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YABANCI DİLLER EĞİTİMİ ANA BİLİM DALI
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İSTANBUL SABAHATTİN ZAİM ÜNİVERSİTESİ
ZORUNLU YABANCI DİL HAZIRLIK PROGRAMI

ÖĞRENCİLERİNİN
İNGİLİZCE DİLİ İHTİYAÇ ANALİZİ

YÜKSEK LİSANS TEZİ

İsa Kar

İstanbul

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T.C.
ISTANBUL SABAHATTİN ZAIM UNIVERSTY
INSTITUTE OF SOCIAL SCIENCES
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ENGLISH LANGUAGE TEACHING

AN ENGLISH LANGUAGE NEEDS ANALYSIS OF
OBLIGATORY ENGLISH PREPARATORY PROGRAM
STUDENTS AT
ISTANBUL SABAHATTIN ZAIM UNIVERSTIY

MASTER'S THESIS

İsa Kar

Danışman: Yrd. Doç. Dr. A. Kasım VARLI

Istanbul

December, 2014

Sosyal Bilimler Enstitüsü Müdürlüğüne,

Bu çalışma jürimiz tarafından İngiliz Dili Eğitimi Anabilim Dalında YÜKSEK
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Yukarıdaki imzaların, adı geçen öğretim üyelerine ait olduğunu onaylarım.

Prof. Dr. Bülent Arı
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PREFACE

In Turkey, English-medium instruction is expanding especially in secondary education and in the institutions of higher education. English is generally considered to be a tool which differentiates one university from the others. Therefore, in order to catch up and compete with the world standards and provide good education for their students, the English Preparatory Programs at universities in Turkey should conduct a needs analysis, as an important prerequisite, to identify the various needs of the students and the prioritize of those needs.

However, in most of the English Language teaching programs in our country, learners at all levels usually are exposed to more than the learners really need, such as extensive grammar or long lists of vocabulary which are not suitable to realize the goals of the learners. Worse than this, these learners are taught productive skills of speaking and writing much less than they actually need. In order to enable students gain these productive skills appropriately, the preparatory programs must take into consideration the real needs of the students.

Since the 2010-2011 academic year, Istanbul Sabahattin Zaim University (IZU) has been teaching English to its students in the department of Business Management, Politics and International Affairs and English Language Teaching. The main objective of this study is to find out the English language learning needs of the students in the preparatory program at IZU. The identification of these needs is based on the perceptions of the first year and second year students who completed the obligatory English preparatory program and have started to study in their departments and their departmental instructors.

This study will help the teachers in the English preparatory program at IZU become more aware of the language needs of their students and assist them in curriculum planning that will match the students' expectations and needs. Also, it is thought that the study will be helpful in setting the coordination between the teachers of the preparatory program and the departmental instructors. As a result, the students will be better equipped with their prospective language needs in their

occupational as well as academic life. This study may also help teachers become aware of the difficulties which their students encounter while using the language. Moreover, it will help us to determine the points of the program that need improving and we will offer possible solutions for the directors of the program so that they could deal with these problems.

ÖZET

İSTANBUL SABAHATTİN ZAİM ÜNİVERSİTESİ ZORUNLU İNGİLİZCE HAZIRLIK PROGRAMI ÖĞRENCİLERİNİN İNGİLİZCE DİLİ İHTİYAÇ ANALİZİ

İsa Kar

Yüksek Lisans, İngiliz Dili Eğitimi

Tez Danışmanı : Yard. Doç. Dr. A. Kasım VARLI

Aralık 2014, 140 Sayfa

Bu çalışmayla İstanbul Sabahattin Zaim Üniversitesinin zorunlu İngilizce hazırlık program öğrencilerinin İngilizce Dili gereksinimlerinin saptanması amaçlanmıştır. Bu gereksinimlerin saptanabilmesi için üç farklı kaynak grup kullanılmıştır. Bu kaynak gruplar 50 adet birinci sınıf öğrencisi, 20 adet ikinci sınıf öğrencisi ve 10 adet bölüm öğretim elemanlarından oluşmaktadır.

Sözü edilen üç gruba 25 adet soru maddesinden oluşan bir anket uygulanmıştır. Her bir anket maddesi kendi içerisinde numaralandırılmamış alt maddeleri barındırmaktadır. Anket soru maddeleriyle İngilizce öğrenmenin gereksinimi, yabancı dil becerileri ve alt becerileri, hazırlık öğretmenlerinin yeterliliği, hazırlık programında kullanılan eğitim araç ve gereçlerinin öğrencilerin beklentilerini ne kadar karşıladığı ve öğrencilere alan dilinin terminolojisinin ne kadar verilip verilemediğidir. Ankette üç tür soru çeşidinden yararlanılmıştır. Bunlardan birincisi Likert tipi soru ölçeğidir. Bu ölçekteki soru türlerinin ortalama skorları ve standart sapmaları bulunmuştur. İkinci soru türü çoktan seçmeli sorular ve üçüncü soru tipi is kapalı uçlu soru türleridir. Bu soru türlerinin ise frekans ve yüzdelikleri alınmıştır. Ayrıca bu üç soru türünde aritmetik ortalama değerleri oluşturulan tablolarda verilmiştir.

Uygulanan analizler sonucunda şu bulgulara varılmıştır. Hazırlık eğitiminde konuşma ve yazma becerilerine daha fazla önem verilmeli, alan terminolojisi uzman

kişiler tarafından verilmeli, yaz tatilinde öğrencilere yıl boyunca öğrendiği dili unutmaması için ders sayısının daha az olduğu bir İngilizce yaz kursu sunulmalıdır. Ayrıca, öğrencilerin dil ihtiyaçlarının daha iyi karşılanması için bölüm hocaları ve hazırlık hocalarının arasındaki işbirliği artırılmalıdır.

ABSTRACT MASTER THESIS

AN ENGLISH LANGUAGE NEEDS ANALYSIS OF OBLIGATORY ENGLISH PREPARATORY PROGRAM STUDENTS AT ISTANBUL SABAHATTIN ZAIM UNIVERSTIY

İsa Kar

Supervisor: Assist. Prof. Dr. A. Kasım VARLI

2014- 140 Pages

This study intended to investigate the English language needs of the Obligatory Preparatory program students at IZU. In order to identify the perceived needs, the data were gathered from three different groups of informants; that is, 50 freshmen, 20 sophomores, and 10 departmental instructors at IZU.

The three groups, from their own point of views, responded to a 25-item structured questionnaire consisting of five categories, the need for English, four language skills and sub-skills, instructional materials, competence of the instructors at the prep department and focus on departmental terminology. The data for this study were collected via questionnaires and were analyzed through SPSS.17. In this study, three kinds of questions in the questionnaires were used. One of them is Likert-scale whose mean scores and standard deviations were calculated and then arithmetic mean of each item is given at the end. Second question type is multiple choice questions and the third one is closed-ended questions both of which the frequencies and percentages were taken. Also, as in the Likert-scale questions, arithmetic means of multiple choice questions and closed-ended questions were given at the end.

After the analysis it was understood that speaking and writing skills should be given more importance, field terminology should be given by specialists and a summer course with shorter hours should be offered to learners so that they should not forget English during summer holiday. Also, cooperation between departments and prep program should be enhanced to meet students' language needs better.

AUTHOR'S DECLARATION

I hereby declare that this thesis is my unaided work and that I have given full acknowledgement in the content and in the bibliography to the resources I have used, and that this thesis has not been submitted for any other degree or award.

Signed ……………………………………….   Date: 19.12.2014

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terminology for their subject?

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LIST OF ABBREVIATIONS AND ACRONYMS

CEFR: Common European Framework

EAP: English for Academic Purposes

EGP: English for General Purposes

EFL: English as a Foreign Language

ESP: English for Specific Purposes

IZU: Istanbul Sabahattin Zaim University

IZUSFL: Istanbul Sabahattin Zaim University School of Foreign Languages

SD: Standard Deviation

$\bar{\mathbf{x}}$**:** Mean Score

CHAPTER 1

INTRODUCTION

1.1. Introduction

Human beings have been involved in the struggle of language learning either in order to know a target culture closely or for the purpose of education or for international relations. Whatever the main aim is, functional or educational, the endeavor of mankind to learn a foreign language dates back to ancient Romans. When the historical development of foreign language education is examined, the resources available show that the first language education occurred with the attempt of Roman children to learn Greek in the second century B.C. The learners began to study the written texts after being instructed in Greek letters, syllables and vocabularies (Schmidt, 2000; Smith, 1990).

Having understood the importance of learning a second language, the Roman parents employed babysitters, Greek slaves or teachers to make them teach Greek to their children. As a result, they created opportunities for their children to speak Greek in addition to Latin (Bowen et. al., 1985). The roots of foreign language education go back to the second century B.C., and it has so far been given with different approaches, techniques and methods so as to cater for the needs of learners.

About one century ago, when the term foreign language education was pronounced, the first thing that came into the minds of people was to learn and teach the written texts. More recently, practical usage of foreign language formed the basis of language education. In order to be successful in language learning and teaching, several methods were developed. However, in this chapter, we are going to deal with the most outstanding ones.

The first method was the Grammar Translation Method (GTM). It was designed to teach the written form of the language such as grammar and writing. Grammar-translation classes are usually conducted in the students' native language. Grammar rules are learned deductively. Students learn grammar rules by rote learning, and then practice these rules by doing grammar drills and translating sentences to and from the target language. More attention is paid to the form of the sentences being translated than to their content. When students reach more advanced levels, they may translate entire texts from the target language. Tests often consist of the translation of classical texts. There is not usually any listening or speaking practice, and very little attention is placed on pronunciation or any communicative aspects of the language. The skill exercised is reading, and then only in the context of translation (Rippa, 1971; Rivers, 1981; Richards & Rodgers, 2001).

The second method that was developed was the Direct Method. It is sometimes called the natural method. It was established in Germany and France around 1900's as a reaction to traditional language teaching methods such as Grammar Translation and has stark contrast with it. In a Direct Method class, the teacher, from the very beginning, refrains from using the learners' native language and uses only the target language. It was adopted by key international language schools such as Berlitz and Inlingua in the 1970s. In general, in a Direct Method class, teaching focuses on the development of oral skills. (Blair, 1982; Krashen & Terrell, 1983; Nagaraj, 1996; Mukalel, 2005; Bailey, 2006; Richards & Rodgers, 2014).

A third language teaching method is the Audio-Lingual Method, also known as the Army Method. With the entry of the US into the World War II in many fronts, the army needed personnel who could speak and understand the languages of the countries in which they were. As a result, the army invited American universities to find a method that would teach soldiers the languages easily and quickly. The end product was the Army Method which was evolved into the Audio-Lingual Method. The audio-lingual method is based on behaviorist theory, which claims that certain traits of living things, and in this case humans, could be trained through a system of reinforcement— the correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback. This approach to language learning was similar to the earlier Direct Method. Like the Direct Method,

the Audio-Lingual Method claimed that students should be taught a language directly, without using the students' native language to explain new words or grammar in the target language. However, unlike the Direct Method, the Audio-Lingual method did not focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar (Harmer, 2001; Mukalel, 2005; Richards & Rodgers, 2014).

Total Physical Response (TPR) is the fourth distinctive method. TPR is a language teaching method developed by James Asher. It is based on the coordination of language and physical movement. In TPR, instructors give commands to students in the target language, and students respond with whole-body actions. Grammar is not taught explicitly, but can be learned from the language input. TPR is a valuable way to learn vocabulary, especially idiomatic terms, e.g., phrasal verbs. Asher developed TPR as a result of his experiences observing young children learning their first language. He noticed that interactions between parents and children often took the form of speech from the parent followed by a physical response from the child. Asher made three hypotheses based on his observations: first, that language is learned primarily by listening; second, that language learning must engage the right hemisphere of the brain; and third, that learning language should not involve any stress. Total physical response is often used alongside other methods and techniques. It is popular with beginners and with young learners, although it can be used with students of all levels and all age groups (Asher, 1969; Asher, 1996; Larsen-Freeman, 2000; Rosenthal, 2000).

The Silent Way is another language-teaching method that was created by Caleb Gattegno. It makes extensive use of silence as a teaching technique. The method emphasizes the autonomy of the learner; the teacher's role is to monitor the students' efforts, and the students are encouraged to have an active role in learning the language. Pronunciation is seen as fundamental; beginning students start their study with pronunciation, and much time is spent practicing it each lesson. The Silent Way uses a structural syllabus, and structures are constantly reviewed and recycled. The choice of vocabulary is important, with functional and resourceful words seen as the best. Translation and rote repetition are avoided and the language is usually practiced in meaningful contexts. Evaluation is carried out by observation, and the

teacher may never set a formal test (Gattegno, 1963; Larsen-Freeman, 2000; Richards & Rodgers, 2014).

Another popular method is Suggestopedia. It is a teaching method developed by the Bulgarian psychotherapist Georgi Lozanov. It is used mostly to learn foreign languages. It strongly depends on the trust that students develop towards the method by simply believing that it works. The theory applied positive suggestion in teaching when it was developed in the 1970s. However, as the method improved, it has focused more on desuggestive learning. Lozanov intended it in the sense of offering or proposing, emphasizing student choice (Larsen-Freeman, 2000; Harmer, 2001; Mukalel, 2005; Richards & Rodgers, 2014).

The most recent method is Communicative Method. This method could be said to be the product of educators and linguists who had grown dissatisfied with the audio-lingual and grammar-translation methods of foreign language instruction. They felt that students were not learning enough realistic, whole language. They did not know how to communicate using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the target language. Interest in and development of communicative-style teaching grew rapidly in the 1970s; authentic language use and classroom exchanges where students were engaged in real communication with one another became quite popular (Littlewood, 1981; Dolle & Willems, 1984, Larsen-Freeman, 2000; Richards & Rodgers, 2014).

In the recent times, the communicative approach has been adapted to the elementary, middle, secondary, and post-secondary levels, and the underlying philosophy has generated different teaching methods known under a variety of names, including notional-functional, teaching for proficiency, proficiency-based instruction, and communicative language teaching. Communicative language teaching makes use of real-life situations that require real-life communication. The teacher sets up a situation that students are likely to encounter in real life. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics (Littlewood, 1981; Swan, 1985; Rosenthal & Sloane, 1987; Pica, 1988; Larsen-Freeman, 2000; Richards & Rodgers, 2014).

As seen in the brief history of various language teaching methodologies, starting from the late 1960's, the language itself and the teacher were decentralized in language teaching and the learners were put into the center while preparing the content, course-book, syllabus and lesson plans. Thanks to the developments and innovations in language teaching methods, the importance of the learners in the educational process has been recognized and appreciated better. The focus in language teaching has changed from the nature of the language to the students. That is to say, the learner is seen as the center of learning and teaching.

One of the most outstanding contributions of these language teaching methods is the conclusion that the purpose of language learning may change from person to person. In other words, the language teachers started to realize that while some students need to master receptive skills of listening and reading, others may be in need of mastering the productive skills of speaking and writing. Bearing this in mind, it has recently become a well-known fact in the language education that learners may have different needs and interests, which have an important effect on their motivation to learn and on the effectiveness of their learning (Hutchinson & Waters, 1987). For instance, Brindley (1989) claims that a language teaching program should pay attention to learners' needs as the principle of learner-based system of language learning.

According to Macalister & Nation (2013), in formal education, a curriculum is the planned interaction of learners with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives. In a learner-based approach to curriculum design, learners are asked about the curriculum, and their needs and wants are taken into consideration. The resulting curriculum is thus a collaborative effort between teachers and learners, since learners are closely involved in the curriculum design, and even how it is taught (Nunan, 1988). In other words, learners are becoming the main determining factor in the preparation and arrangement of the language teaching program. This contribution of the learners to the language teaching program can create a better learning atmosphere, as well as increased motivation since they are actively taking part in curriculum and the program design. A learner-centered curriculum creates an environment in which learners can take initiative in choosing how and what they want to learn. On the other

hand, in terms of applicability, it is rather difficult for a language program to involve the newly enrolled students in the curriculum preparation process for several reasons.

First of all, students may not be aware of their own English language needs at the very beginning of their university education. Since they do not have any experience with their departments before, they may not be aware of the expectations of their departments including the knowledge of English. Hence, even if the students involve in determining the curriculum at the preparatory program, the data that are gathered from them may not be enlightening. Secondly, most of the students may be inclined to choose the easier curriculum which will not contribute that much to their language improvement. They may require seemingly difficult parts of language program to be removed for fear of failure. For example, if a curriculum entails the learners to actively involve in the language learning program through various language activities and assignments, this may discourage the students and they may want these productive parts of the language program to be eliminated from the curriculum. However, in the long term, this may hinder the progress of the students in the language. For these reasons, the best way to include the students in the program is to conduct a needs analysis after they successfully complete the program and have some experience with English at their departments. Otherwise, the needs analysis study could cause lots of detriments rather than benefits to the language program.

The aim of this study is to identify the English Language needs of preparatory students at the Preparatory Program of IZU. In order to identify the perceived needs of preparatory class students, the study will gather data from three different groups of informants: 50 first year students, 20 second year students and 10 departmental instructors. The main reason for a low number of participants in this study is that the number of these departmental students and instructors are limited. Because IZU started to accept students in the 2010-2011 academic year. The number of the students enrolled in these departments so far has been low. Another reason is that the syllabus design and the management system of the obligatory preparatory program at IZU was totally changed in the second semester of the 2012-2013 academic year. For this reason, the students who had studied at prep program prior to that time have not been included . The three groups, from their point of views, will respond to a 25-item structured questionnaire consisting of five categories: students' need for English

language, language skills and sub-skills, instructor competency, instructional materials, and focus on field jargon. The questionnaire will be developed from the needs assessment studies done earlier. Then, the data gathered from the three different groups of informants will be analyzed and the results will be interpreted. Based upon the findings, several recommendations will be made to enhance the present English language instruction as a foreign language in the preparatory program at IZU.

1.2. Rationale of the Study

Soon after the new government in Turkey came to power in 1983, a lot of important changes in all aspects of life in Turkey took place. Since then organizations in the public and private sectors, industries, education, and economy have been altered dramatically. This period is commonly believed to be a turning point in the social, economic and educational life in Turkey. The developments that occurred in these areas naturally raised a demand for more qualified people which was felt deeply by both private and public sectors. Among those qualifications, English has become the most sought requirement and for this reason, people became more conscious about the importance of English in time. Right now, in Turkey, in order to get a high-status job in the private sector, literacy in English has become a prerequisite (Varlı, 2001).

Also, in today's world, English has been indispensable to be successful in a career or in academic life or business life. Since most schools and companies demand that students and employees be proficient in English, learners try to learn English for their fields. Kaur & Khan (2010) claim that English has become very important in today's globalized era, where most people use a variety of means in order to communicate with each other. This echoes Gao (2007), who states that the ongoing expansion in international communication in various fields and the globalized economy has led to a need for English for the people who want to take part in these areas.

However, Long (2005) claims that in English Language teaching programs, learners at all levels usually learn more than they really need, such as extensive

grammar or long lists of vocabulary which are not used that much in their fields of study. What is more, these learners are taught less productive skills of speaking and writing than they actually need. Therefore, most universities at their prep programs should give more importance to productive skills which are going to be the most required skills when the learners start their careers after graduation.

In order to be able to enable the students to gain these productive skills appropriately, the prep programs must take into consideration the students' needs. West (1994) sees needs analysis as a key instrument in course design for language teaching. Purpura & King (2005) argue that in order to prepare an effective program, it is necessary to perform needs analysis, which helps to gather information about what the learners' needs are during the second or foreign language learning process.

With respect to the prep school program evaluation studies which are done in Turkey, firstly, Gerede (2005) evaluated two different programs in a preparatory program and compared two groups of students: students who completed the preparatory language program with the old language teaching curriculum in the 2002-2003 academic year and students who completed the preparatory language program with a renewed language teaching curriculum in the 2003-2004 academic year. The researcher collected the necessary data through a questionnaire for both student samples. The main analysis indicated that the renewed program was significantly better in meeting students' needs. However, since the departments were constrained only to five academic departments at both times, the results of the study may not be generalized to other disciplines.

Secondly, Tunç (2010) evaluated an English language teaching program at a public University using CIPP model (context, input, process and product). The English program of the preparatory school was based on A, B and C levels. Tunç, in this study, evaluated students' perceived skill competencies across many background variables and examined students' opinions concerning materials, methods, assessment and teachers. Tunç collected the necessary data trough a questionnaire, interviews and written documents. While students stated that the four skills were emphasized by the program, teachers maintained that more time should be allocated to speaking and listening skills.

Kırkgöz (2009) performed a multi-dimensional needs analysis at a university in Turkey and suggested that five major innovative changes need to be established to a new program. She set the goals and objectives and implemented and evaluated them. She obtained positive results, which she attributed to the new program designed after the needs assessment. Additionally, Akyel & Ozek (2010) investigated students' needs for the improvement of a preparatory program at a university in Turkey. Questionnaire and interview findings showed that speaking abilities of learners were ignored by language teaching programs and that language classes were teacher-centered.

Based on what has been discussed above, this study aims to unveil the real English language needs of the students at the preparatory program of a foundation university in Istanbul. It also aims to determine the need for language skills and sub-skills, instructor competency, instructional materials, and focus on field terminology. Specifically, the findings of the study will be useful at redesigning the existing English language teaching program for the coming academic years.

1.3. Statement of the Problem

In Turkey, English-medium instruction is expanding especially in secondary education and in the institutions of higher education. English is generally considered to be a tool which differentiates one university from the others (Kılıçkaya, 2006). Therefore, in order to catch up and compete with the world standards and be sufficient for its students, the English Preparatory Program at IZU should conduct a needs analysis, as an important prerequisite, to identify students' various needs and the priorities of these needs.

Since the foundation of the university in the 2010-2011 educational year, the departments of Business Management, Political Sciences and International Affairs and English Language Teaching at IZU require a one-year obligatory English preparatory education for their newly admitted students who fail in the Proficiency and Placement Test given to students before they start their departments. There are two important reasons for this requirement. The first is the fact that English is the

lingua franca in science and technology. The second reason is to prepare students for their occupational as well as academic life.

At the English Preparatory Program at IZU, The Common European Framework for Languages (CEFR) is used. It is a guideline used to describe achievements of learners of foreign languages across Europe and, increasingly, in other countries such as Turkey, Colombia and Egypt. Its main aim is to provide a method of learning, teaching and assessing which applies to all languages in Europe. The CEFR describes 6 levels of language ability from A1 for beginners up to C2 for those who have mastered a language. The CEFR is used by organizations all over the world as a reliable benchmark of language ability. At the obligatory English preparatory program at IZU, there are four quarters which are A1 for beginners, A2 for elementary students, B1 for intermediate learners and B2 for upper intermediate students. Each quarter lasts for two months. At the end of each quarter, students are given a quarter-end test. The aim of this test is to test students in terms of four basic skills (listening, reading, speaking and writing) and usage of language which aims to test students' knowledge of grammar and vocabulary The weight of this part of the examination is 70% in the total achievement. Besides this exam, teachers give marks to the students according to their in-class performance and portfolios. This part makes up 30% of the total achievement. Students who get 70 out of 100 at the end of one quarter pass to the next quarter. The learners who complete the four quarters successfully have the right to start their departments without taking any extra proficiency exam. However, if a student starts from A2 at the very beginning of the educational year and completes the B1 and B2 quarters successfully in the first three quarters, he/she may demand C1 (advanced level) from the administration. If the number of the students who want to study C1 is ten (10), the administration mostly opens C1 level for those learners.

