AFYON KOCATEPE ÜNİVERSİTESİ

İKTİSAT, İŞLETME VE MALİYE BÖLÜMÜ

ÖĞRENCİLERİNİN ÖZEL AMAÇLI

DİL ÖĞRETİMİ DERSLERİNE YÖNELİK İHTİYAÇ ANALİZİ

A NEEDS ANALYSIS FOR THE STUDENTS
OF ECONOMICS, BUSINESS MANAGEMENT AND
FINANCE DEPARTMENTS ESP COURSES
AT AFYON KOCATEPE UNIVERSITY

(Yüksek Lisans Tezi)

Abdullah ERTİT

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İngiliz Dili Eğitimi Ana Bilim Dalı

Danışman: Yrd. Doç. Dr. R. Şeyda ÜLSEVER

Eskişehir

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YÜKSEK LISANS TEZ ÖZÜ

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Bu çalışmada ; Afyon Kocatepe Üniversitesi'ndeki İşletme, İktisat ve Maliye bölümleri öğrencilerinin özel alanlarındaki dil ihtiyaçlarının belirlenmesi amaç edinilmiştir.

Birinci bölümde konuya giriş yapılarak,sorun, çalışmanın amacı ve genişliği kısaca belirtilmiştir.

İkinci bölümde ihtiyaç analizi kavramı bir literatür taraması şeklinde verilmiş, dil öğretimi materyallerinin değerlendirilmesi ve materyal geliştirme ile ilgili görüşlere dikkat çekilmiştir.

Üçüncü bölüm araştırmanın düzenlenmesi, deneklerin seçimi, ilgili verilerin derlenmesi ve bunların analizlerini içermektedir.

Dördüncü bölümde öğrenci ve öğretmenlerden elde edilen veriler ve istatiksel çalışmalar üzerinde durulmuştur.

Beşinci ve son bölüm çalışmanın kısa bir özeti ve sonraki çalışmalara yönelik önerileri içermektedir.

ABSTRACT

NEEDS ANALYSIS FOR THE STUDENTS OF
ECONOMICS, BUSINESS MANAGEMENT AND FINANCE DEPARTMENTS;
ESP COURSES AT AFYON KOCATEPE UNIVERSITY

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Anadolu University Social Sciences Institute, February ,1999

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This study is dedicated to analysing needs of the students in the departments of economics, business management and finance at Afyon Kocatepe University (AKÜ).

In Chapter I background of the problem is stated. In this Chapter the problem, aim and scope of the study are concisely explained.

In Chapter II a review of literature for ESP is given and the concept of needs analysis is depicted. Syllabus design, different syllabus types used in ESP are briefly reviewed. In this Chapter the need to have a look at the concept of Materials Development and Evaluation for ESP courses is also notified.

Chapter III consists of the research design, selection of subjects, data collection and data analysis.

In Chapter IV statistical analyses of the data has been done.

Chapter V presents a short summary of the study with discussion and suggestions.

JÜRİ VE ENSTİTÜ ONAYI

İmza

Danışman   :Yrd. Doç. Dr R.Şeyda ÜLSEVER

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Üye   :Yrd. Doç. Dr. Handan KOPKALLI YAVUZ

Abdullah ERTİT' in "A Needs Analysis For The Students Of Economics, Business Management And Finance Departments; ESP Courses At Afyon Kocatepe University" başlıklı tezi **8.0.cak.1999** tarihinde, yukarıdaki jüri tarafından Lisansüstü Eğitim ve Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca, İngiliz Dili Eğitimi Ana Bilim dalında, Yüksek Lisans tezi olarak değerlendirilerek kabul edilmiştir.

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The inspiration for this study has aroused from the need for ESP in different fields, especially in Turkish universities.

Among those who dedicate themselves to scientific studies, the need to access to different sources of information is of the outmost importance. Therefore knowing a foreign language and using it as a tool for attaining the goals has become very important for the students at universities. Being the case as it is, English teachers teaching ESP at universities at times find themselves at a loss either in meeting the students' linguistic needs or determining, planning and developing materials corresponding to the needs of their students.

It is a wish that this study may contribute to starting up further similar studies for similar purposes to meet similar needs in different university departments in Turkey.

After all, I would like to express my deepest gratitude to my advisor R. Şeyda ÜLSEVER for her invaluable contributions to my study in the form of suggestions and criticism offered.

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SYMBOLS AND ABBREVIATIONS

4.1...   Students' Data Analysis

4.2...   Lecturers' Data Analysis

AKÜ   :Afyon Kocatepe Üniversitesi

EAP   :English for academic purpose

EFL   :English as a foreign language

ELT   :English Language Teaching

ESL   :English as a second language

ESP   :English for specific purposes

EVP   :English for vocational purposes

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CHAPTER I

INTRODUCTION

1.1. BACKGROUND

As lingua franca of the twentieth century, English has been one of the most important means of communication in the global society. That is English has become the language of science, technology, commerce, diplomacy, tourism, education and so on. Therefore, there is a huge demand to learn English as a foreign language in non-English speaking countries. This is because learning a foreign language- especially English- affords a window on the world of advanced technology and industrial development (Alptekin 1990: 27). Thus, today more professionals have to read reports, manuals, periodicals, contracts, letters, and other written documents in English and should have the ability to write most of them. Besides communication in the business world depends on the spoken language, which is faster and mostly more convenient than written communication (Pişiren 1996;1)

Consequently, today, the foreign language study is "billed as a guarantor of international and intercultural and intertechnological communication and understanding and EFL instruction for the host culture has become important. (Alptekin 1990:27)

Language and culture are the two closely related entities and should be taught together in that no real acquisition of the target language can take place without the learners' internalisation of the target language speakers' patterns and values. (Seedhouse 1995: 49)

Since language is a social activity, the choice and purpose of learning / teaching a foreign language vary according to social function and intention of learners. In other words, the idea that learners have different needs and reasons for learning a language has gained importance. This has led to the notion of "needs analysis" in the field of language teaching.

There has been a diversity of opinions among applied linguists on the definition and application of needs analysis. This diversity has given way to the emergence of two orientations to needs analysis: some scholars claim that needs analysis should be done in the context of teaching / learning English. i.e. ELT.

Some scholars insist that it should be done in the context of teaching learning English for specific purposes- i.e. ESP.

The first interpretation of needs analysis is based on the analysis of learners' needs in terms of language they will have to use in a particular communication situation. Then needs analysis becomes a process of finding out as much as possible about the learners' current and future language use before learning begins(Brindly 1984:1). On the other hand, the second interpretation of needs analysis sees the needs more individual in terms of learners' learning situation. Needs analysis means trying to identify and take a multiplicity of effective and cognitive variables which effect learning such as the learners' attitude, awareness, personality, wants, expectations and learning styles (Brindley 1984: 63-78)

Richards (1990) sees needs analysis as fundamental to the planning of ESP courses. He states that needs analysis serves for three main purposes: a) providing a means of obtaining wider input into the content, design and implementation, b) being used in developing goals, objectives and content, c) providing data for reviewing and evaluating an existing program (Richads 1990:9). Like Richards, Robinson states that needs analysis is mostly required in the area of special purpose program design (1980: 90). Moundford states that needs analysis considers the needs expressed by the learners themselves, by the teaching establishment, by the institution or by all three. (1988:80-81).In other words, data gathered by needs analysis include information about the context of the language programme. Widdowson (1981:246-252) points out that meeting needs arising from individual differences in cognitive style involves both exploiting the strategies that learners already have and assisting them in acquiring new

strategies. That is to say that needs taken from individual learner can lead both the teacher and the learner to a more effective use of cognitive learning / teaching strategies. In other words, needs analysis can help prepare communicative course syllabi.

As learners' needs are theoretically of prime importance in current learner-centred approaches, needs analyses are carried out in ESP with respect to problem solving and designing courses and materials for specific purposes. In this respect, the data adopted from the needs analyses can be exploited to set up a direct link between needs and materials which are to be used and developed for a particular course syllabus. (Seedhouse 1995: 55-71)

1.2. Problem

The students of economics, business administration and finance departments at the faculty of economics and administration in Afyon Kocatepe University are offered two kinds of English programs:

a)Service English course: It is designed to last for three semesters and two hours per week. According to the rules and regulations of Higher Educational Council, every student is to cover this course to get his graduate degree.

b)Intensive English course: This eight hour per week English course is designed as elective and aimed at preparing students to attain the level of English that could enable them cope with ESP (here the English which would help them communicate in their prospective job or career in their specific field). Once a student enrols in this course, s/he is considered to have accepted the obligation that he has to finish the course with success, to get a graduate degree. Since 1994, this course has been carried out by lecturers of English. It has been planned to last four years and eight hours per week.

For a group of learners with a specific purpose in learning foreign language, it seems reasonable to apply to the needs of learners. The ESP course syllabi may be planned more adequately and appropriately if the students needs are investigated. Questions like " What aspects of English language are considered most important by the students and lecturers in ESP and what skills will receive priority over the others?' are only possible to answer through a needs analysis.

Since the aim of this intensive English course is to make students learn the kind of English being used in their own field of study, the course requires more adequate, appropriate and well-planned syllabus. In order to prepare such a syllabus it is thought

that the first step is to investigate the linguistic needs of the learners. In other words, it is possible to answer the questions of what aspects of English are considered most important by the students and what skills will receive priority over the others through a needs analysis. Besides, the investigation of the English lecturers' intentions in terms of ESP courses will be of great help in preparing a syllabus for this course.

Therefore this present study will try to answer the following questions:

1) What are the linguistic needs of the first year students who are taking the intensive English course?

2) What are the intentions of the English teachers in terms of ESP course?

3) Is there any agreement between the teachers' intentions and students' needs?

1.3. Aim And Scope Of The Study

This study aims at analysing the linguistic needs of the students in terms of English for the departments of economics, business administration, and finance by giving questionnaires to the students and English teachers. Approaches to syllabus design and types of syllabuses in ESP will be overviewed by examining the reasons, advantages and disadvantages of each.

