to comprehend the graphs, charts or tables in English. The freshman students' percents for this option are 44.9 from Mechanical Engineering Department, 50 from Civil Engineering Department, 70.8 from Architecture Department and 68 from City and Regional Planning Department. Of the fourth grade students, 45.8 % learn English to comprehend the graphs, charts or tables in English. The fourth grade students' percents for this option are 46.7 from Mechanical Engineering Department, 38.5 from Civil Engineering Department, 50 from Architecture Department and 48 from City and Regional Planning Department.

Of the freshman students, 36.9 % learn English to know people from other cultures and backgrounds all over the world. The freshman students' percents for this option are 28.6 from Mechanical Engineering Department, 37.5 from Civil Engineering Department, 70.8 from Architecture Department and 20 from

City and Regional Planning Department. 22.4 % of the fourth grade students learn English to know people from other cultures and backgrounds all over the world. The fourth grade students' percents for this option are 16.7 from Mechanical Engineering Department, 26.9 from Civil Engineering Department, 7.7 from Architecture Department and 40 from City and Regional Planning Department. There is a very large difference between the freshman and fourth grade students of Architecture Department that the highest (70.8 %) and the lowest percents (7.7 %) for this option come from freshman and fourth grade students in this department, respectively.

31.1 % of the freshman students learn English to use internet better. The freshman students' percents for this option are 26.5 from Mechanical Engineering Department, 37.5 from Civil Engineering Department, 50 from Architecture Department and 16 from City and Regional Planning Department. Of the fourth grade students, 15.9 % learn English to use internet better. The fourth grade students' percents for this option are 20 from Mechanical Engineering Department, 11.5 from Civil Engineering Department, 26.9 from Architecture Department and 4 from City and Regional Planning Department. The researcher thinks that the students do not need English to use internet because of the easy access to the information via internet in Turkish. Nonetheless, these results contradict with the high portion for the "to be able to search and read the related literature in engineering/architecture" option. Since English is also the language of information and technology, searching and finding a great deal of information without English is missing.

Of the freshman students, 19.7 % learn English because they like it. The freshman students' percents for this option are 16.3 from Mechanical Engineering Department, 20.8 from Civil Engineering Department, 25 from Architecture Department and 20 from City and Regional Planning Department. 10.3 % of the fourth grade students learn English because they like it. The fourth grade students' percents for this option are 10 from Mechanical Engineering Department, 19.2 from Civil Engineering Department, 3.8 from Architecture Department and 8 from City and Regional Planning Department.

Unfortunately, the results indicate that the students have a negative attitude towards English and they feel obligatory to learn it even they do not like.

18 % of the freshman students learn English to work as an academician at the university. The freshman students' percents for this option are 22.4 from Mechanical Engineering Department, 12.5 from Civil Engineering Department, 16.7 from Architecture Department and 16 from City and Regional Planning Department. Of the fourth grade students, 21.5 % learn English to work as an academician at the university. The fourth grade students' percents for this option are 36.7 from Mechanical Engineering Department, 15.4 from Civil Engineering Department, 19.2 from Architecture Department and 12 from City and Regional Planning Department. It can be inferred from the results that the students do not seem to be eager to be academician.

According to the results given at Tables 53 and 54, the priorities of the students and the instructors are similar with a very slight difference. While the students put the better job opportunities in the first place the instructors put it in the second place and for the being able to search and read the related literature in engineering/architecture option the situation is vice versa. The demand for being able to search and read the related literature also highlights the need for academic English consistent with the results given at Tables 51 and 52.

Table 55. The Opinions of the Instructors about Item 32.

Dept.	In order to provide students' English needs their department should	Yes		No		Total	
		n	%	n	%	n	%
Total	have a compulsory preparatory class	45	62.5	27	37.5	72	100
	have a selective preparatory class	14	19.4	58	80.6	72	100
	increase the freshman course hours	27	37.5	45	62.5	72	100
	have professional English courses in the 2nd, 3rd and 4th grades	49	68.1	23	31.9	72	100
	separate the freshman English classes according to the proficiency levels	26	36.1	46	63.9	72	100
	charge freshman English courses with have academic credits	16	22.2	56	77.8	72	100
MED	have a compulsory preparatory class	12	54.5	10	45.5	22	100
	have a selective preparatory class	6	27.3	16	72.7	22	100
	increase the freshman course hours	8	36.4	14	63.6	22	100
	have professional English courses in the 2nd, 3rd and 4th grades	16	72.7	6	27.3	22	100
	separate the freshman English classes according to the proficiency levels	9	40.9	13	59.1	22	100
	charge freshman English courses with have academic credits	7	31.8	15	68.2	22	100
CED	have a compulsory preparatory class	10	55.6	8	44.4	18	100
	have a selective preparatory class	3	16.7	15	83.3	18	100
	increase the freshman course hours	6	33.3	12	66.7	18	100
	have professional English courses in the 2nd, 3rd and 4th grades	13	72.2	5	27.8	18	100
	separate the freshman English classes according to the proficiency levels	6	33.3	12	66.7	18	100
	charge freshman English courses with have academic credits	5	27.8	13	72.2	18	100
AD	have a compulsory preparatory class	12	70.6	5	29.4	17	100
	have a selective preparatory class	2	11.8	15	88.2	17	100
	increase the freshman course hours	7	41.2	10	58.8	17	100
	have professional English courses in the 2nd, 3rd and 4th grades	12	70.6	5	29.4	17	100
	separate the freshman English classes according to the proficiency levels	6	35.3	11	64.7	17	100
	charge freshman English courses with have academic credits	2	11.8	15	88.2	17	100
CRPD	have a compulsory preparatory class	11	73.3	4	26.7	15	100
	have a selective preparatory class	3	20.0	12	80.0	15	100
	increase the freshman course hours	6	40.0	9	60.0	15	100
	have professional English courses in the 2nd, 3rd and 4th grades	8	53.3	7	46.7	15	100
	separate the freshman English classes according to the proficiency levels	5	33.3	10	66.7	15	100
	charge freshman English courses with have academic credits	2	13.3	13	86.7	15	100

Note: Dept: Department, n: number of the participants, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

This item is related to the English program. In this item participants could mark more than one option. In Table 55, the results show that the instructors do not regard current English courses enough to meet the professional needs of the students. Thus, the most of the instructors (68.1 %) marked the “students’ department should have professional English courses in the 2nd, 3rd and 4th grades” and “should have a compulsory preparatory class” (62.5 %) options. While 37,5 % of them believe increasing the freshman course hours would be a solution 36,1 % of them believe separating the freshman English classes according to the proficiency levels is a solution. The percent for the “freshman English courses

should have academic credits” option is % 22.2 whereas the percent for the “have a selective preparatory class” option is 19.4 %.

In each of the departments, the instructors preferred two options with very high percents as a solution. The primary preference of the instructors is having professional English in the 2nd, 3rd and 4th grades with the percents of 72.7 % from Mechanical Engineering Department, 72.2 % from Civil Engineering Department, 70.6 % from Architecture Department and 53.3 % from City and Regional Planning Department. And the secondary preference of the instructors is having a compulsory preparatory class with the percents of 54.5 % from Mechanical Engineering Department, 55.6 % from Civil Engineering Department, 70.6 % from Architecture Department and 73.3 % from City and Regional Planning Department.

Table 56. The Opinions of the Students about Item 32.

In order to provide students' English needs their department should	Dept.	Total				Freshmen				4 th Grades			
		Yes		No		Yes		No		Yes		No	
		n	%	n	%	n	%	n	%	n	%	n	%
have a compulsory preparatory class	Total	92	40.2	137	59.8	33	27.0	89	73.0	59	55.1	48	44.9
	MED	37	46.8	42	53.2	19	38.8	30	61.2	18	60.0	12	40.0
	CED	19	38.0	31	62.0	6	25.0	18	75.0	13	50.0	13	50.0
	AD	22	44.0	28	56.0	6	25.0	18	75.0	16	61.5	10	38.5
	CRPD	14	28.0	36	72.0	2	8.0	23	92.0	12	48.0	13	52.0
have a selective preparatory class	Total	69	30.1	160	69.9	43	35.2	79	64.8	26	24.3	81	75.7
	MED	27	34.2	52	65.8	18	36.7	31	63.3	9	30.0	21	70.0
	CED	21	42.0	29	58.0	11	45.8	13	54.2	10	38.5	16	61.5
	AD	14	28.0	36	72.0	11	45.8	13	54.2	3	11.5	23	88.5
	CRPD	7	14.0	43	86.0	3	12.0	22	88.0	4	16.0	21	84.0
increase the freshman course hours	Total	83	36.2	146	63.8	47	38.5	75	61.5	36	33.6	71	66.4
	MED	28	35.4	51	64.6	18	36.7	31	63.3	10	33.3	20	66.7
	CED	13	26.0	37	74.0	5	20.8	19	79.2	8	30.8	18	69.2
	AD	15	30.0	35	70.0	6	25.0	18	75.0	9	34.6	17	65.4
	CRPD	27	54.0	23	46.0	18	72.0	7	28.0	9	36.0	16	64.0
have professional English courses in the 2nd, 3rd and 4th grades	Total	180	78.6	49	21.4	101	82.8	21	17.2	79	73.8	28	26.2
	MED	72	91.1	7	8.9	45	91.8	4	8.2	27	90.0	3	10.0
	CED	36	72.0	14	28.0	17	70.8	7	29.2	19	73.1	7	26.9
	AD	39	78.0	11	22.0	20	83.3	4	16.7	19	73.1	7	26.9
	CRPD	33	66.0	17	34.0	19	76.0	6	24.0	14	56.0	11	44.0
separate the freshman English classes according to the proficiency levels.	Total	101	44.1	128	55.9	63	51.6	59	48.4	38	35.5	69	64.5
	MED	37	46.8	42	53.2	23	46.9	26	53.1	14	46.7	16	53.3
	CED	21	42.0	29	58.0	14	58.3	10	41.7	7	26.9	19	73.1
	AD	23	46.0	27	54.0	13	54.2	11	45.8	10	38.5	16	61.5
	CRPD	20	40.0	30	60.0	13	52.0	12	48.0	7	28.0	18	72.0
charge freshman English courses with academic credits	Total	71	31.0	158	69.0	46	37.7	76	62.3	25	23.4	82	76.6
	MED	27	34.2	52	65.8	19	38.8	30	61.2	8	26.7	22	73.3
	CED	10	20.0	40	80.0	7	29.2	17	70.8	3	11.5	23	88.5
	AD	12	24.0	38	76.0	4	16.7	20	83.3	8	30.8	18	69.2
	CRPD	22	44.0	28	56.0	16	64.0	9	36.0	6	24.0	19	76.0

Note: Dept: Department, n: number of the participants, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

In the Table 56, the results show that the students are not clear about preparatory class or increasing the course hours, levelling the classes and the credits of the courses. However, they are certain about a necessity that 78.6 % of the students think that their department should have professional English courses in the 2nd, 3rd and 4th classes.

Consistent with the instructors' results, both the freshman and fourth grade students think having professional English in the 2nd, 3rd and 4th grades is the best solution. Of the freshman students, 82.8 % demand professional English courses in the 2nd, 3rd and 4th grades to meet their needs. The freshman students' percents for this option are 91.8 from Mechanical Engineering Department, 70.8 from Civil Engineering Department, 83.3 from Architecture Department and 76 from City and Regional Planning Department. 73.8 % of the fourth grade students demand professional English courses in the 2nd, 3rd and 4th grades to meet their needs. The fourth grade students' percents for this option are 90 from Mechanical Engineering Department, 73.1 from Civil Engineering Department, 73.1 from Architecture Department and 56 from City and Regional Planning Department.

Comparing the results between the instructors', fourth grades' and freshmen's, there are significant differences between the freshman students and the other groups for preparatory class option. The fact that the majority of the instructors had a preparatory English class during their high school or university education (see Table 12) make them believe that the preparatory class is one of the best solution to meet the students' needs. However, since there are not preparatory classes at Bozok University, the instructors chose having professional English in the 2nd, 3rd and 4th grades as the most appropriate solution for the present. While the instructors and fourth grade students think having a compulsory preparatory class as the second preference, the freshmen preferred it as the latest solution. 27 % of the freshman students want compulsory preparatory class. This may stem from the fear of a possible preparatory class would affect their education. Surprisingly, after answering the questionnaire, these students

stated to the researcher that they did not want to take any preparatory class in the following years and the researcher explained that any possible modification in the program could not be applied to the current students. According to the departmental distributions of the options, the freshman students' percents for this option are 38.8 from Mechanical Engineering Department, 25 from Civil Engineering Department, 25 from Architecture Department and 8 from City and Regional Planning Department. However, of the fourth grade students, 55.1 % want compulsory preparatory class. The fourth grade students' percents for this option are 60 from Mechanical Engineering Department, 50 from Civil Engineering Department, 61.5 from Architecture Department and 48 from City and Regional Planning Department.

Contrary to the results in the 4.1.2. Problems Related Items section (see Tables 27 to 31), 51.6 % of the freshman students think that separating the freshman English classes according to the proficiency levels of the students would be effective. The freshman students' percents for this option are 46.9 from Mechanical Engineering Department, 58.3 from Civil Engineering Department, 54.2 from Architecture Department and 52 from City and Regional Planning Department. Of the fourth grade students, 35.5 % believe that separating the freshman English classes according to the proficiency levels of the students would be effective. The fourth grade students' percents for this option are 46.7 from Mechanical Engineering Department, 26.9 from Civil Engineering Department, 38.5 from Architecture Department and 28 from City and Regional Planning Department.

Of the freshman students, 38.5 % believe that increasing the freshman course hours would meet their needs. The freshman students' percents for this option are 36.7 from Mechanical Engineering Department, 20.8 from Civil Engineering Department, 25 from Architecture Department and 72 from City and Regional Planning Department. 33.6 % of the fourth grade students believe that increasing the freshman course hours would meet their needs. The fourth grade students' percents for this option are 33.3 from Mechanical Engineering Department, 30.8 from Civil Engineering Department, 34.6 from Architecture

Department and 36 from City and Regional Planning Department. According to the results, only the freshman students from City and Regional Planning Department want the course hours to be increased.

37.7 % of the freshman students think that freshman English courses should have academic credits. The freshman students' percents for this option are 38.8 from Mechanical Engineering Department, 29.2 from Civil Engineering Department, 16.7 from Architecture Department and 64 from City and Regional Planning Department. Of the fourth grade students, 23.4 % think that freshman English courses should have academic credits. The fourth grade students' percents for this option are 26.7 from Mechanical Engineering Department, 11.5 from Civil Engineering Department, 30.8 from Architecture Department and 24 from City and Regional Planning Department.

Of the freshman students, 35 % want selective preparatory class. The freshman students' percents for this option are 36.7 from Mechanical Engineering Department, 45.8 from Civil Engineering Department, 45.8 from Architecture Department and 12 from City and Regional Planning Department. Of the fourth grade students, 24.3 % want selective preparatory class. The fourth grade students' percents for this option are 30 from Mechanical Engineering Department, 38.5 from Civil Engineering Department, 11.5 from Architecture Department and 16 from City and Regional Planning Department. The results show that selective preparatory class is not approved by both of the freshman and fourth grade students in any of the departments.

Table 57. The Opinions of the Instructors about Item 34.

Dept.	Necessary Language Skills	1 st Rank		2 nd Rank		3 rd Rank		4 th Rank		5 th Rank		6 th Rank	
		n	%	n	%	n	%	n	%	n	%	n	%
Total	Reading	36	50.0	10	13.9	9	12.5	3	4.2	7	9.7	7	9.7
	Writing	4	5.6	20	27.8	8	11.1	27	37.5	5	6.9	8	11.1
	Speaking	12	16.7	15	20.8	12	16.7	12	16.7	13	18.1	8	11.1
	Listening	5	6.9	6	8.3	14	19.4	16	22.2	20	27.8	11	15.3
	Translation	7	9.7	6	8.3	22	30.6	10	13.9	10	13.9	17	23.6
	Technical Vocabulary	8	11.1	15	20.8	7	9.7	4	5.6	17	23.6	21	29.2
MED	Reading	13	59.1	1	4.5	1	4.5	0	0.0	4	18.2	3	13.6
	Writing	1	4.5	8	36.4	1	4.5	8	36.4	3	13.6	1	4.5
	Speaking	3	13.6	4	18.2	3	13.6	6	27.3	3	13.6	3	13.6
	Listening	0	0.0	3	13.6	5	22.7	3	13.6	7	31.8	4	18.2
	Translation	4	18.2	2	9.1	8	36.4	2	9.1	1	4.5	5	22.7
	Technical Vocabulary	1	4.5	4	18.2	4	18.2	3	13.6	4	18.2	6	27.3
CED	Reading	2	11.1	4	22.2	5	27.8	2	11.1	3	16.7	2	11.1
	Writing	3	16.7	4	22.2	2	11.1	9	50.0	0	0.0	0	0.0
	Speaking	5	27.8	7	38.9	2	11.1	0	0.0	1	5.6	3	16.7
	Listening	5	27.8	1	5.6	3	16.7	4	22.2	4	22.2	1	5.6
	Translation	0	0.0	1	5.6	5	27.8	3	16.7	3	16.7	6	33.3
	Technical Vocabulary	3	16.7	1	5.6	1	5.6	0	0.0	7	38.9	6	33.3
AD	Reading	10	58.8	3	17.6	3	17.6	0	0.0	0	0.0	1	5.9
	Writing	0	0.0	3	17.6	2	11.8	6	35.3	2	11.8	4	23.5
	Speaking	1	5.9	3	17.6	2	11.8	4	23.5	5	29.4	2	11.8
	Listening	0	0.0	1	5.9	3	17.6	4	23.5	5	29.4	4	23.5
	Translation	2	11.8	1	5.9	7	41.2	2	11.8	3	17.6	2	11.8
	Technical Vocabulary	4	23.5	6	35.3	0	0.0	1	5.9	2	11.8	4	23.5
CRPD	Reading	11	73.3	2	13.3	0	0.0	1	6.7	0	0.0	1	6.7
	Writing	0	0.0	5	33.3	3	20.0	4	26.7	0	0.0	3	20.0
	Speaking	3	20.0	1	6.7	5	33.3	2	13.3	4	26.7	0	0.0
	Listening	0	0.0	1	6.7	3	20.0	5	33.3	4	26.7	2	13.3
	Translation	1	6.7	2	13.3	2	13.3	3	20.0	3	20.0	4	26.7
	Technical Vocabulary	0	0.0	4	26.7	2	13.3	0	0.0	4	26.7	5	33.3

Note: Dept: Department, n: number of the participants, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

In this item participants had to rank the language skills in order of importance. According to the results, reading is regarded highly important and necessary by the half of the instructors. To 16.7 % of the instructors, speaking is the second most important skill while 11.1 % of the instructors pay more attention on technical vocabulary. The other percents are 9.7 for translation, 6.9 for listening and 5.6 for writing.

In all of the departments, except for the Civil Engineering Department, reading is regarded as the the most important skill. Of the instructors, 59.1 % from Mechanical Engineering Department, 58.8 % from Architecture Department and 73.3 % from City and Regional Planning Department put the reading into first

rank. However, the instructors from Civil Engineering Department give equal importance to the speaking and listening skills and both skills have the same percent (27.8 %). Surprisingly, the instructors in Civil Engineering Department do not regard reading (11.1 %) as important, and it comes as the fifth after the writing and technical vocabulary options having same percent (16.7 %).

In Mechanical Engineering Department the instructors rank the skills as reading (59.1 %), translation (18.2 %), speaking (13.6 %), technical vocabulary (4.5 %), writing (4.5 %) and none of the instructors think the listening in the first place. The instructors in Civil Engineering Department rank the skills as listening and speaking (27.8 %), writing and technical vocabulary (16.7 %), reading (11.1 %) and none of the instructors think the translation in the first place. The rank is as reading (58.8 %), technical vocabulary (23.5 %), translation (11.8 %), speaking (5.9 %) in Architecture Department, and none of the instructors think the listening and writing in the first place in this department. In City and Regional Planning Department the rank is reading (73.3 %), speaking (20 %), translation (6.7 %) and none of the instructors think the listening, writing and technical vocabulary in the first place.