The aim of the preparatory program at IZU is to teach the students a foreign language which they will need during their education in their departments and in their future careers. Thus, the students of English preparatory program are taught General English. However, this gives rise to some troubles for the learners. Although the students at the preparatory program are taught General English, the students of different faculties have different needs. For this reason, after the students' insufficiencies in General English are dealt with in the first three quarters (A1, A2

and B1) in the preparatory program, at the beginning of the fourth quarter (B2), students from the same departments should be placed in the same classrooms and their courses should be planned according to the needs of their departments and to the priorities of these needs. Owing to this, the students' needs should be considered while developing the curriculum. The curriculum could include sources or materials which are related to the students' major in the undergraduate program and their prospective recruitment. In other words, classroom tasks should reflect the requirements that students will encounter throughout their undergraduate education and occupational life.

Furthermore, ideally, in language teaching programs, the students should be placed according to their departments. In other words, students who are from the same departments and have more or less the same language level should share the same classrooms. However, the most outstanding problem at the School of Foreign Languages at IZU is that the students who get similar grades out of the Placement Test are placed in the classrooms at the prep program regardless of their departments. The same curriculum is applied to all students from different departments. This means that the language needs of the students was not considered when designing the curriculum, and there is no collaboration between the instructors in the departments and the language teachers at IZU School of Foreign Languages (IZUSFL). As a result of lack of collaboration between departmental instructors and prep program teachers, and needs of students are not taken into consideration, it is highly possible that the students at the prep program will lose their motivation and develop negative attitudes towards language learning.

Moreover, students who attend the one-year obligatory prep program complete the program in the second week of June. They leave the school for the summer holiday for at least three months. During this holiday, many of those students do not study English at all. Thus, by the time they start their departments at the beginning of the next educational year, they will have forgotten much of English. This is another problem that poses great threat to the success of the English prep program. The existence of such a risk indicates that IZU School of Foreign Languages (IZUSFL) has not conducted a needs analysis for the learners. Otherwise, throughout the year, they would have implemented a course which is designed in accordance with the real needs of the learners in order to avoid such a problem. In

other words, the prep program would have given a summer language course to its students in order to evade such risks to arise.

The main aim of this study is to find out the English language needs of the students in the English preparatory program at IZU. The identification of these needs is based on the perceptions of the first year and second year students who completed the obligatory English preparatory program and have started to study in their departments and the perceptions of their departmental instructors. This study will help to clarify the objectives and goals of the English preparatory program, and assist teachers in curriculum planning that will match the students' expectations and needs. Also, it will help the prep curriculum get rid of some other troubles that are mentioned above.

1.4. Research Questions

This study will seek to find answers to a number questions. The first of these questions explores the students' language needs at the English language preparatory program at IZU. As stated above, the students at the English prep program are going to study at different faculties after completing their English preparatory education successfully. Naturally these students may have different expectations and goals from the prep program. The main objective of the first question is to find out the real language needs of these students. For this reason the first question is:

What are the English language needs of the students in the one-year obligatory English preparatory program at IZU?

The second question is concerned with four skills of the language. As it is well-known, while faculties of some students may entail the mastery of receptive skills of reading and listening, other faculties could require their students to master the productive skills of speaking and writing. Also, this question attempts to discover the role of translation which many language teachers resort to in the language teaching process. This question will try to elicit from the respondents the degree of importance of four language skills and translation depending on the perceptions of three different informant groups who will get involved in this research. Hence, the second question is:

What are teachers' and students' conceptions of the importance of four language skills (reading, writing, listening, speaking), and translation at the English preparatory program of IZU?

For language teachers and administrators at the prep program, it must be very difficult to arrange the course materials including the main course book, skill books and other additional materials that are given to students who have different expectations from the preparatory program. Constituting the core of the language program, these course materials have a crucial role in determining the success of the preparatory program. The third question aims to unveil the effectiveness of the course materials. Thus, the third question is:

How effective are the course materials that are used at the English preparatory program at IZU?

If the teachers are capable of teaching the language, then it is no doubt that all parties involved in language learning/teaching will be satisfied with the language teaching program. If it is not case, a fiasco may await all sides; teachers, administrators and learners. Therefore, the fourth question is:

How proficient are the instructors that are teaching at the English preparatory program at IZU?

Although the aim of the prep program at IZU is to teach its students General English, the students and departmental instructors not unexpectedly expect from the language program to provide the learners some English for Academic Purpose (EAP). As stated above, the administration could make some arrangements in an attempt to let the learners gain some terminology regarding their majors. Therefore, the main goal of the fifth question is:

To what extent is EAP taught to the students at the preparatory classes at IZU?

1. 5. Significance of the Research

Although some needs analyses have been reported in the literature in Turkey, almost all of them have been done in the state universities. This study is designed to

determine the needs of the students at a foundation university in Istanbul. Moreover, all of those studies are for English for Specific Purposes (ESP) in various state universities, including a needs analysis of the freshman reading course at Middle East Technical University (Akar, 1999) and the English language needs of management students at the Faculty of Political Sciences at Ankara University (Atay, 2000). It is clear that the needs of the students of foundation universities could be rather different than those who study at the state universities for several reasons. For example, while the students in state universities may prefer to learn English for academic purposes, the students in foundation universities may want to learn English for occupational reasons. Moreover, most of the students in state universities may prefer to learn English to work for the public sectors. On the other hand, students in foundation universities usually tend to learn a foreign language in order to find a good job in private sectors or to work for their family-owned businesses. In other words, while English language needs of students in the state-owned universities may pertain to public sectors, language needs of the foundation university students mostly pertain to private sectors. Therefore, one factor for the importance of this study is that this research will shed light on the real language needs of students at a foundation university in Istanbul, Turkey.

It is doubtless that the success of a program depends on meticulous planning, development, implementation and evaluation that should involve the contribution and collaboration of a wide range of stakeholders who are directly or indirectly affected by the program. The English preparatory program at IZU consists of students from different departments with their own needs, and these students attend the language program in the same classrooms. The identification of students' needs, goals and the success of the program in catering for these expectations will help all the parties who take part in curriculum design, syllabus design and choice of the course materials. If the students take active part in designing the language teaching program through a needs analysis, these students will feel that they are becoming a part of the program. This will increase their motivation to a great extent. To put it differently, another basis for the importance of this study is that the results of this study are expected to help reshape the curriculum and teaching materials. If students know that all of these alterations are done partly with the help of their own

contribution, they will embrace the program, and do their best in order to be successful.

Furthermore, the study will help the teachers in the English preparatory program at IZU become more aware of the language needs of their students. Also, the study will be helpful in setting the coordination between the teachers of the preparatory program and the departmental instructors. By this means, the students will be better equipped with their prospective language needs in their occupational as well as academic life. This study may also help teachers become aware of the difficulties which their students encounter while using the language.

1.6. Outline of the Study

The study consists of five chapters. The first chapter introduces the study, and presents its purpose, states the research questions, and outlines the objectives that it endeavors to achieve. Chapter 2 reviews the relevant literature. This chapter presents a review of literature on needs analysis. It starts with the definition of need, needs analysis and needs assessment. Then, it moves to explore the functions of needs analysis, problems that a needs analyst may encounter in the process of needs analysis and the importance of needs analysis, and tries to find an answer to the question who should identify the needs of the students in a language program? And then, the steps, approaches and methodologies in needs analysis will be discussed in detail. Next, definitions of curriculum will be presented. Finally, a detailed discussion about the relevance between curriculum development and needs analysis will be made.

Chapter 3 is the methodology chapter. This chapter presents the methodology of the study. It includes the participants who take part in the research, instruments that are used to collect data, methods and procedures to be used in data collection and interpretation, and the stages in the data collection.

Chapter 4 presents the findings of the study. First, the chapter will elaborate on the responses of the students and departmental instructors to the first question: What are the English language needs of the students in the one-year obligatory English preparatory classes at IZU? Secondly, it will analyze the findings about the

second question: What are teachers' and students' conceptions of the importance of four language skills (reading, writing, listening, speaking), and translation at the English preparatory program of IZU? Next, it presents the findings of the third question: How effectual are the course materials that are used at the English preparatory program at IZU? Then, the chapter is going to discuss the findings of the fourth question which is about the proficiency of the instructors at the prep department at IZU. And finally, the chapter is going to evaluate the findings of the last question: To what extent is the EAP taught to the students at the preparatory program at IZU?

Chapter 5 will sum up the findings of the study. In this chapter, the findings of each category in the chapter 4 will be discussed and some conclusions about these findings will be drawn. Some possible solutions will be offered for the detected problems of the preparatory program. And then, a final conclusion of the study will be made. Finally some recommendations will be given for further studies in the needs analysis studies.

1.7. Limitations of the Study

This study was conducted only with the students who studied one year obligatory English preparatory program at Istanbul Sabahattin Zaim University. Hence, the results of the study are applicable only to the students at this university. Moreover, for this study, the data were gathered from 50 first year students and 20 second year students and 10 departmental instructors. For this reason, it is rather difficult to be able to generalize the results to the nation-wide preparatory students at universities in Turkey. The main reason for low number of informants in this study is because that the number of these departmental students and instructors were limited. Another reason is that the system of the obligatory preparatory program at IZU was totally changed in the second semester of 2012-2013 education year. For this reason, we were not able to include the students who studied at prep program prior this education year.

Another limitation of the study is that interviews are not conducted with the students. It is clear that students will be able to express their opinions better with oral

communication and more specific information could be gained through personal interviews. The researcher can reach to more detailed and accurate data after talking to both students and teachers in private. The underlying cause of this application is because that the researcher worked at IZU Prep School for three years, therefore, he thought personal interviews are not that necessary. Because he was all the time in contact with both departmental instructors and prep program graduates in the meantime. By this means, he was able to acquire the data about drawbacks and strong points of the program.

1.8. Definitions of Terms

A University Preparatory Program: In the English-medium universities in Turkey, this is a one-year program of English preparation taken by students before they begin their regular academic program in the university.

Communication Strategies: They are the strategies used by the learners to compensate for breakdowns in communication. With the help of communication strategies, learners make repairs, cope with imperfect language and sustain communication (Brown 2000).

Curriculum: Curriculum is a process of activities, which aim to strengthen educational programs so that students will have improved learning opportunities. (Brown, 1995; Nunan, 1999).

Curriculum Development: Curriculum development is a process of planning, diagnosing needs, and selecting of content, materials, and method and evaluating the curriculum. (Brown, 1995; Nunan, 1999).

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 (Long, 2005).

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

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

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 (Reviere, 1996).

Learner-Centered Instruction: This term refers to the techniques that focus on the learners' needs, styles and goals, and that give some control to the student. The curriculum is the outcome of the cooperation between the students and teachers. In a learner-centered instruction, techniques promote student creativity and innovation besides developing student's sense of competence and self-confidence (Brown 2001).

CHAPTER 2

REVIEW OF LITERATURE

2.1. Introduction

The purpose of this study is to identify the English language needs of the students in the preparatory program of IZU, based on the conceptions of freshman students, sophomore and departmental instructors. This chapter reviews the literature on needs analysis. It starts with the definiton of need, needs analysis and needs assessment. Then it moves onto the functions of needs analysis, problems in needs analysis, the necessity of conducting needs analysis, and tries to find an answer to the question of who should identify the needs of a language program. And then, the steps, approaches and methodologies used in needs analysis will be discussed. Finally, definitions of curriculum will be presented and a detailed discussion will be made about the relevance between curriculum development and needs analysis.

2.2. Needs Analysis

The recent developments since 1970's in the language teaching have revolutionized the stereotype approaches to curriculum development in which learners were fed with an undifferentiated linguistic diet regardless of their communicative ends‖ (Nunan 1999:p.148). However, thanks to the improvements in language teaching methods, the learner has recently been centralized in teaching. For example, in order for the students to attain the intended language level, their needs and goals have started to be taken into consideration. As indicated by Nunan (1999), rather than fitting students to courses, courses should be designed to fit students‖ (p.148). To put it differently, the students are no longer expected to fit in the curriculum; rather the curriculum is arranged in accordance with the language

needs of learners. For this reason, it is essential to acknowledge the fact that learners should be the focal point in all aspects of language teaching.

In addition, what makes needs analysis so ever-present is that it helps curriculum developers to classify learners' needs in terms of the rank of importance (Elisha-Primo et al., 2010). For instance, in a needs analysis survey, Baştürkmen (1998) explored students' needs and attitudes in Kuwait University and argued that needs analysis is a useful tool to collect data about students' expectations. Furthermore, Richards (2001) suggests that designating needs, setting goals and objectives, incorporating them into curriculum, implementing and evaluating them are the main essentials for curriculum regeneration process in language teaching in schools.

However, it is well-known that needs are not static; but rather, changeable (Elisha-Primo et al., 2010). For that reason, in order to bridge the gap, which is likely to happen between school curriculum and students' needs, curriculum designers must evaluate the curriculum from time to time to decide whether it still meets the needs of students at school. Brown (1989) argues that the ongoing program evaluation is the glue that connects and holds all of the elements together‖ (p.235). Brown (1989) also suggests if the elements forming the curriculum are isolated, they may become pointless.

As can be seen, deciding and responding to the learners' language needs have been critical in order to motivate them more and help them attain the desired level in a faster way (Hutchinson & Waters, 1986). Therefore, needs analysis can be said to be the initial step which has to be taken to build up a learner-centered curriculum that caters for the learners' language needs.

2.3. Definition of Needs

In language teaching, it is of great importance to identify the needs of learners. Hence, the term "need" must be defined right away. The following paragraphs present the definition of the term "need" and the related terms.

The term "need" has been defined variously by different scholars. According to McKillip (1987), a need is the value judgment that some group has a problem that can be solved‖ (p.10). This definition includes four aspects: the first is that need involves values. In other words, acknowledgment of a need shows differences according to the people seeing and experiencing the need. There can even be a difference between how need is seen by an observer and the person experiencing the need. The second aspect of this definition is that a particular group of people under certain conditions goes through a need. Owing to this reason, portrayal of those people and their surrounding has a significant role in a needs analysis. A third aspect is that there exists a problem and its consequences cause discontent. Finally, determination of a need requires a solution for that problem. For instance, a refinement of the present curriculum or the content of the Proficiency and/or Placement Exam‖ can be a solution to the needs of the students at the language preparatory program at an educational institution.

Reviere et al. (1996) define the term as a gap between the real and ideal conditions that is both acknowledged by community values and potentially amenable to change‖ (p. 5). As the definition indicates, first of all, there must be a dissimilarity between the present situation and the preferred situation. Secondly, this discrepancy must be realized and admitted as a need by the community. Thirdly, it must be possible to make the necessary changes for this gap or incongruity. If this is not achievable, circumstances which tend to be modified must be focused on. In terms of language instruction, the term ‗need‘ means the gap between the present proficiency level of the students and the preferred proficiency level in language learning (Brown, 1995).

Furthermore, it is also possible to eventuate in a long list of newly generated needs while conducting the needs analysis. When faced with such a situation, it is important to know that some needs have higher priority than others. This also entails delimiting the ways needs will be examined, and, by doing so, limiting the types of needs that will ultimately be explored‖ (Brown, 1995: p. 39). The first task of an analyst is to categorize the needs in order to lessen the choices.

The primary dichotomy in classifying needs is the objective needs versus subjective needs (Brown, 1995). Objective needs refer to the exact, visible data

collected about the situation, the learners, language that students must eventually acquire, their present proficiency and skill levels, and so forth‖ (Brown, 1995:p.40).

To put it differently, objective needs are specified by the teachers or course designers by means of authentic data about the learners. In what settings the learners will use the target language and what level of proficiency is required are some of the questions that the needs analysts must try to answer to identify the objective needs of learners (Richards, 1990). On the other hand, subjective needs are expressed by the learners themselves. According to Brindley (1989), subjective needs stand for the cognitive and affective needs of the learners in the learning situation. The information in relation to the affective and cognitive aspects may include personality, confidence, attitudes, learners' wants and expectations with regard to learning English, and their individual cognitive style and learning strategies.

Diagnosing the subjective needs of the learners may help teachers to arrange classroom activities to cater for individual needs (Brindley, 1989). On the other hand, Nunan (1999) claims that identifying the subjective needs are far more difficult because the anticipation, aspirations and wants of the learners are closely related to subjective needs. For example, when learners state their subjective needs in a certain educational system, one learner may say that he is intending to study topics related to international relations while another learner may state that he wishes to study topics from literature.

Hutchinson & Waters (1986) draw a distinction between "target needs" and "learning needs". Target needs means what the learners are supposed to do in the target situation. Necessities, lacks and wants are the three subdivisions that are made under the name of target needs. Necessities which are also called objective needs are the needs that the target situation obliges. In other words, in order to perform efficiently in the target state, the learner has to know these needs. The gap between the knowledge that the learner has already possessed and the target proficiency is labeled as lacks which is considered as being objective. However, learners' lacks or requisites of the target situation refer to wants (Hutchinson & Waters, 1986).

According to Hutchinson & Waters (1986), for the purpose of finding out the target needs of the learners, the course designers are supposed to ask the following questions.

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? (p.52)

In addition to the target situation needs analysis, it is also necessary to analyze the learning needs. Learning needs try to answer the question of how the learner can reach the desired level from the starting level. In order to conduct a robust needs analysis, the learning needs which refer to the needs, potential and constraints' of the learning process such as the competence of learners, aptitudes, talents, learning conditions, their motivation must be taken into consideration.

(Hutchinson & Waters, 1986: p.60). According to Hutchinson & Waters (1986), in order to analyze the learning needs, the following questions can be directed:

Why are the learners taking this 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? (p.64)

According to Brindley (1989), subjective needs of learners are determined mostly by the social roles, and objective needs are determined by the communication networks and goals of learners. It is important to identify both the subjective and objective needs of learners so that a more resourceful environment can be created. In addition to Brindley's (1989) subjective needs versus objective needs dichotomy, Nunan (1999) makes a difference between "content needs" and "process needs".

Content needs pertain to the field of syllabus design; that is to say, it includes the assortment and putting in order the topics, grammar, functions, notions and

vocabulary. Process needs are related with methodology, namely, the selection and sequencing of learning tasks and activities

Another distinction was also made by Brown (1995) as "linguistic content" and "learning processes". In terms of objectivity, it can be said that specifying the linguistic content is more objective because it refers to the content which the learners must learn. On the other hand, learning process is much more subjective since the needs in the learning process tend to be more in the affective domain, such as motivation and self-confidence.

2.4. Needs Analysis and Needs Assessment

Although being notably different conceptions from each other, the terms needs analysis and needs assessment have been used interchangeably. Tarone & Yule (1989) define needs analysis at four different levels: "rhetorical, grammatical, rhetorical, grammatical, and global" (p.36). Firstly, "rhetorical level" relates to the "organization of information in the discourse which takes place within any given situation" (p.36). For example, speech acts (refusing an invitation, agreeing, promising, requesting, advising etc.) are framed according to their rate of recurrence in order to let the learners use the target language confidently within the target context. Tarone & Yule (1989) further claim that the main objective of teaching must be to teach communication strategies that will be able to "recompense the linguistic resources of learners besides teaching the expressions the learners will be in need for communication" (p.110).

Secondly, at grammatical-rhetorical level, the aim of needs analysis is "to determine what linguistic forms are used to realize the information structure established at the rhetorical level" (Tarone & Yule 1989: p.38). For instance, while reading journal articles on a particular subject, one may distinguish that the text has a characteristic rhetorical structure, and he may wish to gain knowledge of the language forms that are used to indicate the structure.

Thirdly, grammatical level is related with the frequency of the grammatical forms benefitted in specific communicative circumstances. For example, while preparing curriculum for the department of literature, the rate of occurrence of

grammatical forms such as relative clauses or reported speech in academic reading must be taken into account (Tarone & Yule, 1989).

Finally, global needs analysis is the foundation of needs analysis; therefore, it must be the biggest main concern of all (Tarone & Yule, 1989). It endeavors to disclose the aim of the learners in learning the target language and classifies the situations in which learners will use the language. The key question at this point is in what settings the learners will be in need of the language. Hence, it ascertains the main learning objectives of the learners. In other words, "the specific language that will be used in certain situations and the kinds of activities which will be needed to realize these aims are identified" (Tarone & Yule, 1989: p.40). The questions, such as "will the learners be taking notes in engineering lecture halls, reading journal articles, reading technical manuals on the repair of engine parts?" (Tarone & Yule, 1989: p.37) can be asked to find out the contexts where learners will use the language.

Needs analysis refers to the activities which intend to collect information to structure the foundations of developing a curriculum that will meet the learners' needs. "How much the students already know and what they still need to learn" are the questions that needs analysis seeks to answer (Brown 1995: p.35). Nunan (1999) gives a more comprehensive delineation of needs analysis: "a bunch of tools, techniques, and procedures that are benefited so that the learning process and the language content for groups of learners can be determined in a language program" (p. 149).

Besides, a global needs analysis tries to specify the activities for these specified situations. For instance, activities requiring oral skills and writing may not be necessary for engineering students compared to activities on reading and speaking skills. For this reason, if a language teacher focuses on teaching writing to the students in the Department of Engineering rather than reading, it may turn up to be a waste of time in the end. Because of this, global needs analysis saves time for both learners and teachers by specifying what to teach more (Tarone & Yule, 1989).

When all these things are pondered, it is easy to come to the conclusion that a needs analysis is the process of collecting data about the learner's present and future

language needs which is necessary to prepare a curriculum that match perfectly to a group of learners with specific needs (Tarone & Yule, 1989).

In addition to needs analysis, we need to discuss needs assessment which is quite different from needs analysis. A needs assessment has been defined differently by different researchers. York (1982, cited in Reviere et al., 1996) defines needs assessment as "a measure of how much of what is needed" (p.6). According to Pratt (1980, cited in Brown, 1995), a needs assessment embodies "a group steps followed in order to identify and validate needs, and to establish priorities among them" (p. 36). Kaufman (1995) lists the steps which make up the needs assessment process as follows:

(a) identifying the gap between the present situation and the desired one,

(b) prioritizing the needs

(c) selecting the most important needs for closure and reduction. (67)

Reviere and et al. (1996) stress the stark contrast, saying that "needs analysis has been defined as a method of gathering information; however, a needs assessment extends beyond data collection and analysis to cover the utilization of findings" (p.6). In other words, needs analysis pertains to the steps of data collection steps determining the needs of learners. On the other hand, needs assessment is a process in which the collected data is put into assessment phase. To put it differently, we are evaluating the data in needs assessment process.