This study is believed to help the students and the teachers who teach ESP courses in the faculty of economics and administrative sciences in Afyon Kocatepe University in that some considerations will shed light on how to plan ESP courses.

This study will be limited to three departments, Economics, Business Administration, and finance will be carried out with sixty students who are taking eight-hour per week intensive English course.

English teachers will also take part in answering the questionnaires which are specially prepared by the researcher by searching the related sources and getting the supervisor's views.

CHAPTER II

2. REVIEW OF LITERATURE

2.1. Needs analysis

There are different and varied views on learners' needs and needs analysis in terms of English language teaching. This section aims to present these different views. In language teaching, the process of determining the needs requires arranging the learners' priorities. Needs analysis makes use of both subjective and objective information (e.g. data from questionnaires, tests, interviews, observation) and seeks to obtain information on: a) the situations in which a language will be used , b)The objectives and purposes for which the language is needed, c)The type of communication that will be used (e.g. written, spoken, formal, informal), d) The level of proficiency that will be required.

Needs analysis is part of curriculum development and is normally required before a syllabus can be developed for language teaching. Schleppegrell (1991: 19-22) states the purpose of needs analysis as follows: a) The teacher must become acquainted with the sponsoring institution and its requirements, b)The needs analysis identifies how learners will use English in their technical fields, c) The needs analysis gives the teacher initial insights about the prospective students' current level of performance in English, d) The needs analysis provides an opportunity to collect samples of authentic texts, spoken and written, that are used by the students in their jobs or professions.

Needs analysis tends to be associated with ESP, and is neglected in the General English classroom. Hutchinson and Waters (1987: 53-4) say that what distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need... for the time being, the tradition persists in general English that

learners' needs cannot be specified and as a result no attempt is usually made to discover learners' true needs. According to Seedhouse (1995), an analysis of psychological and social needs in one particular general English classroom is also worth working through. It is important to specify general English needs, even in the abstract area of psychological needs, demonstrating that needs analysis could be useful in general English classroom with respect to problem solving and as a basis for designing aims, courses and materials. It can also provide a concrete illustration of how analysis of data can be explained and how a tight and direct link can be maintained between needs and materials to be used in designing a particular syllabus. (1995: 59-61)

As to the question of how to elicit information concerning the needs of learners in terms of learning English, questionnaires and structured interviews are the ways widely used. Berwick (1989:63-78). When asked the question "What do you understand by the term student needs' teachers give a variety of answers which were roughly categorised by Trimby, 1979 (cited in Brindley, 1995) under the headings as follows; The language proficiency view of needs, the psychological-humanistic view of needs, the specific purposes view of needs.

Speaking of the needs, Corder (1986:107-113) quotes that subjective psychological needs felt by the learner are to be taken into account as well as objective communication needs, if some kind of mechanism has to be built into the learning process which allows for bridging the gap between current and desired general proficiency level. He tends to stress on the importance of needs analysis for grouping learners to help them attain proficiency level in their studies

Despite the demise of unitary competence hypothesis (Oller 1983:25) the teachers spoke as if the notion of general proficiency was universally accepted as fact (Brindley 1984). It has been assumed by some teachers that learners of a similar level would have similar needs. In other words there is a common core of language which can serve as a basis for specifying course content and objectives. Needs analysis, seen from this perspective, would thus consist of mainly using samples of learners' language performance in the productive and receptive skills to make placement decisions and set course goals.(Widdowson 1981:2)

Those teachers who adopt the psychological -humanistic perspective emphasise on learners' affective and psychological needs which they see as a gap between a current and desired psychological state like a higher level of confidence, motivation or awareness. While not denying the importance of the language related needs, these teachers regard the building of confidence and positive attitudes to learning as a vital prerequisite to the acquisition of language learning skills.

Teachers favouring specific purposes view of needs tend to highlight the instrumental needs of learners which were seen to arise principally from their stated purposes for learning. This view of needs is similar to the goal-oriented definition proposed by Widdowson (1981: 2). Widdowson's definition of needs deal with what the learner needs to do with the language once he has learned it. Thus, learner's responses often focus on the necessity to align the course content with his/her occupational or academic goals. Thus, ESP is directed to satisfying the needs of specific groups of students for their learning a set of professional skills and performing particular job related functions.

Tyler (cited in Berwick 1995: 48) asks four questions outlining the basis of a school curricula which will strike a responsive chord in anyone who has had to think seriously about program planning and syllabus design:

a-What educational purposes the teaching establishment should seek to attain? A needs analysis should be prepared in the way that it could allow the establishment or any teaching organisation to attain its standard goals on the learners' behaviour and performance.

b-What educational experience can be provided to attain these purposes; A needs analysis should also give ideas direct the establishment toward the effective use of its educational capacity, means and facilities.

c-How these educational experiences can effectively be organised; A needs analysis should also lead anyone in charge of educational undertakings to organise educational experiences in relation to priorities of the establishment and the group of learners.

d-How it can be determined whether these purposes are being attained; A needs analysis can also function as a device to measure and test the ongoing teaching procedure in terms of its effectiveness and efficiency. According to Helleck(1995), through systematic consultation and negotiation on roles and expectations between the two parties, both the teachers and learners' awareness of each other's needs and resources have to be raised. Compromises have to be made between what learners expect and / or want and what the teacher feels s/he can provide. (cited in Seedhouse 1995:72-73)

Brindley (1984) and Quin (1985) stress on the analysis of two terms; Objective needs and Subjective needs;

Objective needs refer to the needs which are derivable from different kinds of factual information about learners, their use of language in real life communication situations as well as their current proficiency and language difficulties. Subjective needs refers to the cognitive and affective needs of the learners in the learning situation, derivable from information about affective and cognitive factors such as personality, confidence, attitudes, learners' wants and expectations with regard to the learning of English and their individual cognitive style and learning strategies.(Seedhouse 1995:71)

Subjective needs are thought to be unpredictable (Richterich 1980). Since analysis of language is carried out and content is specified once and for all at the beginning of a course, teachers may avoid of taking these unpredictable extremely difficult affective and cognitive variables into account. The learning content of the course can be identified with the language content derived from the teachers' diagnosis of objective communication needs.

2.2. Needs Analysis for ESP

Apart from the general English teaching many researches have been carried out by linguists, language teachers and syllabus designers to gain more insights into the ESP. Foreign language learning appealed to a large number of learners who developed an awareness to the importance of language learning for their professional lives. (Mc Donough 1984: 1-10) and the field has grown quickly and fashionable in the language teaching world. Social, economic, career-oriented goals like being a member of

sophisticated, internationally mobile Europeans of the future are prime motivations for those wanting to learn English in their while or post-school stages.(Seedhouse 1955: 61)

Communication in business world also necessitates for people to be capable of speaking a second language, Thus all these felt needs are to be put into process through a model of analysing the needs so that it could serve for the preparation and design of ESP courses.

2.2.1. Models for Analysing Needs

Two outstanding models for analysing needs in terms of ESP are those proposed by Munby and, Hutchinson and Waters

a-The Munby Model for analysing needs

In his communicative syllabus design (Munby 1978) for the development of ESP proposes a model which is termed the communicative needs processor, (CNP), in that information about the learner (participant) is fed into CNP and eventually a profile of needs comes out. (Pişiren 1996:10)

In his model there are nine elements which are important for the syllabus designer to collect information on/about;

Participant; information about the learners' identity and language skills including sex, age, nationality, mother tongue, command of target language, etc.

Purposive domain; purposes for which the target language is required

Setting; time and place in which the job or the study is carried out.

Interaction; the people the participant interacting with.

Instrumentality; which refers to the medium the language is spoken or written, the mode whether the communication is monologue or dialogue and the channel whether the communication is direct or indirect.

Dialect; the varieties used in the target language.

Target level; level of linguistic proficiency.

Communicative Event; the productive or receptive skills the learners will need to master.

Communicative Key; interpersonal attitudes and tones the learner will need to master.

The gist of Munby's model for analysing needs is to get a profile of needs through a procedure to elicit information about the learner. His model starts from defining the individual's needs, then extrapolates it to a group. (Alan 1983:299)

b-The Hutchinson and Waters Model for analysing needs;

Hutchinson and Waters(1987:54) criticise that Munby's CNP (Communication Needs Processor) elicits some linguistic features of the target situation but ignores the target needs from different standpoints like teachers, learners and sponsors of the courses or establishments. CNP thus can make no distinction between necessaries, lacks and wants and it does not mention what the learner needs to do in order to learn.

Hutchinson and Waters claim that ESP and Communicative approach are closely related and they reject the view that communicative approach is learner-centred.

Bhatia (1986:10-11) mentions the purpose of the learner centred approach is to restrict and to focus the syllabus on a selected range of language elements and a particular set of language uses. However, Hutchinson and Waters claim that communicative approach is learning-centred which means taking the needs and expectations of all the parties involved in the learning process into account when designing courses and selecting methodology 1984:108). Learning is an active and interpersonal process of negotiation between individuals and society. For Hutchinson and Waters, negotiations involve making decisions and is not systematic and learning needs should be considered at every state of the learning process. (1988:71-75). For them needs analysis is a compass to tell where we want to go and it helps us to determine our route to the target. It tells us about both target situation needs and learning needs. Target needs are learners' felt needs and necessities, for example, what the learner has to know about language learning. Hutchinson and Waters provide a framework for analysing the situation and learning needs. The following questions are given in the framework (1987: 59-63):

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?

Why are the learners taking the course?

How do the learners learn?

What resources are available?

Who are the learners?

Where will the ESP courses take place?

When will the ESP courses take place?

In all, Hutchinson and Waters propose a learning-centred approach to needs analysis based on the analysis of target situation and what the learners need to do to learn.

2.3. Syllabus design in ESP

The purpose of this present study is to find out the linguistic needs of the students and in the light of the needs observed to suggest guidelines for a syllabus. Therefore , it appears necessary to review the studies on syllabus design and syllabus types.