Table 58. The Opinions of the Students about Item 34.

Dept.	Necessary Language Skills	Grade	1 st		2 nd		3 rd		4 th		5 th		6 th	
			Rank		Rank		Rank		Rank		Rank		Rank	
			n	%	n	%	n	%	n	%	n	%	n	%
Total	Reading	Freshman	29	23.8	22	18.0	23	18.9	22	18.0	14	11.5	12	9.8
		4 th Grade	16	15.0	22	20.6	29	27.1	9	8.4	14	13.1	17	15.9
	Writing	Freshman	5	4.1	17	13.9	44	36.1	26	21.3	18	14.8	12	9.8
		4 th Grade	6	5.6	18	16.8	19	17.8	25	23.4	19	17.8	20	18.7
	Speaking	Freshman	60	49.2	34	27.9	15	12.3	7	5.7	4	3.3	2	1.6
		4 th Grade	46	43.0	14	13.1	19	17.8	9	8.4	14	13.1	5	4.7
	Listening	Freshman	8	6.6	20	16.4	19	15.6	40	32.8	23	18.9	12	9.8
		4 th Grade	4	3.7	23	21.5	15	14.0	26	24.3	17	15.9	22	20.6
	Translation	Freshman	8	6.6	18	14.8	8	6.6	10	8.2	33	27.0	45	36.9
		4 th Grade	14	13.1	21	19.6	15	14.0	16	15.0	28	26.2	13	12.1
	Technical Vocabulary	Freshman	12	9.8	11	9.0	14	11.5	16	13.1	30	24.6	39	32.0
		4 th Grade	20	18.7	10	9.3	10	9.3	22	20.6	15	14.0	30	28.0
MED	Reading	Freshman	9	18.4	10	20.4	7	14.3	10	20.4	8	16.3	5	10.2
		4 th Grade	5	16.7	7	23.3	3	10.0	3	10.0	7	23.3	5	16.7
	Writing	Freshman	2	4.1	6	12.2	17	34.7	14	28.6	7	14.3	3	6.1
		4 th Grade	2	6.7	3	10.0	6	20.0	8	26.7	3	10.0	8	26.7
	Speaking	Freshman	25	51.0	11	22.4	7	14.3	3	6.1	2	4.1	1	2.0
		4 th Grade	12	40.0	1	3.3	8	26.7	2	6.7	5	16.7	2	6.7
	Listening	Freshman	7	14.3	8	16.3	7	14.3	10	20.4	12	24.5	5	10.2
		4 th Grade	0	0.0	8	26.7	4	13.3	5	16.7	4	13.3	9	30.0
	Translation	Freshman	4	8.2	9	18.4	3	6.1	3	6.1	13	26.5	17	34.7
		4 th Grade	3	10.0	9	30.0	5	16.7	5	16.7	7	23.3	1	3.3
	Technical Vocabulary	Freshman	2	4.1	6	12.2	7	14.3	9	18.4	7	14.3	18	36.7
		4 th Grade	8	26.7	2	6.7	4	13.3	7	23.3	4	13.3	5	16.7
CED	Reading	Freshman	4	16.7	3	12.5	6	25.0	5	20.8	4	16.7	2	8.3
		4 th Grade	5	19.2	3	11.5	7	26.9	5	19.2	1	3.8	5	19.2
	Writing	Freshman	1	4.2	6	25.0	4	16.7	5	20.8	7	29.2	1	4.2
		4 th Grade	0	0.0	6	23.1	5	19.2	4	15.4	8	30.8	3	11.5
	Speaking	Freshman	16	66.7	4	16.7	2	8.3	2	8.3	0	0.0	0	0.0
		4 th Grade	9	34.6	5	19.2	6	23.1	3	11.5	3	11.5	0	0.0
	Listening	Freshman	0	0.0	6	25.0	6	25.0	6	25.0	3	12.5	3	12.5
		4 th Grade	1	3.8	3	11.5	3	11.5	5	19.2	7	26.9	7	26.9
	Translation	Freshman	1	4.2	2	8.3	1	4.2	4	16.7	5	20.8	11	45.8
		4 th Grade	6	23.1	6	23.1	3	11.5	4	15.4	4	15.4	3	11.5
	Technical Vocabulary	Freshman	2	8.3	3	12.5	5	20.8	2	8.3	5	20.8	7	29.2
		4 th Grade	5	19.2	3	11.5	2	7.7	5	19.2	3	11.5	8	30.8
AD	Reading	Freshman	2	8.3	4	16.7	7	29.2	5	20.8	2	8.3	4	16.7
		4 th Grade	5	19.2	6	23.1	10	38.5	0	0.0	3	11.5	2	7.7
	Writing	Freshman	1	4.2	3	12.5	6	25.0	6	25.0	3	12.5	5	20.8
		4 th Grade	1	3.8	6	23.1	7	26.9	8	30.8	2	7.7	2	7.7
	Speaking	Freshman	14	58.3	6	25.0	3	12.5	1	4.2	0	0.0	0	0.0
		4 th Grade	13	50.0	5	19.2	3	11.5	2	7.7	3	11.5	0	0.0
	Listening	Freshman	1	4.2	5	20.8	5	20.8	5	20.8	5	20.8	3	12.5
		4 th Grade	1	3.8	6	23.1	3	11.5	10	38.5	2	7.7	4	15.4
	Translation	Freshman	2	8.3	5	20.8	3	12.5	2	8.3	9	37.5	3	12.5
		4 th Grade	1	3.8	2	7.7	2	7.7	2	7.7	12	46.2	7	26.9
	Technical Vocabulary	Freshman	4	16.7	1	4.2	1	4.2	4	16.7	5	20.8	9	37.5
		4 th Grade	4	15.4	2	7.7	1	3.8	4	15.4	4	15.4	11	42.3

CRPD	Reading	Freshman	14	56.0	5	20.0	3	12.0	2	8.0	0	0.0	1	4.0
		4 th Grade	1	4.0	6	24.0	9	36.0	1	4.0	3	12.0	5	20.0
	Writing	Freshman	1	4.0	2	8.0	17	68.0	1	4.0	1	4.0	3	12.0
		4 th Grade	3	12.0	3	12.0	1	4.0	5	20.0	6	24.0	7	28.0
	Speaking	Freshman	5	20.0	13	52.0	3	12.0	1	4.0	2	8.0	1	4.0
		4 th Grade	12	48.0	3	12.0	2	8.0	2	8.0	3	12.0	3	12.0
	Listening	Freshman	0	0.0	1	4.0	1	4.0	19	76.0	3	12.0	1	4.0
		4 th Grade	2	8.0	6	24.0	5	20.0	6	24.0	4	16.0	2	8.0
	Translation	Freshman	1	4.0	2	8.0	1	4.0	1	4.0	6	24.0	14	56.0
		4 th Grade	4	16.0	4	16.0	5	20.0	5	20.0	5	20.0	2	8.0
	Technical Vocabulary	Freshman	4	16.0	1	4.0	1	4.0	1	4.0	13	52.0	5	20.0
		4 th Grade	3	12.0	3	12.0	3	12.0	6	24.0	4	16.0	6	24.0

Note: Dept: Department, n: number of the participants, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

In this item participants had to rank the language skills in order of importance. Contrary to the instructors, the majority of the students in general, both from freshman and fourth grade find speaking as the most important and necessary skill for themselves; though the order of the other skills change. These results make us think that the academic and professional purposes are effective in the instructors' choice whereas the social purposes are effective in the students' choice. According to Table 58, the most of the freshman students who attend the survey think that the first important language skill which students consider necessary is speaking (49.2 %), the second is reading (18 %), the third is writing (36.1 %), the fourth is listening (32.8 %), the fifth is translation (27 %) and the least important language skill which students consider necessary is technical vocabulary (32 %). And, the most of the fourth grade students who attend the survey think that, the first important language skill which students consider necessary is speaking (43 %), the second is listening (21.5 %), the third is reading (27.1 %), the fourth is writing (23.4 %), the fifth is translation (26,2 %) and the least important language skill which students consider necessary is technical vocabulary (28 %).

According to the departmental distributions of the percents, the primary preferences of the freshman students from Mechanical Engineering Department are speaking (51 %), reading (18.4 %), listening (14.3 %), translation (8.2 %), technical vocabulary (4.1 %) and writing (4.1 %). On the other hand, the primary preferences of the fourth grade students from Mechanical Engineering

Department are as speaking (40 %), technical vocabulary (26.7 %), reading (16.7 %), translation (10 %), writing (6.7 %) and none of the students put the listening into the first place.

The preference order of the freshman students from Civil Engineering Department are speaking (66.7 %), reading (16.7 %), technical vocabulary (8.3 %), translation (4.2 %), writing (4.2 %) and none of the students put the listening into the first place while the preference order of the fourth grade students from Civil Engineering Department are as speaking (34.6 %), translation (23.1 %), technical vocabulary (19.2 %), reading (19.2 %), listening (3.8 %), and none of the students put the writing into the first place.

The preferences of the freshman students from Architecture Department range as speaking (58.3 %), technical vocabulary (16.7 %), reading (8.3 %), translation (8.3 %), writing (4.2 %) and listening (4.2 %) whereas the preferences of the fourth grade students from Architecture Department range as speaking (50 %), reading (19.2 %), technical vocabulary (15.4 %), translation (3.8 %), listening (3.8 %) and writing (3.8 %).

The primary preferences of the freshman students from City and Regional Planning Department are reading (56 %), speaking (20 %), technical vocabulary (16 %), translation (4 %), writing (4 %) and none of the students put the listening into the first place. The primary preferences of the fourth grade students from City and Regional Planning Department are as speaking (48 %), translation (16 %), technical vocabulary (12 %), reading (4 %), listening (8 %) and writing (12 %) into the first place.

By all of the student groups, except for the freshman students from City and Regional Planning Department, speaking is regarded as the the most important skill. The freshman students from City and Regional Planning Department put the reading into first rank, and speaking into second. The technical vocabulary which is one of the main points of this study has been regarded necessary as the second or third preferences of the students.

Table 59. The Opinions of the Instructors about Item 35.

Dept.	Necessary Reading Skills	1 st		2 nd		3 rd		4 th		5 th	
		Rank		Rank		Rank		Rank		Rank	
		n	%	n	%	n	%	n	%	n	%
Total	To understand the main idea of the reading passage	35	48.6	13	18.1	6	8.3	9	12.5	9	12.5
	To understand the reading passage in detail	9	12.5	16	22.2	14	19.4	21	29.2	12	16.7
	To interpret the passage, understand the implied message	23	31.9	25	34.7	12	16.7	7	9.7	5	6.9
	To make a summary	1	1.4	15	20.8	31	43.1	18	25.0	7	9.7
	To re-express the information in diagrams and charts	4	5.6	3	4.2	9	12.5	17	23.6	39	54.2
MED	To understand the main idea of the reading passage	10	45.5	2	9.1	2	9.1	4	18.2	4	18.2
	To understand the reading passage in detail	2	9.1	8	36.4	3	13.6	5	22.7	4	18.2
	To interpret the passage, understand the implied message	9	40.9	9	40.9	2	9.1	1	4.5	1	4.5
	To make a summary	0	0.0	2	9.1	11	50.0	7	31.8	2	9.1
	To re-express the information in diagrams and charts	1	4.5	0	0.0	3	13.6	4	18.2	14	63.7
CED	To understand the main idea of the reading passage	12	66.7	2	11.1	2	11.1	2	11.1	0	0.0
	To understand the reading passage in detail	1	5.6	6	33.3	3	16.7	4	22.2	4	22.2
	To interpret the passage, understand the implied message	5	27.8	6	33.3	6	33.3	1	5.6	0	0.0
	To make a summary	0	0.0	4	22.2	7	38.9	7	38.9	0	0.0
	To re-express the information in diagrams and charts	0	0.0	0	0.0	0	0.0	4	22.2	14	77.8
AD	To understand the main idea of the reading passage	6	35.3	6	35.3	1	5.9	1	5.9	3	17.6
	To understand the reading passage in detail	3	17.6	1	5.9	3	17.6	5	29.4	5	29.4
	To interpret the passage, understand the implied message	6	35.3	5	29.4	2	11.8	3	17.6	1	5.9
	To make a summary	1	5.9	4	23.5	7	41.2	1	5.9	4	23.5
	To re-express the information in diagrams and charts	1	5.9	1	5.9	4	23.5	5	29.4	6	35.3
CRPD	To understand the main idea of the reading passage	7	46.7	3	20.0	1	6.7	2	13.3	2	13.3
	To understand the reading passage in detail	3	20.0	1	6.7	4	26.7	4	26.7	3	20.0
	To interpret the passage, understand the implied message	3	20.0	4	26.7	2	13.3	2	13.3	4	26.7
	To make a summary	0	0.0	5	33.3	6	40.0	2	13.3	2	13.3
	To re-express the information in diagrams and charts	2	13.3	2	13.3	2	13.3	4	26.7	5	33.4

Note: Dept: Department, n: number of the participants, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

In this item participants had to rank the reading skills in order of importance. According to the results, to understand the main idea of the reading passage is regarded highly important and necessary by the half of the instructors (48.6 %). To 31.9 % of the instructors, to interpret the passage, understand the implied message is the second most important reading skill while 11.1 % of the

instructors pay more attention on understanding the reading passage in detail. The least important reading skills, according to the instructors, are re-expressing the information in diagrams and charts (5.6 %) and making a summary (1.4 %).

In all of the departments, understanding the main idea of the reading passage is regarded as the the most important reading skill. Of the instructors, 45.5 % from Mechanical Engineering Department, 66.7 % from in Civil Engineering Department, 35.3 % from Architecture Department and 46.7 % from City and Regional Planning Department put this skill in the first place.

According to the instructors in Mechanical Engineering Department, the rank of the reading skills is understanding the main idea of the reading passage (45.5 %), interpreting the passage and understanding the implied message (40.9 %), understanding the reading passage in detail (9.1 %), re-expressing the information in diagrams and charts (4.5 %), and none of the instructors think making a summary in the first place. The instructors in Civil Engineering Department rank the reading skills as understanding the main idea of the reading passage (66.7 %), interpreting the passage and understanding the implied message (27.8 %), understanding the reading passage in detail (5.6 %), and none of the instructors think making a summary and re-expressing the information in diagrams and charts in the first place. The instructors in Architecture rank the reading skills as understanding the main idea of the reading passage and interpreting the passage and understanding the implied message (35.3 %), understanding the reading passage in detail (17.6 %), making a summary and re-expressing the information in diagrams and charts (5.9 %). In City and Regional Planning Department the rank is understanding the main idea of the reading passage (46.7 %), interpreting the passage and understanding the implied message and understanding the reading passage in detail (20 %), re-expressing the information in diagrams and charts (13.3 %), and none of the instructors think making a summary in the first place.

Table 60. The Opinions of the Students about Item 35.

Dept.	Necessary Reading Skills	Grade	1 st Rank		2 nd Rank		3 rd Rank		4 th Rank		5 th Rank	
			n	%	n	%	n	%	n	%	n	%
Total	To understand the main idea of the reading passage	Freshman	31	25.6	22	18.2	35	28.9	20	16.5	13	10.7
		4 th Grade	16	15.5	19	18.4	27	26.2	22	21.4	19	18.4
	To understand the reading passage in detail	Freshman	35	29.4	30	25.2	19	16.0	15	12.6	20	16.8
		4 th Grade	29	27.4	24	22.6	21	19.8	17	16.0	15	14.2
	To interpret the passage, understand the implied message	Freshman	47	38.8	33	27.3	32	26.4	7	5.8	2	1.7
		4 th Grade	44	41.1	36	33.6	15	14.0	7	6.5	5	4.7
	To make a summary	Freshman	4	3.4	9	7.6	20	16.8	58	48.7	28	23.5
		4 th Grade	7	6.7	15	14.4	25	24.0	41	39.4	16	15.4
	To re-express the information in diagrams and charts	Freshman	4	3.3	26	21.7	15	12.5	19	15.8	56	46.7
		4 th Grade	10	9.4	13	12.3	19	17.9	15	14.2	49	46.2
MED	To understand the main idea of the reading passage	Freshman	5	10.2	9	18.4	14	28.6	15	30.6	6	12.2
		4 th Grade	4	14.3	4	14.3	6	21.4	9	32.1	5	17.9
	To understand the reading passage in detail	Freshman	17	34.7	16	32.7	8	16.3	5	10.2	3	6.1
		4 th Grade	10	34.5	6	20.7	6	20.7	2	6.9	5	17.2
	To interpret the passage, understand the implied message	Freshman	22	44.9	16	32.7	9	18.4	1	2.0	1	2.0
		4 th Grade	10	33.3	13	43.3	3	10.0	2	6.7	2	6.7
	To make a summary	Freshman	3	6.1	3	6.1	12	24.5	18	36.7	13	26.5
		4 th Grade	2	6.9	2	6.9	9	31.0	9	31.0	7	24.1
	To re-express the information in diagrams and charts	Freshman	2	4.1	5	10.2	6	12.2	10	20.4	26	53.1
		4 th Grade	4	13.8	5	17.2	5	17.2	5	17.2	10	34.5
CED	To understand the main idea of the reading passage	Freshman	6	25.0	6	25.0	9	37.5	2	8.3	1	4.2
		4 th Grade	6	23.1	4	15.4	7	26.9	4	15.4	5	19.2
	To understand the reading passage in detail	Freshman	7	29.2	8	33.3	5	20.8	1	4.2	3	12.5
		4 th Grade	5	19.2	10	38.5	4	15.4	3	11.5	4	15.4
	To interpret the passage, understand the implied message	Freshman	11	45.8	9	37.5	4	16.7	0	0.0	0	0.0
		4 th Grade	12	46.2	6	23.1	4	15.4	3	11.5	1	3.8
	To make a summary	Freshman	0	0.0	0	0.0	4	16.7	14	58.3	6	25.0
		4 th Grade	1	3.8	2	7.7	7	26.9	15	57.7	1	3.8
	To re-express the information in diagrams and charts	Freshman	0	0.0	1	4.2	2	8.3	7	29.2	14	58.3
		4 th Grade	2	7.7	4	15.4	4	15.4	1	3.8	15	57.7
AD	To understand the main idea of the reading passage	Freshman	7	29.2	4	16.7	8	33.3	2	8.3	3	12.5
		4 th Grade	2	8.3	5	20.8	9	37.5	2	8.3	6	25.0
	To understand the reading passage in detail	Freshman	6	27.3	3	13.6	6	27.3	6	27.3	1	4.5
		4 th Grade	8	30.8	4	15.4	6	23.1	6	23.1	2	7.7
	To interpret the passage, understand the implied message	Freshman	10	43.5	7	30.4	3	13.0	3	13.0	0	0.0
		4 th Grade	12	46.2	10	38.5	2	7.7	1	3.8	1	3.8
	To make a summary	Freshman	0	0.0	5	22.7	2	9.1	9	40.9	6	27.3
		4 th Grade	1	4.2	4	16.7	4	16.7	10	41.7	5	20.8
	To re-express the information in diagrams and charts	Freshman	0	0.0	4	17.4	5	21.7	2	8.7	12	52.2
		4 th Grade	2	7.7	3	11.5	6	23.1	5	19.2	10	38.5
CRPD	To understand the main idea of the reading passage	Freshman	13	54.2	3	12.5	4	16.7	1	4.2	3	12.5
		4 th Grade	4	16.0	6	24.0	5	20.0	7	28.0	3	12.0
	To understand the reading passage in detail	Freshman	5	20.8	3	12.5	0	0.0	3	12.5	13	54.2
		4 th Grade	6	24.0	4	16.0	5	20.0	6	24.0	4	16.0
	To interpret the passage, understand the implied message	Freshman	4	16.0	1	4.0	16	64.0	3	12.0	1	4.0
		4 th Grade	10	40.0	7	28.0	6	24.0	1	4.0	1	4.0
	To make a summary	Freshman	1	4.2	1	4.2	2	8.3	17	70.8	3	12.5
		4 th Grade	3	12.0	7	28.0	5	20.0	7	28.0	3	12.0
	To re-express the information in diagrams and charts	Freshman	2	8.3	16	66.7	2	8.3	0	0.0	4	16.7
		4 th Grade	2	8.0	1	4.0	4	16.0	4	16.0	14	56.0

Note: Dept: Department, n: number of the participants, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

In this item participants had to rank the reading skills in order of importance. Both the freshman and fourth grade students, in general, think that the first important reading skill is to interpret the passage, understand the implied message (by 38.8 % of freshman and 41.1 % of fourth grade students), and the second is to understand the reading passage in detail (by 29.4 % of freshman and 27.4 % of fourth grade students). To 25.6 % of the freshman and 15.5 % of the fourth grade students, to understand the main idea of the reading passage is the third most important reading skill. The least important reading skills are re-expressing the information in diagrams and charts (by 3.3 % of freshman and 9.4 % of fourth grade students) and making a summary (by 3.4 % of freshman and 6.7 % of fourth grade students).