It can be concluded from what we have said so far that it is not rational to use the terms needs analysis and a needs assessment interchangeably. Needs analysis can be said to be the process of collecting information to determine the language needs of the learners. In this process, which builds up the foundations of the language-teaching curriculum, views of the students about their needs, opinions of the teachers, administrators and community members are taken into consideration. At the end of a needs analysis, the end results of this process are explained. On the other hand, a needs assessment assesses these results, deliberates and interprets them, and organizes them in the order of main concern. Taking these into consideration, the obvious conclusion to be drawn is that a needs assessment embodies a needs

analysis, since needs analysis is responsible for collecting the data to be evaluated by a needs assessment (Reviere & et al., 1996).

2.5. Functions of a Needs Analysis

In a very traditional language teaching program, teachers and administrators prepare a curriculum according to what they think their students need. However, it is quite important to include the students into the decision-making process and take their needs into consideration For this reason, a needs analysis is the primary step which leads to the organization of a learner-centered curriculum.

Pratt (1980, cited in Richards, 1990) lists the rationale for needs analysis in a language curriculum development as follows:

"providing a mechanism for obtaining a wider range of input into the content, design and implementation of a language program through involving such people as learners, teachers, administrators, and employers in the planning process, identifying general and specific language needs that can be addressed in developing goals, objectives and content for a language program, providing data that can serve as the basis for reviewing and evaluating an existing program" (p.1).

One of the functions of needs analysis that is done before the program begins is to grant information for the teachers about the knowledge and desires of the learners. Also, a needs analysis is a crucial process in the placement of the students and evaluating their language skills. At the end of a carefully conducted needs analysis, suitable teaching materials can be developed and teaching approaches and methods can be decided. Tarone & Yule (1989) state that teachers and administrators must discover the specific aims of the learners in learning a language. For example, teachers and administrators must know if the learners are learning the language to get a well-paid job, to live in the target society or to pursuit an academic career before the curriculum and materials are arranged (Tarone & Yule, 1989). Tarone & Yule (1989) call our attention to the fact that when functions of needs analysis on educational implications are considered, asking a learner about his wants and needs is a practical activity. They also claim that "learners themselves can, with guidance,

provide valuable information about situations in which they need to use the language" (p.46).

According to Kaufman (1995), needs analysis can also be done at the end of the program to check whether students' needs have been met, what the weak and strong elements of the program are, and what changes are necessary for the improvement of the program. The information collected from the learners, teachers and administrators gives hints to the curriculum designers to clarify the goals and objectives according to the needs of learners (Stern, 1992; Tudor, 1997).

To summarize, it is of great importance for learners to take part in needs assessment. If the learners feel that they are also stakeholders in determining the curriculum, their self-confidence will be increased, they will raise their awareness, and it will help them develop a sense of responsibility. Moreover, if learners feel that they are actively involved in the needs assessment and they are contributing to the syllabus design, their motivation will increase. With the findings of the needs analysis, and needs assessment, teachers will be more aware of the needs of their learners, and then they can adapt their teaching methodology and materials accordingly. In order for the administrators to plan and to adapt the learning organization, a needs analysis and needs assessment is a great opportunity.

2.6. Problems in Needs Analysis

The strength of a language program, the success of learners and teachers are based on determining the learners' needs, language proficiency, learning preferences, expectations, and the purposes for learning the target language. All these can be determined through a needs analysis. While conducting a needs analysis, a needs-analyst may face with a number of problems.

For one thing, teachers may claim that conducting a needs analysis is not necessary because they can observe the students and then make their own decisions about the needs of the learners. However, Finney (1996) and Richards (2001) state that the more students are involved in the needs analysis process, the better for developing right goals and suitable teaching methods and techniques for the curriculum. Ideally, learners should be participating on determining what is relevant

to their needs and what should be included in the present curriculum in order to make it more robust and eliminate its weak parts.

Secondly, that the students are involved in the process of identification of needs may not be found reasonable enough by the administrators. They may object that meeting these needs will be rather difficult for the reason that they may change from learner to learner. Views of needs may show difference according to the teaching institutions, curriculum designers or according to the learners. Consequently, there must be a consensus among the teaching institutions, administration and learners. Achieving such a challenging task must be very difficult. Therefore, these needs should be listed, assessed and then organized according to their priorities (Finney, 1996).

Thirdly, as shown by Nunan (1988b), in the aspects of goals and needs, the syllabus of teacher may be in conflict with the syllabus of the learners. By means of subjective needs analysis, the learners and teachers exchange information so that schedules of the teacher and learners may be made compatible with each other that avoid a disorder. Hence, it is a must to conduct a needs analysis in order to organize a syllabus through conciliation between teachers and learners.

The presence of different students with different characteristics could be another problem. Different learners may have different dispositions, different language backgrounds, and different intelligence types. To put it differently, it is not possible to build a single curriculum model for such a varied group. As suggested by Finney (1996) and Richards (2001), there should be a model for curriculum design which "provides the teacher with the security of a coherent framework within which there is the flexibility to respond to the changing needs of learners and which recognizes learners as active participants in the language learning process" (Richards, 2002: pp.69-70).

Also, Hutchinson & Waters (1986) claim that learners may shun from making criticism of their teaching institution or the curriculum thinking that "any course revisions will not help them, but only future learners" (p.154). For this reason, getting the objective and real opinions of the learners may be difficult. In order to settle down such a matter, Hutchinson & Waters (1986) suggest that orientation exercises could be of great help for students to exchange their opinions frankly and

keenly. Moreover, the rapport between the teacher and the learners should be promoted so as to get supportive feedback.

Having the belief that doing needs analysis to determine the needs of the learners is the work of an expert, language teachers may deem conducting a needs analysis and doing statistics are daunting. As Tarone & Yule (1989) claim, needs analysis is generally conducted by outsiders. Hence, the contribution of someone who is familiar with the present program, learners and the teaching institution could be more useful in doing the needs analysis than someone from outside.

Finally, in determining the learners' needs, the approach of a needs analyst may have an important role. The learners and their needs must be in the very center of the language program. According to Finney (1996) a language program should be "responsive to the learner and learning needs" (p.75), it is because that learners' needs cannot be disregarded; moreover, for a successful teaching and learning process, "contributing to the development of the teacher-learner negotiated learning objectives" (p.75) is essential.

To sum up, it is very important to conduct a cautious needs analysis for a well-organized needs assessment. On the other hand, in the process of conducting the needs analysis, it is quite natural for a needs analyst to face some troubles some of which have been discussed above. What needs to be done at this point is that the needs analyst should be open to dialogue, and should construct conciliation between the learners, teachers and teaching institutions. By this means, the right goals, wishes and lacks could be identified for the good of the curriculum.

2.7. The Necessity of Conducting a Needs Assessment

Being the first and an integral step of curriculum development, a needs assessment paves the way for the statement of the goals, objectives, materials, teaching methodology and evaluation strategies in a language teaching program. The first result of needs assessment is that goals and objectives can be determined (Brown, 1995). Goals refer to the common statement about the things that must be done to reach and satisfy the needs of learners (Brown, 1995). Regarding the objectives, they pertain to the content or skills that the learners must dominate in

order to attain a special goal (Brown, 1995). Curriculum planners move from needs assessment to goals and objectives to specification of the instructional content of a program. For this reason, a needs assessment is the primary step in forming the goals and objectives for a language teaching program (Brown, 1995). Once the goals and objectives are put together and sequenced in order of main concern, a content which goes parallel with the determined needs of the learners is picked and organized (Brown, 1995).

Secondly, thanks to the needs assessment, teachers know their students better and therefore it will be easier for them to choose and develop materials in accordance with the learners' needs. As Hutchinson & Waters (1986) state, after a needs assessment, if teachers can choose and develop materials that suit the learners' needs, this will motivate the learners for a better learning. Therefore, a needs assessment can be considered an important part of material development.

Thirdly, a well-conducted needs assessment enables the teachers to come to decision about how to teach to the learners and how to test them. The methodology and assessment types used by the teachers can also be outlined by a needs assessment (Richterich & Chancerel, 1987). Once the methodology is clarified, the teachers will be able to adopt the right approaches, appropriate syllabuses, suitable techniques and exercises and this will allow the learners to make best use of the language program. Testing should also be consistent with the learners' needs and objectives of the program (Brown, 1995).

Finally, a needs assessment is necessary to check and evaluate the present curriculum. Richterich & Chancerel (1987) state that a needs assessment is an ongoing process. Therefore, a needs assessment can be conducted before and after the language program so that the consistency of the curriculum with the learners' needs can be evaluated. Brown (1995) also states that curriculum evaluation is an "ongoing process of collecting and analyzing information" (p. 24). Curriculum evaluation means to pick and examine all connected data to improve the curriculum and its effectiveness.

2.8. Who Should Identify Needs?

All parties who are involved in the learning process must have an equal part in determining the needs of the learners. Hutchinson & Waters (1986) suggest that both the present learners and former students can give useful information particularly in the process of curriculum evaluation. Richterich & Chancerel (1987) list three groups of people who should identify needs: learners, teaching establishment, and user-institution (where learners will study or be employed).

Brown (1995) coined the term 'target group' to refer to the people about whom data will be collected. These people are made of students, teachers and administrators. Besides the term 'target group', Brown (1995) also uses the term "resource group" (p.37). This group consists of people who can provide information about the target group such as future employers or professors from the students' content courses. In addition to the target group and resource group, there is also an "audience group' that embraces all of the people, such as teachers, administrators, curriculum developers ―who will eventually be required to act upon the analysis" (Brown 1995: p.37).

Richterich & Chancerel (1987) and Brown (1995) point out the importance of the role of a needs analyst who is supposed to behave each group evenly and take their views into account as it should be. In order to develop a program that will best cater the needs of learners, it is essential to try to find a compromise between learners, teachers and administrators.

2.9. Steps of Needs Analysis

McKillip (1987) clearly presents the steps of needs analysis. According to him/her, the initial step is the 'groundwork step' which involves determining the users and making the purpose clear. Users refer to the people who will take advantages of the results. However, Brown (1995) names users as ‗audience' who is usually made up by "teachers, program administrators or any governing bodies" (p.37). In the initial step, clarifying the type of data to be collected is of great importance. If the users of needs analysis are known, it will help the audience to concentrate on the problems and their resolutions (Brown, 1995).

The National Centre for Industrial Language Training (NCILT) suggests a triangle for needs analysis which illustrates the learners, teachers and administrators as three groups to be embraced in needs analysis. The data that is collected from these three sources are put side by side and evaluated to identify the language needs of the learners.

Teacher-perceived Needs   Student-Perceived Need

Administration-perceived Needs
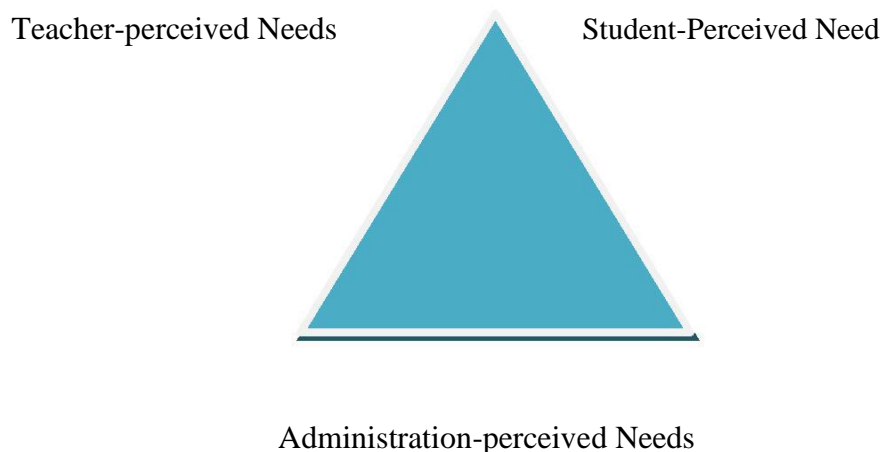
Figure 1: A Triangle for Needs Assessment (McDonough 1984: p.38)

The second step is "the description of the target population and the existing service environment" (McKillip, 1987:p.8). In other words, it is to pick up data about the learners and learning environments. This step also includes the need detection in which "the problems of the target population and reasonable solutions are given explanation" (McKillip, 1987:p.8).

'Needs assessment' is the third step. Once the needs are determined, they must be evaluated so that the outcomes can be construed and discussed. The significance and the question of how pertinent the problems are with the issue are assessed and solutions are put forward. (McKillip, 1987). This needs assessment step embodies the "communication step" in which the consequences are in touch with the audience. The communication step, "the results of which must be accounted to decision making bodies in order to be used in the curriculum design", is as important as the others (McKillip, 1987:p.9). In order to devise a curriculum which caters the needs of the learners, a needs analysis is conducted. Naming and assessment of these needs are the most vital initial steps for a curriculum preparation.

2.10. Approaches to Needs Analysis

Through a needs analysis the needs of the learners are identified; in order to meet their needs, their problems in the learning process are evaluated, solutions or suggestions are recommended, and these needs are prioritized with the help of needs assessment. Moreover, in order to determine these needs, various approaches are available and a needs analyst should take these approaches into consideration.

The first one is the 'discrepancy approach' that sees needs as dissimilarities or discrepancies between the current state and preferred performance of the learners (Brown, 1995). Hence, it is a must to pick up comprehensive data in order to find out the steps to attain the desired state (Brown, 1995). This approach has three steps:

1. Goal setting: identifying what ought to be;
2. Performance measurement: determining what is;
3. Discrepancy identification: ordering differences between what ought to be and what is" (McKillip, 1987: p.21).

Berwick (1989) argues that language teachers who consider tests as a means of measurement, or who merely think of "lists of structures or functions from which needs can be selected" are in favor of this approach (p.53). McKillip (1987) states that "discrepancy model is sometimes seen as elitist because of its dependence on experts for identification and assessment of need" (p.21). On the other hand, Berwick (1989) thinks that this approach is disadvantageous in that the areas that are strenuous to gauge are apt not to be included in the evaluation.

'Democratic approach' is the second approach. In this approach, the majority of a group consisting either of students, teachers or administrators decide upon the changes to be made. For this reason, democratic approach is also learner-centered and yet provides the essential information about the most needed learning for one certain group (McKillip, 1987).

The third approach is the 'analytic approach' which is founded on the input hypothesis by Krashen. According to Krashen (1988), "we acquire by understanding the language that is 'a little beyond' our current level of competence. If an acquirer is

at 'i' in acquisition, he can progress to stage 'i+1' by understanding input at the level of complexity" (p.103). Hence, this approach claims that in order for a meaningful learning to happen, the things that are to be taught should not go far beyond the present state of knowledge of the learners.

The next approach is the 'diagnostic approach'. According to this approach, a need is "anything that would prove to be harmful if it was missing" (Brown,

1995:p.39). The analysis of the language skills which are required by learners on the daily basis is entailed in this approach. This approach could have a great role in second language learning situations, since such learners need to deal with some functions of language in everyday life.

The 'learner-centered approach' is the final approach. It places the students in the center of the decision-making process. Unlike the democratic approach, there is a co-operation between the learners and teachers. Being a great fan of the learner-centered approach, Nunan (1988a) points out the two-way effort between teachers and learners in preparing the syllabus. According to Nunan (1988a) "one of the major assumptions underlying the learner-centered philosophy is that, given the constraints that exist in most learning contexts, it is impossible to teach everything they need to know in class" (p.3). In other words, the content of the course is not clear-cut but can be improved or altered according to the needs of the learners; therefore, this approach endeavors to make learners develop some particular learning skills. Nunan (1988a) lists these skills as follows:

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 (Nunan, 1988a: p.3).

In short, the fundamental principle of the learner-centered approach is that learners and their needs are in the heart of all stages of language teaching and learning. For that reason, during the process of curriculum planning, teachers or

curriculum designers should take the needs of the learners into account and the language program should be centered around these needs and learners themselves.

Contrary to the learner-centered approach, Hutchinson & Waters (1986) introduce a 'learning-centered approach'. According to this approach, the learner himself is not enough to determine the entire learning process. They claim that learning is a progression of finding the middle ground between the society and the individuals. That is to say, "society sets the target, and the individuals must do their best to get as close to that target as is possible or reject it" (Hutchinson & Waters, 1986:p.72). Herewith, in the learning-centered approach, society is the decision-making body, and the learner is the one who struggles to obtain the preferred level which is decided by other decision-makers.

2.11. Needs Analysis Methodology

In the process of gathering the necessary data to evaluate the needs of the learners and outline the priorities among them, the preference of the method to collect the data about those needs is of great importance. There are several methods from which a needs analyst can benefit in order to gather information from the participants.

The process of determining needs entails qualitative data, in other words, the use of both formal and informal data collecting procedures. Data can be gathered by grades, test scores, students' scores, surveys and demographic studies. In the process of collecting data, all subjective and objective information is important to confirm the curriculum purposes that reflect the language needs of the students in a certain institution. To present data, descriptive statistics are used, and content analysis is a way to organize and present narrative information. The result of content analysis may simply be the list of items indicating needs (Brown, 1995).

Brown (1995) lists six types of instruments that can be used in data collection for the needs analysis. He divides them into two groups according to the role of a needs analyst. "The first group consists of 'existing information', 'tests' and 'observations' and a needs analyst is in the position of being an outsider, passively

looking in on the existing program" (p.46). 'Interviews', 'meetings' and 'questionnaires' form the second group and the analyst is active in collecting information from the participants in the program (Brown, 1995). Brown (1995) refers to the existing information as any "preexisting information that may be available" including "data sources within a program… or external data sources" (p.46). In other words, existing information refers to the information holding past or present documentations about students or it refers to the information switched with other existing programs with similar students.

Another instrument to collect information is the 'tests' which are used to decide on the ability level of students. On condition that tests are of high quality, they can serve for different measurement purposes such as proficiency, diagnosis and achievement. If the level of learners are determined at the best way, it helps the teachers in the way that they will not have to handle the problems which rise due to level differences among students in the classrooms. The third tool to evaluate needs is 'observations' which are described by Brown (1995) as "watching an individual or a small number of individuals, and recording the behaviors that ocur" (p.48). The fourth instrument is 'interviews', an open-ended type of instrumentation, can be employed in individual or group interview form. Although the individual interviews can be quite time consuming, the information that is provided in group interviews may not remain confidential (Brown, 1995).

The fifth instrument is 'meetings'. They are different from interviews in that meetings are arranged to make the participants do some certain tasks. There are four types of meetings. The 'Delphi technique' is the first one which can be used to reach an agreement. 'Advisory meeting' is another technique which informs the teachers and managers about how a needs analysis functions, its purposes, techniques, and benefits at the beginning of a needs analysis. 'Interest group meetings' are the third one which is used to determine different opinions in a language program. The final one is 'review meetings' which are conducted by making the participants sort and analyze the data collected from other procedures in order for the participants to develop a sense of involvement in the needs analysis (Brown, 1995).

Finally, 'questionnaires' are more efficient for data collection compared to other instruments. Depending on their purpose, questionnaires can be classified into five categories: biodata surveys, opinion surveys, self-ratings, judgmental ratings and Q sort. Biodata surveys elicit facts about learners' background. Opinion surveys are designed to elicit opinions and attitudes. Self-ratings ask participants to rate their own abilities, interests, and so forth. In judgmental ratings, participants are required to evaluate various aspects of the program. Q sort combines the other survey types, since it asks individuals to give their own opinions, attitudes, and to rank them in the order of importance (Brown, 1995).

In addition to aforementioned instruments, Jordan (1997) lists the following instruments: language tests at home, learner diaries, self-assessment, case studies, evaluation/feedback, follow-up investigations and previous research. Jordan claims that considering the fact that conditions are different and tend to vary, there is not a single approach to determine the needs. Jordan (1997) also claims that time, money and resources are essential factors in analyzing and evaluating the needs.

2.12. Definition of Curriculum

Pratt (1980) defines the curriculum as a process of activities, which targets to fortify educational programs so that learners can have improved learning opportunities. A curriculum assists the teachers, administrators of language programs, parents and students to advance learning and teaching activities. As long as the curriculum caters the needs of the learners, the language program will be successful.

In the literature, the term course, curriculum and syllabus have been used interchangeably. According to Pratt (1980), curriculum is an arranged set of formal, educational and training regulations in the program. Hutchinson & Waters (1987) use the term course as "an integrating series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge" (p.65). Hence syllabus design can be said to be a part of course development and course can be said to be a part of curriculum. For example, Nunan (1988) uses the term curriculum in order to refer to a product which is planned to be taught, a process for driving

materials, a methodology, and the planning of a program. Breen (2001, cited in Carter & Nunan, 2001) uses the syllabus as a road map which describes what is to be achieved by means of teaching and learning.

A curriculum contains the purposes, implementation, process to support learning, and evaluation in the language teaching program. Bellon & Handler (1982) think that curriculum should, at first stage include the objectives of the program, the purposes why the students should study at the present program, the content of the program, what is going to be taught and who is going to teach. The next stage is the implementation of the teaching activities, methodology, and the textbooks which will be used in the language program. The last stage in the curriculum is the assessment of all these issues in the program. Furthermore, a curriculum outlines what skills learners will develop, determines the criteria according to which learners will be admitted and evaluated, and helps decide on the materials to be used during the program. Rodgers (1989) defines the curriculum, like most researchers, as goals, content, implementation and evaluation of the program. As can be seen, all the definitions of curriculum, syllabus and the course resemble each other

In the curriculum argument, goals and aims are used interchangeably in order to refer to general purposes of a curriculum and the term objective is used to describe more specific and concrete purposes of the curriculum. The goals of the curriculum are to give clearer definition of the purposes of the program; to grant guidelines for teachers, for learners and material developers; to aid a focus for instruction; and to depict important and realizable changes in learning (Richards, 2001). Generally, the data collected through needs analysis forms the foundations of these goals. Regarding these goals, Brown (1995) states that four points should be kept in mind.

1. Goals are the general statements of the purposes of the program.
2. Goals should concentrate on what the program wishes to achieve and what the students should be able to do at the end of the program.
3. Goals can function as one source for developing more specific and observable objectives.
4. Goals should never be viewed as permanent, that is, they should never become set in cement. (pp.71-72).

The rationale for the last point is that students' needs tend to change over time. Therefore, needs assessment and curriculum development should be unending processes. It is natural that a curriculum will often be organized around the goals of the program. Objectives illustrate a learning outcome and they should be compatible with the aim(s) of the curriculum. Hence, objectives should be clear, understandable and feasible. Vague and ambiguous objectives are not useful. In order to formulate the objectives from the goals of a program, there are several sources and these include other programs, their curricula, the books, journals that aremade up by the language teaching literature (Brown, 1995; Graves, 2000).

Due to the recent developments in the domain of language teaching, the learners have been regarded as the most important part in language programs (Graves, 2000). In many programs, students are expected to take part actively in the learning processes, settle on the decisions to be made, evaluate their own progress, and develop individual preferences. In order to realize the aim of creating a learner-centered curriculum, learners should be involved in all processes of curriculum-related issues. In order for a language program to be successful, the needs of the learners rather than the structure of the language program must be the indispensable instrument of the curriculum and institution. All people related to the curriculum such as current students, former students, teachers, and administrators should participate actively in developing a curriculum. The main aim of the curriculum development is to create better programs and meet the needs of the students (Brown, 1995; Graves, 2000).