One essential feature of an ESP course is the selection of materials. Therefore a feature of ESP syllabus will be the absence of certain items found in a general course and focus attention on certain things.

Syllabus, broadly speaking, is a document of what things to be taught. A foreign language syllabus may contain all or any of the following; phonology, grammar, functions, actions, topics, themes, tasks. As Widdowson (1984:26), states the syllabus is simply a framework within which activities are carried out ,that is, a teaching device to facilitate learning.

In the light of the needs analysis a syllabus design can be suggested for the students of ESP. For this reason a review of the studies on syllabus design and syllabus type will add more to our understanding of the topic. (Robinson 1980:13-14)

According to Yalden's (1987:86) definition syllabus is an instrument by which the teacher, with the help of the syllabus designer, can achieve a certain coincidence between the needs and aims of the learner and the activities that will take place in the classroom.

As there seem to be some confusion over the terms "syllabus and curriculum" in literature, Dubin and Olshtain (1986:40) give the following definitions; a curriculum deals with the abstract, general goals while a syllabus or the instructional plans guide teachers and learners in everyday concerns.

According to Alan (cited in Nunan 1981: 6), ".....curriculum is a very general concept which involves consideration of the whole complex of philosophical, social and administrative factors which contribute to the planning of an educational programme." Syllabus on the other hand, refers to that subpart of curriculum which is concerned with a specification of what units will be taught.

Van Ek (1988: 8-9) mentions, while designing a foreign language syllabus, some components as follows: a) The situation in which the foreign language will be used including the topics to be dealt with, b) Language activities in which learners will engage, c) The language functions which the learner will fulfil, d) What the learners will be able to do with respect to each topic, e) The general notions which the learner will be able to handle, f) The specific (topic-related) notions which the learner will be able to use, g) The degree of skill with which the learner will be able to perform.

2.4. Syllabus Types

Under the effects of grammar based views of the language, syllabi were traditionally expressed in terms of grammar, sentence patterns, and vocabulary. During the 1970's communicative language learning and teaching, syllabi began to appear in the way in which content was specified and the learners would need to master functional skills in order to communicate successfully. (Pişiren 1996). Communicative approach to syllabus design restructures the presentation of the target language to coincide with the communicative functions or use to which language will be put. (Salimbene 1986;50). The primary goal of the communicative approach is to built language competence through use.

Different authorities named these approaches under different titles. Wilkins (1976) labels them as synthetic and analytic. In the synthetic approach; "Different parts of language are taught separately and step by step so that acquisition is a process of gradual accumulation of the parts until the whole structure of the language has been built up" (Wilkins 1976:2) Synthetic approaches are generally equated with the grammatical syllabi but there is also view that synthetic approach can be applied to any syllabus in which the content is product-oriented, (Nunan 1988: 28). For example, Longs and Crokes' (1992 ; 28) and Nunan's (1988 : 37) structural, notional-functional syllabi are synthetic, whereas Wilkins (1976:2) classifies notional-functional syllabi as "analytic syllabi"

In contrast with the synthetic syllabuses, analytic syllabuses are "...organised in terms of the purposes for which people are learning language and the kinds of language performance that is necessary to meet those purposes" (Wilkins, 1976 : 13). According to Graham and Beardley (1986: 231) the starting point in analytic approach is linguistic and extra linguistic behaviour needed to achieve the goal of communicative competence.

However recently as Richards (1990:9) mentions a combination of approaches is often used. Studying different approaches to syllabus design many course designers arrive at the conclusion that a number of different syllabi are needed. (Pişiren 1996:15). It is also thought that they can be moulded into an eclectic manner to get more fruitful results. For example, Dubin and Olshtain (1986:38) suggest a structural and a

situational syllabus for the first year of language study, then functional-notional skill combination and finally a fully communicative design.

Different syllabus types utilised in ESP:

Structural (grammatical) syllabus: The most common syllabus type was structural syllabus in which its input is selected and graded according to grammatical notions of simplicity and complexity. Hutchinson and Waters (1987:26) state that, the structural syllabus provides the learner with a systematic description of the generative core of the language. Language consists of a finite set of rules which can be combined in various ways to make meaning. These rules can be learned one by one, each item being mastered on its own before being incorporated into the learner's pre-existing stock of knowledge. (Nunan 1988: 29-30). To summarise, in the structural syllabus both lessons and materials are teacher-centred and the teacher is the knower.

Situational syllabus:

Since language is always used in a social context, in this type of syllabus, the situations in which the learner needs the language are predicted, and the language that is necessary in those situations is taught. It includes only what is relevant to the learner and it is learner-centred. Units in the syllabus have situational labels, like "at the post office, asking for direction", and so on. In other words, the contents of the syllabus consists of language situations and the description of the linguistic content of each of these situations. Grammatical and phonological structures are the organising principles-sequenced from easy to difficult or frequent to less frequent.

Functional-notional syllabus:

This type of syllabus takes the desired communicative capacity as the starting point. Wilkins (1976:19) mentions that the process of deciding what to teach is based on consideration of what the learners should most usefully be able to communicate in the foreign language. When this is established, we can decide what are the most appropriate forms for each type of communication.

Nunan (1988:37) points out that designers also need to look beyond linguistic notions of simplicity and difficulty when it comes to grading items. The grading of

functional items are very difficult for example 'apologising' is either simpler or more difficult than another item such as 'requesting'.

Conceptual categories called notions such as duration, quantity, location, etc. are the basis of organisation-sequenced by some sense of chronology or usefulness of each notion.

Skills-based syllabus:

The skills-based syllabus is organised around skills, such as listening for gist, listening for specific information and the aim of this syllabus is to provide opportunities for learners to employ and evaluate the skills and strategies considered necessary in the target situation. This type of syllabus both establishes criteria for the ordering and adaptation of texts and also selects them. Pişiren (1996:20). Skills such as listening for gist, listening for main ideas, scanning a reading passage for specific information, etc. serve as the basis for organisation -sequenced by some sense of chronology and usefulness of each skill.

Topic syllabus:

The topic syllabus is organised around themes or topics such as health, food, clothing. It allows for a wide range of language activities. This type of syllabus becomes popular especially for ESP courses. Because 'this will produce a special emphasis on certain particularly useful structural items'.

The problem with topic syllabus is as Harmer (1991:27) mentions that it demands the students' continuing interest in the topic. But if the syllabus is organised attractively both for students and teachers, it can achieve its purpose since the language is not taught for its own sake but for use in the service of interesting subjects. Topics or themes such as health, food, clothing, etc. form the organising principle- sequenced by the likelihood that students will encounter them.

Task-based syllabus:

Task-based syllabus is organised around activities and content, and instructional processes are selected with reference to the communicative tasks which learners will use outside the classroom. In Long and Crookes' view (1992:29) task based syllabus is

affected from analytic approach to syllabus design. *Task* is defined as a piece of work undertaken for oneself or for others, freely or for some reward... In other words, task is the hundred and one things people do in everyday life (Long and Crookes 1992 : 44). Task or activity-based categories such as drawing maps, following instructions, following directions, etc. serve as the basis of organisation- sequenced by some sense of chronology or usefulness of notions.

Content-based syllabus:

This type of syllabus is derived from a well-defined subject area and is widely applied in courses and materials for ESP, such as mechanical engineering, medicine etc. Students who already have a background in a content area and who have developed English proficiency can need such a syllabus in which they use English to solve problems and develop concepts and skills related with their subjects. In content-based syllabus language learning and subject matter learning are not separate and unrelated operations. Pişiren (1996:23)

CHAPTER III

3.METHOD

3.1. Research Design

The purpose of this study is to analyse the linguistic needs of the students in terms of ESP courses in AKÜ. The research model used in this study is a comparative survey model. Two different questionnaires -one for students and one for teachers- were used in this study. The questions are different but twelve mutual questions exist in both questionnaires. The questionnaire given to students is prepared in Turkish. Their level of English prior to starting the course was determined by giving them the Michigan Placement Test provided from the head of English department of Education Faculty, Anadolu University. The students answered all the questions except the listening part. The average score was nineteen correct answers per subject.

3.2. Subjects

Subjects for this study are the first year students of economics, business administration and finance who take part the intensive English course in 1997-98 academic year. The students' questionnaire was answered by sixty students, 20 students from the department of economics, 20 from the department of business administration and 20 from the department of finance. 63.3 percent of the students are male and 36.7 percent are female. 81.7 percent of students are between the ages of seventeen and twenty. 13.3 percent are between twenty-one and twenty-five. Five percent are above 25. 46.7 percent graduated from high schools. 16.7 percent graduated from technical high schools. 31.7 stated that they finished school of commerce, imam- hatip high schools, high schools of agricultural and veterinary sciences. Five percent are Anatolian high school graduates. 80 percent of students stated that they studied English and 20 percent Arabic, French and German in high school.

The number of teachers who answer the teachers' questionnaire is eight. All of them stated that they graduated from various Turkish Universities. One teacher stated that he did his post graduate study abroad for two semesters in an English language teaching department sponsored by Turkish Ministry of Education. Apart from English, three teachers stated that they studied French and German as a foreign language. Two teachers are female and under thirty years old. The others are male and they are between 33 and 42.

3.3. Data Collection and Instruments

All the data were collected through questionnaires based on mainly Hutchinson and Waters model mentioned in the literature review chapter (see pp 10-11) and allocated to the students and teachers. Since the learners' perceived needs are both undeniably important the questionnaires were prepared for both teachers and students.

The questionnaires were prepared in such a way that their results could be used to determine English language needs. difficulties, and deficiencies of the students and the views of the teachers. The questionnaires contain three types of questions:

1. Closed type questions -selecting only one appropriate answers from the given choices.

2. Ranking type questions- listing different choices by ranking in order of importance, difficulty, necessity or frequency.