According to the departmental distributions of the percents, the primary preferences of the freshman students from Mechanical Engineering Department are interpreting the passage, understanding the implied message (44.9), understanding the reading passage in detail (34.7), understanding the main idea of the reading passage (10.2), making a summary (6.1), re-expressing the information in diagrams and charts (4.1). The primary preferences of the fourth grade students from Mechanical Engineering Department are understanding the reading passage in detail (34.5 %), interpreting the passage, understanding the implied message (33.3 %), understanding the main idea of the reading passage (14.3 %), re-expressing the information in diagrams and charts (13.8 %), making a summary (6.9 %).

The primary preferences of the freshman students from Civil Engineering Department are interpreting the passage, understanding the implied message (45.8 %), understanding the reading passage in detail (29.2 %), understanding the main idea of the reading passage (25 %), and none of the students put making a summary and re-expressing the information in diagrams and charts in the first place. The primary preferences of the fourth grade students from Civil Engineering Department are interpreting the passage, understanding the implied message (46.2 %), understanding the main idea of the reading passage

(23.1 %), understanding the reading passage in detail (19.2 %), re-expressing the information in diagrams and charts (7.7 %), making a summary (3.8 %).

The preference order of the freshman students from Architecture Department are interpreting the passage, understanding the implied message (43.5 %), understanding the main idea of the reading passage (29.2 %), understanding the reading passage in detail (27.3 %), and none of the students put making a summary and re-expressing the information in diagrams and charts in the first place. Similarly, the preferences of the fourth grade students from Architecture Department range as interpreting the passage, understanding the implied message (46.2 %), understanding the reading passage in detail (30.8 %), understanding the main idea of the reading passage (8.3 %), re-expressing the information in diagrams and charts (7.7 %), and making a summary (4.2 %).

The preferences of the students from City and Regional Planning Department are nearly same with the other departments'. The freshman students preferences are understanding the main idea of the reading passage (54.2 %), understanding the reading passage in detail (20.8 %), interpreting the passage, understanding the implied message (16 %), re-expressing the information in diagrams and charts (8.3 %) and making a summary (4.2 %). And the preferences of the fourth grade students are interpreting the passage, understanding the implied message (40 %), understanding the reading passage in detail (24 %), understanding the main idea of the reading passage (16 %), making a summary (12 %) and re-expressing the information in diagrams and charts (8 %).

Table 61. The Opinions of the Instructors about Item 36.

Dept.	Necessary Writing Skills	1 st Rank		2 nd Rank		3 rd Rank		4 th Rank	
		n	%	n	%	n	%	n	%
Total	To write summaries and critiques	15	20.8	14	19.4	28	38.9	15	20.8
	To write a paper on a specific topic	12	16.7	16	22.2	20	27.8	24	33.3
	To write business proposals, reports or projects	18	25.0	33	45.8	14	19.4	7	9.7
	To write or reply emails, letters, messages or notes	27	37.5	9	12.5	10	13.9	26	36.1
MED	To write summaries and critiques	5	22.7	1	4.5	9	40.9	7	31.9
	To write a paper on a specific topic	7	31.8	3	13.6	6	27.3	6	27.3
	To write business proposals, reports or projects	4	18.2	14	63.6	4	18.2	0	0.0
	To write or reply emails, letters, messages or notes	6	27.3	3	13.6	3	13.6	10	45.5
CED	To write summaries and critiques	2	11.1	3	16.7	9	50.0	4	22.2
	To write a paper on a specific topic	5	27.8	4	22.2	1	5.6	8	44.4
	To write business proposals, reports or projects	4	22.2	9	50.0	5	27.8	0	0.0
	To write or reply emails, letters, messages or notes	7	38.9	2	11.1	3	16.7	6	33.3
AD	To write summaries and critiques	4	23.5	5	29.4	7	41.2	1	5.9
	To write a paper on a specific topic	0	0.0	4	23.5	5	29.4	8	47.1
	To write business proposals, reports or projects	7	41.2	6	35.3	2	11.8	2	11.8
	To write or reply emails, letters, messages or notes	6	35.3	2	11.8	3	17.6	6	35.3
CRPD	To write summaries and critiques	4	26.7	4	26.7	3	20.0	4	26.7
	To write a paper on a specific topic	0	0.0	5	33.3	7	46.7	3	20.0
	To write business proposals, reports or projects	3	20.0	4	26.7	4	26.7	4	26.7
	To write or reply emails, letters, messages or notes	8	53.3	2	13.3	1	6.7	4	26.7

Note: Dept: Department, n: number of the participants, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

In this item participants also had to rank the writing skills in order of importance. According to the results, to write or reply emails, letters, messages or notes is regarded highly important and necessary by 37.5 % of the instructors. To 25 % of the instructors, to write business proposals, reports or projects is the second most important reading skill while 20.8 % of the instructors pay more attention on to write summaries and critiques. The least important writing skill, according to the instructors, is to write a paper on a specific topic (16.7 %).

According to the instructors in Mechanical Engineering Department, the rank of the writing skills is writing a paper on a specific topic (31.8), writing or replying emails, letters, messages or notes (27.3 %), writing summaries and critiques (22.7 %), and writing business proposals, reports or projects (18.2 %). The instructors in Civil Engineering Department rank the writing skills as writing or replying emails, letters, messages or notes (38.9 %), writing a paper on a specific topic (27.8 %), writing business proposals, reports or projects (22.2 %)

and writing summaries and critiques (11.1 %). The instructors in Architecture Department rank the writing skills as writing business proposals, reports or projects (41.2 %), writing or replying emails, letters, messages or notes (35.3 %), writing summaries and critiques (23.5 %), and none of the instructors think writing a paper on a specific topic in the first place. In City and Regional Planning Department the rank is writing or replying emails, letters, messages or notes (53.3 %), writing summaries and critiques (26.7 %), writing business proposals, reports or projects (20 %) and none of the instructors think writing a paper on a specific topic in the first place.

There are significant differences between the instructors from different departments maybe because of the specific departmental requirements peculiar to different fields.

Table 62. The Opinions of the Students about Item 36.

Dept.	Necessary Writing Skills	Grade	1 st		2 nd		3 rd		4 th	
			Rank		Rank		Rank		Rank	
			n	%	n	%	n	%	n	%
Total	To write summaries and critiques	Freshman	8	6.6	18	14.8	59	48.4	37	30.3
		4 th Grade	7	6.5	21	19.6	43	40.2	36	33.6
	To write a paper on a specific topic	Freshman	26	21.3	26	21.3	29	23.8	41	33.6
		4 th Grade	27	25.2	23	21.5	35	32.7	22	20.6
	To write business proposals, reports or projects	Freshman	54	44.3	50	41.0	13	10.7	5	4.1
		4 th Grade	52	48.6	33	30.8	17	15.9	5	4.7
	To write or reply emails, letters, messages or notes	Freshman	34	27.9	28	23.0	21	17.2	39	32.0
		4 th Grade	21	19.6	30	28.0	11	10.3	45	42.1
MED	To write summaries and critiques	Freshman	3	6.1	6	12.2	22	44.9	18	36.7
		4 th Grade	1	3.6	5	17.9	12	42.9	10	35.7
	To write a paper on a specific topic	Freshman	13	26.5	12	24.5	12	24.5	12	24.5
		4 th Grade	9	31.0	4	13.8	10	34.5	6	20.7
	To write business proposals, reports or projects	Freshman	25	51.0	18	36.7	4	8.2	2	4.1
		4 th Grade	13	43.3	12	40.0	4	13.3	1	3.3
	To write or reply emails, letters, messages or notes	Freshman	8	16.3	13	26.5	11	22.4	17	34.7
		4 th Grade	7	23.3	9	30.0	3	10.0	11	36.7
CED	To write summaries and critiques	Freshman	1	4.2	4	16.7	11	45.8	8	33.3
		4 th Grade	0	0.0	4	15.4	13	50.0	9	34.6
	To write a paper on a specific topic	Freshman	7	29.2	6	25.0	6	25.0	5	20.8
		4 th Grade	5	19.2	7	26.9	9	34.6	5	19.2
	To write business proposals, reports or projects	Freshman	14	58.3	6	25.0	3	12.5	1	4.2
		4 th Grade	18	69.2	7	26.9	1	3.8	0	0.0
	To write or reply emails, letters, messages or notes	Freshman	2	8.3	8	33.3	4	16.7	10	41.7
		4 th Grade	3	11.5	8	30.8	3	11.5	12	46.2
AD	To write summaries and critiques	Freshman	3	13.0	5	21.7	8	34.8	7	30.4
		4 th Grade	2	7.7	4	15.4	12	46.2	8	30.8
	To write a paper on a specific topic	Freshman	4	17.4	6	26.1	6	26.1	7	30.4
		4 th Grade	7	26.9	6	23.1	6	23.1	7	26.9
	To write business proposals, reports or projects	Freshman	12	50.0	7	29.2	5	20.8	0	0.0
		4 th Grade	10	38.5	10	38.5	3	11.5	3	11.5
	To write or reply emails, letters, messages or notes	Freshman	5	20.8	6	25.0	4	16.7	9	37.5
		4 th Grade	7	26.9	6	23.1	4	15.4	9	34.6
CRPD	To write summaries and critiques	Freshman	1	4.0	3	12.0	17	68.0	4	16.0
		4 th Grade	4	16.0	8	32.0	6	24.0	7	28.0
	To write a paper on a specific topic	Freshman	2	8.0	2	8.0	5	20.0	16	64.0
		4 th Grade	6	24.0	6	24.0	9	36.0	4	16.0
	To write business proposals, reports or projects	Freshman	3	12.0	19	76.0	1	4.0	2	8.0
		4 th Grade	11	44.0	4	16.0	9	36.0	1	4.0
	To write or reply emails, letters, messages or notes	Freshman	19	76.0	1	4.0	2	8.0	3	12.0
		4 th Grade	4	16.0	7	28.0	1	4.0	13	52.0

Note: Dept: Department, n: number of the participants, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

In this item participants had to rank the writing skills in order of importance. According to the results in Table 62 to write business proposals, reports or projects is regarded highly important and necessary by the 44.3 % of the freshman and 48.6 % of the fourth grade students; and unexpectedly, writing

summaries and critiques is found as the least important writing skill by the 6.6 % of freshman and 6.5 % of the fourth grade students.

According to the departmental distributions of the percents, the primary preferences of the freshman students from Mechanical Engineering Department are writing business proposals, reports or projects (51 %), writing a paper on a specific topic (26.5 %), writing or replying emails, letters, messages or notes (16.3 %) and writing summaries and critiques (6.1 %). The primary preferences of the fourth grade students from Mechanical Engineering Department are writing business proposals, reports or projects (43.3 %), writing a paper on a specific topic (31 %), writing or replying emails, letters, messages or notes (23.3 %) and writing summaries and critiques (3.6 %).

The primary preferences of the freshman students from Civil Engineering Department are writing business proposals, reports or projects (58.3 %), writing a paper on a specific topic (29.2 %), writing or replying emails, letters, messages or notes (8.3 %) and writing summaries and critiques (4.2 %). The primary preferences of the fourth grade students from Civil Engineering Department are writing business proposals, reports or projects (69.2 %), writing a paper on a specific topic (19.2 %), writing or replying emails, letters, messages or notes (11.5 %) and none of the students put writing summaries and critiques in the first place.

The primary preferences of the freshman students from Architecture Department are writing business proposals, reports or projects (50 %), writing a paper on a specific topic (17.4 %), writing or replying emails, letters, messages or notes (20.8 %) and writing summaries and critiques (13 %). The primary preferences of the fourth grade students from Architecture Department are writing business proposals, reports or projects (38.5 %), writing a paper on a specific topic (26.9 %), writing or replying emails, letters, messages or notes (26.9 %) and writing summaries and critiques (7.7 %).

The primary preferences of the freshman students from City and Regional Planning Department are writing or replying emails, letters, messages or notes (76 %), writing business proposals, reports or projects (12 %), writing a paper on a specific topic (8 %) and writing summaries and critiques (4 %). The primary preferences of the fourth grade students from City and Regional Planning Department are writing business proposals, reports or projects (44 %), writing a paper on a specific topic (24 %), writing or replying emails, letters, messages or notes (16 %) and writing summaries and critiques (16 %).

Except for the freshman students of City and Regional Planning Department who prefer writing or replying emails, letters, messages or notes option as the most important; all of the groups of students preferred the writing business proposals, reports or projects option as the first choice.

Table 63. The Opinions of the Instructors about Item 37.

Dept.	Necessary Speaking Skills	1 st Rank		2 nd Rank		3 rd Rank	
		n	%	n	%	n	%
Total	To make face-to face conversations	40	55.6	30	41.7	2	2.8
	To talk on the phone	3	4.2	16	22.2	53	73.6
	To make an oral presentation	29	40.3	26	36.1	17	52.36
MED	To make face-to face conversations	12	54.5	9	40.9	1	4.5
	To talk on the phone	1	4.5	5	22.7	16	82.8
	To make an oral presentation	9	40.9	7	31.8	6	27.3
CED	To make face-to face conversations	15	83.3	3	16.7	0	0.0
	To talk on the phone	0	0.0	3	16.7	15	83.3
	To make an oral presentation	3	16.7	12	66.7	3	16.7
AD	To make face-to face conversations	7	41.2	9	52.9	1	5.9
	To talk on the phone	1	5.9	4	23.5	12	70.6
	To make an oral presentation	9	52.9	4	23.5	4	23.5
CRPD	To make face-to face conversations	6	40.0	9	60.0	0	0.0
	To talk on the phone	1	6.7	3	20.0	11	73.3
	To make an oral presentation	8	53.3	3	20.0	4	26.7

Note: Dept: Department, n: number of the participants, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

In this item participants again had to rank the speaking skills in order of importance. According to the results, to make face-to face conversations is regarded highly important and necessary by 55.6 % of the instructors in general. While the second most important speaking skill is to make an oral presentation (40.3 %), to talk on the phone (4.2 %) is regarded as the least important speaking skill.

According to the instructors in Mechanical Engineering Department, the rank of the speaking skills is making face to face conversations (54.5 %), making an oral presentation (40.9 %) and talking on the phone (4.5 %). The instructors in Civil Engineering Department rank the speaking skills as making face to face conversations (83.3 %), making an oral presentation (16.7 %) and none of the instructors think talking on the phone in the first place. The instructors in Architecture Department rank the speaking skills as making an oral presentation (52.9 %), making face to face conversations (41.2 %), and talking on the phone (5.9 %). In City and Regional Planning Department the rank is making an oral presentation (53.3 %), making face-to face conversations (40 %) and talking on the phone (6.7 %).

While the instructors of Mechanical Engineering Department and Civil Engineering Department think that making face to face conversations has utmost importance, the instructors of Architecture Department and City and Regional Planning Department think that the most important speaking skill is making oral presentations.

Table 64. The Opinions of the Students about Item 37.

Dept.	Necessary Speaking Skills	Grade	1 st Rank		2 nd Rank		3 rd Rank	
			n	%	n	%	n	%
Total	To make face-to face conversations	Freshman	75	61.5	41	33.6	6	4.9
		4 th Grade	70	65.4	26	24.3	11	10.3
	To talk on the phone	Freshman	5	4.1	28	23.0	89	73.0
		4 th Grade	5	4.7	37	34.6	65	60.7
	To make an oral presentation	Freshman	42	34.4	53	43.4	27	22.1
		4 th Grade	32	29.9	44	41.1	31	29.0
MED	To make face-to face conversations	Freshman	32	65.3	13	26.5	4	8.2
		4 th Grade	19	63.3	8	26.7	3	10.0
	To talk on the phone	Freshman	2	4.1	13	26.5	34	69.4
		4 th Grade	1	3.3	13	43.3	16	53.3
	To make an oral presentation	Freshman	15	30.6	23	46.9	11	22.4
		4 th Grade	10	33.3	9	30.0	11	36.7
CED	To make face-to face conversations	Freshman	18	75.0	5	20.8	1	4.2
		4 th Grade	21	80.8	4	15.4	1	3.8
	To talk on the phone	Freshman	1	4.2	3	12.5	20	83.3
		4 th Grade	1	3.8	7	26.9	18	69.2
	To make an oral presentation	Freshman	5	20.8	16	66.7	3	12.5
		4 th Grade	4	15.4	15	57.7	7	26.9
AD	To make face-to face conversations	Freshman	18	75.0	5	20.8	1	4.2
		4 th Grade	20	76.9	6	23.1	0	0.0
	To talk on the phone	Freshman	2	8.3	8	33.3	14	58.3
		4 th Grade	2	7.7	8	30.8	16	61.5
	To make an oral presentation	Freshman	4	16.7	11	45.8	9	37.5
		4 th Grade	4	15.4	12	46.2	10	38.5
CRPD	To make face-to face conversations	Freshman	7	28.0	18	72.0	0	0.0
		4 th Grade	10	40.0	8	32.0	7	28.0
	To talk on the phone	Freshman	0	0.0	4	16.0	21	84.0
		4 th Grade	1	4.0	9	36.0	15	60.0
	To make an oral presentation	Freshman	18	72.0	3	12.0	4	16.0
		4 th Grade	14	56.0	8	32.0	3	12.0

Note: Dept: Department, n: number of the participants, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

In this item participants had to rank the speaking skills in order of importance. According to the results in Table 64, to make face-to face conversations is regarded highly important and necessary by the two-thirds of the both freshman and fourth grade students. Like the instructors' results, while the second most important speaking skill is to make an oral presentation (by 34.4 % of the freshman and 29.9 % of the fourth grade students), to talk on the phone (4.2 %) is not regarded important.

According to the departmental distributions of the percents, the primary preferences of the freshman students from Mechanical Engineering Department

are making face-to face conversations (65.3), making an oral presentation (30.6) and talking on the phone (4.1). The primary preferences of the fourth grade students from Mechanical Engineering Department are making face-to face conversations (63.3 %), making an oral presentation (33.3 %) and talking on the phone (3.3 %). The primary preferences of the freshman students from Civil Engineering Department are making face-to face conversations (75 %), making an oral presentation (20.8 %) and talking on the phone (4.2 %). The primary preferences of the fourth grade students from Civil Engineering Department are making face-to face conversations (80.8 %), making an oral presentation (15.4 %) and talking on the phone (3.8 %). The primary preferences of the freshman students from Architecture Department are making face-to face conversations (75 %), making an oral presentation (16.7 %) and talking on the phone (8.3 %). The primary preferences of the fourth grade students from Architecture Department are making face-to face conversations (76.9 %), making an oral presentation (15.4 %) and talking on the phone (7.7 %). The primary preferences of the freshman students from City and Regional Planning Department are making an oral presentation (72 %), making face-to face conversations (28 %) and none of the students put talking on the phone in the first place. The primary preferences of the fourth grade students from City and Regional Planning Department are making an oral presentation (56 %), making face-to face conversations (40 %) and talking on the phone (4 %).