2.13. Curriculum Development and Needs Assessment

While developing the curriculum, needs analysis and needs assessment are the most important steps. Richards (1984) cites Taba's (1962) model of curriculum development processes. The initial stage in Taba's model is diagnosing needs through a needs analysis. The second stage is to devise objectives, select and organize the content which is shaped again by the needs of the learners. The final stage is the evaluation process. Furthermore, according to Richards (1984), curriculum development process can be divided into several steps which are

"information about the target language", "information about the learners", "information about the delivery system", "a learning theory", "a teaching theory", and "assessment and evaluation procedures" (p.2).

Collecting data about the target language in the language program includes "both linguistic and pedagogic descriptions, in other words, data on particular varieties, registers of the target language, and information on language usage in specific contexts and settings" (Richards, 1984:p.2). To put it differently, information about the target language decides on the precise language settings which are compulsory for the learners.

Gathering information about the learners embody "information related to the age, sex, occupations, interests, problems, motivation, attitudes, and needs of the learners, their language proficiency, and their learning styles and preferences" (Richards 1984:p.2). In other words, collecting data about the learners is achieved by means of conducting a needs analysis, because the needs analysis occupies the key part in the process of curriculum planning in the aspect of determining the needs of the learners. Richards (1984) also states that in curriculum development, a needs analysis fulfills three purposes; the first purpose is "providing a mechanism for obtaining a wider range of input into the content, design and implementation of a language program through involving learners, teachers, administrators and employers" (p.5). The second is "identifying general or specific language needs in order to develop goals and objectives for a language program" (p.5). The third is "providing information to treat or redesign the present program" (p.5). As a result, a needs analysis is vital in the curriculum development process.

The third data for language curriculum development, according to Richards (1984), is "the information about the delivery system" (p.2). This type of data is comprised of "data on the context in which learning will be accomplished, such as information about the institutions, administrators, classrooms, texts, resources, tests, other characteristics of the educational system through which the program will be implemented" (p.2). To put it differently, information about the delivery system settles on the content selection, which is an essential constituent of a learner-centered curriculum. Also, Nunan (1988a) states that "a content selection gives guidance on

the selection of materials and learning activities" (p.5). For this reason, the function of the needs assessment is important, because it grants the necessary guidance on the selection of appropriate materials for both teachers and the curriculum designers. According to Bloor & Bloor (1986), needs assessment makes it possible for course designers to select activities and materials which are able to serve best to the needs of the learners. Consequently, a needs assessment has a key role in determining the content of the curriculum.

The fourth point in building up a curriculum, according to Richards (1984), is a 'learning theory' and a 'teaching theory'. A learning theory will "specify the processes which constitute second or foreign language learning and the conditions under which it can be accomplished" (p.2). Moreover, a "teaching theory describes principles for selection, sequencing, and presentation of language learning experiences" (p. 2).

The final point in the curriculum development in a language program is "assessment and evaluation procedures" that refer to "how language proficiency and achievement will be measured, how learning difficulties and program deficiencies will be diagnosed, and how the program and its learners, teachers, curriculum and materials will be evaluated" (Richards, 1984:pp.2-3). In other words, as indicated by Nunan (1988), the rationale of assessment decides on whether the objectives or the aims of language program have been realized or not.

In conclusion, a needs analysis and a needs assessment are indispensable to supply important information for the content, design, and implementation of a language curriculum through deeming and prioritizing the needs of the learners. What is more, determining the learners' needs is fundamental in evaluating the current curriculum, refining the present program, identifying the objectives. Regarding the contribution of a needs assessment to curriculum development, Richterich & Chancerel (1987) state that identification of needs is important to know better the learning conditions of the students and provide physical, intellectual and emotional possibilities to the learners. It is also important because through needs assessment, more appropriate learning materials can be developed so that

pedagogical objectives can be realized more easily through dialogue among the related parties.

CHAPTER 3

METHODOLOGY

This chapter of the study presents the nature of the research and the context in which the study was carried out. The chapter starts with the identification of the research problem, and then how the research questions evolved. Next, the chapter discusses the choice of research methods and strategies. Then the chapter explains the procedures employed in sample selection and developing the research instruments. Finally, data collection and analysis are discussed briefly here and are explained more fully in the next section.

The aim of this study is to identify the English language needs of the prep-class students of the departments of Business Administration, Politics and International Affairs, and English Language Teaching Departments at IZU. A needs analysis involving three different groups was conducted to determine the needs of the students. These groups consist of three parties. The first one is the first year students whose departments are the English Business Administration, Politics and International Departments, and English Language Teaching Departments, the second year students whose medium of instruction is English are also studying at English Business Administration, Politics and International Affairs and English Language Teaching Departments, and third group is the instructors of these departments.

3.1. The Research Problem

This study aims to find answers to a number of questions which are designed to determine the needs of the students learning English at the prep program of IZU. The first of these questions addresses the need for English of the students in the preparatory program at IZU. The students who are going to study at different

faculties after successfully completing the obligatory English preparatory education may have different expectations and goals. The main goal of the first question is to try to discover the real language needs of these students. For this reason the first question is:

What are the English language needs of the students in the obligatory preparatory classes of IZU?

The second question is related with four language skills of English. While the faculties of some students may entail the mastery of receptive skills like reading and listening, some other faculties could require their students to master the productive skills of speaking and writing. Also, this second question intends to ascertain the role of translation that many language teachers often resort to in the language teaching process. Therefore, this question will try to investigate the degree of importance of four language skills and translation depending on the perceptions of three different informant groups who took part in this research. Thus, the second question is:

What is the degree of necessity of the four language skills (reading, writing, listening, speaking), and translation according to teachers and students at IZUSFL?

For students with different expectations from the prep department, it must be rather challenging for language teachers and administrators to arrange the course materials including the main course book, skill books and other additional language materials. Because these course materials are constructing the core of the language program which plays an essential role in the success of the prep school students. The third question aims to unearth the effectiveness of the course materials. Consequently, the third question is:

How effective are the course materials that are used at preparatory program at IZU?

The performance of language instructors has another critical effect on the achievement of both students and the preparatory program. If the teachers are talented enough in language teaching, then it is highly probable that the learners will be satisfied with the language teaching program. If the language instructors do not

display good performance, then, a fiasco may await all sides that is to say; teachers, administrators and learners. Based on this, the fourth question is:

How competent are the instructors that are teaching at the preparatory department at IZU?

At the prep department of IZU, the aim is to teach General English to the students. However, the students and departmental instructors naturally expect from the language program to teach some terminology to learners. The fifth question of the present research is concerned with whether the students are given their field-related vocabulary. As a result, the main objective of the fifth question is to discover:

To what extend is the field terminology taught to the students at the preparatory classes at IZU?

3.2. Nature of Study

This study aims to describe the current English needs of the students at IZU which is a foundation university in Istanbul. In this sense, this is a descriptive study. According to Charles (1988, cited in Varlı, 2001), "descriptive research describes conditions, situations and events of the present," (p. 107). Charles (1988, cited in Varlı, 2001) identifies six types of educational research: historical, descriptive, correlational, causal-comparative, experimental, and research and development.

According to Kane (1984, cited in Varlı, 2001), "the first step in any research is to find out what is happening or what has happened. This involves describing attitudes, behaviors, or conditions, and is called descriptive research" (p.107). Anderson (1990, cited in Varlı,2001) also supports this view and states that "any approach that attempts to describe data might be referred to as a descriptive method" (p. 107). According to Herbert (1990, cited in Varlı,2001), descriptive research describes certain characteristics of populations as well as seeking relationships between variables. Therefore, the main characteristics of descriptive research are to describe, clarify and interpret existing situations, conditions and events (Hopkins, 1976; Charles, 1988; cited in Varlı, 2000) by using people, documents, places, reports, scales, observation, interview, questionnaire, standardized tests, other measuring instruments and other written documents as the sources of information.

The data obtained through descriptive methods can be qualitative or quantitative (Hopkins, 1976; Kane, 1984; Charles, 1988; Anderson, 1990; cited in Varlı, 2001).

This study employs quantitative method. A quantitative method is a formal, objective, systematic process in which numerical data are used to obtain information about the world (Anderson, 1990). The quantitative method to gathering information focuses on describing a phenomenon across a larger number of participants by this means providing the possibility of summarizing characteristics across groups or relationships. This method surveys a large number of individuals and applies statistical techniques to recognize overall patterns in the relations of processes. (Anderson, 1990). The benefits of conducting quantitative method are various; however, the most distinctive advantages can be listed as follows. First of all, it enables the researcher to gather information from a relatively large number of participants. Secondly, it can be conducted in a number of groups which allows us for comparison. Thirdly, it allows the researcher to generalize the findings into a broader population. Next, it provides numerical or rating information. Finally, the results of quantitative method are quite informative for instantiating policy or guidelines. (Anderson, 1990). According to Anderson (1990, cited in Varlı, 2001), quantitative research allows the researcher to measure and analyze data. The relationship between an independent and dependent variable is studied in detail. This is advantageous because the researcher is more objective about the findings of the research.

This study also has the aspects of survey research. A survey research is often used to assess thoughts, opinions, and feelings. Survey research can be specific and limited, or it can have more global, widespread goals (Morrison, 1993). It involves the collection of information from a sample of individuals through their responses to questions (Morrison, 1993).

3.3. Research Design and Methodology

3.3.1. Research Setting

In Turkey, there two types of universities. The first one is state universities which are non-profit universities. The number of these state universities was relatively limited about 12 years ago. However, with the new educational policy of the new government in Turkey which has been in power for about 12 years, the number universities increased to 123 in the last decade. The second kind of university is foundation universities. In order for students to study at these universities, they have to pay high tuition fees. However, these universities offer students different types of scholarships such as success scholarship which are granted to successful students at Higher Education Examination-Undergraduate Placement Examination (YGS-LYS). It is a university entrance exam held nation-wide. It is taken by the students who want to be placed at a university in Turkey. As for the number of these foundation-run universities, their numbers also radically boosted to 73 within the last ten years. IZU is one of those foundation universities in Istanbul where there are 9 state universities and 40 foundation-held universities. IZU was established in 2010 and started to accept students in 2011 education year. There are now many academic faculties, two institutes, vocational schools and one language school. One-year obligatory English prep program is in the body of this language school.

At the English Preparatory Program of IZU, the system of The Common European Framework of Reference for Languages (CEF or CEFR) is being used. CEFR was put together by the Council of Europe as a way of standardizing the levels of language exams in different regions. It is very widely used internationally and all important exams are mapped to the CEFR. There are six levels: A1, A2, B1, B2, C1, C2. At the English Preparatory Program of IZU, there are four quarters which are A1 for beginners, A2 for elementary students, B1 for intermediate learners and B2 for upper intermediate students. Each quarter lasts for two months. At the end of each quarter, the students are given an exam which tests students in terms of four skills (listening, reading, speaking and writing) and usage of language that aims to test the knowledge of grammar and vocabulary of the students. This part comprises seventy percent (70 %) of the examination. Besides this exam, teachers give grades to the students according to their in-class performance and portfolios. This part makes up the thirty percent (30 %) of the grading system. The students whose grade

is seventy (70) at the end of this examination pass to the next quarter. The learners who complete the four quarters successfully have the right to pass to their departments without taking any extra proficiency exam. However, if a student starts from A2 at the very beginning of the education year and completes the four quarters successfully, he/she may demand C1 (advanced level) from the administration. If the number of the students who want to study advanced level is ten (10) and above, the administration mostly opens C1 level for those learners.

3.3.2. Sampling

In this study, two target populations were addressed: teachers and students. For this purpose, two samples were picked in order to represent the two populations. The size of the student sample was determined as 50 from among first year students who studied one-year obligatory prep program and 20 from the second year students who also completed the one-year prep program making 70 (N=70) in total. The size of the teacher sample was determined as 10 from three departments which are Business Administration, Politics and International Relations, and English Language Teaching Departments where medium of instruction is English.

In the administration of this research, the researcher benefitted from the elements of survey research methods, e.g., sampling and questionnaire. Selecting the samples is an essential element in survey research. A sample is a small part of a larger population and is representative of the population. (Fink, 1995). Therefore, a population characterizes the entire group to be sampled. (Fink, 1995; Schofield, 1996; cited in Varlı, 2001). When the present study is taken as an example, the students who study at the prep departments in the universities in Turkey are the population or the target population, and the ones who actively took part in this research make up our sample. According to Fink (1995, cited in Varlı, 2001) the advantages of using from the samples instead of larger populations are that samples are more effectual and precise. They can be studied more rapidly, are less costly, and help center the survey on exactly the characteristics of interest (Fink, 1995, cited in Varlı, 2001).

This study employed convenience-sampling method in order to select the teachers from three departments. This is a type of non-probability sampling method

which enables the researcher to choose the sample from among a group of individuals who are readily available (Cohen et. al., 2007). The underlying principle for using convenience sampling for the teacher sample was that not all the departmental teachers were accessible at the time of the administration of questionnaires due to time constraints and heavy coursework. For this reason, the teacher questionnaire was given to those who were eager and available to participate in the study at the time.

However, regarding the student sample selection, a simple random sampling method was used. Random sampling is a kind of probability sampling. Among the advantages of the probability sampling are that it enables the researcher to articulate statistically that a sample is representative of the population, and it gives a chance to every member of the population to be included in the sample. Besides these, this sampling requires random selection through which the problem of bias is eradicated (Cohen et. al., 2007). Members are picked one at a time, and once one is selected, s/he is ineligible for a second time. By this means, the rate of fairness is increased. Following the principles and procedures of probability sampling, the names of each student in each department were written on a small piece of paper, placed in bowl, and then selected one by one. Student sample was selected from larger populations and made up from only first year and second year students in the fall semester of 2014-2015 academic year.

3.3.3. Characteristics of Samples

In order to determine the English language needs of the students, data were gathered from three different groups of informants. The first group is the freshmen who finished studying at the preparatory program and have just started to study in their departments. The medium of instruction of these students is English. For this reason they need to have a good command of English which is enough to follow the courses in the target language. Considering that current prep class students have not completed their obligatory one-year prep program yet, the researcher came into conclusion that the students who have already experienced all stages of prep classes would give more valuable and reliable feedback about the prep department.

The second group consists of the sophomores who studied one-year obligatory preparatory program. Their departments are also the same with the freshmen. These students are now experienced enough to make a detailed analysis about the English preparatory program and are quite aware of their language needs after studying two years in their departments. The viewpoints of the sophomores are important in that they can make a comprehensive comparison between their actual needs of English at their departments and the English which they learned in the prep classes.

The third group is made up of the departmental instructors. These instructors teach at the Business Administration, Politics and International Affairs, and English Language Teaching Departments where the medium of instruction is English. The views of the departmental instructors about the performance of English preparatory program are important on evaluation about the students' English language needs, language skills and sub-skills, and terminology.

3.3.4. Research Instruments

This study is a survey research and naturally it employs the data collection tools of this type of research. Self-administered questionnaires were used to collect the necessary data. The same questionnaire with slight changes has been given to all three different participants; the first year students, second year students and departmental instructors. In other words, all the items in the questionnaires aimed to obtain data about the need for English of the students. Therefore, the changes that were made in the questionnaires were all about the instructions. In the questionnaires for the students, they were asked to give their own opinions for all the items in the questionnaires. As for the questionnaire for the instructors, the instructions were arranged in a way that could elicit opinions of the teachers about need for English of the students. That is, teachers were asked to evaluate and assess what the students would really need for English and what they could do in English. This was done in order to make the questions in the questionnaire consistent and to make a direct and comprehensive comparison between the perceived needs. These perceived needs are identified by taking the viewpoints of both the students and the teachers.

Also, in this study discrepancy approach was used. It is a kind of approach in needs analysis which regards needs as dissimilarities or discrepancies between the current state and preferred performance of the learners (Brown, 1995). For this reason, it is a necessity to pick up all-inclusive information in order to discover the steps to reach the preferred condition (Brown, 1995). This approach has three steps:

4. "Goal setting: identifying what ought to be;
5. Performance measurement: determining what is;
6. Discrepancy identification: ordering differences between what ought to be and what is" (McKillip, 1987: p.21).

In the process of questionnaire design, the information sought was decided and as many questions as possible were collected before the construction of the questionnaire. Benefitting from these questions, a number of draft questionnaires were designed. Instructions and questions were amended several times to make certain the reliability and validity before piloting the questionnaire. It was also indispensable to choose the wording cautiously. After making necessary corrections, the final questionnaire was prepared. The questionnaire contained 25 items. Most of these items have unnumbered sub-items. These sub-items were not numbered on purpose of making the evaluation and assessment of the questionnaire much easier. In the questionnaire design, a variety of sources were exploited such as Richterich and Chancarel's Identifying The Needs of Adults Learning a Foreign Language (1980), Munby's Communicative Syllabus Design (1982), Brown's The Elements of Language Curriculum (1995), Dudley-Evans and St. John's Developments in ESP: A multi-disciplinary approach (2002) and previous needs assessment studies done by master's degree students at various universities (Alagözlü, 1993; Ekinci, 1995). Some questionnaire items were adapted from these sources and many of the other items are the results of informal interviews with the instructors at the prep program, departmental instructors, first year students and second year students. Moreover, the fact that the researcher worked as a lecturer of English for three years at the Preparatory Department at IZU contributed a lot to designing the questionnaire.

As regards the content of questionnaire, three types of questions were used. First one is closed-ended questions, which asked respondents to choose either yes or

no. Closed-ended questions are fast to complete and uncomplicated to respondents (Wilson and McLean 1994). However, they do not permit respondents to add any explanation, qualifications to the categories, and there is a threat that the categories may not be comprehensive and that they could include bias (Oppenheim 1992). The second kind of question is multiple choice questions which required the respondents to choose an answer out of the options. In multiple choice questions, the range of choices is designed to capture the likely range of responses to given statements. Like closed-ended questions, multiple choice questions can be quickly coded and quickly aggregated to give frequencies of response. (Cohen et. al., 2007). And the third type is Likert scales. In Likert – scales, respondents have been 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'. 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. In Likert-scale, the items were designed in order to reach either the importance or difficulty level of the statements.

The scoring system of difficulty is as follows: 1 means 'not difficult at all', 2 means 'of little difficulty', 3 means 'difficult', 4 means 'quite difficult' and 5 means 'very difficult'. The scoring system of the statements that aimed to reach importance, 'not important at all' equals 1, 'of little importance' corresponds to 2, 'important' has the rating value of 3, 'quite important' matches 4 and 5 means 'very important'. Moreover, except for the item 24 which asked the respondents to choose as many options as that applied to them, the arithmetic means of the closed-ended questions, multiple choice questions and Likert-scale statements were given.

To ensure reliability and validity, special attention was given to question construction. According to Oppenheim (1992, cited in varlı, 2001),

> "Each question has a job to do, and that job is the measurement of a particular variable. In trying to assess how well each question, or group of questions, does its job, we shall need to use the terms reliability and validity …
> Reliability refers to the purity and consistency of a measure, to repeatability, to the probability of obtaining the same results if the measure were to be duplicated. Validity, on the other hand, tells us whether the question, item, or score measures what it is supposed to measure" (p.122).

The questionnaire also contained a cover page which included a letter to the respondents describing the subject, aims and importance of the inquiry. A statement of confidentiality was also included in this letter. This questionnaire aims to find out the students' current needs of English and the degree of necessity of the four language skills (reading, writing, listening, speaking), and translation. In addition to these, it also aims to clarify the questions about course materials, the competence of the instructors at the English prep program, possession of cultural knowledge and to what extent the required terminology is thought at the Preparatory Program at IZU.

3.3.5. Piloting the Questionnaire

Pilot work is one of the prerequisites in order to construct successful and effective survey instrument. (Oppenheim, 1992; Fink, 1995). A pilot study is a scaled-down version of the full-blown study. It uses a small number of subjects who will not be used to provide data for the major study (Hopkins, 1976). Pilot testing is an opportunity to test an instrument before it is made final (Fink, 1995). It is quite functional and helpful for the researchers in that it helps them to "identify problems such as typographical mistakes, overlapping response sets, ambiguous instructions and difficulties that may arise during data collection and problems of form" (Litwin, 1995, cited in Varlı, 2001: p. 124).

The English questionnaire was piloted on two samples. In the pilot study, 7 freshmen and 8 sophomores from Kahramanmaras Sütcü Imam University (KSU) participated in the pilot study. KSU is a state university located in the southern part of Turkey. The departments of 8 freshmen and 7 sophomores were Business Administration and Politics and International Affairs where the medium of instruction is English. They were asked to respond to the questionnaire, and reflect on any question that they thought should be improved, altered or omitted. The names of the subjects were chosen randomly from the lists of students that had been obtained from their departments beforehand. The researcher came together with these students and went into an empty classroom at KSU. Questionnaires were distributed to students by hand and the researcher was available in the classroom while the students were responding to the questionnaires. It took about one hour for the students to answer all the questions.

The second sample consisted of 5 teachers from two different departments which are Business Administration and Politics and International Affairs whose medium of instruction is English at KSU. The names of the subjects were chosen randomly from the lists of teachers that had been obtained from these departments beforehand. All the teachers volunteered to take part in pilot work. The teachers and the researcher met in a participant teacher's room at KSU. They were given the questionnaires and these teachers responded to all the items within half an hour. Before conducting the piloting of the questionnaires to both the teachers and students, permission was obtained from both departments. In the light of the responses from both samples, it was seen that the items in the questionnaires were clear cut and understandable; however, some instructions were ambiguous. Hence, necessary modifications were made to these problematic instructions.

3.3.6. Fieldwork

The researcher informed the director of the School of Foreign Languages of IZU about the study. He explained the director the benefits of this research for the English prep program at IZU. After this briefing was given to the director, the researcher asked for an official permission in order to administer the questionnaires to both the students and departmental teachers. As soon as the official permission was granted, the questionnaire was conducted in the first semester of the 2014-2015 Academic Year.

An important point to be mentioned at this stage is that the researcher had worked as a teacher of English at prep classes of IZU for three years. This fact facilitated the heavy work load of the researcher, saved time for him and also, he did not encounter any bureaucratic problem. Moreover, it is important to note that the researcher had attended to English classes of the students who took active part in this study. This enabled the researcher to establish good rapport between him and the students. These already established good relations gave great advantages in conducting the research since the probability of not returning the questionnaire of the respondents was rather low.

Administering the student questionnaire was the first part of the data collection procedure. After selecting the student samples by random selection

method, the researcher got into contact with all the first year and second year students via telephone and e-mail. The students were instructed about the study and were asked to take part in conducting the questionnaire. all of them readily accepted to take part in the research.

During our conversations with the students, a verbal statement of confidentiality was made as well as a written statement of confidentiality on the cover page of the questionnaire. They were also told that if they had any question regarding the study, they could get into contact with the researcher via the telephone or e-mail. After giving the necessary instructions, the researcher mailed the student questionnaires to them. The underlying reason for conducting the questionnaire through e-mail was to both save time and more importantly to save paper since each questionnaire consisted of 10 pages. Considering that the number of the student samples was 70, we would need 700 printed pages if we preferred to conduct it on paper. Moreover, they were also requested to send back the questionnaires within three days due to time limitation.