3. Open-ended type of questions- getting free answers from respondents which show their opinions, feelings and expectations.

The questionnaires consist of three parts. In the first part , 'personal information' about the applicants was gathered such as sex, age, educational background, career etc. However while analysing data, personal information about the lecturers was not taken into consideration since it was not used in the evaluation of students' linguistic needs.

The second part contains 'general information which gives information about the present situation of the courses at the faculty of economics and administrative sciences, the students' English language level, the students and the lecturers' views about English related to the specific subjects.

The third part consist of 'language skills' which are titled under reading, writing, speaking and listening skills

3.4. Procedure

Two kinds of questionnaires were prepared for teachers and students on the basis of Hutchinson and Waters' model of needs analysis. Both of the questionnaires included three sections: a)Personal information part, b) General information part, c) Language skills part (including reading, writing, speaking, and listening).

Teachers' questionnaire was prepared in English and consisted of 25 questions. Questionnaires were handed out to eight English teachers and collected back in a week's time. Students' questionnaire was prepared in Turkish for it was meant to be given to students who were at the beginner's level in English. And the questionnaires were handed out to sixty students and collected back in a week's time.

Both teachers and students were requested to feel free of any anxiety and told that questionnaire results would only be used to specify the linguistic needs of them in terms of ESP so that a proper syllabus could be prepared to satisfy the needs. Questionnaires were given to students and teachers at the end of two subsequent semesters in the first year of their study in English.

Questionnaire results were analysed on the basis of ranking according to the percentages shown in tables in the Fourth Chapter of this study.

3.5. Data Analysis

In order to achieve the goal of this study the results of the questionnaires were expressed in the percentage system. Both for closed and ranking type questions, the responses of each students and lecturers were tallied and the percentages of ranking type questions were shown in separate tables and both the percentages of ranking type and closed type questions were interpreted in Chapter IV.

In ranking type questions, the respondents were required to put the items in order from most to least important, difficult, necessary and frequent by starting with number "1" and on. In ranking type questions the number of items to be listed can be four, five or six, therefore number "1" was considered as the starting number to rank the items in order to avoid any confusion while answering the questions.

CHAPTER IV

4.QUESTIONNAIRE RESULTS

4.1. The Students' Questionnaire Results.

GENERAL INFORMATION PART

This part consists of tables of question number 6 through question number 11.

Preferences for the kind of English in present intensive English Course	n	%
General English	12	20
Business English	30	50
Both general English and business English	18	30

Table 4.1.1. Distribution of the students' preferences in number and percentage as to the kind of English they would primarily like to learn for their prospective jobs or careers. (Question number 6)

50 percent of the students have stated that they want to learn English for business, 20 percent have wanted to learn general English and 30 percent have said they want to learn both general and business English at the present course. When the whole of the table is studied the general tendency is toward business English which is of prime importance for the students. The students also seem to be aware of the essentials of language-learning, that is, without learning the basics of a language, it is impossible to learn a specific discipline within it.

Students	n	%
I believe in the necessity of business English in my future career.	58	96.7
I don't believe in the necessity of business English in my future career.	2	3.3

Table 4.1.2 Table of the percentage and number of the students who believe or do not believe that they will need a knowledge of English especially in their careers.(Question number 7)

As can be seen in table 4.1.2, an overwhelming majority of the students with 96.7 percent believes in the necessity of English knowledge about their content-area or jobs while only 3.3 percent have stated that they don't believe in the necessity of having knowledge of English in their prospective careers.

Students	n	%
I believe that I will use English as an instrument in my future career	52	86.7
I do not believe that I will use English as an instrument in my future career	1	1.7
I do not have any idea	7	11.7

Table 4.1.3. Table that shows the number and percentage of students who believe that they will use their knowledge of English in their career as an instrument for their success. (Question number 8)

Very similar questions have been asked in table 4.1.2 and table 4.1.3, it can be seen that the results have slightly changed according to the questions. While 96.7 percent of the students have stated that they believe in the necessity of the knowledge of business English in table 4.1.2 , in table 4.1.3, only 86.7 percent are seen to have said they would use English as an instrument in their future career. In this respect, the latter table shows that 1.7 percent do not believe they will use English in their future career.

11.7 percent have no idea as to whether they can use English as a means for their success in their prospective jobs.

Purpose of learning English (goals)	n	%
to be able to communicate with colleagues on matters related to my content- area subject.	25	41.7
to be able to write business reports, letters, and fax messages in English.	16	26.7
to be able to find an easy access (to render an easy access to reference books)	15	25.0
others	4	6.7

Table 4.1.4. Table that shows distribution of the reason and purpose of students for learning a foreign language.(Question number 9)

41.7 percent of the students have stated that they need to learn English to be able to communicate with their colleagues on matters related to their content-area subjects. 26.7 percent want to learn English for the purpose of being able to write business reports, letters, and fax messages in English. 25.0 percent want to learn English to be able to find an easy access to reference books on subjects or topics they are concerned in the academic environment. 6.7 percent have stated different reasons of why they need to learn English. They have stated that they want to be a tourist guide, TV reporters, and international business consultants.

	Choices							
	Reading		Writing		Speaking		Listening	
Ranking	n	%	n	%	n	%	n	%
1	25	41.7	21	35.0	12	20.0	2	3.3
2	24	40.0	13	21.7	20	33.3	3	5.0
3	6	10.0	16	26.7	20	33.3	18	30.0
4	5	8.3	10	16.7	8	13.3	37	61.7

Table 4.1.5. The ranking of the students' priorities in language skills to reach their goals through learning a language.(Question number 10a)

As for the priorities of students among language skills to which they attach importance, students with 41,7 percent have given priority to reading in the first place. As can be seen from the table 4.1.5, writing has appealed to students as the most important language skill by 35 percent. 20 percent have placed speaking in the first place of ranking as the most important language skill. Students with 3.3 percent have stated that listening is the most important.

Those who have placed reading in the second line of ranking are 40 percent. 21.7 percent of the students have considered writing as the second most important language skill. 33.3 percent have stated that the second most important language skill is speaking.

10 percent of students have placed reading in the third place in the line of ranking. While 26.7 percent have placed writing in the third place, 33.3 percent have placed speaking in the third place. In the same line of ranking, 30 percent of students have considered listening as the third most important language skill.

Those who have placed reading in the fourth place in order of ranking are 8.3 percent, 16.7 percent have stated that writing is the least important language skill. 13.3 percent of students have put speaking in the last order of ranking and 61.7 percent have considered listening as the least important language skill to reach their goals through learning a language.

Choices	Ranking							
	1		2		3		4	
	n	%	n	%	n	%	n	%
Understanding language structure and , its use and usage	12	20.0	18	30.0	20	33.3	10	16.7
Reading and understanding the content area materials	16	26.7	12	20.0	20	33.3	12	20.0
Understanding and participating the conversation that take place in the class	14	23.3	20	33.3	14	23.3	12	20.0
In using the terminology in my content- area study appropriately.	18	30.0	10	16.7	6	10.0	26	43.3

Table 4.1.6. The ranking of the difficulties that the students face in language learning activities while studying.(Question number 11)

In table 4.1.6, 30 percent of the students have stated that they have difficulty the most in using the terminology in their content-area studies appropriately. Reading and understanding content-area materials follows this with the percentage of 26.7 and 23.3 percent of the students take understanding and participating in the conversation in the class as the most difficult. 20 percent of students regard understanding language structure as the most difficult task they face in language learning.

The percentage of students who rank understanding and participating the conversations that take place in the class as the second most difficult activity is 33.3. While understanding language structure closely follows this with the percentage of 30, reading and understanding the content area materials and using the terminology are seen to present about the same percentage of difficulty for students by 20 and 16.7 percent respectively.

LANGUAGE SKILLS

Ranking	SKILLS							
	Reading		Writing		Speaking		Listening	
	n	%	n	%	n	%	n	%
1	28	46.7	14	23.3	10	16.7	8	13.3
2	20	33.3	28	46.7	6	10.0	6	10.0
3	12	20.0	9	15.0	15	25.0	24	40.0
4	-	-	9	15.0	29	28.3	22	36.7

Table 4.1.7. The ranking of the language skills the students think most important in terms of ESP.(Question number 12)

Table 4.1.7. reveals that students' preferences for language skills preserve the same order as in table 4.1.5 and table 4.1.6. As seen in table 4.1.7, 46.7 percent of the students have stated that they think reading skills are the most important for their studies in their content area subjects. Following the reading skill is the writing skill which is ranked as the most important by 23.3 percent of student. With the percentage

of 16.7 and 13.3, speaking and listening are respectively ranked as the most important language skill.

In the same table above, 33.3 percent of the students have regarded reading as the second most important skill in terms of reading while 46.7 percent have shown preference for writing, 10 percent for speaking, and the other 10 percent for listening in the second place of their line of ranking the skill.

In the third order of ranking the skills, reading has received 20 percent, writing has received 15 percent, speaking has received 25, and listening has received 40 percent of students' preference.

None of the students has put reading in the last order while 15 percent have stated that writing is the least important for them. 28.3 and 36.7 percent of the students have regarded speaking and listening as the least important for them respectively in terms of ESP:

READING

Choices	Ranking							
	1		2		3		4	
	n	%	n	%	n	%	n	%
Reading books written on non-specific area- subject in English	28	46.7	22	36.7	6	10.0	4	6.7
Reading books in English about the general economics and politics	8	13.3	9	15.0	19	31.7	24	40.0
Reading books on my specific content area subjects	4	6.7	3	5.0	24	40.0	29	48.3
Reading journals, hand outs, course notes and articles written in English in my subject- area	20	33.3	26	43.3	11	18.3	3	5.0

Table 4.1.8. The ranking of the students' needs in their content area in terms of reading.(Question number 13)

In terms of students' needs for reading in their content-area studies a concentration is seen on reading books written on non-specific subjects in English, that is to say that 46,7 percent of the students have expressed preference for reading materials which are non-specific in their contents. In table 4.1.8, a great percentage of students have favoured reading materials written on non-specific subjects. A possible explanation of their preference could be that students might like to start with linguistically less complex materials to improve themselves before starting into arduous work of content-area reading. By developing a kind of reading strategy, students might like to go through content-area reading later on. As it can be seen from the results in table 4.1.8, there are also students amounting to 33.3 percent who have expressed their needs in reading to be able to read journals, hand outs, course-notes and articles written in English in their subjects. In table 4.1.8., it is also seen that students have ranked their needs for reading books in English about general economics and politics as the most important by 13.3 percent. 6.7 percent of the students have quoted that they need to read books on their content area subjects.