Except for the students of City and Regional Planning Department who prefer making an oral presentation option as the most important like the instructors in this department, all of the groups of students preferred the making face-to face conversations option as the first necessary skill. Only the students and the instructors disagreed on the primary necessary speaking skill while the instructors think making an oral presentation option as the most important skill, the students think making face-to face conversations option as the most important skill. Both the students and the instructors of the Mechanical Engineering and Civil Engineering Departments agree on the priority of making face-to face conversations.

Table 65. The Opinions of the Instructors about Item 38.

Dept.	Necessary Listening Skills	1 st Rank		2 nd Rank		3 rd Rank		4 th Rank		5 th Rank	
		n	%	n	%	n	%	n	%	n	%
Total	To understand native speakers	8	11.1	4	5.6	11	15.3	17	23.6	32	44.4
	To understand daily speech	17	23.6	20	27.8	25	34.7	4	5.6	6	8.3
	To understand a radio or T.V. program	3	4.2	8	11.1	15	20.8	28	38.9	18	25.0
	To understand a dialogue	7	9.7	34	47.2	14	19.4	13	18.1	4	5.6
	To understand seminars, conferences	36	50.0	7	9.7	7	9.7	10	13.9	12	16.7
MED	To understand native speakers	1	4.5	0	0.0	3	13.6	7	31.8	11	50.0
	To understand daily speech	5	22.7	6	27.3	6	27.3	2	9.1	3	13.6
	To understand a radio or T.V. program	1	4.5	3	13.6	5	22.7	5	22.7	8	36.6
	To understand a dialogue	6	27.3	10	45.5	4	18.2	2	9.1	0	0.0
	To understand seminars, conferences	9	40.9	3	13.6	3	13.6	5	22.7	2	9.1
CED	To understand native speakers	0	0.0	2	11.1	4	22.2	2	11.1	10	55.6
	To understand daily speech	5	27.8	3	16.7	6	33.3	1	5.6	3	16.7
	To understand a radio or T.V. program	1	5.6	1	5.6	3	16.7	11	61.1	2	11.1
	To understand a dialogue	1	5.6	8	44.4	4	22.2	3	16.7	2	11.1
	To understand seminars, conferences	11	61.1	4	22.2	1	5.6	1	5.6	1	5.6
AD	To understand native speakers	3	17.6	1	5.9	1	5.9	5	29.4	7	41.2
	To understand daily speech	4	23.5	5	29.4	8	47.1	0	0.0	0	0.0
	To understand a radio or T.V. program	0	0.0	3	17.6	2	11.8	7	41.2	5	29.4
	To understand a dialogue	0	0.0	9	52.9	4	23.5	2	11.8	2	11.8
	To understand seminars, conferences	9	52.9	0	0.0	2	11.8	3	17.6	3	17.6
CRPD	To understand native speakers	4	26.7	1	6.7	2	13.3	3	20.0	5	33.3
	To understand daily speech	3	20.0	6	40.0	5	33.3	1	6.7	0	0.0
	To understand a radio or T.V. program	1	6.7	1	6.7	5	33.3	4	26.7	4	26.7
	To understand a dialogue	0	0.0	7	46.7	2	13.3	6	40.0	0	0.0
	To understand seminars, conferences	7	46.7	0	0.0	1	6.7	1	6.7	6	40.0

Note: Dept: Department, n: number of the participants, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

In this item participants had to rank the listening skills in order of importance. According to the results, half of the instructors find understanding seminars and conferences very important and necessary. 23.6 % of the instructors think understanding daily speech; 11.1 % of the instructors think understanding native speakers; 9.7 % of the instructors think understanding dialogues and 4.2 % of the instructors think understanding a radio or T.V. program is important.

According to the departmental distributions of the portions, instructors in Mechanical Engineering Department rank the listening skills as understanding

seminars, conferences (40.9 %), understanding a dialogue (27.3 %), understanding daily speech (22.7 %), understanding a radio or T.V. program and understanding native speakers (4.5 %). The instructors in Civil Engineering Department rank the listening skills as understanding seminars, conferences (61.1 %), understanding daily speech (27.8 %), understanding a dialogue (5.6 %), understanding a radio or T.V. program and (5.6 %) and none of the instructors think understanding native speakers in the first place. The instructors in Architecture Department rank the listening skills understanding seminars, conferences (52.9 %), understanding daily speech (23.5 %), and understanding native speakers (17.6 %) and none of the instructors think understanding a radio or T.V. program and understanding a dialogue in the first place. In City and Regional Planning Department the rank is understanding seminars, conferences (46.7 %), understanding native speakers (26.7 %), understanding daily speech (20 %), understanding a radio or T.V. program (6.7 %) and none of the instructors think understanding a dialogue in the first place.

There is a notable stress on the understanding seminars and conferences option by the instructors of each of the departments that it is regarded as the most important listening skill by each group. This may stem from the trouble that the instructors suffer during their academic life and studies.

Table 66. The Opinions of the Students about Item 38.

Dept.	Necessary Listening Skills	Grade	1 st rank		2 nd rank		3 rd rank		4 th rank		5 th rank		
			n	%	n	%	n	%	n	%	n	%	
Total	To understand native speakers	Freshman	34	28.1	22	18.2	8	6.6	30	24.8	27	22.3	
		4 th Grade	29	27.1	17	15.9	14	13.1	18	16.8	29	27.1	
	To understand daily speech	Freshman	28	23.1	23	19.0	24	19.8	19	15.7	27	22.3	
		4 th Grade	28	26.2	22	20.6	25	23.4	22	20.6	10	9.3	
	To understand a radio or T.V. program	Freshman	1	0.8	20	16.5	21	17.4	37	30.6	42	34.7	
		4 th Grade	6	5.6	17	15.9	24	22.4	23	21.5	37	34.6	
	To understand a dialogue	Freshman	11	9.1	31	25.6	49	40.5	19	15.7	11	9.1	
		4 th Grade	13	12.1	32	29.9	28	26.2	25	23.4	9	8.4	
	To understand seminars, conferences	Freshman	47	38.8	26	21.5	19	15.7	15	12.4	14	11.6	
		4 th Grade	31	29.0	19	17.8	16	15.0	19	17.8	22	20.6	
	MED	To understand native speakers	Freshman	18	36.7	9	18.4	3	6.1	7	14.3	12	24.5
			4 th Grade	12	40.0	4	13.3	4	13.3	3	10.0	7	23.3
To understand daily speech		Freshman	16	32.7	5	10.2	8	16.3	8	16.3	12	24.5	
		4 th Grade	5	16.7	6	20.0	9	30.0	5	16.7	5	16.7	
To understand a radio or T.V. program		Freshman	0	0.0	8	16.3	10	20.4	14	28.6	17	34.7	
		4 th Grade	0	0.0	5	16.7	5	16.7	7	23.3	13	43.3	
To understand a dialogue		Freshman	3	6.1	16	32.7	16	32.7	10	20.4	4	8.2	
		4 th Grade	3	10.0	11	36.7	7	23.3	8	26.7	1	3.3	
To understand seminars, conferences		Freshman	12	24.5	12	24.5	12	24.5	9	18.4	4	8.2	
		4 th Grade	10	33.3	4	13.3	5	16.7	7	23.3	4	13.3	
CED		To understand native speakers	Freshman	6	25.0	2	8.3	2	8.3	5	20.8	9	37.5
			4 th Grade	10	38.5	1	3.8	2	7.7	6	23.1	7	26.9
	To understand daily speech	Freshman	8	33.3	2	8.3	5	20.8	3	12.5	6	25.0	
		4 th Grade	7	26.9	5	19.2	7	26.9	6	23.1	1	3.8	
	To understand a radio or T.V. program	Freshman	1	4.2	8	33.3	3	12.5	7	29.2	5	20.8	
		4 th Grade	1	3.8	4	15.4	5	19.2	4	15.4	12	46.2	
	To understand a dialogue	Freshman	1	4.2	6	25.0	11	45.8	4	16.7	2	8.3	
		4 th Grade	4	15.4	7	26.9	8	30.8	7	26.9	0	0.0	
	To understand seminars, conferences	Freshman	8	33.3	6	25.0	3	12.5	5	20.8	2	8.3	
		4 th Grade	4	15.4	9	34.6	4	15.4	3	11.5	6	23.1	
	AD	To understand native speakers	Freshman	9	39.1	7	30.4	2	8.7	3	13.0	2	8.7
			4 th Grade	2	8.3	5	20.8	6	25.0	4	16.7	7	29.2
To understand daily speech		Freshman	2	8.7	3	13.0	6	26.1	4	17.4	8	34.8	
		4 th Grade	8	30.8	6	23.1	3	11.5	6	23.1	3	11.5	
To understand a radio or T.V. program		Freshman	0	0.0	2	8.7	5	21.7	11	47.8	5	21.7	
		4 th Grade	3	12.5	3	12.5	5	20.8	7	29.2	6	25.0	
To understand a dialogue		Freshman	4	16.7	7	29.2	6	25.0	4	16.7	3	12.5	
		4 th Grade	3	11.5	10	38.5	6	23.1	4	15.4	3	11.5	
To understand seminars, conferences		Freshman	9	37.5	5	20.8	4	16.7	1	4.2	5	20.8	
		4 th Grade	10	41.7	2	8.3	4	16.7	3	12.5	5	20.8	
CRPD		To understand native speakers	Freshman	1	4.3	4	17.4	1	4.3	15	65.2	2	8.7
			4 th Grade	5	20.0	7	28.0	1	4.0	5	20.0	7	28.0
	To understand daily speech	Freshman	2	8.7	13	56.5	5	21.7	2	8.7	1	4.3	
		4 th Grade	8	32.0	5	20.0	6	24.0	5	20.0	1	4.0	
	To understand a radio or T.V. program	Freshman	0	0.0	2	8.7	1	4.3	5	21.7	15	65.2	
		4 th Grade	2	8.0	5	20.0	9	36.0	3	12.0	6	24.0	
	To understand a dialogue	Freshman	3	12.5	2	8.3	16	66.7	1	4.2	2	8.3	
		4 th Grade	3	12.0	4	16.0	7	28.0	6	24.0	5	20.0	
	To understand seminars, conferences	Freshman	18	75.0	3	12.5	0	0.0	0	0.0	3	12.5	
		4 th Grade	7	28.0	4	16.0	2	8.0	6	24.0	6	24.0	

Note: Dept: Department, n: number of the participants, MED: mechanical engineering department, CED: civil engineering department, AD: architecture department, CRPD: city and regional planning department.

In this item participants had to rank the listening skills in order of importance. According to the results in Table 66, while understanding seminars and conferences is the most considerable skill by 38.8 % of the freshman and 29 % of the fourth grade students, understanding a radio or T.V. program is considered unimportant.

According to the departmental distributions of the percents, the freshman students from Mechanical Engineering Department rank the listening skills as understanding native speakers (36.7 %), understanding daily speech (32.7 %), understanding seminars and conferences (24.5 %) and understanding dialogues (6.1 %). And, the fourth grade students from Mechanical Engineering Department rank these skills as understanding native speakers (40 %), understanding seminars and conferences (33.3 %), understanding daily speech (16.7 %) and understanding dialogues (10 %). None of the freshman and fourth grade students thinks understanding a radio or T.V. program as the most important. The primary preferences of the freshman students from Civil Engineering Department are understanding daily speech (33.3 %), understanding seminars and conferences (33.3 %), understanding native speakers (25 %), understanding dialogues (4.2 %) and understanding a radio or T.V. program as the most important (4.2 %). The primary preferences of the fourth grade students from Civil Engineering Department are understanding native speakers (38.5 %), understanding daily speech (26.9 %), understanding seminars and conferences (15.4 %) and understanding dialogues (15.4 %) understanding a radio or T.V. program as the most important (3.8 %). In Architecture Department the portions of the options by freshman students are understanding native speakers (39.1 %), understanding seminars and conferences (37.5 %) and understanding dialogues (16.7 %), understanding daily speech (8.7 %) and none of the freshman students think understanding a radio or T.V. program as the most important. And, the portions of the fourth grade students in Architecture Department are understanding seminars and conferences (41.7 %), understanding daily speech (30.8 %), understanding a radio or T.V. program as the most important (12.5 %) understanding dialogues

(11.5 %) and understanding native speakers (8.3 %). The freshman students from City and Regional Planning Department rank the skills as are understanding seminars and conferences (75 %) and understanding dialogues (12.5 %), understanding daily speech (8.7 %), understanding native speakers (4.3 %) and none of the freshman students think understanding a radio or T.V. program as the most important. And, the fourth grade students from City and Regional Planning Department rank as are understanding daily speech (32 %), understanding seminars and conferences (28 %), understanding native speakers (20 %), understanding dialogues (12 %) and understanding a radio or T.V. program as the most important (8 %).

Similar to the results presented in Tables 57 and 58, “understanding seminars and conferences” option takes over by means of the academic and professional purposes of the instructors whereas communication and social purposes of the students make “understanding native speakers” and “understanding daily speech” options as important as the “understanding seminars and conferences” option.

As a conclusion, the data gathered from the questionnaire displays the freshman students', the fourth grade students', and the instructors' opinions about the sufficiency of the English courses, their ideas in general about the programme, problems and the difficulties faced by the students and the needs. There are both similarities and differences between the responses of the freshman students, the fourth grade students, and the instructors in some of the items. In the following chapter, all these results will be discussed in relation to the research questions and some suggestions will be given for the improvement of the programme according to the pedagogical implications.

CHAPTER 5

CONCLUSION

The main aim of this study is to identify the language needs of the students in the Mechanical Engineering, Civil Engineering, Architecture, and City and Regional Planning departments of Engineering and Architecture Faculty of Bozok University. Besides, whether the current curriculum meets the freshman students' needs or not, and what should be done to meet these needs are to be discussed. At the end of the spring semester of 2009–2010 academic year, a needs analysis involving three different groups, 122 freshman, 107 fourth grade students and 72 instructors of these departments, has been conducted to determine the needs of the students.

In this descriptive study, the data have been collected through a questionnaire adapted from Alagözlü (1994) and Boran (1994). In order to apply and compare the students' and academicians' views, a two-version questionnaire was designed. Version 1 was designed for both freshman and fourth grade students, and Version 2 for instructors (see Appendices 1 and 3). Having collected the questionnaires, Version 13 of the statistical package for social sciences (SPSS, 13) has been used to analyze the questionnaires. Mean scores, frequencies, standard deviations, percentages and the significance levels have been calculated for each item in the questionnaire to find out, interpret and discuss whether there exists a significant difference among the groups or not. By means of one-way analysis of variance (ANOVA), LSD test and Independent samples T-test, the interdepartmental differences and the differences between the students' responses and those of the instructors were discussed. While analysing the items, they were grouped under three titles according to the factor analysis result: satisfaction, problems, and needs.

As a result, the students' satisfaction level of the present course program, problems about learning English, and needs have been evaluated in order to determine what the present curriculum lacks, to refine the content of the present

curriculum and to propose suggestions for betterment. In the following sections, the results will be discussed in detail in relation to the research questions and the two main groups of participants; students and instructors.

5.1. RESULTS AND DISCUSSION

5.1.1. Are the first and fourth grade students satisfied with the freshman English courses?

The items 1, 3, 4, 16, 17, 18, 19, 20 and 21 (see Appendix 1) ask about whether the current freshman English courses are satisfactory for meeting the students' needs or not. According to the analysis results of these items presented in the Tables 16, 17, 18, 19, 20, 21, 22, 23 and 24 in the previous chapter, there are only few statistically significant differences between the freshman and fourth grade students. While the fourth grade students seem to be more content with the current English courses than the freshman students (see Table 18), the freshman students want the English courses to be modified without increasing the course hours (see Table 19). Also, most of the students aware of their inadequate English level (see Table 17) but they are undecided about whether the General English is enough to be successful or they need extra English knowledge (see Table 16). On the other hand, the uncertain, average and low mean scores reveal that the students disagree with the statements in the items; thus, they are not sure about the sufficiency of the current curriculum and are generally not satisfied with the current freshman English courses. The results also show that the reading, listening, speaking and writing skills as well as the technical vocabulary are not dealt with properly or the methodology used in the courses do not appeal to the students (see Tables 20 to 24). Both the freshman and the fourth grade students regard themselves deficient in language skills and believe that the current courses do not make them able to use English in their academic or social life.

5.1.2. Are the departmental instructors satisfied with the freshman English courses?

As stated above the items 1, 3, 4, 16, 17, 18, 19, 20 and 21 ask about whether the current freshman English courses are satisfactory for meeting the students' needs or not. All of these items were also included in the instructors' questionnaire (see Appendix 3). According to the results presented in the Tables 16, to 24 in the previous chapter, similar results with those of the students are found. The fact that the instructors' answers for the items generally have the lowest mean scores indicates that the instructors are more certain about the items than the students in their opinions. The lowest mean scores also mean that the instructors are more pessimist about the level of the students and the sufficiency of the current courses than the students and they seem to be less satisfied with the courses compared to the students (see Table 16 and 17). Also, the instructors in the Mechanical Engineering Department are the least satisfied group maybe because of the professional requirements of their field is much demanding (see Table 18 and 19). Similar to the students' results, especially the reading, listening, speaking and writing skills as well as the technical vocabulary are not regarded as adequately handled language components (see Tables 20 to 24). The instructors clearly believe that the students are unable to use English in their academic or social life even after the freshman English courses.

5.1.3. What are the students' problems in freshman English courses?

According to the factor analysis results, the Likert type items 5, 6, 7, 8, 9, 10, 11, 12, 14, and choosing more than one appropriate option items 33, 39 were under the problems title and aimed at finding out the problems or difficulties met by the students during the English courses and English learning process. Since the items 7, 8, 9, 10, 11, 12 and 14 were not included in the instructors' questionnaire, the differences between the freshman and fourth grade students were analysed through independent samples T-test. For the items 5 and 6, results were found out by the one-way of ANOVA and LSD tests. For the rest of

the items, 33 and 39, the percents of the answers were presented and discussed. All of the results of these items can be seen at Tables 26, 27, 28, 29, 30, 31, 32, 33, 34, 36, 38 respectively. According to the results, there are significant differences for the items 11 and 12. If the mean scores of these items are examined, it can be seen that the fourth grade students from all departments claim that they had problems with the instructors and the methodology of the courses (see Tables 32 and 33). The external teachers coming from high schools for the freshman English courses before the Departments of Foreign Languages was found at Bozok University may be charged of this result again. According to the students' claim in an informal talk with the researcher, those teachers were coming for short periods in an unplanned way and did not pay enough attention to the classes, and this demotivated and alienated the students. The lower means of the freshman students indicate that the conditions were improved after the foundation of Departments of Foreign Languages.

For the rest of the Likert type items, all of the student groups gave similar answers about the problems they encounter. There are not significant differences between the groups but the mean scores suggest some information about the problems in the English language learning process. In Item 5, only the students of the City and Regional Planning Department accept that they participate freshman English courses only because the courses are obligatory, the other students seem to be undecided (Table 26). In the 6th item participants think that homogenous classes help better learning and they complain about the heterogenousness of their classes (see Table 27). The following four items 7 to 10 seen at Tables 28 to 31, the effects of heterogenousness classes were discussed from opposite angles. These items asked the students to evaluate and compare their level with their classmates to find out the negative effects of heterogenous classes. However, the fact that all groups of participants have low mean scores contrasted with the results presented in Table 27, because for Item 6 students complain about the heterogenousness of their classes, but for items 7 to 10 they do not see this as a problem. This may stem from two

reasons: first, all the students know the negative effects of heterogenous classes but neither the students having a better level of English nor the ones bad at English mind the heterogenousness of the classes; second, although they know the negative effects of heterogenous classes, they cannot compare their levels with their classmates and identify if they are better or worse than the others. Item 14, which is related to the appropriateness of the coursebook and the content of the courses, have average mean scores and show that the students cannot or do not want to evaluate the coursebook and the content (see Table 34).