Conducting the teacher questionnaire was the second part of the data collection. As stated before in this chapter, teacher samples were selected through convenience sampling method. Since not all the departmental teachers were reachable at the time of the administration of questionnaire because of limited time and intense workloads. For this reason, the teacher questionnaire was distributed to those who were willing and available to take part in the study at the time. Since the researcher was living in another city, he asked for help from the coordinator of the English preparatory unit with whom the researcher worked for three years. The coordinator accepted to print out the teacher questionnaires and give them to departmental teachers. They were also strictly assured about the privacy verbally on the phone and through written declaration of confidentiality on the cover page of the questionnaire.

3.4. An Overview of Data Analysis

This is a descriptive study that is designed to find out the students' English language needs at IZU. Thus, the data have been gathered through descriptive

statistics such as mean scores, frequencies, standard deviations, and percentages. Data were analyzed using the Statistical Package for Social Sciences (SPSS.17).

In this study, three types of questions were exploited in the questionnaires that were given to three different groups. One of these types is Likert-scale in which the scoring system ranges from 1 (strongly disagree) to 5 (strongly agree). The responses were entered into SPSS software program and then the mean scores and standard deviations of each item were found. Also, arithmetic means of each item were given at the end. Once the means and standard deviations were calculated, the tables of these calculations were drawn.

The second question type is multiple choice questions and the third one is closed-ended questions. The answers of these questions were also computed into SPSS and frequencies and percentages of every item under this question type were found. Furthermore, the arithmetic means of multiple choice questions and closed-ended questions were given except for the item 24 which asked the respondents to choose as many options as that could apply to them. The data gathered from these question types have been presented in the tables.

CHAPTER 4

FINDINGS AND DISCUSSION

This study intended to investigate the English language needs of the students whose medium of instruction is English. The aims of the study were to obtain the perceptions of currently enrolled freshmen and sophomores who attended one-year obligatory prep program and completed it successfully, and departmental instructors about these needs. In this chapter, it was aimed to analyze and assess the data gathered from the implementation of the questionnaires which were given to 50 freshmen, 20 second year students, and 10 departmental instructors at IZU. The data for this study were collected via questionnaires. The data have been analyzed through SPSS.17, a statistical analysis program. The analysis of the data is presented in the tables.

This study employed three kinds of questions in the questionnaires that were given to three different informant groups. One of these types is Likert-scale in which the scoring system ranks from 1 (*not difficult at all* or *not important at all*), 2 (*of little difficulty or of little importance*), 3 (*difficult or important*), 4 (*quite difficult or quite important*) to 5 (*very difficult* or *very important*). The responses were typed into SPSS.17 software program and then the mean scores and standard deviations of each item were found. After the means and standard deviations were calculated, arithmetic means of them were given at end. And then, the tables of these computations were drawn.

The second question type is multiple choice questions and the third one is closed-ended questions. The responses given to these questions were also entered

into SPSS.17 and frequencies and percentages of every item under these question types were found. Like Likert-scale statements, average means of frequency and percentage were given except for the item 24 which asked the respondents to choose as many options as that could apply to them. The data that we gathered from these question types have been presented in the tables.

The same questionnaire with slight changes has been given to all three different participants; the first year students, second year students and departmental instructors. In other words, all the items in the questionnaires aimed to obtain data about the need for English of the students. Therefore, the changes that were made in the questionnaires were all about the instructions. In the student questionnaires, students were asked to give their own opinions for all the items in the questionnaires. As for the questionnaire for the instructors, the instructions were arranged in a way that it could elicit opinions of the teachers about English language need of the students. That is, teachers were asked to give information about what their students would really need for English and what they could do in English at present at their departments.

The items in questionnaires have been grouped under five headings for discussion: the need for English of the students, the degree of necessity of the four language skills (reading, writing, listening, speaking) and translation, course materials, competence of the instructors at the prep program and terminology. The following table shows the five categories of the items in the questionnaire.

Table 1: Categories of Items in the Questionnaires

ORDER	CATEGORY	ITEM
1	Need for English	1, 16, 25
2	Four language skills and translation	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 18, 19
3	Course Materials	15, 20, 21, 22, 23, 24

4	Competence of the Instructors	14	
5	Terminology	17	

4.1. First Category: The Need for English

Three items that were used in the questionnaire can be analyzed and assessed under this category. These are the items 1, 16 and 25. Item 1 questions the reason for learning English. Table 2 shows the evaluation results of the data that were gathered from the three sources. Item 16 scrutinizes how the mastery of English is related to the mastery of the subject-matter in their fields according to the viewpoints of the three parties. The frequencies and percentages of the responses given to this item are illustrated in the Figure3. The final item 25 under this heading aims to find out the English language level that three different sources think they need. The answers provided by the respondents are displayed in Table 4. As it is seen in Table 1, there are three items that could be assessed under this grouping. The means and standard deviation values of the item 1 and their arithmetic mean scores are shown in the Table 2.

Table 2: The Purpose of Learning English (ITEM 1)

	Resource Groups						Total	
	Freshmen		Sophomores		Instructors			
Purpose	x	**SD**	x	**SD**	x	**SD**	x	**SD**
To understand the lectures in my special field of study	3.42	1.19	3.33	1.32	3.40	1.14	3.40	1.21
To take part in discussions in	3.50	1.24	2.55	1.13	3.30	1.30	3.11	1.22

English								
To read the materials related to my special field of study	3.64	1.17	4.11	0.78	3.70	1.03	3.81	0.99
To do post-graduate studies	3.06	1.11	3.11	1.05	3.00	1.21	3.05	1.12
To communicate with English-speaking people	4.16	0.88	3.77	0.97	4.00	1.02	3.97	0.95
To have a chance to work abroad	3.54	1.23	4.22	0.97	3.50	1.14	3.75	1.11
To know people from other cultures	3.68	1.07	3.55	1.33	3.30	1.15	3.51	1.18

M: Mean **SD**: Standard Deviation $\bar{x}$**:** Mean

According to the answers given by the freshmen, the sub-items with the highest mean 4.16 are ―to communicate with English-speaking people‖ and with 3.68 mean ―To know people from other cultures‖. Also, the same sub-items with a standard deviation below 1 (0.88) or close to 1 (1.07) is an indication of the reliability of the answers and homogeneity among first year students. When we take a deep look at these results, we can come into conclusion that the freshmen want to be a part of the English speaking world. In order to realize this aim, they are aware that they need to possess the knowledge of English. When we analyze the answers given by the sophomores, we see that the sub-item with highest mean 4.22 is ―To have a chance to work abroad‖ and sub-item with 4.11 mean score ―To read the materials related to my special field of study‖. The standard deviations of these sub-items are below 1 which indicates the reliability and consistency of the responses. If we analyze deeply the results of the sub-item (to have a chance to work abroad) with the highest mean 4.22, we may conclude that as the second year students advance in their departments, they are beginning to think to work in other countries. This may be because of student exchange programs which have become quite popular in the recent years in our country. At IZU, some students have the chances to study abroad in various universities for one year in mostly different European countries. After

these students turn back Turkey, they share their experiences with their friends and this may cause some students to think to work abroad after they graduate.

As for sub-item with the second highest mean 4.11 (to read the materials related to my special field of study), this result is no surprise at all. It is because that in their departments, the sophomores need to read and understand the highly complicated reading passages about their fields in order to both pass their exams and improve themselves in their branches.

Regarding the responses given by the instructors for the item 1, their answers confirm the needs of the other two groups. According to their answers, the sub-item with the highest mean 4.00 is ―to communicate with English-speaking people‖ which is also the highest mean of the freshmen and the second highest mean with 3.70 is ―to read the materials related to my special field of study‖. These answers are highly correlated with the freshmen and sophomores. Although the sub-item ―to communicate with English-speaking people‖ is not in first two choices of the sophomores, it is in their third priority with 3.77 mean score and 0.97 standard deviation. Based on these figures, we observe that the ―to communicate with

English-speaking people‖ is the common sub-item that all three parties agree on. Furthermore, as the Table 2 indicates, arithmetic means of the sub-items ―To communicate with English-speaking people‖ and ―To read the materials related to my special field of study‖ had the highest scores. The sub-item ―To do post-graduate studies‖ received the lowest score.

The second question under this category is item 16 which asks all three sources to what extent they think the mastery of English is related to the mastery of their subject-matter. The frequencies, percentages and arithmetic scores of this item are given in the Table 3.

Table 3: How is the mastery of English related to the mastery of subject-matter in your field? (ITEM16)

	Resource Groups						Total	
	Freshmen		Sophomores		Instructors			
Answers	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**
Very closely related	21	44	5	25	5	50	31	39.66
Related	16	32	10	50	1	10	27	30.06
Related to some extend	9	18	5	25	3	30	17	24.33
Not related at all	4	8	0	0	1	10	5	6
Total	50	100	20	100	10	100	80	100

F: Frequency   **%:** Percentage

When we look at the Table 3 above, % 76 of the first year students, %75 of the second year students and %60 of the instructors indicated that the mastery of English is *very closely related* or *related* to the mastery of subject-matter in their fields. Besides this, none of the participants who took part in the questionnaire marked the option ―not related at all‖. At present, it is a very well known fact that

English is the lingua franca the literary meaning of which is a language systematically used to make communication possible between persons not sharing a native language, in particular when it is a third language, distinct from both native languages. In other words, it is a bridge language that is used by the people with different languages in order to make communication possible for several purposes. At IZU, this fact must be appreciated very much by all the three groups considering that they are all in the opinion that they need to have English in order to be successful in their areas. Unfortunately, until some years ago in our country, the parents and students thought English was necessary just to pass some written exams in middle school or high school. Mathematics or other subjects like science, Turkish, chemistry, history etc. used to outdo English because of Higher Education

Examination-Undergraduate Placement Examination (YGS-LYS) which are nation-wide held exams for students to be placed in a university. Therefore, until recent times, parents insisted on their children to spend their time not on English but on mathematics or other subjects to be successful in YGS-LYS. However, with the advancement of technology, science and improvements in education in the world, people have come to understand that English is the most important key factor to be successful in any field. The parents have begun to encourage their children to attend some English courses or take private lessons to learn English even before they are placed in any university.

Moreover, considering that it has become quite difficult to find a job even for the people with university degree in our country, it is almost a must for students to graduate from a good department. And for some years, most of the prestigious departments are in English in most universities in Turkey. For this reason, students know that they need to have a fluent English to be able to get a degree for a well-paying job. Besides these, in the present time, almost all of the companies in Turkey want to hire employees who have the good command of English. Even more, these companies give their job advertisements in English. Majority of the university students and their parents in our country are aware of this. Therefore, all these parties know that possession of English knowledge has become a basic need rather than a luxury.

Again when we look at the Table 3, only 8 % of the freshmen and 1 % of the instructors marked the option ─not related at all‖. No sophomores agreed with this option. As seen, among the respondents, the rate of this option is very low which proves the utmost importance of English. As for the arithmetic scores of the sub-items, the sub-item with highest arithmetic score is ─Very closely related‖ while the lowest sub-item is ─Not related at all‖.

The third question under this category is item 25 that asks all the respondents what level of English they need to know in order to carry out their career sufficiently. The percentage distribution and frequencies of the answers given for this item and their arithmetic scores are given in the Table 4.

Table 4: What level of English do you need to know in order to carry out your career sufficiently? (ITEM 25)

| | Resource Groups | | | | | | Total | |
| | Freshmen | | Sophomores | | Instructors | | | |
Answers	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**
Native-Like Speaker	13	26	2	10	0	0	15	12
Advanced	20	40	9	45	9	90	38	58.33
Intermediate	16	32	9	45	1	10	26	29
Beginner	1	2	0	0	0	0	1	0.67
Total	50	100	20	100	10	100	80	100

As observed in the Table 4, most of the respondents think that advanced level of English is enough in their lives instead of being native-like speaker. According to the Table 4, 26 % of the freshmen, 10 % of the sophomores indicated that they need advanced level of English. However, for any person who wants to learn a language in the native-like speaker level, he needs to study for a long time and needs much more time. Also, he must spend some time abroad where the target language is used as a means of communication by the people there. Hence, for students who have been studying English language in Turkey for one to three years, native-like level could be considered just an expectation rather than an opinion. Also, as the Table 4 indicates, 40 % of the freshmen, 45 % of the sophomores and 90 % of the instructors agreed on the advanced level of English. On the other hand, while the students regard the advanced or intermediate level enough for themselves, 90 % of the instructors marked the advanced level option rather than intermediate. And this shows a discrepancy between students and instructors. Furthermore, 32 % of the freshmen and 45 % of the sophomores think that knowing the English language at the intermediate level is enough. This may be because both parties, the students and

instructors, may need intermediate level of English in the classrooms. However, when they need to use the language outside the classrooms, just like business meetings, conferences, seminars or for any academic purpose, they are going to need a level higher than intermediate. Furthermore, as seen in the Table 4, the highest arithmetic means of the sub-item is advanced and the lowest arithmetic means was given the sub-item ―beginner‖ option.

4.2. Second Category: Four Language Skills and Translation

Out of the 25 items in the questionnaires that are given to the resource groups, 14 items related with this category. These 14 items seek to find out what language skills and sub-skills the students need according to the viewpoints of all groups who took part in this research. Also, 14 items will try to discover the difficulties the students encounter while learning the target language. Moreover, these items aim to determine what skills of the language that the resource groups think as more important than others. The results are displayed in Table 5.

Table 5: Which language skill(s) do you consider necessary for learning a language? (ITEM 2)

| | Resource Groups | | | | | | Total | |
| | Freshmen | | Sophomores | | Instructors | | | |
Purpose	x	**SD**	x	**SD**	x	**SD**	x	**SD**
Reading	3.94	0.73	4.20	1.00	3.90	0.99	4.01	0.90
Listening	4.38	0.66	4.40	0.82	3.80	1.22	4.19	0.90
Writing	3.96	0.72	4.00	0.91	4.00	0.66	3.98	0.76
Speaking	4.68	0.47	4.80	0.41	4.90	0.31	4.79	0.39

Table 5 shows how the resource groups rank the language skills according to their importance in terms of means and standard deviation. When we look at the Table 5, it draws our attention in an instant that four of the language skills are thought to be important by all groups. It is because all the values in the Table 5 are between 3.80 and 4.90. The high rate of these skills may be because that all these four skills are all the time used in the classrooms. At IZU, students just do not sit and listen to the instructors, but rather they are supposed to take active part during the lectures such as presenting a topic, or giving speech about a particular subject or even teaching a new subject matter to their classmates. This student-centered approach encourages the students to use the language actively which naturally enables the learners to use all four skills actively. Therefore, the skills of a language cannot be separated from each other but only could be ranked in the aspect of importance. And yet, it is seen in the Table 5 above that the speaking skill comes first with the highest mean and then comes listening in the second place. All respondents in this research gave the utmost importance to speaking skill. 4.68 of the freshmen, 4.80 of the sophomores, and 4.80 of the instructors consider the speaking skill as the most necessary. Considering that we employed Likert-scale which uses a ranking system from 1 (not important at all) to 5 (very important) in the questionnaires, this could be understood better with these mean values. Also, the arithmetic mean of the sub-item ―speaking‖ received the highest score from the participants with a score 4.79.

Furthermore, standard deviations of these skills are quite low and this proves the reliability of these results in a true way. The results of the item 2 that asks the respondents what language skill(s) they consider necessary for learning a language gives a message to the prep program that speaking and listening skills should be given more priority. However, the figures above show that the other two skills reading and writing should not be ignored and should be given the importance they deserve in the language education at the prep program.

4.2.1. Reading Skills

In the questionnaire, the items 3, 4, 5, 6 and 18 try to determine the difficulties that the source groups encounter while reading, the underlying reasons of these difficulties, and these items also aim to unearth the required reading skills and

reading strategies for the respondents. Please see the Table 6 which shows the results of item 3 that asks the resource groups the real causes of difficulties in reading.

Table 6: Which of the Following Cause Difficulty for You in Reading? (ITEM 3)

| | Resource Groups | | | | | | Total | |
| | Freshmen | | Sophomores | | Instructors | | | |
Purpose	$\underline{x}$	**SD**	$\underline{x}$	**SD**	$\underline{x}$	**SD**	$\underline{x}$	**SD**
Sentence Structure	3.02	1.15	2.80	1.50	3.20	1.01	3.00	1.22
Grammatical Patterns	3.12	0.93	2.80	1.36	3.80	0.61	3.24	0.96
The knowledge of technical vocabulary	3.06	1.05	3.00	1.02	2.20	0.41	2.75	0.82
The content of reading materials about my field texts	2.96	1.15	3.30	1.12	2.70	1.12	2.98	1.13
The content of reading materials in general	2.66	1.06	2.30	0.92	2.80	1.10	2.58	0.78

As it is seen in Table 6, the biggest difficulty is grammatical patterns with 3.12 mean for the freshmen. Instructors also indicated the grammatical patterns as the most challenging sub-item with 3.80 mean for the students. Moreover, the standard deviations of the answers given by both freshmen and instructors are below 1 (0.93, 0.61) which is a proof of high dependability of the responses. The reason why these two groups identified the grammatical patterns as the primary difficulty for themselves could be because of several reasons. First of all, in our country, unfortunately, most of the people think that good language learning occurs thanks to mastering the grammatical rules. This notion is consolidated by the fact that many of the English teachers attach the greatest importance to teaching grammar. Secondly,

most of the students who start to learn a new language regard grammar as the safest harbor since other language skills particularly productive skills like speaking and writing require them to be more active and more productive in which students naturally make more mistakes. In our country, the students assume mistakes as something that embarrasses them before their classmates. However, in language learning, the mistakes are, in fact, quite influential teaching factors from which learners could utilize a lot. Considering that the students are mostly reserved and not risk takers, it is no surprise that the grammatical patterns which entail the lowest risk compared to other language skills got the highest rate.

On the other hand, Table 6 displays that the sophomores did not have that much difficulty with grammatical patterns. They had the biggest hardship with the content of reading materials related to their fields with 3.30 mean score. It might be because the books in their departments could be much complex in terms of language and ideas. Also, if they did not have any experience with their fields before starting to study at the university, these troubles that they are having now could be accepted as something natural. It is because they have started to learn something which is totally strange to them. In other words, what makes difficult these field-related reading materials may be not just the language itself but also the ideas could be a part of this difficulty. The interesting result is that the sophomores marked the grammatical patterns in the aspect of difficulty in the third place. The reason why the sophomores thought grammar relatively less challenging might be because of two reasons. Firstly, they might reckon that what important in language learning is to be able to convey the meaning rather than using a garish language. Secondly, they could deduce after two years of experience with language learning that using a grammatically perfect language is almost impossible within two years. Hence, they preferred understandability rather than perfectionism in the target language. Regarding the arithmetic means of the sub-items, while the option ―Sentence Structure‖ was given the highest score, the option ―The content of reading materials in general‖ received the lowest score.

The results of the item 4 that directs the question to the respondents what reading skills they find necessary is demonstrated in the Table 7.

Table 7: In Your Opinion, Which of the Following Reading Skills Are Necessary For You? (ITEM 4)

	Resource Groups						Total	
	Freshmen		Sophomores		Instructors			
Purpose	x	SD	x	SD	x	SD	x	SD
To understand the main idea of the reading passage	3.52	1.12	3.30	0.80	4.60	0.69	3.80	0.87
To understand the reading passage in detail	3.32	0.99	3.00	1.02	4.30	0.67	3.54	0.89
To understand the information in diagrams and charts	2.92	1.17	2.30	0.92	3.30	1.15	2.84	1.08

When we look at Table 7, we can see that the sub-item ―to understand the main idea of the reading passage‖ got the highest mean score from all the three groups (freshmen: 3.52, sophomores: 3.30 and instructors: 4.60). One of the interesting consequences of the item 4 is that all the parties who took part in the questionnaire shared the same opinion in ranking the three sub-items in order of importance. They ranked the sub-item ―to understand the main idea of the reading passage‖ in the first place, the second sub-item ―to understand the reading passage in detail‖ in the second place and the third sub-item ―to understand the information in diagrams and charts‖ in the last place. An important point to be made at this stage is that all groups agreed on the importance of the understanding the main idea of the reading passage which proves our theory that getting through the meaning to your addressee should be the biggest concern in language learning. As seen in the Table 6, the respondents judged the sub-item ―to understand the information in diagrams and charts‖ as the least important. This could be stemmed from that diagrams and charts are not employed in the departments of the students that much. As the students did not have much need for them, they unsurprisingly marked this sub-item with the least importance. This outcome may imply that students study for just what they need. This result could be a great hint for the prep program administrators in that they should be giving the students only what they need instead of bombarding the students

with unnecessary information. They must be meticulous in choosing the instructional materials which are relevant with the departments of the students. When we look at the arithmetic means, the option ―To understand the main idea of the reading passage‖ was given the highest score by the three different informants.

The item 5 sought to find out the actual reasons for having difficulty in reading. The outcomes of the comebacks given by freshmen, sophomores and instructors are provided in Table 8.

Table 8: What Do You Think the Reasons For Your Having Difficulty in Reading Are? (ITEM 5)

	Resource Groups						Total	
	Freshmen		Sophomores		Instructors			
Purpose	x	SD	x	SD	x	SD	x	SD
We lack our field-related vocabularies	3.18	1.20	4.10	0.85	2.40	0.96	3.22	1.00
We are not taught general English grammar and vocabulary	3.16	1.14	3.30	1.12	3.30	1.57	3.25	1.27
We are not trained to read effectively	3.16	1.05	3.00	0.91	3.40	0.96	3.18	0.97
Reading materials are not suitable to my interests	3.28	1.14	3.70	1.21	3.30	1.47	3.42	1.27

According to the results, it is clear that freshmen pointed to the sub-item 'Reading materials are not suitable to my interests' as the main cause of difficulty in reading. As is widely known, culture and language are like two sides of a coin. The success of language materials also highly depend on the inclusion of the target language culture. However, as the importance of English rises throughout the world, the number of the people who need to speak English increases. This natural outcome

gives rise to the need of English materials that are prepared to teach English and these materials are mostly prepared either in England or in America. These countries produce materials that can be used in any part of the world without taking into consideration the cultures and different interests of the people who need to use these materials. In other worlds, materials like course books and skill books are designed as standard for any person in the world. For example, the people in China, Egypt and Turkey may be using the same English course books in which there are almost no cultural values of those countries. This culture isolation in the language materials causes the learners who study on these books lack of motivation the result of which is failure in language learning. According to Dubin et. al. (1986) teachers should not expect their students to completely understand something which is totally strange to those learners. He also remarks that the learners comprehends a text deeply only if the text in question has pieces from their cultures (1986). Hence, the publishers should start to prepare language materials specifically for a country. By this means, they will be able to add the cultural elements of the target country into the language teaching materials.