36.7 percent of the students have stated their needs for reading books written on non-specific area subject in English in the second order, 10 percent have stated in the third order and 6.7 percent have stated in the last order of ranking their needs.

Those who have put reading books in English about the general Economics and politics in the second, third, and the fourth order are 15, 31.7, and 40 percent respectively. 5, 40, and 48.3 percent of the students have put their needs for reading books on their specific content area subjects in the second, third, and the fourth place of ranking.

Answers	n	%
Yes, I need to concentrate on one of the points in table s.13 to be able to use English effectively.	48	80
No, I don't need to concentrate on any specific points in table s.13 to be able to use English effectively.	12	20

Table 4.1.9. Table that shows willingness and decisiveness of the students to concentrate on one specific type of activity in reading as stated in table 4.1.8. (Question number 14)

Although the students giving answers to the questionnaire are all attending intensive ESP courses of their own accord, 80 percent of them have pointed out the need for concentration on a specific type of reading activity. 20 percent have declared that they do not need to concentrate on any type of reading , because other skills such as speaking and listening appeal to them most. To conclude from the table 4.1.9, it can be said that there is some divergence from the set goals considered to be consistent with the nature and structure of the courses. That is to say ,although a majority of the learners' needs are consistent with each other, there happens to be factual needs of some learners which differ from those of the others.

Choices	n	%
There shouldn't be too many new vocabulary in the reading texts.	13	21.7
Grammar and structures in reading texts should not be too complex as to hinder comprehension and understanding.	19	31.7
text written in English related to our content-area subjects might be presented to us only after a slight background information is given by the lecturers. etc.	16	26.7
Words in content area texts, phrases used in specific terminology should contrastively and comparably be notified in terms of use and usage for understanding.	12	20.0

Table 4.1.10. Table of students' statements about their needs for a more efficient and easier reading activity (Question number 15)

For a better and more effective reading activity, students with 31,7 percent have expressed their needs for the reading texts which have not too complex grammatical and structural elements that hinder the interaction between the text and the reader. Students with 26,7 percent have expressed that they need to be given a rough background information by the lecturers prior to reading texts written in English related to their content-area subject. 21,7 percent of the students have suggested that there shouldn't be too many unknown vocabulary in the reading texts. Lastly, 20 percent have notified their lack of contrastive and comparative knowledge of terminological phrases and their uses. They mean to say that vocabulary in content-area reading texts and phrases which

are used within a specific terminology should be clarified in terms of their use and usage.

Choices	n	%
I can easily guess meanings of the new vocabulary from the context.	13	21.7
I am not able to guess the meanings of the new vocabulary from the context	21	35.0
It depends on the length and level of text in terms of language and subjects.	26	43.3

Table 4.1.11.The distribution of students' answers as to whether they are able to guess the meanings of the vocabulary from the context when carrying out a reading activity. (Question number 16)

According to the table 4.1.11, 43,3 percent of the students are seen to have stated that their success in guessing the meaning of the unknown vocabulary used in the reading texts depends on the level and length of the texts in terms of language and subject. 35 percent of them have stated that they have difficulty guessing the meanings of the unknown vocabulary from the context. The percentage of students who say that they are not able to guess the meanings of the new vocabulary from the context indicate that most of the students feel the necessity of some vocabulary learning techniques which would be an essential help for successful reading. 21.7 percent of the students have stated that they can guess the meanings of the new vocabulary without facing difficulty.

Frequency		
I can easily guess the right meanings of the words from the context	n	%
Almost always	8	13.3
Sometimes	5	8.3
rarely	47	78.3

Table 4.1.12. The students' statements of the frequency of which they can guess the right meanings of the new vocabulary from the context.(Question number 17)

According to the table 4.1.12, 13,3 percent of the students have stated that they can almost always guess the right meanings of the words from the context while 8.3 percent have stated that they sometimes are successful in guessing. 78.3 percent of the students have stated that they are rarely successful in guessing the meaning from the context.

Choices	Ranking							
	1		2		3		4	
Occasions that necessitate students to refer to dictionary	n	%	n	%	n	%	n	%
When I first confront an unknown word	40	66.7	15	25	2	3.3	3	5.0
Sometimes when I am not sure of the exact meaning	18	30.0	23	38.3	9	15.0	10	16.7
rarely	2	3.3	20	33.3	23	38.3	15	25.0
never	-	-	2	3.3	26	43.3	32	53.3

Table 4.1.13. The ranking of occasions when the students refer to the dictionary for the meaning of unknown words. (Question number 18)

As for the frequency of students' reference to dictionaries for meanings of new words, 66,7 percent of the students have said they refer to dictionaries on occasions when they first confront an unknown word. 30 percent have said they refer to dictionary on occasions when they are not sure of the exact meaning. 3,3 percent have stated to have referred to dictionaries rarely. Students' ranking of the choices can be observed in table 4.1.13 for a more meticulous comparison between percentages.

Choices	Ranking							
	1		2		3		4	
	n	%	n	%	n	%	n	%
Complex sentence structure	20	33.3	16	26.7	14	23.3	10	16.7
too many unknown vocabulary in the text	22	36.0	9	15.0	13	21.7	16	26.7
the content of the reading materials	18	30.0	26	43.3	10	16.7	6	10
Others.	-	-	9	15.0	23	38.3	28	46.7

Table 4.1.14. The ranking of the activities that seem to be the most difficult to the students in terms of reading comprehension. (Question number 19)

Table 4.1.14 reveals students' difficulties they face when they are carrying out a reading activity. Of the students, 33.3 percent have stated that they suffer from complex sentence structure, while 36.0 percent have difficulty with too many unknown vocabulary in the text. 30.0 percent have found the content of reading materials to be the most difficult thing to handle.

In table 4.1.14, the percentage of students who state different difficulties affecting a sound reading comprehension cannot be ignored. 15 percent of the students have stated various activities as the second most difficult, while 33.3 and 46.7 percent of the students have mentioned various difficulties in the third, and the fourth place of the ranking order of activities in terms of reading comprehension. They generally indicate in their answers that they fail to set up a consistent relation between the words and phrases used in the texts, and their meanings with different entries in dictionaries.

Choices	Ranking							
	1		2		3		4	
	n	%	n	%	n	%	n	%
Some extracts from newspapers, journals, and periodicals in the form of articles, news and comments on current events.	16	26.7	21	35.0	20	33.3	3	5.0
textbooks written in English on/ about my content area subjects.	9	15.0	19	31.7	18	30.0	14	23.3
texts and articles written in English on general topics such as politics, sports, technology, etc.	21	35.0	14	23.3	22	36.7	5	8.3
Various texts on different topics selected from different English books written for the purpose of teaching English Language	14	23.3	3	10.0	-	-	38	63.3

Table 4.1.15. The ranking of the students' preferences for reading materials which would make a reading activity more effective. (Question number 29)

According to table 4.1.15, while the students are stating their needs to increase the effectiveness of their reading, 35 percent of them have shown preference, which is the highest percentage for the fist place in their ranking order, for the text and articles written in English on general topic such as politics, sports, technology, etc. 26,7 percent believe that some extracts from newspapers, journals, and periodicals in the form of

articles, news and comments on current events would be more encouraging to maintain an effective reading activity for them. 23,3 percent of the students have stated in the first place of their ranking order of the choices that they need various texts on different topics to be selected from different books written for the purpose of teaching the English language. 15 percent of the students think that textbooks written in English on/ about their content- area subjects would increase the efficiency of their reading activities in English the most.

Choices	Ranking							
	1		2		3		4	
	n	%	n	%	n	%	n	%
Reading materials should consist of extracts of everybody's concern from magazines, news papers and journals.	22	36.7	13	21.7	19	31.7	6	10.0
Selected reading materials from textbooks written in English on/ about my content-area study.	12	20	21	35	7	11.7	20	33.3
Reading materials should deal with sports, music, politics and other general topics from current events.	14	23.3	21	35	14	23.3	11	18.3
Texts and articles extracted from various English Language course books designed especially for language teaching purposes.	12	20	5	8.3	20	33.3	23	38.3

Table 4.1.16. The ranking of the particular points about which students think a good reading material should include in itself to make a reading activity more effective.(Question number 21)

As for the objective needs of the students about the content of reading materials, 36,7 percent have suggested in the first place of their ranking order of the choices that reading materials should consist of extracts of everybody's concern from magazines, newspapers and journals. Another 23.3 percent of the students' most important need, as elicited from their preferences, is that reading materials should deal with sports, music, politics, and other general topics from current events. Students with 20 percent have stated that they need selected reading materials specifically taken from the textbooks written in English in their content-area subjects. A portion of 20 percent suggest in the first place of their ranking order that texts and articles extracted from different English

language course books would serve good to their development in reading. Students of this view may possibly make this point because of the practicality of some lexical and grammatical elements which are easy to understand by way of different boxes for comprehension and practice included in the language textbooks.