Items 33, 39 were choosing more than one appropriate option items. Item 33 asked about the language components given in the courses. Nearly all of the students (97.4 %) stated that freshman English courses contain English grammar sufficiently. The lower percents for the other language components (17.5 % for speaking practices, 13.5 % for listening techniques, 21 for reading techniques, 7.9 % for writing formal and informal texts and 6.6 % for translation techniques) show that the current freshman English courses are mainly grammar-based, and this affects the skills instruction negatively since they are not to be paid enough attention (see Table 36). Item 39 searched the most four problematic issues for the students. According to the results seen at Table 38 students have similar difficulties in the English language learning process, “lack of vocabulary” (68.6 %), “lack of chances to practice” (62.9%), “low level of language proficiency” (53.7 %) and “lack of grammar” (51.4%) were chosen as the most four problematic difficulties. On the other hand, students have less difficulty in “poor writing skill” (19.7%) and “memorizing the structures” (28.8%).

All these results indicate that the heterogenousness of the classes are not regarded as problem and the teaching staff and the teaching style seem to be satisfactory after the foundation of Department of Foreign Languages. On the other hand, the students mainly suffer from the problems stemming from the methodology of the courses and their learning strategies; the grammar-based instruction ignores the skills and affects the attitude towards English and

competency negatively. Thus, the instructors of English at the faculty should offer skills related activities, learning strategies for memorizing vocabulary, chances to practice via the internet or the other technological devices and exercises for improving the language proficiency level.

5.1.4. What are the departmental instructors' opinion about the problems their students face in freshman English courses?

The items 7, 8, 9, 10, 11, 12 and 14 were not included in the instructors' questionnaire since they are related to students only. Therefore, the results of the items 5 and 6 were found out by the one-way of ANOVA and LSD tests and the percents for the items 33 and 39 were presented and discussed. The results of these items can be seen at Tables 26, 27, 35 and 37 respectively. According to the mean scores of Item 5, the instructors, contrary to the students' general opinion, think that the obligatory classes are not the reason of students' coming to the classes, they think that the students come to the classes for learning English (see Table 26). In the 6th item, instructors, parallel with the students' belief, generally believe that the heterogenousness of the classes affect the students negatively (see Table 27).

As for choosing more than one appropriate option items, 33, 39; all of the instructors from all of the departments think that "English grammar"; that is, rules, structures and functions, are given sufficiently in the freshman English courses, however, "reading techniques such as scanning and skimming" (20.8 %), "translation techniques" (11.1 %) and "speaking practices" (9.7 %), "writing formal and informal texts" (4.2 %) and the "listening techniques" (2.8 %) are not thought to be paid enough attention in the English courses (see Table 35, Item 33). For Item 39, the instructors think that students have more difficulties in "lack of chances to practice" (68.1 %), "lack of vocabulary" (65.3 %), "low level of language proficiency" (55.6 %) and "lack of motivation and negative attitude towards English" (51.4 %). And students have less difficulty in "lack of good pronunciation" (16.7 %), "poor writing skill" (23.6 %) and "memorizing the structures" (29.2 %) (see Table 37).

Similar to the students' results, to the instructors, current freshman English courses are mainly grammar-based, and this affects the skills instruction negatively. Also, although the orders of the difficulties change slightly, both the students and the instructors think that the students mostly have difficulties in lack of vocabulary, lack of grammar, lack of chances to practice, low level of language proficiency, and lack of motivation and negative attitude toward English.

5.1.5. What are the students' perceptions of their needs? According to the students, which macroskills/microskills are necessary for their department?

The Likert type items 2, 13, 15, 22, 23, 24, 25, 26, 27, 28, 29; choosing more than one appropriate option items 30, 31, 32 and ranking and ordering of importance items 34, 35, 36, 37, 38 were under the needs title and aimed at determining the needs and requirements of the students. For the analysis of the Likert type items one-way of ANOVA and LSD tests were used and for the rest of the items, the percents of the answers were presented.

Item 2 searched for the necessity of professional English to be successful in the field. Although there is not a statistically significant difference, the high rates of the means explain the undecided results about the General English presented in Table 16; and suggest that the participants strongly agree on the necessity of professional English as well as the General English for success in the field (see Table 40). Item 13 asked about the overcrowded classes and expectedly, the freshman students in Mechanical Engineering Department complain about the overcrowded classes, because while the number of the freshman students was 30 in Mechanical Engineering Department in 2006, the number doubled and reached 80 in 2009, the classes were not divided into three or at least two, and the whole class took the English courses together (see Table 41). The mean scores over the average for Item 15 seen at Table 42 show that the students generally think that their proficiency level decreases unless there are either

General or professional English courses in the following grades. Item 22 investigates the perceptions of the students about the necessity of the after-class activities such as drama group and schoolpaper group. Both the freshman and fourth grade students, especially in the Mechanical Engineering Department, acknowledge the necessity for after-class efforts to be good at English (see Table 43). Although they acknowledge the necessity for after-class activity, the answers for the Item 23 show that the freshman students do not behave as is due and they admit ignoring English. However, the fourth grade students seem to try to improve their English maybe because of realizing the professional requirements of their field make them pay attention on English (see Table 44).

According to the results of Item 24, the fourth grade students from all departments and the freshman students from Mechanical Engineering Department and Architecture Department are clearly agree with the statement that the departments should provide the necessary English education for students to be successful. Comparing with the results of the item 22 presented in Table 43, the students in Mechanical Engineering Department is consistent with their choices because they acknowledge the necessity for after-class efforts no matter how good is the English education provided by the university. However, the freshmen from Civil Engineering Department and City and Regional Planning Department are uncertain. The paradoxical fact that the freshman students of the Civil Engineering Department and City and Regional Planning Department agree with neither studying out of school nor having the necessary English at school may be explained by the negative attitude of these students towards English (see Table 45).

The statement in Item 25 is “the content of the professional English course should be identified together with the students”, and except for the freshman and the fourth grade students of the City and Regional Planning Department, the students generally support the idea which is one of the main concepts of ESP (see Table 46). Items 26, 27, and 28 explore the opinions about the

lecturers of the professional English courses. Looking at the mean scores in Tables 47, 48 and 49 respectively, it can be inferred that the participants suggest neither only the English lecturers nor only the content-area lecturers but a collaboration between the content-area lecturers and the lecturers of English for teaching professional English courses. This may stem from the thought the lecturers of English may lack the content area knowledge while the content-area lecturers may lack the knowledge of English. For Item 29, which is related to the technological devices, expected results with very high mean scores are found. Thus, the students highlighted the need for integrating the technological devices into English classes (see Table 50).

As for choosing more than one appropriate option items, Item 30 asks about the necessary type of English for a candidate engineer/architect. Most of the students (65.6 % of the freshmen and 58.9 % of the fourth grades) think that the all types of English, that is “General English”, “academic English”, “professional English”, is needed for the success while 2.5 % of the freshmen think that they do not need English at all, the percent is 0.9 in the fourth grades. The percents of the professional English option are also notable that 27.9 % of the freshmen and 34.6 % of the fourth grades want professional English (see Table 52). These results clearly reveal that the students believe that English is an indispensable tool for success in professional, academic and social life. Therefore, all types of English option got the highest percents from all groups. While the professional English is believed to be necessary mostly, the need for academic English cannot be denied; thus, the academic English should be integrated in the English courses to some extent (see Table 52). Table 54 presents the results for Item 31 and indicates that both the freshman and fourth grade students’ priorities are “to have a chance to get better job” and “to be able to search and read the related literature in engineering/architecture”. These results also indicate that the students regard English as a means of having a better job opportunities and success in their professional field. The demand for being able to search and read the related literature also highlights the need for academic English consistent with the results given at Table 52. However, the

lower percents (19.7 % of the freshman and 10 % of the fourth grade students) for the option “because I like English” clearly present the negative attitudes of the students towards English. Although they do not like English, they feel obligatory to learn it since English is also the language of information and technology.

Item 34 asks about the necessary macro skills. According to the results seen at Table 58, the majority of both freshman (49.2 %) and fourth grade (43 %) students find speaking as the most important and necessary skill for themselves; though the order of the other skills change. While the freshman students rank the other skills as reading, writing, listening, translation and technical vocabulary; the fourth grade students rank the skills as listening, reading, writing, translation and technical vocabulary. These results make us think that the social purposes are effective in the students' choice.

The rest of the items 35, 36, 37, 38 in this section deal with the necessary micro skills. Item 35 searched for the micro reading skills. Both the freshman and fourth grade students think that the first important reading skill is to interpret the passage, understand the implied message (by 38.8 % of freshman and 41.1 % of fourth grade students), and the second is to understand the reading passage in detail (by 29.4 % of freshman and 27.4 % of fourth grade students) (see Table 60). Item 36 examines the micro writing skills. According to the results in Table 62 writing business proposals, reports or projects is regarded highly important and necessary by the 44.3 % of the freshman and 48.6 % of the fourth grade students; and unexpectedly, writing summaries and critiques is found as the least important writing skill by the 6.6 % of freshman and 6.5 of the fourth grade students. Except for the freshman students of City and Regional Planning Department who prefer writing or replying emails, letters, messages or notes option as the most important; all of the groups of students prefer the writing business proposals, reports or projects option as the first choice. This may stem from the professional requirements. Item 37 explores the perceptions about the micro speaking skills. According to the results in Table 64, to make

face-to face conversations is regarded highly important and necessary by the two-thirds of the both freshman and fourth grade students. While the second most important speaking skill is to make an oral presentation (by 34.4 % of the freshman and 29.9 % of the fourth grade students), to talk on the phone (4.2 %) is not regarded important. Except for the students of City and Regional Planning Department who prefer making an oral presentation option (72 % of freshman students and 56 % of fourth grade students) as the most important; all of the groups of students prefer the making face-to face conversations option as the first necessary skill. Again the social purposes seem to have affected the students' choices. Item 38 looks for the necessary micro listening skills. According to the results in Table 66, while understanding seminars and conferences is the most considerable skill by 38.8 % of the freshman and 29 % of the fourth grade students; understanding a radio or T.V. program is considered unimportant. However, similar to the results presented in Tables 58 and 64, communication and social purposes of the students make "understanding native speakers" (28.1 % of the freshman and 27.1 % of the fourth grades) and "understanding daily speech" (23.1 % of the freshman and 26.2 % of the fourth grades) options as important as the "understanding seminars and conferences" option (see Table 66).

5.1.6. What are the instructors' perceptions of the students' needs?

According to the instructors, which macroskills/microskills are necessary for the students' departments?

The Likert type items 2, 13, 15, 22, 23, 24, 25, 26, 27, 28, 29; choosing more than one appropriate option items 30, 31, 32 and ranking and ordering of importance items 34, 35, 36, 37, 38 were under the needs title and all of them were also included in the instructors' questionnaire. All these items aimed at determining the needs and requirements of the students. For the analysis of the Likert type items one-way of ANOVA and LSD tests were used and for the rest of the items, the percents of the answers were presented.

In Item 2 the instructors from all departments strongly agree on the necessity of professional English for success in the field (see Table 40). These results are parallel with the students' result and consistent with the undecided results about the General English presented in Table 16. The instructors advice not only the professional English but also the General English to be taught to the students. Item 13 searched the opinions of the participants about the overcrowded classes. The fact that in the content-area courses, crowded classes are divided into two or three classes composing of nearly 30 students caused a significant difference between the students and departmental instructors in Mechanical Engineering Department, since the instructors do not know the situation in the English courses with nearly 80 students. Although the classes in the City and Regional Planning Department are not crowded, 30 at most, the highest mean rates for the item come from this department maybe because the instructors evaluated the item pedagogically (see Table 41). The effacing effect of not having English courses after freshman was asked by Item 15. Contrary to the students' point of view, the instructors in Mechanical Engineering Department and Civil Engineering Department are not very pessimist. However, the instructors of Architecture Department and especially City and Regional Planning Department are more pessimist than the students, and even nearly sure that the students forget their English knowledge unless there are either General or professional English courses in the following grades (see Table 42).

For item 22, "whatever the English courses are at school, this cannot be sufficient, one has to practice language skills with after-class activities such as drama group and schoolpaper group" although there are significant differences between the students and departmental instructors only in Mechanical Engineering Department, the means of the instructors are lower than the students' also in the Civil Engineering Department and Architecture Department. This may be commented as the instructors do not believe the benefits of the after-class activities (see Table 43). In addition to this, the instructors, except for the instructors in Civil Engineering Department, also do not believe that the students try to improve their English (see Table 44).

Comparing with the results of Items 22 and 23, the instructors are consistent in their opinions, because they do not believe that the students do not or cannot improve their English by out of school efforts or activities, hence, they need schooling (see Table 45). According to the results of Item 24, a very remarkable portion of the instructors from each of the departments believe that the departments should provide the necessary English education for students to be successful. Moreover, the instructors from Civil Engineering Department and City and Regional Planning Department differ significantly from the students.

Item 25 is related to the decision making process and the results show that while the instructors from Mechanical Engineering Department and Civil Engineering Department are of the opinion that the content of the professional English course should be identified together with the students, the instructors from Architecture Department and City and Regional Planning Department are not certain about the idea (see Table 46).

Items 26, 27, and 28 explore the opinions about the lecturers of the professional English courses. Looking at the mean scores in Tables 47, 48 and 49 respectively, it can be inferred that the instructors think parallel with the students and suggest neither only the English lecturers nor only the content-area lecturers but a collaboration between the content-area lecturers and the lecturers of English for teaching professional English courses.

For Item 29, the instructors from all departments again coincide with the students with very high mean scores and expect the technological devices to be integrated into English classes (see Table 50).

As for choosing more than one appropriate option items, Item 30 asks about the necessary type of English for a candidate engineer/architect. According to Table 51, the instructors think that the students need English by hook or crook; thus, none of them marked the option “the students do not need English at all”. While the majority of the instructors (58.3 %), like the majority of the students, think

that the students need all types of English, that is, general English, academic English and professional English, as a candidate of engineer or architect; the percents for other options are surprising and differ from the students' choices (34.7 for general English, 27.8 for professional English and 8.3 for academic English). However, the fact that all types of English option got the highest percents summarizes the need for English in the professional, academic and social life.

According to the results of Item 31 presented in Table 53 the majority of the instructors think that students need English to be able to search and read the related literature in engineering/architecture (88.9 %), to have a chance to get better job (81.9 %) and to comprehend the graphs, charts or tables in English (50 %). These results indicate that the priorities of the students and the instructors are similar with a very slight difference. While the students put the better job opportunities in the first place the instructors put it in the second place, and for the being able to search and read the related literature in engineering/architecture option the situation is vice versa. The instructors regard English as a means of success in their professional field.

Item 34 asks about the necessary macro skills. According to the results seen at Table 59, reading is regarded highly important and necessary by the half of the instructors contrary to the students choice of speaking. These results again make us think that the academic and professional purposes are effective in the instructors' choice whereas social purposes are effective in the students' choice. The other percents are 16.7 for speaking, 11.1 for technical vocabulary, 9.7 for translation, 6.9 for listening and 5.6 for writing.

The rest of the items 35, 36, 37, 38 in this section deal with the necessary micro skills. Item 35 searched for the micro reading skills. According to the results presented in Table 59, to understand the main idea of the reading passage is regarded highly important and necessary by the half of the instructors (48.6 %). To 31.9 % of the instructors, to interpret the passage, understand the implied

message is the second most important reading skill while 11.1 % of the instructors pay more attention on understanding the reading passage in detail. The least important reading skills, according to the instructors, are re-expressing the information in diagrams and charts (5.6 %) and making a summary (1.4 %).

Item 36 examines the micro writing skills. According to the results in Table 61, the instructors' choices differ from the students'. In general, to write or reply emails, letters, messages or notes is regarded highly important and necessary by 37.5 % of the instructors. To 25 % of the instructors, to write business proposals, reports or projects is the second most important reading skill while 20.8 % of the instructors pay more attention on to write summaries and critiques. The least important writing skill, according to the instructors, is to write a paper on a specific topic (16.7 %). However, there are significant differences between the instructors from different departments maybe because of the specific departmental requirements peculiar to different fields (see Table 61).

Item 37 explores the perceptions about the micro speaking skills. According to the results, to make face-to face conversations is regarded highly important and necessary by 55.6 % of the instructors in general. While the second most important speaking skill is to make an oral presentation (40.3 %), to talk on the phone (4.2 %) is regarded as the least important speaking skill. However, while the instructors from Mechanical Engineering Department and Civil Engineering Department think that making face to face conversations has utmost importance, like the students; the instructors from Architecture Department and City and Regional Planning Department think that the most important speaking skill is making oral presentations (see Table 63).

In 38th Item participants had to rank the listening skills in order of importance, and similar results to the students' were found. Half of the instructors find understanding seminars and conferences very important and necessary. 23.6 % of the instructors think understanding daily speech; 11.1 % of the instructors

think understanding native speakers; 9.7 % of the instructors think understanding dialogues and 4.2 % of the instructors think understanding a radio or T.V. program is important. As is seen, there is a notable stress on the understanding seminars and conferences option by the instructors of each of the departments that it is regarded as the most important listening skill by each group. This may stem from the trouble that the instructors suffer during their academic life and studies (see Table 65).

5.1.7. What should the faculty have, preparatory class, ESP courses, or etc?

Item 32 is related to the English program and seeks answer for the question “what should the faculty have, preparatory class, ESP courses, or etc. in order to meet the students’ needs?”. According to the results of this comprehensive item, the participants do not regard current English courses enough to meet the professional needs of the students. All of the participants are determined about the necessity of the professional English courses in the 2nd, 3rd and 4th classes. 82.8 % of the freshman students, 73.8 % of the fourth grade students and 68.1 % of the instructors demand professional English courses in the 2nd, 3rd and 4th grades to meet the needs (see Tables 55 and 56). While selective preparatory class or increasing the course hours, levelling the classes and charging the courses with credits are not approved by the participants; preparatory class is highly accepted by the instructors (62.5%) and the fourth grades (55.1 %) contrary to the freshman students (27 %). The instructors and fourth grade students think having a compulsory preparatory class as the second preference whereas the freshmen preferred it as the latest solution. This may stem from the fact that the majority of the instructors had a preparatory English class during their high school or university education (see Table 12) make them believe that the preparatory class is one of the best solution to meet the students’ needs. However, since there are not preparatory classes at Bozok University, the instructors chose having professional English in the 2nd, 3rd and 4th grades as the most appropriate solution for the present. The negative attitudes of the freshmen towards preparatory class may also stem from the fear

of a possible regulation would affect their education; because these students stated to the researcher that they did not want to take any preparatory class in the following years, after answering the questionnaire, and the researcher explained that any possible modification in the program could not be applied to the current students.

Also, a notable majority of freshman students (51.6 %) claim that separating the freshman English classes according to the proficiency levels of the students would be effective, although they previously claimed that the heterogenousness of their classes does not cause a problem (see Tables 27 to 31 in the 4.1.2. Problems Related Items section and 5.1.3 What are the students' problems in freshman English courses? section).

5.2. PEDAGOGICAL IMPLICATIONS AND SUGGESTIONS

The findings and the discussion of the study show that there are both similarities and differences in the perception of students and instructors. These differences not only exist in different departments but also in the same department. Although there are differences between the groups, there is an agreement on the insufficiency of the freshman English courses to meet the language needs of the students. It is also clear that the level of the students is below the expectations and they greatly need to increase their general proficiency in English and need specific English knowledge related to their field of study. Therefore, instead of following the “sink or swim principle” which is stated in Moll (1999:118) as the failure of the students who cannot reach the desired level or the success of the students who reach the desired level is a normal process after the courses are given, the teachers do not have to do more; lecturers of English should raise the standards by focusing on directly to the students' needs but not lowering the standards of language courses. Thus, in order to meet the students' needs in accordance with the academic and professional requirements and to encourage the students, even the ones coming to the English classes just because it is in the school curriculum,

reconstructing the English program at Engineering and Architecture Faculty of Bozok University is a must.