As for the sophomores, they kept 'their lack of field-related vocabulary' responsible for the toughness they are facing in reading with 4.10 mean score. Considering that these students did not study English for Specific Purpose (ESP) during the prep program, their lack of terminology is unsurprising. Furthermore, as they advance in their departments, the level of the language gets higher and the number of the vocabulary pertaining to their fields increases as we would expect. Regarding the instructors, they thought that‖ students are not trained to read effectively‖ which is shown by the 3.40 mean score as seen in Table 8 above. This result may mean that the teachers who attended the reading classes in the prep. program avoided teaching more comprehensive and detailed ways of reading. These results could be shared with the teachers who teach reading at the prep classes at IZU so that they can give more importance to deeper reading strategies like skimming, scanning in reading classes. In addition to these, when we analyze the Table 8, it is seen that the option 'Reading materials are not suitable to my interests' received the highest score from the participants.

One of the questions in this part is item 6 which aims to unearth the answer of the question whether the students should be taught the reading strategies or not. The results of the responses given by three different groups can be seen in Table 9.

Table 9: Do you think that you should be taught reading strategies like skimming, scanning, drawing inference, intensive reading to cope with reading problems? (ITEM 6)

	Resource Groups						Total	
	Freshmen		Sophomores		Instructors			
Answers	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**
YES	35	70	16	80	7	70	58	73.33
NO	15	30	4	20	3	30	22	26.66
Total	50	100	20	100	10	100	80	100

The consequences of the item 6 clearly give us the message that majority of the respondents are in the opinion that acquiring the reading strategies like skimming, scanning, drawing inference, and intensive reading are important. The underlying rationale for such a high agreement on their importance between the groups could be that these reading skills facilitate understanding all reading texts. If they are attained by the students, they will have some advantages. First benefit is that learners will be able to save time by not having to read all the text in order to find the specific information in the passages. Moreover, another great plus point is that students will not have to know all the vocabularies in the reading texts to get to an answer or reach the sought information. For these grounds, it should not be unanticipated that attaining the reading strategies is highly essential.

One of the items that questions the sub-skills of reading is item 18. This item is designed to discover whether the students refer to dictionary very often for unknown vocabularies in a reading text or not. The frequencies and percentages and arithmetic scores of the answers given by the respondents are shown in the Table 10.

Table 10: Do you refer to a dictionary for the meaning of unfamiliar words in a reading passage? (ITEM 18)

| | Resource Groups | | | | | | Total | |
| | Freshmen | | Sophomores | | Instructors | | | |
Answers	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**
YES	35	70	17	85	5	50	57	68.33
NO	15	30	3	15	5	50	23	31.66
Total	50	100	20	100	10	100	80	100

When the Table 10 is analyzed, it is clear that 70 % of the freshmen and 85 % of the second year students stated that they look up the dictionary very often. Half of the instructors indicated their students use dictionary for unfamiliar words very often. The interesting result at this point is that sophomores turned out to be the part that applies to dictionary most often. There may be several motives for this outcome; however, the first explanation could be that these students are reading more authentic documents compared to prep program students. For this reason, it is quite normal that these authentic reading texts include more unknown vocabularies. On the other hand, the language materials that are used at the prep program are designed to teach language. Hence, in terms of both vocabulary and content, their language is simpler and as a result, easier to understand.

There seems disagreement for this item among the instructors. It is because 50 % of them said "yes" while half of the others said "no". The frequency of the instructors who responded "no" to the item 18 is high unlike the students. This may stem from the viewpoint that the teachers did not want their students to refer to the dictionary easily. Rather, they wish them to try to infer the meaning of the unknown words from the context. The instructors may also reckon that some of the dictionaries may not contain the contextual meaning of the word or the literary meaning given in the dictionary may not correspond to the words in the contexts. This situation may lead to both waste of time and de-motivation for students.

4.2.2. Translation

Under this category, we used only one item. We asked the participants in the item 19 whether they think translation is necessary or not during the process of language learning. The consequences of this question can be observed in the Table 11 below.

Table 11: Do you need translation in your study? (ITEM 19)

	Resource Groups						Total	
	Freshmen		Sophomores		Instructors			
Answers	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**
YES	47	94	14	70	3	30	64	64.66
NO	3	6	6	30	7	70	16	35.33
Total	50	100	20	100	10	100	80	100

According to Table 11, there is big opinion difference among the teachers and students about the need for translation. While 94 % of the freshmen and 70 % of the sophomores think that they need translation in order to learn English, 70 % of the instructors deem otherwise. There could be many reasons for the students who consider translation indispensable. However, the most distinctive motive may be the notion held by the students that translation might help them comprehend the subject in a more comprehensive and detailed way.

4.2.3. Writing Skills

In order to ascertain the need for writing skill of the freshmen, sophomores and instructors, four items were adopted in the questionnaire. Item 7 targets to find the frequency of writing, item 8 aspires to determine the aim of writing, the objective of item 9 is to unearth the predicaments learners face while writing in English, and finally the item 24 is prepared to find out the frequencies of writing homework given by the English teachers.

Table 12 presents the results of the responses to the item 8 which seeks to find out the goals of writing in English.

Table 12: For what purpose(s) do you need to write in English? (ITEM 8)

| | Resource Groups | | | | | | Total | |
| | Freshmen | | Sophomores | | Instructors | | | |
Purpose	x	**SD**	x	**SD**	x	**SD**	x	**SD**
To write essays in language exams	3.60	1.10	3.50	1.39	2.70	1.05	3.26	1.18
To write or reply e-mails, letters, messages or notes	2.90	1.12	3.70	1.12	3.20	1.03	3.26	1.09
To write business proposals, report or projects	3.08	1.24	3.70	1.12	3.20	0.68	3.32	1.01

To communicate with foreigners via writing	3.38	1.21	3.30	1.59	3.60	0.96	3.42	1.25

As the Table 12 makes it clear that the first year students, with a mean score 3.60, marked the sub-item "to write essays in language exams". However, when the responses given by instructors are analyzed, the sub-item in question received the lowest score. This outcome indicates that the purposes of writing of freshmen and departmental instructors in English do not overlap with each other. The reason why the freshmen gave the highest mean score to this sub-item may be because in language teaching, writing essays is the most often resorted method by language teachers. It is because that essay writing is the easiest and most effective way of improving wiring skills.

As for the second year students, they gave the highest mean score to the sub-items "to write or reply e-mails, letters, messages or notes" and "to write business proposals, report or projects". The underlying motives for that could be several, and yet seemingly the most obvious ones may be as follows.

First of all, as they advance and accumulate experience in their departments, they begin to realize that internet will be one of the most indispensible ways of communication in their business lives. And when the internet is pronounced in the sense of communication, the first thing that comes into minds is writing and replying e-mails. Therefore, they must have understood that developing these skills is of utmost importance to progress in work life.

Secondly, these students must have come to understand that developing projects and writing business proposals are two important characteristics of successful personnel in business life. For these reasons, they may have marked these two sub-items with highest mean score. Regarding the instructors, they indicated that students need to write in English "to communicate with foreigners via writing". In other words, the instructors are again giving the highest mean to a sub-item which

prioritizes communication skills. Also, as it is seen, the arithmetic mean score of this sub-item is the highest of all the other options.

Item 7 is designed to find out the frequency of writing of the students. The Table 13 below shows the results of this item.

Table13: How frequently do you have to write in English? (ITEM 7)

| | Resource Groups | | | | | | Total | |
| | Freshmen | | Sophomores | | Instructors | | | |
Answers	<u>**f**</u>	<u>**%**</u>	<u>**f**</u>	<u>**%**</u>	<u>**f**</u>	<u>**%**</u>	<u>**f**</u>	<u>**%**</u>
Always	4	8	2	10	1	10	7	9.33
often	14	28	5	25	5	50	24	34.33
sometimes	25	50	13	65	4	40	42	51.66
Never	7	14	0	0	0	0	7	4.66
Total	50	100	20	100	10	100	80	100

As the Table 13 above points out, the students do not spend much time on activities to improve writing. The reason that lies behind this outcome could be associated with writing habits of our nation. It is known by majority of our people that Turkish people do not tend to like writing that much. Instead, speaking is the most frequently used communication tool to realize communication among our people. In accordance with this generally accepted notion, it is not a big surprise that the option "sometimes" received the highest frequency among both first year and second year students. Also, this option received the highest arithmetic mean score. On the other hand, departmental instructors must be appreciating the importance of writing more than the students; hence, 50 % of these teachers think students have to write in English "often".

Item 9 in this part aims to discover the predicaments that students encounter while writing. Mean values and standard deviations of the consequences and arithmetic means of them are given in the Table 14 below.

Table 14: Which of the following are difficult for you in writing in English? (ITEM 9)

| | Resource Groups | | | | | | Total | |
| | Freshmen | | Sophomores | | Instructors | | | |
Purpose	x	SD	x	SD	x	SD	x	SD
Making grammatically correct sentences	3.12	1.15	3.00	1.56	4.10	1.10	3.40	1.27
Selecting appropriate vocabulary items	3.18	0.96	2.75	0.94	3.80	1.03	3.24	0.97
Organizing information in a paragraph	3.06	0.99	2.75	1.03	3.50	1.17	3.10	1.06
Formulating the topic and the concluding sentences	3.20	1.01	3.83	1.23	3.80	0.91	3.61	1.05
To write a summary	3.40	1.04	3.00	1.25	2.80	1.03	3.06	1.10
Using the situationally correct language	3.16	0.91	3.58	1.13	4.20	0.91	3.64	0.98

First year students stated that, with a mean score 3.40, they are having the biggest difficulty with writing summary. However, the departmental instructors think otherwise with the freshmen about this sub-item with the lowest mean score 2.80 in the Table 14. On the other hand, the second year students ponder the greatest hardship in writing is "formulating the topic and the concluding sentences". When the results are analyzed from broader perspectives, we can conclude that the sub-skills "writing summary" and "formulating the topic and the concluding sentences" require essentially the same language skills. To be more precise, these two sub-skills

mean to express the whole meaning with shorter words without altering the essence of the sense. In order for this, it is a must to use words or expressions which possess deeper meanings. It takes much time and effort for a person who is learning a foreign language to attain this ability.

It is also worth mentioning that sophomores deem "using the situationally correct language" the second most burdensome sub-skill. It could be because of that as the students have more concrete experiences with work life with the help of instructors' advice and teachings, they grasp that using English is not enough. It is also important to know what & how to write under different situations. Otherwise, it could lead some misunderstanding the results of which may be catastrophic in their business lives. As for the instructors, they are in the opinion that "using the situationally correct language" is the most challenging sub-skill with 4.20 mean score. Again they favor the sub-item which emphasizes the importance of life-like communication situations. It is also important to notice that the arithmetic means of the sub-item "using the situationally correct language" had the highest score from the three different informants.

Another distinctive result of the item 9 is that instructors betoken with a mean 4.10 that making grammatically correct sentences is the second biggest problem for the students. However, this sub-item received the second lowest score from the freshmen and third lowest mean score from the second year students. The instructors gave the second highest mean score for making grammatically correct sentences and this consolidates our argument that language teachers resort to grammar most often. Also, they think it is among the most important skills of a language.

The item 24 aims to uncover the frequency of the assignments that students are given. The results of the responses gathered from three different informant groups are exhibited in Table 15.

Table 15: What kind of homework did your English teachers from prep department ask you to do? (ITEM 24)

	Resource Groups					
	Freshmen		Sophomores		Instructors	
Answers	**f**	**%**	**f**	**%**	**f**	**%**
Listening to news on TV or radio and prepare a report	12	24	4	20	3	30
Writing a summary report from textbooks	13	26	6	30	3	30
Writing a paper on a specific topic	19	38	9	45	5	50
Reading and telling from journals and papers	10	20	8	40	6	60
Writing short essays on specific topics	15	30	7	35	7	70
Writing summaries or critiques	1	2	5	25	4	40
Take-home exams	11	22	13	65	4	40
Writing poems or short stories	3	6	1	5	1	10
Completing poems or short stories	0	0	0	0	0	0
Total	50	100	20	100	10	100

When the variedness of the home-works that are given to learners is analyzed, we can obviously see that these assignments basically cover all four language skills. "Listening to news on TV or radio and prepare a report" is a kind of home-work which entails both listening and writing and improves these skills, and the sub-item "Reading and telling from journals and papers" necessitates reading and speaking skills and is designed to develop these abilities. However, the rest of the assignment types targets to advance writing skills.

The most notable finding of this item is that the types of home-works mostly ignore the students with artistic skills. It is because that none of the respondents marked the sub-item "completing poems or short stories" which could be done well-enough by the learners with artistic intelligence. Moreover, the frequency rate for the sub-item "Writing poems or short stories" which also entails creative thinking and artistic abilities is quite low. There may be several reasons for the shortage of such

home-works but the most typical motive could be that teachers may not have much tolerance for different intelligence types. In other words, teachers may be in the opinion of raising learners with overall same skills and intelligences. However, the ignorance of these learners could halt the language progress of these students to a great extent. Another reason could be that teachers may not have much patience to evaluate and give necessary feedback for these assignment types. It is because these home-works which entail creative and artistic thinking takes much time and much effort to assess. Also, teachers must be educated on these different areas so that they could be in the position to give feedback and provide positive criticism. In order not to take any risk, it seems that teachers must have avoided giving these types of tasks. On the other hand, if teachers initiate giving such duties to the learners, it is doubtless to say that these students with artistic intelligence will set great progress at the language learning.

4.2.4. Speaking Skills

In order to uncover the needs of speaking skills of the students, we used two items in the questionnaire. One of these items aims to grade speaking skills in accordance with its importance, and the other is designed to discover the difficulties that students come across while speaking. In the Table 16, the outcomes of the item 10 which aims to classify the importance of speaking skills are given.

Table 16: Which of the following speaking skills are most essential for you? (ITEM 10)

	Resource Groups						Total	
	Freshmen		Sophomores		Instructors			
Purpose	x	SD	x	SD	x	SD	x	SD
Forming grammatically correct sentences while speaking	3.74	1.10	3.50	1.23	3.60	0.96	3.61	1.09

Participating in discussions in English	3.82	0.98	4.00	0.79	3.20	0.63	3.67	0.80
Asking questions in English	3.74	1.06	3.80	0.89	4.10	0.87	3.88	0.94
Presenting oral reports	3.44	1.03	3.70	1.12	3.60	0.96	3.58	1.03
Pronouncing words clearly	3.76	1.06	3.80	0.76	3.40	1.17	3.65	0.99
Using situationally correct language	3.46	0.93	4.10	0.71	4.10	1.28	3.88	0.97
Choosing appropriate words	3.58	0.97	3.90	1.25	4.20	1.03	3.89	1.08

Table 16 indicates that first year students gave the highest mean score with 3.82 to the sub-item "Participating in discussions in English" and the second highest mean score with 3.76 to the sub-item "Pronouncing words clearly". The reason why the freshmen graded participating in discussions in English in the first place could be that they actively took part in discussions very often at prep classes in order to improve their speaking skills. As they do not have much experience in their departments compared to the time they spent at prep program, it is quite natural that they think this way.

As for the sub-item pronouncing the words clearly, which is in the second place, these students may have been warned by their departmental teachers to pronounce the words clearly. It is because teachers at the prep program could tolerate the pronunciation as long as it is understandable or even near-understandable. Since their main purpose is to let the students speak in some way. However, departmental instructors may not have this tolerance as much as the English teachers at the prep program since they expect the students to use English functionally. In other words, these teachers assume the students that they are able to use the language for different aims such as dealing with real-like problems, developing projects, talking on the issues about their departments actively etc. Naturally, students are expected to pronounce the words explicitly.

Second year students ponder that "using situationally correct language" comes in the first place considering the mean score 4.10 for this sub-item. As mentioned above in the writing skills section, as the students come closer to work

life, they begin to apprehend that using the target language which is English fluently is not enough. It is also important to be able to use the language appropriately under different circumstances. For example, considering the mean 4.10 for this sub-item, they must have understood the importance how to address to people from different cultures and countries or what to say or how to react when faced with a dilemma or serious problem in business meetings. As for the departmental teachers, they think "Choosing appropriate words" is the most important with a mean score 4.20. As it is seen in the Table 16, this sub-item also has the highest arithmetic means of all.

The lowest mean score was given to the sub-item "presenting oral reports" by the freshmen and the sophomores marked the sub-item "forming grammatically correct sentences while speaking" the mean score of which is 3.50. Departmental instructors gave the lowest mean 3.20 to the sub-item "participating in discussions in English". The motive why the freshmen thought presenting oral reports is of the least importance could be that these students have just started to their departments and have not been assigned a lot of home-works yet. Therefore, it is natural they think this way since they have not experienced the frequency of those types of assignments. Considering that forming grammatically correct sentences while speaking received the lowest mean from the sophomores, they must have thought that grammar is not as important as the other skills like speaking, writing, reading, listening.

One of the most interesting outcomes of this item was deduced from the responses of the instructors. They think participating in discussions in English is of the least importance. It may be because in-class discussions are one of the most frequently resorted language teaching activities at the prep classes. However, departmental instructors may be in the opinion that their students have already completed English learning process and they must be at the level to use the language for more functional purposes such as proposing solutions to life-like problems or managing a simulated crisis pertaining to their business life. Therefore, from their perspectives, students should be using the language to deal with more realistic issues instead of involving in hypothetical activities to practice English. The most interesting result of this item is the fact that all the sub-items did not receive a mean score lower that 3.20 which indicates how important the speaking skills are.

In this category, item 11 aims to discover the difficulties that students face while they are speaking in English. The outcomes are shown in the Table 17 below.

Table 17: Which of the following speaking skills are most difficult for you? (ITEM 11)

Purpose	Resource Groups						Total	
	Freshmen		Sophomores		Instructors			
	x	SD	x	SD	x	SD	x	SD
Forming grammatically correct sentences while speaking	3.16	1.03	2.80	1.00	3.20	1.47	3.05	1.16
Participating in discussions in English	3.00	0.98	3.20	1.10	3.10	0.99	3.10	1.02
Asking questions in English	2.48	1.23	2.70	1.30	2.60	1.17	2.59	1.23
Presenting oral reports	3.08	1.02	3.10	0.71	3.20	1.22	3.12	0.98
Pronouncing words clearly	2.62	1.12	3.00	1.12	2.40	1.26	2.67	1.16
Using situationally correct language	2.86	1.06	3.10	0.96	3.00	1.15	2.98	1.05
Choosing appropriate words	2.82	1.00	2.90	0.85	3.10	1.28	2.94	1.04

The common thought between the freshmen and instructors is that both groups still give much importance to grammar. They both thought the greatest predicament is "forming grammatically correct sentences while speaking". The mean of the first year students for this sub-item is 3.16 and instructors gave the highest mean which is 3.20 which is highly similar rate with of the freshmen. However, the sophomores gave second lowest mean 2.80 to this sub-item. At this point, there rises disagreement among sophomores and teachers and freshmen. The reason why sophomores gave the second lowest mean to grammar could be because that as they

get closer to work life, they may be thinking that they need to concentrate more on the meaning of their statements rather than grammar itself. This consideration is acknowledged by the outcomes that second year students gave the highest mean scores to sub-items "participating in discussions in English" whose mean is 3.20 and to other two sub-items "using situationally correct language" and "presenting oral reports" the means of which are 3.10. As it is seen, these sub-items stress the importance of meaning of language rather than structure of it. Regarding the arithmetic means of the sub-items, the option "presenting oral reports" was given the highest score by the three different informants.

4.2.5. Listening Skills

Two items were used in the questionnaire in order to reveal the needs of listening skills of the students. One of these items seeks to grade listening skills in reference to its importance, and the other is planned to ascertain the difficulties that students encounter while listening. In the Table 18, the results of the item 12 which aims to classify the importance of speaking skills from the viewpoints of three different informant groups were given.

Table 18: Which of the following listening skills are most important for you? (ITEM 12)

| | Resource Groups | | | | | | Total | |
| | Freshmen | | Sophomores | | Instructors | | | |
Purpose	x	**SD**	x	**SD**	x	**SD**	x	**SD**
Understanding native speakers	3.88	0.82	3.60	1.04	3.50	0.70	3.66	0.85
Understanding daily speech	3.72	1.03	3.30	1.12	3.90	1.10	3.64	1.08
Understanding and taking notes during the lectures	3.52	0.97	3.50	1.05	3.60	0.69	3.54	0.90

Understanding conversations	3.68	1.16	3.90	0.96	4.10	0.99	3.89	1.03
Understanding radio or tv programs	3.80	0.78	3.70	1.45	3.80	1.13	3.76	1.12

Mean values of the responses of the informants for the item 12 can be seen in the Table 18. As it is seen in the Table 18 above, the mean scores are between 3.30 which means quite important and 4.10 whose meaning is very important. These mean values indicate the degree of importance of listening skills for the target groups who are freshmen and sophomores. Also, it is worth mentioning that among the sub-items in the item 12, the option "Understanding conversations" was rated the most important by the participants with the 3.89 arithmetic mean score.

Also, it is worth remembering that the degree of importance of four language skills were analyzed in the item 2 and its outcomes were shown in the Table 5. In there, listening skill received high mean scores which is another indication of great importance of listening for the first year and second year students.

Another item under this category is item 13 whose aim is to determine the difficulties that students face while listening. In the Table 19, the results of the item 13 are shown.

Table 19: Which of the following are most difficult for you while listening? (ITEM 13)

	Resource Groups						Total	
	Freshmen		Sophomores		Instructors			
Purpose	$\underline{x}$	$\underline{SD}$	$\underline{x}$	$\underline{SD}$	$\underline{x}$	$\underline{SD}$	$\underline{x}$	$\underline{SD}$
Understanding native speakers	3.00	1.14	2.70	0.92	3.40	0.96	3.03	1.00

Understanding daily speech	2.54	1.05	2.40	1.14	3.20	0.91	2.71	1.03
Understanding and taking notes during the lectures, seminars and conferences	2.98	0.89	2.90	1.33	3.40	0.69	3.09	0.97
Understanding conversations	3.00	1.16	3.00	1.29	3.00	1.33	3.00	1.26
Understanding radio or tv programs	2.90	0.95	2.80	1.28	3.90	1.28	3.20	1.17

When we look at the Table 19 above, the first thing that stands out directly is that three informant groups gave the sub-item "understanding conversations" the same mean score which is 3.00. This shows that they are in the same opinion with the degree of difficulty of understanding conversations. On the other hand, the results of the other sub-items give us the conclusion that there is a great disagreement between students and teachers on the predicaments which students face while listening. First year students gave the highest mean score to the sub-item "understanding native speakers" besides understanding conversations. This could be because of that in language learning it has always been more challenging to understand the native speakers compared to non-native speakers of the target language. For example, it is easier to understand the English of a Turkish speaker than the speech of an Australian. This difference is experienced by each prep class student since the course-book which is used in the prep program includes various speakers from different nations. The aim of this strategy is to expose the language learners to different accents. As a result of this teaching strategy, learners must have made a comparison among these speakers and come to the conclusion that understanding an American is more difficult than comprehending an English speaker from Spain.

However, the overall low mean scores that both first and second year students gave to all sub-items imply us that the students are not having much hardship with listening anymore. The motive for this could be that listening is a receptive skill which is easier to master compared to productive skills like speaking and writing.