Choices	Ranking							
	1		2		3		4	
	n	%	n	%	n	%	n	%
Writing statistical reports	25	41.7	20	33,3	9	15.0	6	10.0
Writing business letters, placing and accepting orders	19	31.7	22	36.7	13	21.7	6	10.0
Taking notes during business meetings and interviews	9	15.0	8	13.3	20	33.3	23	38.3
Others	7	11.7	10	16.7	18	30.0	25	41.7

Table 4.1.17. The ranking of the writing skills that students think they will make use of in their future job or career-track.(Question number 22)

Table 4.1.17 shows that among the writing skills, writing statistical reports is the one that has appealed to the students the most by 41.7 percent as they think they would make use of it in their future career-track. In the same table, 31.7 percent have regarded writing business letters, placing orders and sending confirmations as the most important skill as part of their professional life in the future. 15 percent of the students have placed taking notes during business meetings and interviews as the most important writing skill which ranks in table 4.1.17 in the third place. 11.7 percent of the students have claimed they would be able to use their writing skills to communicate through internet with people of different nationalities who are in search of international interaction in tourism, management, sports and science.

Choices	n	%
I need additional writing samples to practice at home	53	88.3
I don't need extra writing exercises and samples to practice at home	7	11.7

Table 4.1.18. The rate of the students who state they need / do not need additional writing samples and forms for practising at home other than those already done in the class.(Question number 23)

A great majority of students by 88.3 percent answering the questionnaire have said that they need additional writing samples for practice to build up their writing skills. In the same table, only 11.7 percent of the students have stated their reluctance to do extra practice as homework on writing. Thus, both table 4.1.17 and table 4.1.18 suggest almost all the students dare to undertake the burden of working on extra homework.

LISTENING SKILLS

Choices	Ranking							
	1		2		3		4	
	n	%	n	%	n	%	n	%
to be able to take crucial notes down during the lessons and conferences attended.	19	31.7	16	26.7	25	41.7	-	-
to be able to listen to and understand sound-track and video recordings on matters of economics, politics, and social sciences.	18	30.0	21	35.0	14	23.3	7	11.7
to be able to follow and attend interviews with experts on my job- related subjects on TV or Radio	23	38.3	23	38.3	11	18.3	3	5.0
Others	-	-	-	-	10	16.7	50	83.3

Table 4.1.19. The ranking of the students' reasons for developing their listening skills. (Question number 24)

In table 4.1.19, the students with 38.3 percent are in search of being able to follow and to attend interviews with experts on the job-related subjects on TV or radio the most. Another group of students with 31.7 percent want to be able to take crucial notes down during the sessions and conferences they attend the most. 30 percent of students want to be able to listen to and understand sound- tracks and video recordings on matters of economics, politics and other social sciences. The figures in the table also suggest that students have a specific goal- oriented targets leading them into the listening skills.

Choices	Ranking					
	1		2		3	
	n	%	n	%	n	%
Tasks that students consider difficult to carry out.	13	21.7	17	28.3	30	50.0
to understand and analyse long and complex language structure	19	31.7	20	33.3	21	35.0
to understand native speakers of English from different regions (various dialect)	28	46.7	23	38.3	9	15.0

Table 4.1.20. The ranking of the most difficult tasks that students face during a listening activity.(Question number 25)

Table 4.1.20 points out that 46.7 percent of the students have ranked to understand native speakers of English from different geographical regions and dialects the most difficult activity to carry out. 31.7 percent of students have said that to understand and analyse long and complex language structure is the most difficult for them even though they are familiar with those structures. In addition to the difficulties the students experience in listening, 21.7 percent have stated that they have difficulty fulfilling some tasks like marking the correct choice, matching the consistent items, and defining a particular item after a listening activity.

Frequency of the items of Which students need repetition	n	%
almost always	19	31.7
often	18	30.0
sometimes	13	21.7
rarely	10	16.7

Table 4.1.21. The ranking of the students' needs for repetition for a better comprehension of the things spoken in and out of the class.(Question number 26)

31.7 percent of the students, in table 4.1.21, have stated that they almost always need repetition for a satisfactory achievement in listening. In the same table, 30 percent of the students have said that they often need to do repetition exercises. 21.7 percent, on the other hand, sometimes need to do repetition. Only 16.7 percent have stated that they are rarely in need of any repetition practice for a better comprehension in listening.

When the whole percentage is taken into consideration, 61.7 percent of students are seen to be in need of constant repetition exercises.

SPEAKING SKILL

Choices	Ranking							
	1		2		3		4	
	n	%	n	%	n	%	n	%
to be able to communicate with my foreign colleagues on matters of my career and content area subject in school.	30	50.0	15	25.0	9	15.0	6	10.0
to be able to present oral reports and give briefings and /or to be able to listen to the speaker on similar occasions in my working life.	14	23.3	20	33.0	14	23.3	12	20.0
to be able to mix-up with my foreign colleagues and develop interpersonal relations with them	10	16.7	18	30.0	17	28.3	15	25.0
others	6	10.0	7	11.7	20	33.3	27	45.0

Table 4.1.22.The ranking of the speaking activities in terms of being important to the students. (Question number 27)

Table 4.1.22 shows that students with 50 percent have attached importance the most to being able to communicate with their foreign colleagues on matters of their career and content area subjects. 23.3 percent of students have attributed importance to the point of being able to present oral reports and give briefings, and listening to speakers on similar occasions. 16.7 percent of the students have expressed desire to be able to mix up with foreigners and develop interpersonal and intercultural relations with them.

Students that lay in the rest of 10 percent have expressed other activities to be of the most important in terms of activities that can be fulfilled through an accomplished speaker. That is to say, some of the students either want to live in the international community that allows the speakers of English to have better living conditions in the target country or some want to have a satisfactory level of speaking skills which will enable them to carry on a self contained life even in the rural parts of the country by teaching English at secondary schools. Strange as it seems to be, the last point quoted

by some students can be reported as one of the de facto of the university students' way of thinking.

Choices	Ranking									
	1		2		3		4		5	
	n	%	n	%	n	%	n	%	n	%
to be able to present myself properly.	12	20.0	8	13.3	10	16.7	16	26.7	14	23.3
to be able to ask and answer questions functionally at least in an ordinary conversation	13	21.7	12	20.0	15	25.0	8	13.3	12	20.0
to be able to present oral reports.	8	13.3	9	15.0	13	21.7	18	30.0	12	20.0
to be able to remember the right word at the right time	14	23.3	13	21.7	10	16.7	15	25.0	8	13.3
to be able to pronounce words correctly	13	21.7	18	30.0	12	20.0	25	5.0	14	23.3

Table 4.1.23.The ranking of importance of the speaking skills to be mastered by students in terms of speech activities during which they want to employ language. (Question number 28)

20 percent of the students have expressed their desire to be able to present themselves as the most important. 23.3 percent have attached importance to the point of being able to remember the appropriate words at the right time. 21.7 percent have pointed out that they are interested in the pronunciation of the words correctly. 13.3 percent want to be skilled in presenting oral reports.

Except for the choice of being able to present oral reports in table 4.1.23, the ranking of importance of the speaking skills to be mastered, the three other speaking skills have received almost equal attention from the students.

Choices	Ranking							
	1		2		3		4	
	n	%	n	%	n	%	n	%
to have discussions in the class.	19	31.7	17	28.3	14	23.3	10	16.7
to give oral presentation as part of the activities to be carried out by students in or out of the class.	10	16.7	12	20.0	18	30.0	20	33.3
to have talk-shows in the class.	15	25.0	16	26.7	23	38.3	6	10.0
to speak to native speakers.	16	26.7	15	25.0	5	8.3	24	40.0

Table 4.1.24. The ranking of the activities considered to be essential for the students' development in speaking.(Question number 29)

As can be seen in table 4.1.24, 31.7 percent of the students, in the first place of the ranking order of the choices given in the table above, have wanted to be involved in the activities like having discussions in the class. 26.7 percent have favoured speaking to native speakers and 25 percent have believed in the good of having talk-shows in the classroom situations. Lastly 16.7 percent have stated that giving oral presentations in and out of the class as part of the activities to be carried out by students would be a great asset in terms of developing speaking skills in a language.

4.1.1.Comments On The Students' Data Analysis:

According to the analysis of the students' questionnaire results, the students' preferences for the kind of English they would like to learn primarily concentrates on the business English. However, the number of students who want to study both general English and business English amounts to 30 percent cannot be ignored because they demand not only ESP but also the kind of English they can use in everyday life.

A great majority of the students with 96,7 percent have stated that they believe in the necessity of business English in their prospective career whereas a mere 3,3 percent thinks quite the contrary. Although very similar questions have been asked in the questions number 7 and 8, a slight fall is observed whether the students would use English in their future career. This may be the result of any lack of self-confidence in some language learners as well as outside factors like the attitude of teaching staff, environment and students' psychosocial background.

The students expect to use English to be able to read and access to different reference materials written in English in their specific field. Students also expect to be able to communicate with their colleagues in business. As can be seen from the answers given to the question number 9, the students state that their prime motivation in learning English is to be able to communicate their with foreign colleagues on matters related to their content-area subjects, to be able to write business reports, letters and fax messages in English. And some 6,7 percent has stated that they want to study English not to fall behind the current magazine in their daily routines.

The majority of the students believe that they should be more proficient in reading and writing rather than speaking and listening. From among the language skills, listening has got the least attraction of receptive skills. However students have favoured the speaking more than the listening skills.

20 percent of the students in their answers to question number 11 is seen to be stating their difficulties in understanding language structure, its use and usage in the first place. It may be most fair to think that this is true of students not only for reading but also the other language the skills

Students with 23.3 percent have stated that they suffer from the difficulties in understanding and participating the conversations that take place in the class. In any ESP language course, whatever the content area is, a great effort has been exhorted to extract a direct interaction and participation among the learners. So the notification of the needs by students of this kind may rightly help language teachers to develop new techniques in their courses.

In terms of students' needs for reading in their content-area, more than half of the students are concerned with reading books written on non-specific content-area subjects. And they have stated that they want to read books in English about the general economics and politics as well as reading journal, hand outs, course-notes and articles written in English in their subject area.(See table 4.1.8). In this respect these results seem to signify the importance of language skills for effective reading.