In the light of the responses of the freshman and fourth grade students, and the departmental instructors; the following suggestions are given to meet the English language needs of the students and to improve the English programme at the Faculty:

- First of all, since the importance of English in the academic and professional environments were proved by the responses given to the questionnaire, and the current circumstances of Bozok University are not available for preparatory classes; ESP courses should be offered in the 2nd, 3rd and 4th classes.
- As the learners' needs may change, needs analyses should be conducted for short periods; realistic goals and objectives should be set accordingly and a flexible curriculum to achieve these goals and to meet the needs of learners should be designed.
- A valid and reliable 'Proficiency Exam' should be given at the beginning of each academic year, and the elementary, pre-intermediate and intermediate and upper students should be determined and separated.
- Regarding the responses that were given to Item 13, the classes should not be crowded and composed of 30 students at most (see Table 41).
- In order to determine the curriculum, content, methodology, activities and materials; the language instructors and the departmental instructors should work in cooperation and regular meetings should be held between them. The departmental instructors should also help language instructors attract students' attention on the importance of English and motivate the students for improving their levels.
- Since language instructors come from an unrelated background, they cannot evaluate the materials and activities relying on their personal experiences (Anthony, 1997b). Thus, by means of a material development office or the cooperation with the departmental instructors, suitable materials for each department should be developed, even a resource bank by authentic materials, EFL materials, ESP materials, and teacher-generated

materials can be pooled and made available to all ESP instructors (Johns, 1990).

- The course materials and activities should be diverse, broad-angled, authentic, and applicable in the real life to appeal to the needs of the students in their field of study.
- The language instructors should also be specialized in ESP and they should participate in in-service training for the instruction of ESP. Since an ESP instructor is not expected to teach engineering, and expected to teach how language is used in engineering, this will ease the instructors' work.
- Instead of grammar-based courses, integrated skills teaching should be given. Because of communication-based nature of engineering, being a proper engineer in the global community requires having both general communication skills and specific literacy for engineering (Shin 2008). Therefore, to improve students' use of communication strategies, multi-skills instruction through flexible and balanced combinations of both general and specific skills and sufficient exercises should be provided.
- The four macro skills should be improved efficiently, however, the most required macro and micro skills should be given more priority. Thus, regarding the responses given in the questionnaire, speaking and reading skills (see Table 58 and 59) should be handled emphatically. As for the micro skills, skimming, scanning, comprehending the texts techniques, making inferences, identifying cause and effect relationships in reading; expressing ideas clearly, describing a process, using relevant reasons and examples to support a position, organizing ideas for classification, formal and informal writing instructions in writing; making face to face conversation and oral presentation in speaking; and understanding seminars and conferences practices in listening should have priority.
- Considering the questionnaire results, vocabulary is appeared to be the most problematic issue in learning the language for students, hence, effective methodology and activities should be introduced and employed in the courses.
- In order to make the students effective learners; language learning strategies, communication strategies, critical thinking skills should be presented.

- The other universities should be kept in touch in order to exchange ideas on the curriculum development for ESP courses and follow up researches should be conducted to check if the activities and techniques used in the classroom appeal to the needs and interests of the students and motivate them.
- After-class activities should be organized and students should be involved in doing research and asked to prepare content-based projects in English.
- The technological devices should be integrated into English courses effectively.

In the light of the findings and suggestions given above, the current freshman English curriculum at the Faculty appeared not to meet the needs of the students. A possible program which is suggested below may be beneficial for the students. It should be kept in mind that the suggested class hours may not be sufficient, however, the Faculty has its own curriculum and program, and changing and modifying the whole program and increasing the class hours for the sake of English does not seem to be applicable. The suggested curriculum given below includes three language levels:

Elementary Level:

- The students at elementary level should have 6 hour English instruction in the freshman, including grammar with a great emphasis on structure and functions; reading, listening, writing, speaking and vocabulary. The learning strategies and techniques are given and the pre-intermediate level is desired at the end of the academic year.
- These students should have 3 hour English instruction in the second grade together with the pre-intermediate students, including grammar, reading, listening, writing, speaking vocabulary and translation. In these courses the focus may be on functions and skills, especially reading and speaking exercises may be more, since the students seem to need these skills more. The desired level at the end of the academic year is intermediate level.

- In the third grade, these students should have 3 hour ESP instruction together with the intermediate and upper level students. These courses are planned to be given by language instructors. Content-based materials are presented and translation techniques are given with greater emphasis on technical vocabulary.
- In the fourth grade, the students should be lectured by the departmental instructors who have enough English qualifications. In these 3 hour ESP courses, the professional and vocational English requirements should be met through the more discipline specific authentic materials and task-based activities.

Pre-intermediate Level:

- The students at pre-intermediate level should be exempted from the 6 hour freshman English instruction and take the 3 hour English instruction in the second grade to reach the intermediate level before the ESP courses.
- In the third and fourth grades, these students should have 3 hour ESP instructions together with the intermediate and upper level students. The detailed information about these ESP courses is given above.

Intermediate and Upper Levels:

- The students at intermediate and upper levels should be exempted from the English instructions given in freshman and second grade, and take 3 hour ESP instructions in the third and fourth grades together with the other students. The detailed information about these ESP courses is given above.

REFERENCES

- Akgül, M. (1991). *Needs Assessment of Medical Students in ESP Courses at Erciyes University*. Unpublished Master's Thesis. Kayseri: Erciyes University.
- Alagözlü, K. N. (1994). *English Language Needs Assessment of the Students of the Medical Faculty of Cumhuriyet University*. Unpublished Master's Thesis, Ankara: Bilkent University.
- Allwright, R. L. (1982). Perceiving and pursuing learners' needs. In M. Geddes, & G. Coffey, B. (1984). *ESP-English for specific purposes*. *Language Teaching*, 17 (1).
- Altschuld, J. W. & Witkin, B. R. (1995). *Planning and conducting needs assessments: A Practical Guide*. USA: Sage Publications.
- Amirian, Z. and Tavakoli, M. (2009). Reassessing the ESP Courses Offered to Engineering Students in Iran. *English for Specific Purposes World*, 8/23.
- Anthony, L. (1997a). *Defining English for specific purposes and the role of the ESP practitioner*. Retrieved November 18, 2008 from <http://www.antlab.sci.waseda.ac.jp/abstracts/Aizukiyo97.pdf>
- Anthony, L. (1997b). *ESP: What does it mean? Why is it different? On Cue*. Retrieved November 15, 2008 from <http://www.antlab.sci.waseda.ac.jp/abstracts/ESPparticle.html>
- Atai, M. R. (2000). *ESP Revisited: A Reappraisal Study of Disciplined-based EAP Programs in Iran*. Unpublished Ph.D. Dissertation. Esfahan University: Esfahan.
- Atay, M. (2000). *An English Language Needs Assessment of Management Students at the Faculty of Political Sciences at Ankara University*. Unpublished Master's Thesis, Ankara: Bilkent University.
- Auerbach, E. (1994). *Making meaning, making change: Participatory curriculum development for adult ESL literacy*. Washington, DC and McHenry, IL: Center for Applied Linguistics and Delta Systems. (EDRS No. ED 356 688) (Available from Delta Systems at 1-800-323-8270.)
- Bada, E.; Okan, Z. (2000). Students' language learning preferences. *Teaching English as a Second or Foreign Language*, 3, Vol. 4.
- Baştürkmen, H. (1998). A Needs Analysis Project at Kuwait University. *FORUM*, 36/ 4.

- Belcher, D. (2006). English for specific purposes: Teaching to perceived needs and imagined futures in worlds of work, study and everyday life. *TESOL Quarterly*, 40/1: 133-156.
- Belcher, D. (2009). What ESP is and can be: An introduction. Retrieved May, 23, 2010 from <http://www.press.umich.edu/titleDetailDesc.do?id=770237>
- Berwick, R. (1989). Needs assessment in language programming: from theory to practice. In R. K. Johnson (ed.). *The Second Language Curriculum* (pp. 48–62). Cambridge: Cambridge University Press.
- Block, D. (1998). Exploring interpretations questionnaire items. *System*, 26: 403–25.
- Bloor, M. and Bloor, T. (1986). *Language for specific purposes: Practice and Theory*. Dublin: CLCS Occasional Papers, 19, Trinity College.
- Boran, G. (1994). *A Needs Analysis for the ESP Classes at the Tourism Education Department of the Trade Business and Tourism Education Faculty of Gazi University*. Unpublished Master's Thesis, Ankara: Bilkent University.
- Brindley, G. (1989). The role of needs analysis in adult ESL programme design. In Robert Keith Johnson (Ed). *Second Language Curriculum* (pp. 63–78). New York: Cambridge University Press,
- Brown, J. D. (1995). *The Elements of Language Curriculum: A Systematic Approach to Program Development*. Boston: Heinle & Heinle Publishers.
- Brunton, M. (2009). An account of ESP – with possible future directions. *English for Specific Purposes*, 3/24, Vol. 8.
- Burnaby, B. (1989). *Parameters for projects under the settlement language training program*. Toronto, Ontario: TESL Canada Federation. (EDRS No. ED 318 286)
- Carter, D. (1983). Some propositions about ESP. *The ESP Journal*, 2: 131-137.
- Chambers, F. (1980). A re-evaluation of needs analysis. *ESP Journal*, 1/1: 25-33.
- Christison, M. A. and Krahnke K. J. (1986). Student perceptions of academic language study. *TESOL Quarterly*, 20/1: 61-81.
- Cianflone, E.; Coppolino, R. (2009). English for specific purposes and content teacher collaboration: Report on a pilot project. *English for Specific Purposes*, 3/24, Vol. 8.

- Corder, S. P. (1973). *Introducing Applied Linguistics*. London: Penguin Books.
- Çuvalcı, E. (2000). *Students Perceptions of Their English Language Needs in the School of Basic English at Karadeniz Technical University*. Unpublished Master's Thesis, Ankara: Bilkent University.
- Davies, A. (2006). What do learners really want from their EFL course? *ELT Journal*, 60/1.
- Demircan, Ö. (1988). *Dünden Bugüne Türkiye'de Yabancı Dil [Foreign languages in Turkey: From past to today]*. Istanbul: Remzi Kitabevi.
- Deutch, Y. (2003). Needs analysis for academic legal English courses in Israel: A model of setting priorities. *Journal of English for Academic Purposes*, 2:125-146.
- Dogançay-Aktuna, S. (1998). The spread of English in Turkey and its current sociolinguistics profile. *Journal of Multilingual and Multicultural Development*, 19/1: 23-39.
- Dudley-Evans, A., & St. John, M. J. (1998). *Developments in ESP: A multi-disciplinary approach*. Cambridge: Cambridge University Press.
- Dudley-Evans, T. (1997). Five questions for LSP teacher training. In R. Howard & J. Brown (Eds.), *Teacher education for LSP* (pp. 58–67). Clevedon, UK: Multilingual Matters.
- Dudley-Evans, T. (2001). English for specific purposes, in R. Carter and D. Nunan (Eds), *The Cambridge Guide to teaching English to speakers of other languages*. Cambridge: Cambridge University Press.
- Edwards, N. (2000). Language for business: Effective needs assessment, syllabus design and materials preparation in a practical ESP case study. *English for Specific Purposes*, 19/3: 291-296.
- Ekinci, M. C. (1995). *An English Needs Assessment of the Students at the Turkish Military Academy: A Preliminary Step Toward an ESP Curriculum*. Unpublished Master's Thesis, Ankara: Bilkent University.
- Elkılıç, G., Bayrak, İ., Parlak, E. (2003). The Role of Needs Assessment in the Developing ESP Courses. *Kastamonu Eğitim Dergisi*, 11/1.
- Ermiş, A. (2008). *An English Language Needs Assessment of the Preparatory-Class Students of the Faculty of Divinity and the Department of the Teacher Training for the Culture of Religion and Ethics for Primary School at Ondokuz Mayıs University*. Unpublished Master's Thesis, Samsun: Ondokuz Mayıs University.

- Eslami, Z. R. (2010). Teachers' Voice vs. Students' Voice: A Needs Analysis Approach to English for Academic Purposes (EAP) in Iran. *English Language Teaching*, 3/1.
- Eslami, Z. R., Eslami-Rasekh, A. & Quiroz, B. (2007). Needs analysis of Iranian EAP students. *ESP Across Cultures*, 4: 21-37.
- Far, M. (2008). On the relationship between ESP & EGP: A general perspective. *ESP World*. 1/17, Vol. 7. Retrieved February 25, 2009 from http://www.esp-world.info/Articles_17/issue_17.htm
- Finney, D. (2002). The ELT curriculum: A flexible model for a changing world. In: Richards, J. C. & Renandya, W. A. (Eds). *Methodology in language teaching: An anthology of current practice*, (pp. 69-79). Cambridge: Cambridge University Press.
- Fiorito, Lorenzo. (2005). Teaching English for Specific Purposes (ESP). [Online]. Retrieved April, 21, 2007 from <http://www.usingenglish.com/articles/teaching-english-specialpurposes.html>.
- Flowerdew, J. (1990). English for specific purposes: A selective review of the literature. *ELT Journal*, 44/4: 326-337.
- Gardner, R. C. (2000). Correlation, causation, motivation and second language learning acquisition. *Canadian Psychology*, 41: 1-24.
- Gatehouse, K. (2001). Key issues in English for Specific purposes (ESP) curriculum development. *Internet TESL Journal*, 10, Vol. Retrieved November 17, 2008 from <http://iteslj.org/Articles/Gatehouse-ESP.html>
- Grant, S., & Shank, C. (1993). *Discovering and responding to learner needs: Module for ESL teacher training*. Arlington, VA: Arlington County Public Schools. (EDRS No. ED 367 196)
- Graves, K. (2000). *Designing Language Courses: A guide for teachers*. Heinle & Heinle.
- Gündüz, N. (1999). *An Analysis of Students' English Needs in the English Language and Literature Department of Selçuk University*. Unpublished Master's Thesis, Ankara: Bilkent University.
- Ha, P. H. (2005). Munby's 'needs analysis' model and ESP. *Asian EFL Journal*, Volume 6, Teachers Articles.
- Hamp-Lyons, L. (2001). English for academic purposes. In: Carter, R. and Nunan, D. (Eds). *The Cambridge guide to teaching English to speakers of other languages*. (pp. 126-130). Cambridge: Cambridge University

Press.

- Harmer, J. (2001). *The Practice of English Language Teaching*. London: Longman.
- Hinkel, E. (2006) Current Perspectives on Teaching the Four Skills. *TESOL Quarterly*, 40/1: 109-130
- Humaidi, M. (undated). English for Specific Purposes: Review of Literature. Retrieved 13, January, 2010 at <http://faculty.ksu.edu.sa/alhumaidi/Publications/English%20for%20Specific%20Purposes%20Review%20of%20Literature.pdf>
- Hutchinson, T., and Waters, A. (1987). *English for specific purposes: A learning-centered approach*. Cambridge: Cambridge University Press.
- Hyland, K. (2006) *English for Academic Purposes: an advanced resource book*. New York:
- Iwai, T., Kondo, K., Limm, S. J. D., Ray, E. G., Shimizu, H., and Brown, J. D. (1999). Japanese language needs analysis. Available at: <http://www.nflrc.hawaii.edu/Networks/NW13/NW13.pdf>
- Jasso-Aguilar, R. (1999). Sources, methods, and triangulation in needs analysis: A critical perspective in a case study of Waikiki hotel maids. *English for Specific Purposes*, 18: 27-46.
- Johns, A. (1991). English for specific purposes: Its history and contribution. In Celce-Murcia, M. (Ed). *Teaching English as a second or foreign language (pp.67-77)*. Boston, MA: Heinle & Heinle.
- Jordan R. R. (1997). *English for Academic Purposes*. Cambridge: Cambridge University Press.
- Jordan, R. R. (1997). *English for academic purposes: A guide and resource book for teachers*. Cambridge: Cambridge University Press.
- Kaufman, R. 1995. *Mapping Educational Success*. California: Sage Publications.
- Kaur, S. (2007). ESP course design: Matching learner needs to aims. *ESP World*. 1/14, Vol 6. Retrieved March 5th, 2009 from http://www.espworld.info/Articles_14/DESIGNING%20ESP%20COURSES.htm
- Keşmer, E. (2007). *Needs Assessment of the Prep- Class Students in the Faculty of Engineering at Ondokuz Mayıs University*. Unpublished Master's Thesis, Samsun: Ondokuz Mayıs University.

- Khajeie H. (1993). *A Cross-sectional Study of L2 Reading Performances on GP and SP Texts*. Unpublished Master's thesis, University of Esfahan, Esfahan.
- Kılıçkaya, F. (2006). Instructors' attitudes towards English-medium instruction in Turkey. *Major Articles*, 8/6.
- Kitao, K. (1996). Why Do We Teach English? *Linguistics*, 4/1: 1-33. [Online]. Retrieved November, 16, 2006 from <http://iteslj.org/Articles/Kitao-WhyTeach.html>.
- Krashen, S. (1988). *Second Language Acquisition and Second Language Learning*. London: Prentice Hall.
- Long, M. (2005). *Second language needs analysis*. Cambridge, UK: Cambridge University Press.
- Lorenzo, F. (2005). *Teaching English for specific purposes*. Using English.com. Retrieved March 2, 2009 from <http://www.usingenglish.com/teachers/articles/teaching-english-forspecific-purposes-esp.html>
- Lytle, S. L. (1988). From the inside out: Reinventing assessment. *Focus on Basics*, 2/1: 1-4. (EDRS No. ED 300 638).
- Mackay, R., & Mountford, A. (Eds.). (1978). *English for Specific Purposes: A case study approach*. London: Longman.
- Mazdayasna, G. & Tahririan, M. H. (2008). Developing a profile of the ESP needs of Iranian students: The case of students of nursing and midwifery. *Journal of English for Academic Purposes*, 7: 277-289.
- McCarten, J. (2007). *Teaching vocabulary: Lessons from the corpus, lessons for the classroom*. Cambridge, Cambridge University Press.
- McDonough, J. (1984). *ESP in perspective: A practical guide*. London: Collins ELT.
- McKillip, J. (1987). *Needs Analysis: Tools for the Human Services and Education*. California: Sage Publications.
- Mohan, B. A. (1986). *Language and content*. Reading, MA, Addison-Wesley.
- Moll, T. M. (1999). A Linguistic Needs Analysis for EFL at the University Level. *Revista Alicantina de Estudios Ingleses*, 12: 117-125
- Moore-Thomas, C.; Erford, B. (2003). Needs Assessment: An Ongoing Process for School Improvement. [Online]. *ERIC Digest*, ED 480085. Retrieved November, 18, 2006. <http://www.edrs.com.oak.indwes.edu>.