Also, it widely held belief by most of the linguists that being proficient in receptive skills which are listening and reading is mush effortless than productive skills that are writing and speaking. Another slightly important difference between freshmen and sophomores is that second year students gave lower mean scores to all these sub-items than the first year students. Considering that second year students have been exposed to English language more than a year than the first year students, the outcomes are not that surprising.

On the other hand, when the responses of the departmental instructors are taken into account, we can conclude that teachers are not of the same opinion with the students at all. It is because teachers gave higher mean scores to all sub-items than the students which indicates that instructors are not glad with the listening performance of the students. This could be accepted a serious problem since the discrepancy shows that students may be in an artificial self-confidence with listening. This means that while there is much way to go in the name of improving their listening skills, they prefer not to do anything due to their groundless self-satisfaction with listening. As for the arithmetic means of all the sub-items, the option "Understanding radio or tv programs" received the highest score from the informants with 3.20 average mean score.

4.3. Competency of the Instructors

Under this category, one item which is 14 has been designed in order to determine whether the instructors at the prep program have a good mastery of only general English or both field jargon of the students' departments and general English. In the Table 20 below, the percentage distributions of the results of the item 14 that have been obtained from three different informants can be seen.

Table 20: In your opinion, which one did your prep department teachers have a good mastery of? (ITEM 14)

	Resource Groups						Total	
	Freshmen		**Sophomores**		**Instructors**			
Answers	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**
Both general English and my field-related terminology	40	80	7	35	2	20	49	45
General English but not my field-related terminology	8	16	13	65	8	80	29	53.66
No answer	2	4	0	0	0	0	2	1.33
Total	50	100	20	100	10	100	80	100

According to the outcomes, there seems great disagreement among resource groups. Majority of the freshmen ponder that their instructors at the prep program are competent at both general English and field-related jargon. On the other hand, being different from freshmen, most of the second year students and departmental instructors deem that the prep program teachers do not have mastery on field-related vocabularies. The main reason for these dissimilar opinions could be that freshmen are not experienced enough to make an evaluation about the proficiency of instructors on the departmental vocabulary. Therefore, 2 of the freshmen out of 50 stated that they do not have any answer for this question while all the sophomores and departmental instructors gave response to the item 14. When we analyze the responses of the sophomores and instructors who are taught to be more informative regarding this question compared to first year students, we can conclude obviously that prep program instructors do not have a good mastery on field-related vocabulary. This outcome is not that astounding when we consider the background education of these instructors. To be more precise, these instructors at the prep classes are graduates of either English Literature or English Language Teaching (ELT) departments. For this reason, almost none of the teachers who teach at the prep program have any experience with the departments that students are going to study. Taking all these information into account, it is no big surprise that these instructors lack a good mastery of departmental terminology. It is also important to state at this point that the option "Both general English and my field-related terminology" had

the highest arithmetic mean score. It is because the number of the first year students is almost twice compared to the number of other participants; hence, it should not give the impression that the instructors at the prep program have a good mastery of both General English and departmental terminology.

4.4. Course Materials

Under this category which tries to analyze deeply the course materials that are used at the prep program, six items have been prepared. Item 15 plans to find out whether the teachers provide students extra handouts in addition to textbooks. Item 20 seeks to uncover whether the textbooks are appropriate to the interests and culture of the students. Items 21, 22 and 23 are designed to discover the questions how appropriate the levels of the textbooks are and difficulties of these textbooks that students have to deal with. The purpose of the item 24 is to unearth the kinds of home-works that students are assigned at the prep classes. In the Table 21 below, we can see the results of the item 15 the aim of which is to understand whether the instructors at the prep program give extra materials besides textbooks.

Table 21: Did your teachers from prep department give you handouts in English from other sources? (ITEM 15)

| | Resource Groups | | | | | | Total | |
| | Freshmen | | Sophomores | | Instructors | | | |
Answers	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**
YES	44	88	12	60	9	90	65	79.33
NO	6	12	8	40	1	10	15	20.66
Total	50	100	20	100	10	100	80	100

As the outcomes of the item 15 suggest, the teachers at the prep program prefer to fortify the course materials with additional materials. In other words,

majority of the respondents are in the opinion that they are provided with extra language materials. This outcome is also consolidated by the arithmetic mean score of the option "yes" whose frequency is 65.

However, what interesting at this stage is that there are some informants who think that they were not provided supplementary materials. The main reason of this opinion gap between the resource groups could be that the group who said "no" to this item may consider extra materials unproductive and/or inadequate. Therefore, the additional materials that students are given should be revised and consolidated to serve the intention of the teachers in a better and productive way.

Item 20 aims to analyze the textbooks in the sense whether they are appealing to the interests and cultures of the student who are using these books. We can see the outcomes of this question in the Table 22.

Table 22: Were your textbooks suitable to your interests and culture? (ITEM 20)

	Resource Groups						Total	
	Freshmen		**Sophomores**		**Instructors**			
Answers	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**
YES	4	8	1	5	0	0	5	4.33
NO	46	92	19	95	10	100	75	95.66
Total	50	100	20	100	10	100	80	100

As the results indicate, 92 % of the freshmen and 95 % of the sophomores and all of the instructors stated that the course-books are not alluring to the interests and culture of the learners. Also, the arithmetic average score of the option "no" the frequency of which is 75 backs up the notion that textbooks were not suitable to the interests and culture of the students. The underlying motives of why overwhelmingly majority of the participants think this way could be several. The first reason may be

that these course-books are not prepared in our country but either in America or in England. Hence, it is natural that we may not see any pieces of our culture in those books. Most of these books include their own cultural information since our students have to be exposed to those foreign cultural elements that much. Another cause could be life-style differences between our nation and the British and American. What is found quite appealing by an American may not be that interesting for a Turkish citizen. Therefore, while the people who prepare these course-books deem their books and materials are fun and enjoyable, Turkish students may not agree with them at all. In other words, writers of these books prefer to use golf or American football or giving parties in any reading and/or listening passages since they think these are entertaining and amusing in their cultures. And they may ponder these sort of activities will be appreciated by the people of the countries which will use their language books. On the other hand, our Turkish learners may want to read something about Nasreddin Hodja who is a famous literary figure with robust sense of humor. They may aspire to listen to the history of Istanbul or heroic stories of Ottoman Empire in listening parts of the book. In short, these kinds of attitude and opinion differences between Turkish students and writers of the books give rise to that the books are not found interesting and relevant to their cultures by the Turkish students.

Item 21 is designed to discover the answer of the question how suitable the level of the textbooks is according to the perspectives of the students and departmental instructors. The results are given in the Table 23.

Table 23: Was the level of language in your textbooks appropriate to your language level? (21)

Answers	Resource Groups						Total	
	Freshmen		Sophomores		Instructors			
	f	%	f	%	f	%	f	%
YES	37	74	15	75	8	80	60	76.33

NO	13	26	5	25	2	20	20	23.66
Total	50	100	20	100	10	100	80	100

As seen in the Table 23 above, the outcomes are satisfactory in the name of prep program. 74 % of the freshmen, 75 % of the second year students and 80 % of the instructors consider the levels of the books are apt to the level of the students. On the other hand, the rate of those who deem the level of these books not suitable is not that low. The reason of this might be that these students may not have kept up with their classmates in the academic sense. It is also worth mentioning that the arithmetic average score of the option "yes" which confirms the appropriateness of the language level in the course-books received overpoweringly high score from the three informants. Moreover, the results of this item will be understood better after analyzing the outcomes of the items 22 and 23. It is because these items aim to elicit the motives of the responses to the question "was the level of language in your textbooks appropriate to your language level"?

As aforementioned, items 21, 22 and 23 are related with each other in that each of them is designed in order to determine how appropriate the levels of the course-books are according the students. Hence, item 22 is further asking those respondents who stated that the levels of the course-books that are used in the prep program are not suitable to the level of students. The main purpose of the item 22 is to seek in what aspects the level is not found fitting by the informants and the degree of difficulty of these aspects. In other words, item 22 will try to find out difficulty level of those reasons that make the level of course-books inappropriate for the students. The outcomes of this item are shown in the Table 24.

Table 24: The causes of difficulties of the language level of the course books, if answer to ITEM 21 is "NO" (ITEM 22).

	Resource Groups						Total	
	Freshmen		Sophomores		Instructors			
The level of language in my textbooks was _NOT_ appropriate to my language level in terms of	_x_	SD	_x_	SD	_x_	SD	_x_	SD
The general level of the used language	3.53	1.12	3.60	1.51	3.50	0.70	3.54	1.11
The level of the used grammatical patterns	2.84	0.55	3.40	0.54	4.00	1.41	3.41	0.83
The content of reading and listening materials	2.89	0.54	3.60	1.14	3.00	1.41	3.16	1.03
The number of the unknown vocabularies	3.46	0.51	3.00	1.22	3.00	1.41	3.15	1.04
Abundance of cultural knowledge of the target language	2.00	0.70	2.20	0.44	2.50	0.50	2.23	0.54

Table 24 makes it clear for us to understand the reasons why those who believe that the level of the course-books are not suitable. The freshmen find level of course-books quite difficult due to both the overall language level in the text-books and high number of the vocabularies with which they are not familiar. The sophomores share the same opinion with the freshmen in that the general level of the used language in the course-books makes the level of the course-books challenging. However, according to sophomores, the second reason for the difficulty of the course-books is the content of reading and listening materials. Regarding the departmental instructors, they consider the level of the used grammatical patterns as the main reason for the difficulty in question. The most surprising outcome of the item 22 is that all of the informants reckon that abundance of cultural knowledge of the target language in the course-books gives rise the least difficulty compared to

other motives. This outcome may imply us that on one hand, lack of cultural aspects of our own nation in the course-books may make those books not appealing for our students. On the other hand, as we can see from the results of the item 22, abundance of cultural knowledge of the target language in the course-books does not make it challenging for students to understand them. As for the arithmetic means of the sub-items, "The general level of the used language" had the highest arithmetic mean score of all the sub-items.

In the item 23, some sub-items were suggested to the informants who consider that level of the language used in the course-books is apt and participants were asked to rank those sub-items in accordance to their importance. Table 25 displays the responses of these resource groups.

Table 25: The degree of importance of some suggested sub-items for those whose answer to item 21 is "YES" (ITEM 23)

	Resource Groups						Total	
	Freshmen		Sophomores		Instructors			
The level of language in my textbooks _WAS_ appropriate to my language level in terms of …	_x_	<u>SD</u>	_x_	<u>SD</u>	_x_	<u>SD</u>	_x_	<u>SD</u>
The general level of the used language	3.23	1.01	3.20	1.09	3.50	0.70	3.31	0.93
The level of the used grammatical patterns	2.61	0.76	2.60	1.14	2.50	0.70	2.57	0.86
The content of reading and listening materials	3.07	0.79	3.60	0.89	2.50	0.70	3.05	0.79
The number of the unknown vocabularies	3.38	0.86	3.20	1.30	4.00	0.80	3.52	0.98
Abundance of cultural knowledge of the target language	2.61	0.96	3.00	1.22	3.00	0.60	2.87	0.92

Before starting to analyze the results of the item 23, it is worth remembering that out of 50 freshmen, 37 think the language level of the textbooks suitable, out of 20 sophomores, 15 believe that the level in the course-books is apt and 8 departmental instructors out of 10 are in the opinion that the language level in the textbooks is appropriate. Accordingly, when the results from the perspectives of the freshmen and instructors are analyzed, it can seen that freshment and departmental teachers deem that the number of the vocabularies with which students are not familiar is optimal. This gives us the hint that the writers could be considered successful in that they are able to keep the unknown vocabularies at the finest level. However, it is interesting that this sub-item "The number of the unknown vocabularies" was given the highest arithmetic mean score by all the informants.

Regarding the sophomores, they ranked the sub-item "the content of reading and listening materials" in the first place. It could be because the sophomores are reading more challenging authentic passages and doing more difficult life-like listening exercises in their departments. When they compare the level of reading and listening tasks in the prep classes and in their departments, they naturally grade this sub item most important. It may be because that these students want to read and listen texts which are as simple as in the prep classes. On the other hand, within time they will realize that the more authentic and life-related the course materials are, the better the education is.

4.5. Terminology

There is only one item under this category which is the last one in our study. The question in the item 17 seeks to discover to what extent the field related jargon is taught to students according to the viewpoints of freshmen, sophomores and instructors. The frequencies and percentages of the responses of three different informants and their arithmetic scores are given in the Table 26.

Table 26: Do you think that you learned the required English terminology for your subject? (ITEM 17)

	Resource Groups						Total	
	Freshmen		**Sophomores**		**Instructors**			
Answers	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**
YES	5	10	6	30	4	40	15	26.66
NO	45	90	14	70	6	60	65	73.33
Total	50	100	20	100	10	100	80	100

When the outcomes of the item 17 are look at, it can be easily understood that majority of the respondents believe that the required field-related terminology was not taught as much as it should have been. 90 % of the first year students, 70 % of the sophomores and 60 % of the instructors think prep program fails in providing the necessary terminology to the students. Also, as it is seen in the Table 26, the average mean score of the option "yes" is 65 which confirms that prep program fails to teach departmental terminology to the students. Although there may be several reasons for this failure, most distinctive motives could be two. First of all, majority of the students are placed in A1 level at the beginning of the academic year. Therefore the main concern of the prep program is to teach general English to these students. It is because before these students gain some proficiency in English, they cannot be given any English for Academic Purpose (EAP). And it takes at least three quarters which corresponds to 6 month-duration for these students to proceed until a level that is enough to understand EAP. Moreover, considering the number of those students who fail and therefore have to repeat the same quarter is not that low, these outcomes should not be much surprising. Another important reason is that the teachers at the prep program are not qualified enough to teach the target terminology to those students. It is because that none of the teachers who teach at prep classes have any related education with the departments of the students. Hence, these teachers may not be expected to give the departmental jargon to the students.

As mentioned before in this chapter, the option "other, please specify" was added under all the items. The main reason for adding such a sub-item was because that the researcher could miss or underestimate some points that the resource group informants could think quite important for them. However, the number of those

respondents who provided additional information to the items turned out to be quite low. The responses for the sub-item "other, please specify" are as follows.

One first year student stated in the item 1 which aimed to unearth the reasons for learning English that s/he wanted to work as a translator and guide in coastal regions in Turkey. Two sophomores added extra data to the item 12 which aimed to find out the listening skills. One of them wrote that s/he thought listening skills are important in order to follow the daily news and another student indicated that s/he wanted to improve her/his listening skills to watch documentaries.

CHAPTER 5

CONCLUSION

This chapter of the study presents the summary of the data which have been obtained through self-administered questionnaires by freshmen, sophomores and departmental instructors at IZU. Also, it discusses the reached results in a comprehensive way and offers some solutions to the problems of the prep program that have been diagnosed thanks to this study. Moreover, this section of the study includes some suggestions for both prep program teachers and managers of the School of Foreign Languages. Finally, it gives some recommendation for further studies which are thought to be done in needs analysis.

5.1. Summary and Discussion

The purpose of this study was to investigate the English language needs of the preparatory students at IZU. In order to determine these needs, three groups were involved in this study. The first group was 50 freshmen. The second group was 20 sophomore students. These two groups attended one-year obligatory prep program and completed it successfully. They study at three different departments which are Business Administration, Politics and International Affairs, and English Language Teaching Departments whose medium of instruction is English. As for the third group, they consisted of 10 departmental instructors.

In order to collect data, self-administered questionnaires were given to three different informant groups. The same questionnaire with slight changes has been given to all three different participants; the freshmen, the sophomore students and

departmental instructors. In other words, all the items in the questionnaires aimed to obtain data about the need for English of the students. Therefore, the changes that were made in the questionnaires were all about the instructions. In the questionnaires for the students, they were asked to give their own opinions for all the items in the questionnaires. As for the questionnaire for the instructors, the instructions were arranged in a way that could elicit opinions of the teachers about need for English of the students. That is, teachers were asked to evaluate and assess what the students would really need for English and what they could do in English at their departments. The aim of this was to make the questions in the questionnaire steady and to make a direct and wide-ranging comparison between the perceived needs which are determined by taking the viewpoints of both the students and the teachers. . Also, this allowed us to view the English language needs of the students from the perspectives of the three different parties.

Data were analyzed using the Statistical Package for Social Sciences (SPSS.17). The analysis of the data is presented in the tables. The items in questionnaires have been grouped under five headings for discussion: the need for English of the students, the degree of necessity of the four language skills (reading, writing, listening, speaking) and translation, course materials, competence of the instructors at the prep program and terminology.

The first category was about the need for English of the first year and second year students at prep program at IZU. There were three items under this category and the outcomes of this group were as follows. The first item asked the students the aim of their learning English. The freshmen indicated that they wanted to learn English in order to communicate with English speaking people and to know people from other cultures. Sophomore students stated they need English to be able to work abroad and to read materials which are about their special field of study. Departmental teachers thought that English is necessary for their students so that these students could communicate with English speaking people and read the materials connected to their study areas. The second item under this heading requested the informants to reveal their ideas about how the mastery of English is related to the mastery of subject-matter in their fields? All the three participants in the study indicated that mastery of English is very related to mastery of their subject-matter in their departments. The final item under this category was about what level of English students should know

in order to carry out their career sufficiently. Majority of the respondents were in the opinion that they need English at advanced level. Some students even indicated that they need native-like English. However, considering that time is limited and the environment that they live does not permit them to practice English outside the classroom, we can accept this outcome only as a wish rather than being realistic. One of the distinctive results of this item that none of the informants marked any level which lower than advanced or native-like.

In brief, as seen from the responses, prep program should give much more concern to improve the communication skills and field-related reading materials of the students. Also, bearing in mind the result that students are also interested in learning the culture of the English speaking world, prep program teachers could do more activities that aim to introduce different cultures from the world. Another important conclusion that we could draw is the level of English that students aim to gain. They all intend to reach an advanced or native-like level. On the other hand, we can suggest at this point that upper-intermediate level could satisfy students and meet their English need instead of higher levels. This has a lot of advantages for students. The most outstanding benefit would be that the chance of attaining upper-intermediate level is higher than advanced level or native-likeness within limited time and an environment which lacks English practice opportunities for students. In other words, when the students keep their expectation lower, it will be more probable for them to realize their objectives. As a result of this, students will be more motivated and feel the burden of language learning less. It is because that they lower their expectations from both themselves and prep program and language teachers. In turn, this will be to the benefit of all parties that are involved in language learning and teaching process.

The second category in this study was about four language skills and translation. There were 14 items under this heading. When we look at the results of the item 2 which aimed to find out which language skill(s) the students consider most necessary for learning a language, we could see that all participants gave the highest importance to speaking skill. However, it is interesting that while freshmen and sophomores gave the second highest score to listening skill, teachers gave the lowest score to this skill. We can conclude from this outcome that the viewpoints of the students and teachers do not correspond to each other. Viewing the results, we should

not conclude that reading and writing skills are given less importance or felt less necessary. It is because mean scores that all three different informants gave to all skills are between 3.80 and 4.90. Considering that the highest mean value in Likert-scale is 5.00, the reached mean values are not low at all. Taking these outcomes into consideration, we suggest that the course materials should integrate all four skills. After the results about four skills obtained, the following conclusions and assessments could be done.

As regards to questions about reading skills, the resource group indicated that the biggest difficulty in general is to understand technical reading passages. In order to deal with such a problem, the number of the reading passages which are related to the departments of the students should be increased. Thinking that there is only one reading passage in each chapter in the course-book "Interchange" that is used in the prep program, it could be claimed that reading is underestimated compared to other skills. Hence, the director of the program should get into touch with the publisher and request them to augment reading passages and add more technical reading passages into the books. Moreover, at least three hours of ESP classes each week should be added to curriculum beginning from the third quarter B1. By this means, students will have chance to improve their technical reading abilities and get more familiar with their field jargon.

As for the questions about writing skills, students and teachers gave comparatively lower scores to writing skills. Moreover, in the item 7 which asked the informants about the frequency of writing, the option "sometimes" got the highest percentage. These are indications that writing activities are done relatively less than other skill activities. The main reason for such a result could be that majority of the teachers who are attending writing classes are spending their time on the theory of writing rather than practice. Unfortunately, this is resorted quite often by teachers. We could claim at this point that students improve their writing abilities only if they practice it instead of learning the theories of writing. In other words, students should start to write without losing time on theories.

When the outcomes of the items which were designed to rank the importance of speaking skills and find out the difficulties while speaking were analyzed, the following conclusions could be reached. The first interesting result is that the

responses of the students and teachers about which speaking skills they ponder more important do not match with each other. While freshmen and sophomore students find participating in discussions quite important, departmental instructors think choosing appropriate words most important. This result gives us the hint that the expectations of both parties are not that different from each other. However, it is worth remembering that what the instructors expect from students entails much more time and experience for these learners. The students are hoped to reach that level as they read, write, listen and speak which are all intended to have these students gain more field-related vocabulary. On the other hand, in order to facilitate this process, language teachers and departmental instructors should arrange their activities in a way that will enable these students to practice the language and attain more appropriate vocabulary as soon as possible.

The results of the items which were linked with listening skills indicate that students and teachers mostly think that understanding conversations and understanding radio or television programs are two of the most important listening skills. Moreover, while students find understanding native speakers and conversations most challenging listening skills, departmental teachers ponder that their students are having the most difficulty with understanding and taking notes during the lectures, seminars and conferences. When we deeply analyze the outcomes, we can draw the conclusion that students are mostly getting into difficulty with long-lasting listening exercises. These exercises also require long span of attention. In order to let the students gain these abilities, prep program teachers should assign the students some pod-casts that can be downloaded from different language teaching sites such as ted.com, voice of America and other internet sources. Outside the classroom, students could listen to these downloaded pod-casts. By means of them, they can improve their listening skills with which they are having problem and also advance their attention spans.

The items that aimed to elicit the ideas of the informants about the importance of translation revealed that there is disagreement between teachers and students about the importance of translation. 94 % of the freshmen and 70 % of the sophomore students feel that translation is indispensable. On the other hand, 70 % of the departmental instructors consider their students do not need translation. Although there may be some pedagogical benefits of translation for the learners, applicability

of it at IZU is difficult. It is because that IZU Prep School has many international students most of whom are coming from Middle-East and Africa. As the number of the students from different nations increase, teachers can not apply translation to their students since the languages spoken in the classroom vary. Hence translation from English to Turkish or Turkish from English gets impossible because of the international students. Taking all these into consideration, teachers had better not give any translation exercises to students.

The third category in this study was about the competency of teachers at the prep program. The item 14 asked the participants whether prep program teachers have a good mastery of only general English or both departmental jargon and general English. The sole group which found their teachers proficient at both areas was freshmen. The other two groups that is sophomore students and departmental teachers stated that teachers are capable at general English but not at the departmental vocabulary. In order to handle this problem, several measures can be taken. The first action could be that teachers be provided in-service training by ESP teachers. The second solution could be that language teachers be encouraged to do master's degree not only on ELT or English Literature but also on Politics and International Affairs, Business etc. By this means, language teachers will become more familiar with and experienced in these departments and will become more skillful at teaching ESP. The third measure to be taken could be that during the summer holidays, teachers from these departments, which are Politics and International Affairs, English Language Teaching and Business Departments, could give ESP to the students of these departments. By this means, students could start to their departments with English which is enough to follow their courses without having difficulty. Another radical solution could be that managers of Foreign Languages School at IZU prefer to hire some ESP teachers under the body of prep program. These ESP teachers could teach the students at prep program some terminology two or three hours a week throughout the year so that they can equip the students with English which is essential for their departments.