As to the willingness of the students to concentrate on one specific type of reading activity, it is depicted in the students' statements that although a majority of

learners' needs are consistent with each other's, there happens to be factual needs of some students in a group whose needs are considerably different from others'.

However students attach more importance to reading skills than the others. They also believe that they are not able to read easily and effectively in their specific field due to the lack of terminology and a sufficient background in their main content-area. (See table 4.1.10).

Students also think that they have difficulty in guessing the meanings of unknown words from the context while reading. For this reason students have a habit of using dictionary for most of the cases as they have stated in table 4.1.12 and table 4.1.13 The results revealed in tables 4.1.12 and 4.1.13 can be explained in Kramsch's (1993; 200) words:

"Schools have tended to imbue written texts with ultimate authority and to promise academic success to these learners who can unlock their meaning with dictionaries, grammars, and other reference books- students generally do not view themselves as constructing meaning as they read: they believe they find the meaning enclosed in the text. Yet, the meaning of real-life materials is not encoded only in the lexical and grammatical structures used in the text. It also lies in the construction of a certain social reality by a society in a dialogue with itself".

In the study, students have stated that in reading activities, difficult sentence structure and too many new vocabulary render difficulty the most for them while it is also stated by the students that the content of reading materials does not always appeal much to them in terms of their subjects. Here, a contradiction presents itself that, how come students find reading materials or texts uninteresting while they state they are more concerned with reading skills than those of the others.

According to the questionnaire results shown in table 4.1.15, students believe that authentic materials taken from periodicals, newspapers and magazines as well as textbooks written on their content area or on current events are appropriate materials enabling them to read more effectively. As can be understood from the table mentioned above students may be regarded to be thinking more goal-oriented in reading activities as they have shown great interest in reading the texts related to different subjects in

general English and texts from course books in English designed for the teaching purposes. Table 4.1.16 also brings out the fact that students want to be well-informed in their specific field as well as to know more about general English topics. This entails that if the students are interested both in general English and ESP, another study should be made to elicit the needs of students in terms of general English.

In terms of writing skills, in the kind of activities such as writing statistical reports, writing business letters, placing and sending confirmation letters- students' stated preferences for writing activities in table 4.1.17, however, show that they are almost fully aware of their prospective jobs and the prerequisite conditions for success in their career. On the other hand most of the students have stated that they find themselves poor in writing tasks and they need additional writing samples to practice at home.(table 4.1.18) This is not surprising as Shrum and Gillisan(1994:180) points out;

"Even with more current communicative approaches to language instruction the impact on the teaching of writing has been a surprisingly slow process and writing in another language remains a challenge for many students and teachers."

As for students' preferences for listening activities eligible for their future employment in their career-track, a considerable percentage of students are seen to point at the importance of being able to follow and attend interviews with experts on job-related subjects on TV or radio as well as being able to listen to and understand the sound-track and video-recordings on matters of economics, politics and social sciences. Students are also aware of the importance of the fact that taking notes during the lessons and conferences is crucial to their listening skills. (table 4.1.19)

The necessity of repetition shows the degree of understanding while listening. It is seen that students understand not very much of the spoken language. So, most of them think they need repetition most often. Students have stated that they have difficulty understanding native speakers of English of various dialects. They also have made it clear that they are poor at understanding and analysing long and complex structure in terms of listening.

Kramsch (1993; 70), while talking about the students listening problems stated above, makes suggestions for a communicative approach that focuses not only on

talking and listening, but on multiple levels of contextual understanding through dialogue.

As can be seen in table 4.1.7, only 16.7 percent of the students have given primary importance to speaking skills. However, 50 percent of the students have expressed that they want to be able to communicate with their foreign colleagues on matters concerning their career and content area subjects in school. 23.3 percent of them want to be able to present oral reports and give briefings in their professional lives. It may seem to be contradicting, however, that students on the one hand tend to favour reading and writing because of their content area subjects, they, on the other hand want to express themselves in spoken language. 16.7 percent want to be able to mix up with foreigners and develop interpersonal relations. The rest of the students has stated that they only need to learn basic spoken English which will suffice in daily routine abroad.

As for the ranking of the speaking skills to be mastered by students in terms of speech events for which they want to employ language, students are aware of the fact that they need to present themselves properly either in asking and answering questions functionally at least in the most ordinary conversations or in remembering the appropriate vocabulary and using them in their oral presentations. This is to suggest that students are suffering from inability to develop sufficient learning strategies in terms of speaking.

Although students have given primary importance to reading and writing skills, 31.7 percent propose in their answers to closed-type questions about speaking that they need to have discussions in class to compensate for their inadequacy in speaking skills. Other activities suggested by the students like giving oral presentations in the class and having talk-shows in the class imply that they feel the need for more communicative speaking activities in the class.

4.2. The Lecturers' Questionnaire Results

GENERAL INFORMATION

This part consists of tables of question number 7 through question number 9

Choices	n	%
General English	3	37.5
English for Business and Economics	3	37.5
Both	2	25.0

Table 4.2.1. Distribution of the views from teachers in number and percentage as to what kind of English would be more beneficial to students in the present intensive English course.(Question number 7)

Lecturers in their answers to the question number seven have stated different views as to what kind of English would be more beneficial to the students in the present intensive course. 37.5 percent of the lecturers have stated that teaching general English would be more beneficial to the students. Another 37.5 percent of the lecturers have stated that English for business and Economics is more beneficial to the students. 25 percent are in the belief that students should be taught both. According to the lecturers' answers to question number seven, almost equal percent of allocations to choices have been made. That is to say, the lecturers tend to prefer either general English, or English for business and economics or both.

Choices	n	%
Yes, They will.	8	100
No, They will not.	-	-

Table 4.2.2.Teachers' idea of whether ESP students will be able to use the kind of English offered at AKÜ in their prospective careers.(Question number 8)

As for the lecturers' idea of whether ESP students will be able to use the kind of English offered at AKÜ in their prospective careers, lecturers unanimously have agreed in their answers to question number eight that students would certainly make use of English in different phases of their prospective jobs or careers.

Choices	Ranking					
	1		2		3	
	n	%	n	%	n	%
Understanding language structure and its usage.	4	50	2	25	2	25
Reading and understanding subject terminology in their content area	2	25	3	37.5	3	37.5
Understanding and participating the conversation that took place in the class.	2	25	3	37.5	3	37.5

Table 4.2.3.The ranking of the lecturers' views on which language activities students find difficult to cope with.(Question number 9)

Lecturers in their answers depict the felt-needs of the students; 50 percent of the lecturers think that understanding language structure and its usage is more difficult than reading and understanding subject terminology in their content area, and understanding and participating the conversation that takes place in the class. In the second place of their ranking order, 25 percent of the lecturers have quoted that understanding language structure and its usage presents difficulty for the students while the other 25 percent of the lecturers have placed the same choice in the third order of ranking. The percentages of lecturers who have placed reading and understanding subject terminology in students' content area in the second and in the third place of ranking order in terms of being difficult for students to cope with are 37.5 for each.

LANGUAGE SKILLS.

Choices	Ranking							
	1		2		3		4	
	n	%	n	%	n	%	n	%
Reading	5	62.5	2	25	1	12.5	-	-
Writing	2	25	3	37.5	2	25,0	1	12,5
Speaking	1	12,5	1	12.5	3	375	3	37.5
Listening		-	2	25	1	25.0	4	50.0

Table 4.2.4. The ranking of language skills that are considered by lecturers of intensive English course as important to students in the field of economics, management and Finance.(Question number 10)

Table 4.2.4 shows the ranking of language skills by the lecturers which they consider as important to the students of economics, management and finance.

The lecturers by 62.5 percent have stated that reading is most beneficial to students of economics and business management. Writing is also found to be the most

important language skill by 25 percent of the lecturers. While speaking has been most favoured by 12.5 percent, listening is preferred as the most essential language skill by none of the lecturers.

Reading, writing, speaking and listening have been regarded as the second most important skills for students by 25, 37.5, 12.5 and 25 percent of the lecturers respectively.

Choices	Ranking									
	1		2		3		4		5	
	n	%	n	%	n	%	n	%	n	%
Listening to foreigners speaking English	-	-	1	12.5	-	-	3	37.5	4	50
Speaking to foreigners on or about the students' own content-area subjects.	2	25	-	-	2	25	3	37.5	1	12.5
Presenting written reports in students' prospective jobs.	4	50	3	37.5	1	12.5	-	-	-	-
Doing well in written examinations for professional purposes.	2	25	4	50	1	12.5	1	12.5	-	-
Reading and understanding economic and political journals.	-	-	-	-	4	50	1	12.5	3	37.5

Table 4.2.5. The ranking of the felt-needs (objective needs) of the students in terms of learning a language in a situation for a purpose.(Question number 11)

Table 4.2.5 shows the ranking of the felt-needs (objective needs) of the students in terms of learning a language in a situation for a purpose. As for the language situations which the students are most likely to be in need of, lecturers with 50 percent think that students should be able to present written reports in English in their prospective jobs. Lecturers with 25 percent have the idea that they should learn the language to do well in written examinations for professional purposes whereas 25 percent of the lecturers quote as shown in table 4.2.5 that students are also in need of speaking to foreigners on or about their own content-area subjects.

Although the lecturers state in table 4.2.5 that students should concentrate on reading more than writing, speaking and listening skills. In table 4.2.5, they state that

students should be able to present written reports in their prospective jobs. This may suggest that their needs during the language learning process differs from the language skill they should acquire for their professional lives.