- Munby, J. (1978). *Communicative syllabus design*. Cambridge: Cambridge University Press.
- Nunan, D. (1999). *Second Language Teaching & Learning*. Boston: Heinle & Heinle Publishers.
- Nunan, D. (1988). *The learner-centred curriculum*. Cambridge: Cambridge University Press.
- Payam, M. M. (2005). *An Analysis of English Language Needs of the Preparatory Students at Police College*. Unpublished Master's Thesis, Ankara: Hacettepe University.
- Purpura, J. and Graziano-King, J. (2003). Investigating the Foreign Language Needs of Professional School Students in International Affairs. *Working Papers in TESOL & Applied Linguistics*, 1, Vol. 4.
- Reviere, R. et. al. (1996). *Needs Assessment: A Creative and Practical Guide for Social Sciences*. New York: Taylor & Francis.
- Richards, J. (1984). Language Curriculum Development. [Online]. *RELJ Journal*, 15/1:7-27. Available from <http://www.rel.sagepub.com/cgi/content/abstract/>
- Richards, J. (1990). *The language teaching matrix*. Cambridge: CUP.
- Richards, J. (2001). *Curriculum development in language teaching*. Cambridge, Cambridge University Press.
- Richterich, R. and Chancerell, J. (1987). *Identifying the needs of adults learning a foreign language*. Englewood Cliffs, New Jersey: Prentice-Hall.
- Robertson, R. (1995). Glocalization: Time-space and homogeneity-heterogeneity. In M. Featherstone, S. Iash & R. Robertson (Eds.), *Global modernities*. (pp. 24-44). London, Sage.
- Robinson, P. (1991). *ESP today: A practitioner's guide*. Prentice Hall. UK: Prentice Hall International (UK) Ltd.
- Savage, L. (1993). Literacy through a competency-based educational approach. In J.A. Crandall & J.K. Peyton (Eds.), *Approaches to adult ESL literacy instruction*. Washington, DC and McHenry, IL: Center for Applied Linguistics and Delta Systems. (Available from Delta Systems at 1-800-323-8270.)

- Sebüktekin, H. 1981. *Yüksek Öğretim Kurumlarımızda Yabancı Dil İzlenceleri. [Foreign language curricula in institutes of higher education]*. Istanbul: Bogaziçi University Publications.
- Seedhouse, P. (1995). Needs analysis and the general English classroom. *ELT Journal*, 49/1: 59-65.
- Shin, I. (2008). Necessary Skills in English for Korean Postgraduate Engineering Students in London. *Educate Special London*, September: 50-61.
- Songhori, M. H. (2008). Introduction to Needs Analysis. *English for Specific Purposes world*, 27/4.
- Stout, D. (1995). *Performance Analysis for Training*, Niagara Paper Company, Niagara, WI.
- Stryker S. B. and Leaver B. L. (1997). *Content-based Instruction in foreign Language Education: Models and Methods*. Washington DC: Georgetown University Press.
- Swales, J. (1990). *Genre analysis*. Cambridge, UK: Cambridge University Press.
- Swales, J. M. (1989). Service English program design and opportunity cost. In Johnson (Ed.), *The second language curriculum*, 79-90.
- Tarone, E. and Yule, G. (1989). *Focus on the Language Learner*. Oxford: Oxford University Press.
- Tudor, I. (1997) *Learner-centredness as Language Education*. Cambridge: Cambridge University Press.
- Vincent, M. (1984). Motivation and its importance in ELT. In S. Holden (ed.). *Focus on the Learner*. Modern English Publications.
- Walqui, A. (2000). *Contextual Factors in Second Language Acquisition*. ERIC Digest. ERIC Clearinghouse on Language and Linguistics, Document ED444381, Washington, DC.
- Weddel, K. S. and Duzer, C. V. (1997). *Needs Assessment for Adult ESL Learners*. Adjunct ERIC Clearinghouse for ESL Literacy Education Washington DC, National Clearinghouse for ESL Literacy Education Washington DC.
- West, R. (1998). ESP- State of the art. Available at: www.man.ac.uk/CELSE/esp/west.htm

- Widdowson, H. (1983). *Learning purpose and language use*. Oxford: Oxford University Press.
- Wrigley, H., & Guth, G. (1992). *Bringing literacy to life: Issues and options in adult ESL literacy*. San Mateo, CA: Aguirre International. (EDRS No. ED 348 896)
- Xenodohidis, T. H. (2002). An ESP curriculum for Greek EFL students of computing: A new approach. *ESP World*, 2, Vol 1. Retrieved March 2, 2009 from http://www.espworld.info/Articles_2/issue_2.html
- Yeniçeri, Ö. (2008). *Needs Assessment of the Prep-Class Students in the Faculty of Medicine at Ondokuz Mayıs University*. Unpublished Master's Thesis, Samsun: Ondokuz Mayıs University.
- Yogman, J., & Kaylani, C. (1996). ESP program design for mixed level students. *English for Specific Purposes*, 15: 311-24.
- York, R.O. (1982). *Human Service Planning: Concepts, tools, and methods*. Chapel Hill,NC: University of North Carolina Press.
- Young, J. (2000). Comment: Who needs analysis? *ELT Journal*, 54/1.

Appendix 1

Version 1 Questionnaire for Students

Dear participant,

I have been doing a research for my master thesis at Hacettepe University English Language Teaching Department on English Language Needs of Bozok University Engineering and Architecture Faculty Students. This questionnaire aims to obtain necessary information for the study to determine the language needs of students. Please be sure that all the information will be kept confidential. Since your opinions and experiences have a vital importance for this research and its results, I request you to answer the questions fully and meticulously. Thank you in advance for taking the time to answer the questions.

Yakup DAĞLI,
Hacettepe University
ELT Department MA Student

Please mark the appropriate option.

1. Sex: Male: Female:

2. Age:

3. Class: 1: 4 and 4+:

4. Department:

Mechanical Engineering Department: Civil Engineering Department:

Architecture Department: City and Region Planning

Department:

5. The type of the high school you graduated from:

1) High schools without intensive English courses such as state, vocational, or science high schools:

2) High schools with intensive English courses such as Anatolian, super or private high schools:

The following questions aim to identify your opinions about learning English at Engineering and Architecture Faculty of Bozok University.

Please use the following scale for questions and put an "X" for the appropriate choice.						
5. Strongly agree, 4. Agree, 3. Undecided, 2. Disagree, 1. Strongly disagree		5	4	3	2	1
1	General English is enough to be successful in my field.					
2	I need professional English to be successful in my field.					
3	I have enough English proficiency for my field.					
4	I am satisfied with the freshman English courses.					
5	I attended freshman English courses generally because they were obligatory.					
6	It was a multilevel class so I was affected negatively.					
7	Because my proficiency level was better than my classmates, I was demotivated to study.					
8	Because my proficiency level was worse than my classmates, I was daunted to study.					
9	The freshman English courses were lower than my level so I was demotivated.					
10	The freshman English courses were higher than my level so I was daunted.					
11	The teacher was not good at teaching.					
12	The courses were boring and monotonous.					
13	I would have learned better if the class had not been overcrowded.					
14	The coursebook used in the class and the topics included were not appropriate for the class level.					
15	I reached a good level of English in the freshman but I will forget/ forgot because the English courses did/ will not continue.					
16	The current amount, 3 hour general English, of English instruction given at Bozok University is adequate to meet the academic and professional English language needs of the students.					
17	By the help of freshman English courses, I can read and understand the English texts related to my field.					
18	By the help of freshman English courses, I can listen and understand the English information related to my field.					
19	By the help of freshman English courses, I can make explanations about a topic related to my field.					
20	By the help of freshman English courses, I can write a report about a topic related to my field.					
21	By the help of freshman English courses, I know the technical vocabularies related to my field.					
22	Whatever the English courses are at school, this cannot be sufficient, I have to practice my skills with after-class activities such as drama group and schoolpaper group.					
23	I study to improve my English out of school.					
24	My department should provide the necessary English education for me to be successful.					
25	The content of the professional English course should be identified together with the students.					

26	Professional English courses should be given by lecturers of English.					
27	Professional English courses should be given by content-area lecturers.					
28	Professional English courses should be given in collaboration with content-area lecturers and English lecturers.					
29	Internet and the technological audio and visual equipment such as TV, video, radio, DVD should be used in English classes.					

30. As a candidate engineer/architect, you think that you (Mark the appropriate options for you).

- need general English (basic grammar rules and vocabulary).
- need academic English (for writing, reading articles, thesis, reports).
- need professional English (technical vocabulary and language skills related to engineering and architecture).
- need all above.
- do not need English at all.

31. You need to learn English

(Mark the appropriate options for you).

- to know people from other cultures and backgrounds all over the world.
- to have a chance to work abroad.
- to work as an academician at the university.
- to have a chance to get better job.
- to be able to search and read the related literature in engineering/architecture.
- to comprehend the graphs, charts or tables in English.
- to use internet better.
- because I like it.

32. In order to provide your English needs your department should:

(Mark the appropriate options for you).

- have a compulsory preparatory class.
- have a selective preparatory class.
- increase the freshman course hours.
- have professional English courses in the 2nd, 3rd and 4th grades.
- separate the freshman English classes according to the proficiency levels.
- charge Freshman English courses with academic credits.

33. Which of the followings were given emphatically in the freshman courses? (Mark the appropriate options for you):

- English grammar.
- Reading techniques (scanning, skimming, etc.).
- Listening techniques (taking notes, focussing on a word, etc.).
- Speaking practices.
- Writing formal and informal texts.
- Translation techniques.

34. Which language skills do you consider necessary? (Rank the following options in order of importance assigning number 1 as the most important).

- Reading

- Writing
- Speaking
- Listening
- Translation
- Technical vocabulary

35. Which of the following reading skills are necessary for you? (Rank the following options in order of importance assigning number 1 as the most important).

- To understand the main idea of the reading passage.
- To understand the reading passage in detail.
- To interpret the passage, understand the implied message.
- To make a summary.
- To re-express the information in diagrams and charts.

36. Which of the following writing skills are necessary for you? (Rank the following options in order of importance assigning number 1 as the most important).

- To write summaries and critiques.
- To write a paper on a specific topic.
- To write business proposals, reports or projects.
- To write or reply emails, letters, messages or notes.

37. Which of the following speaking skills are necessary for you? (Rank the following options in order of importance assigning number 1 as the most important).

- To make face-to face conversations.
- To talk on the phone .
- To make an oral presentation.

38. Which of the following listening skills are necessary for you? (Rank the following options in order of importance assigning number 1 as the most important).

- To understand native speakers.
- To understand daily speech.
- To understand a radio or T.V. program.
- To understand a dialogue.
- To understand seminars, conferences.

39. Which four of the followings cause difficulty for you?

- lack of vocabulary.
- lack of grammar.
- lack of good pronunciation.
- lack of self confidence.
- lack of motivation and negative attitude toward English.
- lack of chances to practice.
- poor writing skill.
- memorizing the structures.
- low level of language proficiency.

Thank you very much!

Appendix 2

Versiyon 1 Öğrenci Anketi

Sayın katılımcı,

Hacettepe Üniversitesi İngiliz Dili Eğitimi Bölümü Yüksek Lisans tezim için, Bozok Üniversitesi Mühendislik Mimarlık Fakültesindeki öğrencilerin İngilizce dil gereksinimleri konusunda araştırma yapmaktayım. Vereceğiniz bütün bilgilerin gizli tutulacağı bu anketin amacı, öğrencilerin ihtiyaçlarını belirlemek için gerekli bilgileri elde etmektir. Görüş ve deneyimleriniz bu araştırma ve sonuçları için çok yararlı olacağından soruları eksiksiz biçimde ve titizlikle cevaplandırmanızı diler zaman ayırdığınızdan dolayı şimdiden teşekkür ederim.

Yakup

DAĞLI

Hacettepe Üniversitesi,

İngiliz Dili Eğitimi Bölümü-Yüksek Lisans Öğrencisi

Lütfen durumunuza uygun olan seçeneği işaretleyiniz.

1. Cinsiyetiniz: Erkek: Bayan:

2. Yaşınız:

3. Sınıfınız: 1: 4 ve 4+:

4. Bölümünüz:

Makine Müh.: İnşaat Müh.: Mimarlık: Şehir ve Bölge Planlama:

5. Mezun olduğunuz lise veya dengi okul türü:

a) Yoğun İngilizce dersleri olmayan düz lise, meslek veya fen liseleri:

b) Yoğun İngilizce eğitimi veren Anadolu türü, süper veya özel liseler:

Aşağıdaki sorular Bozok Üniversitesi, Mühendislik Mimarlık Fakültesindeki İngilizce eğitimi hakkındaki görüşlerinizi belirlemek içindir.

Soruları aşağıdaki ölçeği kullanarak ve görüşünüze uygun olan kısma "X" işaretleyerek cevaplayınız.						
5. Kesinlikle katılıyorum 4. Katılıyorum 3. Kararsızım 2. Katılmıyorum 1. Kesinlikle katılmıyorum		5	4	3	2	1
1	Mesleğimde başarılı olmak için genel İngilizce bilmek yeterlidir.					
2	Mesleğimde başarılı olmak için mesleki İngilizce bilmek gereklidir.					
3	Mesleğim için gerekli İngilizce bilgisine sahibim.					
4	1. sınıfta gördüğüm İngilizce dersinden memnunum.					
5	1. sınıfta sadece zorunlu olduğu için İngilizce derslerine girdim.					
6	1. sınıfta İngilizce derslerinde farklı seviyelerde öğrenciler olması beni olumsuz etkiledi.					
7	1. sınıfta İngilizce derslerinde İngilizce seviyemin sınıf arkadaşlarımdan iyi olması beni dersten soğuttu.					
8	1. sınıfta İngilizce derslerinde İngilizce seviyemin sınıf arkadaşlarımdan kötü olması gözümü korkuttu.					
9	1. sınıfta verilen İngilizce seviyesinin benim seviyemin altında olması beni dersten soğuttu.					
10	1. sınıfta verilen İngilizce seviyesinin benim seviyemin üstünde olması gözümü korkuttu.					
11	1. sınıfta İngilizce derslerinde dersi veren hocanın öğretim tarzı iyi değildi.					
12	İngilizce dersleri sıkıcı ve monotondu.					
13	1. sınıfta İngilizce derslerinde sınıf kalabalık olmasaydı İngilizceyi daha iyi öğrenebilirdim.					
14	1. sınıfta İngilizce derslerinde kullanılan kitap ve içeriği sınıfımızın seviyesine uygun değildi.					
15	1. sınıfta iyi bir seviyeye ulaşmışım/ulaştım ancak sonraki sınıflarda İngilizce dersi olmadığından/olmazsa öğrendiklerimi unuttum/unuturum.					
16	Bozok Üniversitesi'nde verilen 3 saatlik genel İngilizce dersleri, öğrencilerin akademik ve mesleki İngilizce dil ihtiyaçlarını karşılamak için yeterlidir.					
17	1. sınıfta gördüğüm İngilizce sayesinde alanımla ilgili İngilizce metinleri okuyup anlayabiliyorum.					
18	1. sınıfta gördüğüm İngilizce sayesinde alanımla ilgili dinlediğim İngilizce bilgilerini anlayabiliyorum.					
19	1. sınıfta gördüğüm İngilizce sayesinde alanımla ilgili bir konuda İngilizce açıklama yapabilirim.					
20	1. sınıfta gördüğüm İngilizce sayesinde alanımla ilgili bir konuda İngilizce rapor hazırlayabilirim.					
21	1. sınıfta gördüğüm İngilizce sayesinde alanımla ilgili teknik terimlerin İngilizcesini biliyorum.					
22	Bölümün vereceği İngilizce nasıl olursa olsun yeterli olmazdı, tiyatro kulübü, okul gazetesi gibi ders dışı faaliyetlerle dil becerilerimi geliştirmem gerekirdi.					
23	İngilizce seviyemi geliştirmek için okul dışı çaba gösterdim.					
24	Mesleğimde başarılı olmam için gerekli İngilizceyi bölümüm sağlamalıydı.					

25	Mesleki İngilizce dersi içeriği öğrencilerle birlikte belirlenmelidir.					
26	Mesleki İngilizce dersini İngilizce hocaları vermeli.					
27	Mesleki İngilizce dersini bölüm hocaları vermeli.					
28	Mesleki İngilizce dersi bölüm hocaları ve İngilizce hocaları işbirliğinde verilmeli.					
29	İngilizce derslerinde internet, televizyon, radyo, video, DVD gibi sesli, görüntülü materyaller kullanılmalı.					

30. Bir mühendis/mimar adayı olarak

(Sizce uygun olan birden fazla seçeneği işaretleyebilirsiniz).

1. () genel İngilizce bilgisine (temel dilbilgisi kuralları ve kelimelere) ihtiyacım var.
2. () akademik İngilizceye (makale, tez, rapor yazmak ve okumak için) ihtiyacım var.
3. () mesleki İngilizceye (teknik kelime bilgisi ve mühendislik/mimarlık ile ilgili dil becerilerine) ihtiyacım var.
4. () yukarıdakilerin hepsine ihtiyacım var.
5. () İngilizceye ihtiyacım yok.

31. İngilizce öğrenmem gerekli çünkü

(Sizce uygun olan birden fazla seçeneği işaretleyebilirsiniz).

1. () dünyanın her yerinden farklı kültür ve deneyimlere sahip insanlarla tanışmak istiyorum.
2. () yurtdışında çalışabilme şansım olsun istiyorum.
3. () üniversitede akademisyen olmak istiyorum.
4. () daha iyi bir iş sahibi olma şansım olsun istiyorum.
5. () mühendislik/mimarlık ile ilgili kaynakları araştırabilmek, okuyabilmek istiyorum.
6. () İngilizce hazırlanmış grafik, çizelge ve tabloları anlayabilmek istiyorum.
7. () interneti daha iyi kullanmak istiyorum.
8. () İngilizceyi seviyorum.

32. İngilizce gereksinimlerinizi karşılamak için bölümünüzde

(Sizce uygun olan birden fazla seçeneği işaretleyebilirsiniz).

1. () zorunlu hazırlık sınıfı olmalı.
2. () seçmeli hazırlık sınıfı olmalı.
3. () 1. sınıftaki İngilizce ders saati artırılmalı.
4. () 2, 3 ve 4. sınıflarda mesleki İngilizce dersleri olmalı.
5. () 1. sınıftaki İngilizce sınıfları öğrencilerin İngilizce seviyesine göre ayrılmalı.
6. () 1. sınıftaki İngilizce derslerinin kredisi olmalı.

33. 1. sınıftaki İngilizce dersinde aşağıdakilerden hangileri yeteri kadar verildi? (Sizce uygun olan birden fazla seçeneği işaretleyebilirsiniz).

1. () İngilizce dilbilgisi kuralları
2. () Okuma teknikleri (detaylı okuma, göz gezdirme gibi)
3. () Dinleme teknikleri (not alma gibi, kelimeye odaklanma gibi)
4. () Konuşma pratiği

5. () Resmi veya gayri resmi metin yazma kuralları
6. () Çeviri teknikleri

**34. Siz hangi dil becerilerinin gerekli olduğunu düşünüyorsunuz?
(Aşağıdaki seçenekleri, sizin için en önemli olana 1, en az önemli olana 6 yazacak şekilde önem sırasına göre sıralayınız).**

1. () Okuma
2. () Yazma
3. () Konuşma
4. () Dinleme
5. () Çeviri
6. () Teknik kelimeler

**35. Hangi okuma becerileri sizin için gerekli?
(Aşağıdaki seçenekleri, sizin için en önemli olana 1, en az önemli olana 5 yazacak şekilde önem sırasına göre sıralayınız).**

1. () Okuma parçasının ana fikrini anlamak.
2. () Okuma parçasını detaylıca anlamak.
3. () Okuma parçasını yorumlayabilmek, ima edilen mesajı anlayabilmek.
4. () Özet çıkarabilmek.
5. () Parçadaki bilgileri şema ve çizelgelerde gösterebilmek.

**36. Hangi yazma becerileri sizin için gerekli?
(Aşağıdaki seçenekleri, sizin için en önemli olana 1, en az önemli olana 4 yazacak şekilde önem sırasına göre sıralayınız).**

1. () Özet ve eleştiri, kritik yazabilmek.
2. () Belirli bir konu hakkında makale yazabilmek.
3. () İş teklifleri, raporlar, projeler yazabilmek.
4. () E-mail, mektup, mesaj veya notları cevaplayabilmek.