The fourth category was about course materials. Under this heading, it was tried to analyze appropriateness of the course materials at the prep program to reach the targets of the prep school students. For this purpose, some questions were directed to the participants. The first question was whether teachers at the prep

program gave extra handouts in English to students. All the group informants indicated that prep school teachers preferred to assign additional materials to the learners. We can state at this point that additional materials could be given to students in order to consolidate teaching. On the hand, there must be cooperation among prep program teachers on these out of syllabus materials. In order to include these materials in the exams, teachers must come together before the academic year and decide on the additional materials. Hence, there will be unanimity on these materials among the teachers. Second question asked the resource group members whether the course-books were suitable to the interests and culture of the students. Overwhelmingly, majority of the participants pointed out that they did not find these course-books interesting and suitable to their cultures. Unfortunately, unless the course books are prepared by Turkish writers, these kinds of problems will keep arising. It is because these course-books are prepared either by English or American writers. As a radical solution, some universities in Turkey could come together and initiate a project for this problem. They could start to prepare course books in which our culture is interwoven. Thus, our country will save money and teach our different customs and traditions to our students. Another question under this category was whether level of language in the textbooks was appropriate to language level of the students. Most of the participants agreed on the suitability of these textbooks. Those who thought otherwise stated that the general level of the used language was not apt for their present level. However, as the researcher worked at IZU prep program for three years and used these course books two years, it could be claimed that the levels of materials are quite fitting for their levels. Hence, these students should study further to keep up with their classmates. In other words, rather than simplifying the level of the books, these students should try to increase their levels so that we could pace up with the books. Another item under this category aimed to discover the frequencies and variedness of the home-works. Out of the results, we saw that extra exercises which were given to students were mostly designed to improve the reading and writing skills of the students. And yet, it is worth remembering that results of the item 2 which asked the participants to rank the language skills in accordance to their importance showed that speaking and listening skills received the highest mean scores. Hence, we could suggest the language teachers at the prep program should give home-works which will be able to improve the listening and speaking skills of the students.

The fifth category in this study was about terminology. There is only one item under this heading. It asked the respondents whether they thought students learned required field related terminology or not. Most of the informants pondered that students did not learn the essential departmental jargon. Considering that prep program is designed mostly in order to gain the students General English, this result is not that surprising. Nevertheless, there are some possible solutions that can be applied so as to handle this matter. As mentioned in the previous section, starting from the third quarter, students could be given ESP two or three hours a week. Another more fruitful measure could be that students who complete the prep program successfully can be given ESP in the summer holiday. However, thinking that the weather is very hot and humid in the summer and these students are aged mostly between 17 and 19, a quite flexible schedule should be given to these students. Moreover, the number of the course hours could be reduced to 15 or 16 hours a week and students could be asked to come to school just 3 days instead whole weekdays. By these means, students will be given required English for their departments. And also, this course will prevent the students from forgetting much of English which is forgotten during the summer holiday by many of the students.

As a conclusion, in this study English language needs of the prep students at IZU were analyzed from the point of views of students and departmental instructors. In the light of the responses that were given by three different informants, we could come into the conclusion that English prep program at IZU is not sufficient to meet the English language needs of the students. The program in particular falls behind in catering the need of speaking skills and departmental terminology which students are highly in need.

5.2. Recommendations for Further Studies

The following step after such a needs analysis study would be to develop an appropriate curriculum for the preparatory students at IZU. Assessing the needs of the students will lead to other studies of such topics as materials evaluation, development and design, implementation and evaluation of the courses in the program to meet the needs of the students. This study is a starting point for developing and reshaping of the English language curriculum at the preparatory program at IZU.

Also, this study has been done with compulsory English language prep program. Hence, by comparing the results, it could be a model for the voluntary English language preparatory programs or for the 30 % compulsory English language preparatory programs.

Using information from the present study, program evaluation can be done to assess the ongoing functioning of the program. Furthermore, case studies which analyze important issues related to material, method and courses could be conducted. Moreover, experimental studies could also be done on teaching methodologies and instructional materials. Further, studies that aim student and teacher motivation within obligatory preparatory program could be done. Studies on differences between students' and teachers' perceptions on teaching and learning English could also provide insightful information about the program.

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APPENDICES

APPENDIX 1

QUESTIONNAIRE FOR STUDENTS

Dear participant,

I am a student in the Master's of Arts in the Teaching of English as a Foreign Language Program at Istanbul Sabahattin Zaim University (IZU). For my master thesis, I am conducting an analysis of English language needs of the English Preparation Department students at IZU. The aim of this questionnaire is to obtain necessary information for this purpose. Cooperation is voluntary and your completion of the questionnaire is assumed to grant permission to use your answers for this study. All responses will be kept strictly confidential and all responses anonymous. No one of the responses will be revealed in any way in the study. I appreciate your cooperation and hope you will seriously consider taking part in this study. Thank you in advance.

İsa KAR

Istanbul Sabahattin Zaim University

Master of Arts in Teaching English as a Foreign Language

SCORING SYSTEM: In the following Likert scales, numbers mean either of the following

1 → NOT DIFFICULT AT ALL	1 → NOT IMPORTANT AT ALL
2 → OF LITTLE DIFFICULTY	2 → OF LITTLE IMPORTANCE
3 → DIFFICULT	3 → IMPORTANT
4 → QUITE DIFFICULT	4 → QUITEIMPORTANT
5 → VERY DIFFICULT	5 → VERYIMPORTANT

PLEASE MARK ONLY ONE NUMBER FOR EACH STATEMENT IN TERMS OF ITS DEGREE OF *IMPORTANCE*

Q1.Why Do You Need English?	1	2	3	4	5
1.To understand the lectures in my special field of study					
2.To take part in discussions in English					
3.To read the materials related to my special field of study					
4.To do post-graduate studies					
5.To communicate with English-speaking people					
6.To have a chance to work abroad					
7.To know people from other cultures					

Other, please specify:

_____

_____

_____

PLEASE MARK ONLY ONE NUMBER FOR EACH STATEMENT IN TERMS OF ITS DEGREE OF *IMPORTANCE*

Q2. Which language skill(s) do you consider necessary for learning a language?	1	2	3	4	5

Reading					
Listening					
Writing					
Speaking					

PLEASE MARK ONLY ONE NUMBER FOR EACH STATEMENT IN TERMS OFITS DEGREE OF ***DIFFICULTY***

Q3. Which of the Following Cause Difficulty For You in Reading?	1	2	3	4	5
1. Sentence Structure					
2. Grammatical Patterns					
3. The knowledge of technical vocabulary					
4.The content of reading materials about my field texts					
5.The content of reading materials in general					

Other, please specify:

_____

_____

_____

PLEASE MARK ONLY ONE NUMBER FOR EACH STATEMENT IN TERMS OF ITS DEGREE OF ***IMPORTANCE***

Q4. In Your Opinion, Which of the Following Reading Skills Are Necessary For You?	1	2	3	4	5
1.To understand the main idea of the reading passage					
2.To understand the reading passage in detail					
3.To understand the information in diagrams and charts					

Other, please specify:

_____

_____

_____

PLEASE MARK ONLY ONE NUMBER FOR EACH STATEMENT IN
TERMS OFITS DEGREE OF _**IMPORTANCE**_

Q5. What Do You Think the Reasons For Your Having Difficulty in Reading Are?	**1**	**2**	**3**	**4**	**5**
1.We lack our field-related vocabularies					
2. We are not taught general English grammar and vocabulary					
3. We are not trained to read effectively					
4. Reading materials are not suitable to my interests					

Other, please specify:

_____

_____

_____

PLEASE ANSWER THE FOLLOWING QUESTIONS BY PUTTING AN (X) IN
THE BOX PROVIDED.

Q6. **Do you think that you should be taught reading strategies like skimming,
scanning, drawing inference, intensive reading to cope with reading problems?**

Yes ☐   No ☐

Q7.How frequently do you have to write in English?

Always ☐   Often ☐   Sometimes ☐   Never ☐

PLEASE MARK ONLY ONE NUMBER FOR EACH STATEMENT IN TERMS OFITS DEGREE OF *IMPORTANCE*

Q8. For what purpose(s) do you need to write in English?	1	2	3	4	5
1.To write essays in language exams					
2. To write or reply e-mails, letters, messages or notes					
3. To write business proposals, report or projects					
4. To communicate with foreigners via writing					

Other, please specify:

_____

_____

_____

PLEASE MARK ONLY ONE NUMBER FOR EACH STATEMENT IN TERMS OFITS DEGREE OF *DIFFICULTY*

Q9. Which of the following are difficult for you in writing in English?	1	2	3	4	5
1. Making grammatically correct sentences					
2. Selecting appropriate vocabulary items					
3. Organizing information in a paragraph					
4. Formulating the topic and the concluding sentences					
5. To make a summary					
6. Using the situationally correct language					

Other, please specify:

_____

_____

_____

SPEAKING

PLEASE MARK ONLY ONE NUMBER FOR EACH STATEMENT IN
TERMS OFITS DEGREE OF *IMPORTANCE*

Q10. Which of the following speaking skills are most essential for you?	1	2	3	4	5
1.Forming grammatically correct sentences while speaking					
2. Participating in discussions in English					
3. Asking questions in English					
4. Presenting oral reports					
5. Pronouncing words clearly					
6. Using situationally correct language					
7. Choosing appropriate words					

Other, please specify:

_____

_____

_____

PLEASE MARK ONLY ONE NUMBER FOR EACH STATEMENT IN
TERMS OFDEGREE OF *DIFFICULTY*

Q11. Which of the following speaking skills are most difficult for you?	1	2	3	4	5
1. Forming grammatically correct sentences while speaking					

2. Participating in discussions in English					
3. Asking questions in English					
4. Presenting oral reports					
5. Pronouncing words clearly					
6. Using situationally correct language					
7. Choosing appropriate words					

Other, please specify:

_____

_____

_____

LISTENING

PLEASE MARK ONLY ONE NUMBER FOR EACH STATEMENT IN TERMS OFITS DEGREE OF *IMPORTANCE*

Q12. Which of the following listening skills are most important for you?	1	2	3	4	5
1. Understanding native speakers					
2. Understanding daily speech					
3. Understanding and taking notes during the lectures					
4. Understanding conversations					
5. Understanding radio or TV programs					

Other, please specify:

_____

_____

_____

PLEASE MARK ONLY ONE NUMBER FOR EACH STATEMENT IN TERMS OFITS DEGREE OF *DIFFICULTY*

Q13. Which of the following are most difficult for you while listening?	1	2	3	4	5
1. Understanding native speakers					
2. Understanding daily speech					
3. Understanding and taking notes during the lectures, seminars and conferences					
4. Understanding conversations					
5. Understanding radio or TV programs					

Other, please specify:

_____

_____

_____

PLEASE ANSWER THE FOLLOWING QUESTIONS BY PUTTING AN (X) IN THE BOXES PROVIDED (For Questions (14, 15, 16, 17, 18, 19, 20, 21).

Q14. In your opinion, which one did your prep department teachers have a good mastery of?

Both general English and my field-related terminology …… ☐

General English but not my field-related terminology ……… ☐

Q15. Did your teachers from prep department give you handouts in English from other sources?

Yes ☐   No ☐

Q16. How is the mastery of English related to the mastery of subject-matter in your field?

Very closely related ☐   Related ☐   Related to some extent ☐

Not related at all ☐

Q17. Do you think that you learned the required English terminology for your subject?

Yes ☐   No ☐

Q18. Do you always refer to a dictionary for the meaning of unfamiliar words in a reading passage?

Yes ☐   No ☐

Q19. Do you need translation in your study?

Yes ☐   No ☐

Q20. Were your textbooks suitable to your interests and culture?

Yes ☐   No ☐

Q21. Was the level of language in your textbooks appropriate to your language level?

Yes ☐   No ☐

Q22.Answer this question if your answer to Q21is"<u>NO</u>".PLEASE MARK ONLY ONE NUMBER FOR EACH STATEMENT IN TERMS OF ITS DEGREE OF

DIFFICULTY

The level of language in my textbooks was NOT appropriate to my language level in terms of …	1	2	3	4	5
1. The level of the language used					

	1	2	3	4	5
2. The level of the grammatical patterns used					
3. The content of reading and listening materials					
4. The number of unknown vocabulary					
5.The abundance of cultural knowledge of the target language					

Q23. Answer this question if your answer to Q21 is "<u>YES</u>". PLEASE MARK ONLY ONE NUMBER FOR EACH STATEMENT IN TERMS OF ITS DEGREE OF ***IMPORTANCE***

The level of language in my textbooks WAS appropriate to my language level in terms of …	1	2	3	4	5
1. The level of the language used					
2. The level of the grammatical patterns used					
3. The content of reading and listening materials					
4. The number of the unknown vocabulary					
5. The abundance of cultural knowledge of the target language					

PUT AN (X) IN AS MANY BOXES AS APPLIES TO YOU

Q24. What kind of homework did your English teachers from prep department ask you to do?

|___| Listening to news on TV or radio and prepare a report

|___| Writing a summary report from textbooks

|___| Writing a paper on a specific topic

|___| Reading and telling from journals and papers

|___| Writing short essays on specific topics

|___| Writing summaries or critiques

| | Take-home exams

| | Writing poems or short stories

| | Completing poems or shorstories

| | Other, please specify:

_____

_____

_____

Q25.What level of English do you need to know in order to carry out your career sufficiently? Please put an (X) in ONLY ONE box.

Native Speaker | | Advanced | | Intermediate | | Beginner | |

APPENDIX 2

QUESTIONNAIRE FOR DEPARTMENTAL INSTRUCTORS

Dear participant,

I am a student in the Master's of Arts in the Teaching of English as a Foreign Language Program at Istanbul Sabahattin Zaim University (IZU). For my master thesis, I am conducting an analysis of English language needs of the English Preparation Department students at IZU. The aim of this questionnaire is to obtain necessary information for this purpose. Cooperation is voluntary and your completion of the questionnaire is assumed to grant permission to use your answers for this study. All responses will be kept strictly confidential and all responses anonymous. No one of the responses will be revealed in any way in the study. I appreciate your cooperation and hope you will seriously consider taking part in this study. Thank you in advance.

İsa KAR

Istanbul Sabahattin Zaim University

Master of Arts in Teaching English as a Foreign Language

SCORING SYSTEM: In the following Likert scales, numbers mean either of the following

1 → NOT DIFFICULT AT ALL	1 → NOT IMPORTANT AT ALL
2 → OF LITTLE DIFFICULTY	2 → OF LITTLE IMPORTANCE
3 → DIFFICULT	3 → IMPORTANT
4 → QUITE DIFFICULT	4 → QUITEIMPORTANT
5 → VERY DIFFICULT	5 → VERYIMPORTANT

PLEASE MARK ONLY ONE NUMBER FOR EACH STATEMENT IN TERMS OF ITS DEGREE OF **_IMPORTANCE_**

Q1.Why Do You Think Your Students Need English?	1	2	3	4	5
1.To understand the lectures in my special field of study					
2.To take part in discussions in English					
3.To read the materials related to my special field of study					
4.To do post-graduate studies					
5.To communicate with English-speaking people					
6.To have a chance to work abroad					
7.To know people from other cultures					

Other, please specify:

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PLEASE MARK ONLY ONE NUMBER FOR EACH STATEMENT IN TERMS OF ITS DEGREE OF *IMPORTANCE*

Q2. Which language skill(s) do you consider necessary for your students to learn a language?	1	2	3	4	5
Reading					
Listening					
Writing					
Speaking					

PLEASE MARK ONLY ONE NUMBER FOR EACH STATEMENT IN TERMS OFITS DEGREE OF *DIFFICULTY*

Q3. Which of the Following Cause Difficulty For Your Students in Reading?	1	2	3	4	5
1. Sentence Structure					
2. Grammatical Patterns					
3. The knowledge of technical vocabulary					
4.The content of reading materials about my field texts					
5.The content of reading materials in general					

Other, please specify:

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Q4. In Your Opinion, Which of the Following Reading Skills Are Necessary For Your Students?	1	2	3	4	5

1.To understand the main idea of the reading passage					
2.To understand the reading passage in detail					
3.To understand the information in diagrams and charts					

Other, please specify:

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Q5. What Do You Think the Reasons For Your Students' Having Difficulty in Reading Are?	1	2	3	4	5
1.They lack our field-related vocabularies					
2. They are not taught general English grammar and vocabulary					
3. They are not trained to read effectively					
4. Reading materials are not suitable to their interests					

Other, please specify:

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PLEASE ANSWER THE FOLLOWING QUESTIONS BY PUTTING AN (X) IN THE BOX PROVIDED.

Q6. **Do you think that your students should be taught reading strategies like skimming, scanning, drawing inference, intensive reading to cope with reading problems?**

Yes ☐   No ☐

Q7.How frequently do you think your students have to write in English?

Always ☐   Often ☐   Sometimes ☐   Never ☐

PLEASE MARK ONLY ONE NUMBER FOR EACH STATEMENT IN TERMS OFITS DEGREE OF _**IMPORTANCE**_

Q8. For what purpose(s) do you think your students need to write in English?	1	2	3	4	5
1.To write essays in language exams					
2. To write or reply e-mails, letters, messages or notes					
3. To write business proposals, report or projects					
4. To communicate with foreigners via writing					

Other, please specify:

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PLEASE MARK ONLY ONE NUMBER FOR EACH STATEMENT IN TERMS OFITS DEGREE OF _**DIFFICULTY**_

Q9. Which of the following do you think are difficult for your students in writing in English?	1	2	3	4	5
1. Making grammatically correct sentences					
2. Selecting appropriate vocabulary items					
3. Organizing information in a paragraph					
4. Formulating the topic and the concluding sentences					
5. To make a summary					
6. Using the situationally correct language					

Other, please specify:

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SPEAKING

PLEASE MARK ONLY ONE NUMBER FOR EACH STATEMENT IN TERMS OF ITS DEGREE

OF **_IMPORTANCE_**

Q10. Which of the following speaking skills do you think are most essential for your students?	1	2	3	4	5
1.Forming grammatically correct sentences while speaking					
2. Participating in discussions in English					
3. Asking questions in English					
4. Presenting oral reports					
5. Pronouncing words clearly					
6. Using situationally correct language					
7. Choosing appropriate words					

Other, please specify:

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PLEASE MARK ONLY ONE NUMBER FOR EACH STATEMENT IN TERMS OFDEGREE OF

DIFFICULTY

Q11. Which of the following speaking skills do you think are most difficult for your students?	1	2	3	4	5
1. Forming grammatically correct sentences while speaking					
2. Participating in discussions in English					
3. Asking questions in English					
4. Presenting oral reports					
5. Pronouncing words clearly					
6. Using situationally correct language					
7. Choosing appropriate words					

Other, please specify:

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LISTENING

PLEASE MARK ONLY ONE NUMBER FOR EACH STATEMENT IN TERMS OFITS DEGREE OF ***IMPORTANCE***

Q12. Which of the following listening skills do you think are most important for your students?	1	2	3	4	5
1. Understanding native speakers					

2. Understanding daily speech					
3. Understanding and taking notes during the lectures					
4. Understanding conversations					
5. Understanding radio or TV programs					

Other, please specify:

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PLEASE MARK ONLY ONE NUMBER FOR EACH STATEMENT IN TERMS OFITS DEGREE OF **_DIFFICULTY_**

Q13. Which of the following do you think are most difficult for your students while listening?	1	2	3	4	5
1. Understanding native speakers					
2. Understanding daily speech					
3. Understanding and taking notes during the lectures, seminars and conferences					
4. Understanding conversations					
5. Understanding radio or TV programs					

Other, please specify:

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PLEASE ANSWER THE FOLLOWING QUESTIONS BY PUTTING AN (X) IN THE BOXES PROVIDED (For Questions (14, 15, 16, 17, 18, 19, 20, 21).

Q14. In your opinion, which one did prep department teachers at IZU have a good mastery of?

Both general English and my field-related terminology …… ☐
General English but not my field-related terminology ……… ☐

Q15. Did the teachers from prep program at IZU do you think give your students handouts in English from other sources?

Yes ☐   No ☐

Q16. How is the mastery of English do you think related to the mastery of subject-matter in your field?

Very closely related ☐   Related ☐   Related to some extent ☐

Not related at all ☐

Q17. Do you think that your students learned the required English terminology for their subjects at the prep program at IZU?

Yes ☐   No ☐

Q18. Do your students always refer to a dictionary for the meaning of unfamiliar words in a reading passage?

Yes ☐   No ☐

Q19. Do you think your students need translation in their study?

Yes ☐   No ☐

Q20. Were the textbooks at the prep program at IZU do you think suitable to your students' interests and culture?

☐   ☐

Yes   No

Q21. Was the level of language in the textbooks at the prep program at IZU appropriate to your students' language level?

Yes ☐   No ☐

Q22.Answer this question if your answer to Q21 is "<u>NO</u>".PLEASE MARK ONLY ONE NUMBER FOR EACH STATEMENT IN TERMS OF ITS DEGREE OF ***DIFFICULTY***

The level of language in the textbooks at the prep program at IZU was NOT appropriate to my students' language level in terms of …	1	2	3	4	5
1. The level of the language used					
2. The level of the grammatical patterns used					
3. The content of reading and listening materials					
4. The number of unknown vocabulary					
5.The abundance of cultural knowledge of the target language					

Q23. Answer this question if your answer to Q21 is "<u>YES</u>". PLEASE MARK ONLY ONE NUMBER FOR EACH STATEMENT IN TERMS OF ITS DEGREE OF ***IMPORTANCE***

The level of language in the textbooks at the prep program at IZU WAS appropriate to my students' language level in terms of …	1	2	3	4	5

1. The level of the language used					
2. The level of the grammatical patterns used					
3. The content of reading and listening material					
4. The number of the unknown vocabulary					
5. The abundance of cultural knowledge of the target language					

PUT AN (X) IN AS MANY BOXES AS APPLIES TO YOU

Q24. What kind of homework did English teachers from prep program at IZU do you think ask your students to do?

|___| Listening to news on TV or radio and prepare a report

|___| Writing a summary report from textbooks

|___| Writing a paper on a specific topic

|___| Reading and telling from journals and papers

|___| Writing short essays on specific topics

|___| Writing summaries or critiques

|___| Take-home exams

|___| Writing poems or short stories

|___| Completing poems or shortstories

|___| Other, please specify:

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Q25. What level of English do you think your students need to know in order to carry out their career sufficiently? Please put an (X) in ONLY ONE box.

Native Speaker ☐ Advanced ☐   Intermediate ☐   Beginner ☐