**37. Hangi konuşma becerileri sizin için gerekli?
(Aşağıdaki seçenekleri, sizin için en önemli olana 1, en az önemli olana 3 yazacak şekilde önem sırasına göre sıralayınız).**

1. () Yüz yüze konuşmalar yapabilmek.
2. () Telefonda konuşabilmek.
3. () Sözlü sunum yapabilmek.

**38. Hangi dinleme becerileri sizin için gerekli?
(Aşağıdaki seçenekleri, sizin için en önemli olana 1, en az önemli olana 5 yazacak şekilde önem sırasına göre sıralayınız).**

1. () Anadili İngilizce olanları anlayabilmek.
2. () Günlük bir konuşmayı anlayabilmek.
3. () Radyo veya televizyon programlarını anlayabilmek.
4. () Diyalogları anlayabilmek.
5. () Seminer veya konferans anlayabilmek.

39. Aşağıdaki seçeneklerden, İngilizce öğrenirken sizin için en problemlili olan 4 tanesini işaretleyiniz.

1. () kelime eksikliği
2. () dilbilgisi eksikliği
3. () kötü telaffuz
4. () kendine güven eksikliği
5. () motivasyon eksikliği ve İngilizceye karşı olumsuz tutum sahibi olma
6. () pratik yapma şansı olmaması
7. () yazma becerisi yetersizliği
8. () kural ve yapıları ezberleme
9. () yetersiz İngilizce bilgisi

Teşekkür ederim.

Appendix 3

Version 2 Questionnaire for Instructors

Dear participant,

I have been doing a research for my master thesis at Hacettepe University English Language Teaching Department on English Language Needs of Bozok University Engineering and Architecture Faculty Students. This questionnaire aims to obtain necessary information for the study to determine the language needs of students. Please be sure that all the information will be kept confidential. Since your opinions and experiences have a vital importance for this research and its results, I request you to answer the questions fully and meticulously. Thank you in advance for taking the time to answer the questions.

Yakup DAĞLI,
Hacettepe University
ELT Department MA Student

Please mark the appropriate option.

1. Sex: Male: Female:

2. Academic Title:

Prof: Assoc. Prof: Asist. Prof: Lecturer: Research Assistant:

3. Do you have an executive title? Yes: No:

4. Department:

Mechanical Engineering Department: Civil Engineering Department:

Architecture Department: City and Region Planning

Department:

5. Have you taken an English preparatory class during your educational life?

Yes: No:

6. Have you taken professional English classes during your educational life?

Yes: No:

7. What is the highest point you got from an English Proficiency Exam? ...

The following questions aim to make you assess yourself in terms of English needs and sufficiencies.

Please use the following scale for the items and put an "X" for the appropriate choice.						
5. Strongly agree, 4. Agree, 3. Undecided, 2. Disagree, 1. Strongly disagree		5	4	3	2	1
As an academican I often need English in my life.						
As an academican I am proficient enough in English.						
In order our students to be successful there should be professional English courses in our department.						
I can give professional English courses in my department.						

The following questions aim to identify your opinions about learning English at Engineering and Architecture Faculty of Bozok University.

Please use the following scale for questions and put an "X" for the appropriate choice.						
5. Strongly agree, 4. Agree, 3. Undecided, 2. Disagree, 1. Strongly disagree		5	4	3	2	1
1	General English is enough for our students to be successful in our field.					
2	Our students need professional English to be successful in our field.					
3	Our students have enough English proficiency for our field.					
4	The freshman English courses are satisfying for our department.					
5	Our students attend freshman English courses generally because they are obligatory.					
6	If a class is multilevel, it affects the courses negatively.					
7	Questions for students					
8						
9						
10						
11						
12						
13	Overcrowded classes affect the freshman English courses negatively.					
14	Question for students					
15	Our students forget their language knowledge since the English courses do not continue in the following grades.					
16	The current amount, 3 hour of general English courses, instruction given at Bozok University is adequate to meet the academic and professional English language needs of the students.					
17	By the help of freshman English courses, our students can read and understand the English texts related to our field.					
18	By the help of freshman English courses, our students can listen and understand the English information related to our field.					
19	By the help of freshman English courses, our students can make explanations about a topic related to our field.					
20	By the help of freshman English courses, our students can write a report about a topic related to our field.					

21	By the help of freshman English courses, our students know the technical vocabularies related to our field.					
22	Whatever the English courses are at school, this cannot be sufficient, our students have to practice their skills with after-class activities such as drama group and schoolpaper group.					
23	Our students study to improve their English out of school.					
24	Our department should provide the necessary English education for our students to be successful.					
25	The content of the professional English course should be identified together with the students.					
26	Professional English courses should be given by lecturers of English.					
27	Professional English courses should be given by content-area lecturers.					
28	Professional English courses should be given in collaboration with content-area lecturers and English lecturers.					
29	Internet and the technological audio and visual equipment such as TV, video, radio, DVD should be used in English classes.					

30. As a candidate engineer/architect, you think that your students (Mark the appropriate options for you).

- need general English (basic grammar rules and vocabulary).
- need academic English (for writing, reading articles, thesis, reports).
- need professional English (technical vocabulary and language skills related to engineering and architecture).
- need all above.
- do not need English at all.

31. Your students need to learn English (Mark the appropriate options for you).

- to know people from other cultures and backgrounds all over the world.
- to have a chance to work abroad.
- to work as an academician at the university.
- to have a chance to get better job.
- to be able to search and read the related literature in engineering /architecture.
- to comprehend the graphs, charts or tables in English.
- to use internet better.

32. In order to provide your students' English needs your department should:

(Mark the appropriate options for you).

- have a compulsory preparatory class.
- have a selective preparatory class.
- increase the freshman course hours.
- have professional English courses in the 2nd, 3rd and 4th grades.
- separate the freshman English classes according to the proficiency levels.
- charge freshman English courses with academic credits.

33. Which of the followings are given emphatically in the freshman courses?

(Mark the appropriate options for you):

- English grammar.
- Reading techniques (scanning, skimming, etc.).
- Listening techniques (taking notes, focussing on a word, etc.).
- Speaking practices.
- Writing formal and informal texts.
- Translation techniques.

34. Which language skills do you consider necessary for your students?

(Rank the following options in order of importance assigning number 1 as the most important).

- Reading
- Writing
- Speaking
- Listening
- Translation
- Technical vocabulary

35. Which of the following reading skills are necessary for your students?

(Rank the following options in order of importance assigning number 1 as the most important).

- To understand the main idea of the reading passage.
- To understand the reading passage in detail.
- To interpret the passage, understand the implied message.
- To make a summary.
- To re-express the information in diagrams and charts.

36. Which of the following writing skills are necessary for your students?

(Rank the following options in order of importance assigning number 1 as the most important).

- To write summaries and critiques.
- To write a paper on a specific topic.
- To write business proposals, reports or projects.
- To write or reply emails, letters, messages or notes.

37. Which of the following speaking skills are necessary for your students?

(Rank the following options in order of importance assigning number 1 as the most important).

- To make face-to face conversations.
- To talk on the phone.
- To make an oral presentation.

38. Which of the following listening skills are necessary for your students?

(Rank the following options in order of importance assigning number 1 as the most important).

- To understand native speakers.
- To understand daily speech.
- To understand a radio or T.V. program.
- To understand a dialogue.
- To understand seminars, conferences.

39. Which four of the followings cause difficulty for your students?

- lack of vocabulary
- lack of grammar
- lack of good pronunciation
- lack of self confidence
- lack of motivation and negative attitude toward English
- lack of chances to practice
- poor writing skill
- memorizing the structures
- low level of language proficiency

Thank you very much!

Appendix 4

Versiyon 2 Akademisyen Anketi

Sayın katılımcı,

Hacettepe Üniversitesi İngiliz Dili Eğitimi Bölümü Yüksek Lisans tezim için, Bozok Üniversitesi Mühendislik Mimarlık Fakültesindeki öğrencilerin İngilizce dil gereksinimleri konusunda araştırma yapmaktayım. Vereceğiniz bütün bilgilerin gizli tutulacağı bu anketin amacı, öğrencilerin ihtiyaçlarını belirlemek için gerekli bilgileri elde etmektir. Görüş ve deneyimleriniz bu araştırma ve sonuçları için çok yararlı olacağından soruları eksiksiz biçimde ve titizlikle cevaplandırmanızı diler zaman ayırdığınızdan dolayı şimdiden teşekkür ederim.

Yakup DAĞLI

Hacettepe Üniversitesi,

İngiliz Dili Eğitimi Bölümü-Yüksek Lisans Öğrencisi

Lütfen durumunuza uygun olan kutucuğu işaretleyiniz.

1. Cinsiyetiniz: Erkek: Bayan:

2. Akademik Ünvanınız:

Prof: Doç: Yrd. Doç: Öğrt. Görevlisi: Araştırma
Görevlisi:

3. İdari Göreviniz var mı?: Evet: Hayır:

4. Bölümünüz:

Makine Müh.: İnşaat Müh.: Mimarlık: Şehir ve Bölge Planlama:

5. Öğrenim hayatınız boyunca hiç İngilizce hazırlık eğitimi aldınız mı?

Evet: Hayır:

6. Öğrenim hayatınız boyunca hiç mesleki İngilizce eğitimi aldınız mı?

Evet: Hayır:

7. En yüksek puan aldığınız dil sınavı ve puanı nedir?:

Aşağıdaki sorular İngilizce ihtiyaç ve yeterlilikleri bakımından kendinizi değerlendirmeniz için sorulmuştur.

Soruları aşağıdaki ölçeği kullanarak ve görüşünüze uygun olan kısma "X" işaretleyerek cevaplayınız.						
5. Kesinlikle katılıyorum 4. Katılıyorum 3. Kararsızım 2. Katılmıyorum 1. Kesinlikle katılmıyorum		5	4	3	2	1
Bir akademisyen olarak İngilizceye sıklıkla ihtiyaç duyuyorum.						
Bir akademisyen olarak ihtiyacım olan İngilizce yeterliliğine sahibim.						
Öğrencilerimizin mesleklerinde başarılı olmaları için bölümümüzde mesleki İngilizce dersleri olmalı.						
Bölümümüzde mesleki İngilizce dersi verebilirim.						

Aşağıdaki sorular Bozok Üniversitesi, Mühendislik Mimarlık Fakültesindeki İngilizce eğitimi hakkındaki görüşlerinizi belirlemek içindir.

Soruları aşağıdaki ölçeği kullanarak ve görüşünüze uygun olan kısma "X" işaretleyerek cevaplayınız.						
5. Kesinlikle katılıyorum 4. Katılıyorum 3. Kararsızım 2. Katılmıyorum 1. Kesinlikle katılmıyorum		5	4	3	2	1
1	Öğrencilerimizin mesleklerinde başarılı olmaları için genel İngilizce bilmeleri yeterlidir.					
2	Öğrencilerimizin mesleklerinde başarılı olmaları için mesleki İngilizce bilmeleri gereklidir.					
3	Öğrencilerimiz meslekleri için gerekli İngilizce bilgisine sahipler.					
4	Öğrencilerimizin 1. sınıfta gördükleri İngilizce dersleri bölümümüz için tatmin edicidir.					
5	Öğrencilerimiz 1. sınıfta genellikle zorunlu olduğu için İngilizce derslerine giriyorlar.					
6	1. sınıfta İngilizce derslerinde aynı sınıfta farklı seviyelerde öğrenciler olması dersi olumsuz etkiler.					
7	Sadece öğrencilere sorulan sorular					
8						
9						
10						
11						
12						
13	1. sınıfta İngilizce derslerinde sınıfların kalabalık olması dersi olumsuz etkiler.					
14	Sadece öğrencilere sorulan soru					
15	Öğrencilerimiz, sonraki sınıflarda İngilizce dersi olmadığından 1. sınıfta öğrendiklerini unutuyorlar.					
16	Bozok Üniversitesi'nde verilen 3 saatlik genel İngilizce dersleri, öğrencilerin akademik ve mesleki İngilizce dil ihtiyaçlarını karşılamak için yeterlidir.					
17	Öğrencilerimiz 1. sınıfta gördükleri İngilizce sayesinde alanımızla ilgili İngilizce metinleri okuyup anlayabilirler.					
18	Öğrencilerimiz 1. sınıfta gördükleri İngilizce sayesinde alanımızla ilgili dinledikleri İngilizce bilgileri anlayabilirler.					
19	Öğrencilerimiz 1. sınıfta gördükleri İngilizce sayesinde alanımızla ilgili bir konuda İngilizce açıklama yapabilirler.					
20	Öğrencilerimiz 1. sınıfta gördükleri İngilizce sayesinde alanımızla ilgili bir konuda İngilizce rapor hazırlayabilirler.					

21	Öğrencilerimiz 1. sınıfta gördükleri İngilizce sayesinde alanımızla ilgili teknik terimlerin İngilizcesini biliyorlar.					
22	Bölümümüzün vereceği İngilizce nasıl olursa olsun yeterli olmaz, öğrencilerimizin tiyatro kulübü, okul gazetesi gibi ders dışı faaliyetlerle dil becerilerini geliştirmeleri gerekir.					
23	Öğrencilerimiz İngilizce seviyelerini geliştirmek için okul dışı çaba gösteriyorlar.					
24	Öğrencilerimizin mesleklerinde başarılı olmaları için gerekli İngilizceyi bölümümüz sağlamalı.					
25	Mesleki İngilizce dersi içeriği öğrencilerle birlikte belirlenmelidir.					
26	Mesleki İngilizce dersini İngilizce hocaları vermeli.					
27	Mesleki İngilizce dersini bölüm hocaları vermeli.					
28	Mesleki İngilizce dersi bölüm hocaları ve İngilizce hocaları işbirliğinde verilmeli.					
29	İngilizce derslerinde internet, televizyon, radyo, video, DVD gibi sesli, görüntülü materyaller kullanılmalı.					

30. Öğrencilerimizin bir mühendis/mimar adayı olarak (Sizce uygun olan birden fazla seçeneği işaretleyebilirsiniz).

1. () genel İngilizce bilgisine (temel dilbilgisi kuralları ve kelimelere) ihtiyaçları var.
2. () akademik İngilizceye (makale, tez, rapor yazmak ve okumak için) ihtiyaçları var.
3. () mesleki İngilizceye (teknik kelime bilgisi ve mühendislik/mimarlık ile ilgili dil becerilerine) ihtiyaçları var.
4. () yukarıdakilerin hepsine ihtiyaçları var.
5. () İngilizceye ihtiyaçları yok.

31. Öğrencilerimizin İngilizce öğrenmeleri neden gerekli? (Sizce uygun olan birden fazla seçeneği işaretleyebilirsiniz).

1. () Dünyanın her yerinden farklı kültür ve deneyimlere sahip insanlarla tanışmak için.
2. () Yurtdışında çalışabilmek için.
3. () Üniversitede akademisyen olabilmek için.
4. () Daha iyi bir iş sahibi olabilmek için.
5. () Mühendislik/mimarlık ile ilgili kaynakları araştırabilmek, okuyabilmek için.
6. () İngilizce hazırlanmış grafik, çizelge ve tabloları anlayabilmek için.
7. () İnterneti daha iyi kullanmak için.

32. Öğrencilerimizin İngilizce gereksinimlerini karşılamak için bölümünüzde: (Sizce uygun olan birden fazla seçeneği işaretleyebilirsiniz).

1. () zorunlu hazırlık sınıfı olmalı.
2. () seçmeli hazırlık sınıfı olmalı.
3. () 1. sınıftaki İngilizce ders saati artırılmalı.
4. () 2, 3 ve 4. sınıflarda mesleki İngilizce dersleri olmalı.
5. () 1. sınıftaki İngilizce sınıfları öğrencilerin İngilizce seviyesine göre ayrılmalı.
6. () 1. sınıftaki İngilizce derslerinin kredisi olmalı.

33. Sizce bölümünüzde 1. sınıftaki İngilizce dersinde aşağıdakilerin hangileri yeteri kadar verilmekte?

(Sizce uygun olan birden fazla seçeneği işaretleyebilirsiniz).

1. () İngilizce dilbilgisi kuralları
2. () Okuma teknikleri (detaylı okuma, göz gezdirme gibi)
3. () Dinleme teknikleri (not alma gibi, kelimeye odaklanma gibi)
4. () Konuşma pratiği
5. () Resmi veya gayri resmi metin yazma kuralları
6. () Çeviri teknikleri

34. Siz, öğrencileriniz için hangi dil becerilerinin gerekli olduğunu düşünüyorsunuz?

(Aşağıdaki seçenekleri, sizin için en önemli olana 1, en az önemli olana 6 yazacak şekilde önem sırasına göre sıralayınız).

1. () Okuma
2. () Yazma
3. () Konuşma
4. () Dinleme
5. () Çeviri
6. () Teknik kelimeler

35. Öğrencileriniz için hangi okuma becerileri gerekli?

(Aşağıdaki seçenekleri, sizin için en önemli olana 1, en az önemli olana 5 yazacak şekilde önem sırasına göre sıralayınız).

1. () Okuma parçasının ana fikrini anlamak.
2. () Okuma parçasını detaylıca anlamak.
3. () Okuma parçasını yorumlayabilmek, ima edilen mesajı anlayabilmek.
4. () Özet çıkarabilmek.
5. () Parçadaki bilgileri şema ve çizelgelerde gösterebilmek.

36. Öğrencileriniz için hangi yazma becerileri gerekli?

(Aşağıdaki seçenekleri, sizin için en önemli olana 1, en az önemli olana 4 yazacak şekilde önem sırasına göre sıralayınız).

1. () Özet ve eleştiri, kritik yazabilmek.
2. () Belirli bir konu hakkında makale yazabilmek.
3. () İş teklifleri, raporlar, projeler yazabilmek.
4. () E-mail, mektup, mesaj veya notları cevaplayabilmek.

37. Öğrencileriniz için hangi konuşma becerileri gerekli?

(Aşağıdaki seçenekleri, sizin için en önemli olana 1, en az önemli olana 3 yazacak şekilde önem sırasına göre sıralayınız).

1. () Yüz yüze konuşmalar yapabilmek.
2. () Telefonda konuşabilmek.
3. () Sözlü sunum yapabilmek.

38. Öğrencileriniz için hangi dinleme becerileri gerekli?

(Aşağıdaki seçenekleri, sizin için en önemli olana 1, en az önemli olana 5 yazacak şekilde önem sırasına göre sıralayınız).

1. () Anadili İngilizce olanları anlayabilmek.
2. () Günlük bir konuşmayı anlayabilmek.
3. () Radyo veya televizyon programlarını anlayabilmek.
4. () Diyalogları anlayabilmek.
5. () Seminer veya konferans anlayabilmek.

39. Aşağıdakilerden öğrencileriniz için en problemlili olan 4 tanesini işaretleyiniz.

1. () kelime eksikliği
2. () dilbilgisi eksikliği
3. () kötü telaffuz
4. () kendine güven eksikliği
5. () motivasyon eksikliği ve İngilizceye karşı olumsuz tutum sahibi olma
6. () pratik yapma şansı olmaması
7. () yazma becerisi yetersizliği
8. () kural ve yapıları ezberleme
9. () yetersiz İngilizce bilgisi

Teşekkür ederim.

ÖZGEÇMİŞ

Kişisel Bilgiler

Adı Soyadı : Yakup DAĞLI
Doğum Yeri ve Tarihi : Yenifakılı/YOZGAT- 1983

Eğitim Durumu

Lisans Öğrenimi : Hacettepe Üniversitesi, Eğitim Fakültesi
İngiliz Dili Eğitimi, 2005
Yüksek Lisans Öğrenimi : Hacettepe Üniversitesi, Eğitim Fakültesi
İngiliz Dili Eğitimi, 2011
Bildiği Yabancı Diller : İngilizce

İş Deneyimi

Çalıştığı Kurumlar : Yerköy Fatih İlköğretim Okulu, 2005–2007
: Bozok Üniversitesi, Okutman, 2007-Halen

İletişim

E-Posta Adresi : yakup.dagli@yahoo.com

Tarih : 13.01.2011