READING

Choices	Ranking									
	1		2		3		4		5	
	n	%	n	%	n	%	n	%	n	%
Reading books in English	4	50	2	25	1	12.5	1	12.5	-	-
Reading books about economics, administration and politics.	1	12 .5	2	25	2	25	3	37.5	-	-
Reading books about other specific fields.	1	12.5	2	25	3	37.5	2	25	-	-
Reading journals, hand-outs, course note. etc. on/about students' specific field of study.	2	25	1	12.5	1	12.5	2	25	2	25
others	-	-	1	12.5	1	12.5	-	-	6	75

Table 4.2.6. The ranking of the reading skills in terms of importance as the felt needs of the students in reading activities.(Question number 12)

In terms of the importance of reading skills, lecturers with 50 percent have stated that reading books in English is the most important. As can be observed in table 4.2.6, reading journals, hand outs, course- notes on / about the students' specific content- area subjects have been considered by lecturers as the most important with 25 percent. 12,5 percent of the lecturers have stated that reading books about economics, administration and finance is the most important. The rest 12,5 percent considered it more important to read books about other fields than those of the students' own field of study

Teachers do not agree on what types of reading activities students need to carry out. However it can be observed in table 4.2.6 that none of the lecturers has ignored the importance of reading activities. Thus, it can also be said that they are paying a due concern to either of the reading activities as essential for developing students' reading skills.

Choices	n	%
Yes, students' proficiency in reading is align with their level of language	6	75.0
No, students are not efficient enough in reading on their content-area	2	25.0

Table 4.2.7. The lecturers' view of students' level of efficiency in reading on their specific field.(Question number 13)

As for the question of whether the students are able to read quickly and efficiently in their content area, 75 percent of the lecturers have stated that student are successful in reading only if the reading materials' linguistic level do not exceed the students' present level of linguistic knowledge much. The rest of the lecturers amounting to 25 percent however think that students are not efficient in reading enough to read in their content area subjects.

Choices	Ranking							
	1		2		3		4	
	n	%	n	%	n	%	n	%
difficult sentence structure	3	37.5	-	-	5	62.5	-	-
Unknown vocabulary.	3	37.5	5	62.5	-	-	-	-
The content of the reading materials.	2	25.0	3	37.5	3	37.5	-	-
Others.	-	-	-	-	-	-	8	100

Table 4.2.8.The ranking of the difficulties the students' face while they are reading. (Question number 14)

According to the results shown in table 4.2.8, lecturers by 37.5 percent consider that difficult sentence structure in a reading text or material cause the most difficulty for students in a while-reading stage. Another 37.5 percent of the lecturers find that students have difficulty with too many unknown words. In the line of ranking order in term of difficulties that the students have, 25 percent of the lecturers have pointed out in their answers to the open ended choice that the content of the reading materials cause difficulty for students in their reading activity. In table 4.2.8, all of the lecturers have quoted some other factors as difficulties such as lack of concentration, hurrying into minute details or students' undue way of using dictionaries to find out the different entry meanings of unknown vocabulary

Choices	Ranking	
	n	%
Reading for picking up specific information	4	50.0
Reading for getting on overall meaning from a material.	4	50.0

Table 4.2.9. The lecturers' views on whether the students need to concentrate on reading for picking up specific information or on reading for getting an overall meaning from a material.(Question number 15)

The lecturers by 50 percent have agreed that students need to concentrate on reading for picking up specific information, and on reading for getting an overall meaning from a material to make use of English effectively in their prospective jobs. 50 percent of the teachers have stated that students should be able to grasp and pick up a specific information from a reading material while the other half has stated it would be enough for students to do well if they get an overall meaning from a reading material.

WRITING

Choices	Ranking											
	1		2		3		4		5		6	
	n	%	n	%	n	%	n	%	n	%	n	%
Writing letters	2	25.0	3	37.5	2	25.0	1	12.5	-	-	-	-
Writing orders and fax messages.	3	37.5	2	25.0	1	12.5	2	25.0	-	-	-	-
Writing short compositions and or essays on their specific academic subjects.	-	-	2	25.0	2	25.0	3	37.5	1	12.5	-	-
Writing draft reports to be presented orally same time later.	2	25.0	1	12.5	3	37.5	2	25.0	-	-	-	-
Taking notes during a seminar, business meeting or when having a talk on the phone.	1	-	-	-	-	-	-	-	3	75	2	25
Writing comments on/ or about the figures depicted in the graphs.	1	12.5	-	-	-	-	-	-	1	12.5	6	75

Table 4.2.10. Ranking of the writing skills considered important to the students. (Question number 16)

While ranking the writing skills according to their importance to the students, the lecturers are seen to attach much importance to the writing activities that can be regarded as career or goal-oriented.(See table 4.2.10) Taking the students' prospective goals and career expectations into consideration, 37.5 percent of the lecturers have stated that 'writing orders and fax messages' is the most important to the students. 25 percent of the lecturers have stated that writing draft reports to be presented orally is of the outmost importance to the students in terms of writing.

Lecturers have also pointed out the importance of writing letters by 25 percent and writing comments on/about the figures depicted in the graphs. By examining the table 16b it can be said that the lecturers direct their attention to the practical dimensions rather than to the tiresome writing activities.

Choices	Ranking											
	1		2		3		4		5		6	
	n	%	n	%	n	%	n	%	n	%	n	%
Making up grammatically correct sentences.	-	-	1	12.5	2	25.0	3	37.5	2	25.0	-	
Selecting appropriate vocabulary items and expressions.	3	37.5	3	37.5	2	25.0	-	-	-	-	-	-
organising the compositions.	1	12.5	2	25.0	2	25.0	3	37.5	-	-	-	-
Formulating the introductions and conclusion paragraphs.	4	50	2	25.0	2	25.0	-	-	-	-	-	-
Writing in English fluently.	-	-	-		-		2	25.0	5	62.5	1	12.5
Others.	-	-	-		-		-	-	1	12.5	7	87.5

Table 4.2.11. The ranking of the difficulties students face in writing.(Question number 7)

While ranking the difficulties that the students face in writing, 50 percent of the lecturers have stated that students have difficulty in formulating the introduction and conclusion paragraphs. This result can suggest that lecturers have identified the lack of formulaic expressions and format in students' writings. 37,5 percent of the lecturers have stated that students face difficulties in selecting appropriate vocabulary items and expressions while they perform writing activities. According to 12,5 percent of the lecturers, students have also problem organising the compositions, such as using of

cohesive elements and logical sequencing of the ideas in their writing.(see table 4.2.11). Apart from the above-mentioned difficulties, some sporadic mistakes in grammar have also been regarded to be of some difficulty for students in their writings but lecturers have not ranked this as the most important.

Choices	n	%
Yes, my students ask for more samples as homework to develop themselves in writing.	6	75.0
No, my students are just satisfied with the writing samples worked on in the class and they don't ask for extra samples for exercise at home.	2	25.0

Table 4.2.12. Distribution of the students in number and percentage as to whether they want to have more samples develop their writing skills at home. (Question number 18)

According to table 4.2.12, 75 percent of the lecturers have stated that their students are willing to work on more samples of writing to make up for their deficiency in writing and they ask for more samples as homework to work on. 25 percent of the lecturers have also stated that their students are just satisfied with the samples on writing they already have. When the two percentages are compared, it can be said that the majority of the students feel the need to master more on writing activities than they presently can.

Choices	Ranking									
	1		2		3		4		5	
	n	%	n	%	n	%	n	%	n	%
Formulating the introduction and conclusion paragraphs.	5	62.5	1	12.5	2	25.0	-	-	-	-
organising the ideas	1	12.5	2	25.0	2	25.0	3	37.5	-	-
Selecting appropriate vocabulary items according to the topics.	1	12.5	4	50.0	3	37.5	-	-	-	-
Making up grammatically correct sentences and using abbreviations properly.	1	12.5	1	12.5	1	12.5	5	62.5	-	-
Others	-	-	-	-	-	-	-	-	8	100

Table 4.2.13. Ranking of the kind of writing activities on which students ask for more samples for homework. (Question number 19)

As for the writing activities of which the lecturers state the students ask for more samples as homework, 62,5 percent of the lecturers have stated that students want to study more on formulating the introduction and conclusion parts rather than organising the ideas, grammar and selection of appropriate vocabulary items in their writings. But this is not to say, all of the students are unanimously in need of the same particular samples. As the table 4.2.13 shows, there are cases that lecturers have identified for the students the needs for other sample- writings dealing with different writing skills.

LISTENING SKILLS

Choices	Ranking							
	1		2		3		4	
	n	%	n	%	n	%	n	%
Understanding conversations in general English.	6	75.0	1	12.5	-	-	1	12.5
Understanding lectures and taking notes.	2	25.0	1	12.5	3	37.5	2	25.0
Understanding recorded materials and matching the sound track of the video texts (scripts).	-	-	4	50.0	4	50.0	-	-
Others.	-	-	2	25.0	1	12.5	5	62.5

Table 4.2.14. The ranking of the felt-needs of the students in terms of listening skills. (Question number 20)

In table 4.2.14, lecturers with 75,0 percent have stated the need to understand conversations that take place in or out of the class in general English as the most important. The rest of the lecturers by 25 percent have quoted that understanding lectures and taking notes are of the other most important needs of their students. 50 percent of the lecturers have stated that the students need to understand recorded materials and match the sound- track of the video scripts. But lecturers have not ranked recorded materials as of primary importance among the needs of the students for listening. Instead, they favoured listening activities that take place naturally in the class But still their choice for the sound-track of the video-texts and passages with 50 percent in the second round of preference column is higher than any other choice. In table 4.2.14 lecturers also have quoted the importance of audio-visual activities to be carried out by the students of their own accord. That is- listening to authentic recordings from

radio programmes or listening to songs and news, watching an original English film with no interference by the lecturers.

Choices	Ranking					
	1		2		3	
	n	%	n	%	n	%
Specific vocabulary items.	4	50.0	4	50.0	-	-
Complex grammatical structures.	2	25.0	1	12.5	5	62.5
English used by different native speakers. (dialect, style, formality of speech item etc.)	2	25.0	3	37.5	3	37.5

Table 4.2.15. The ranking of the elements that effect students' understanding in terms of listening. (Question number 21)

In table 4.2.15, fifty percent of the lecturers have shared the belief that specific vocabulary items affect the students' understanding the most in terms of listening. 25 percent of the lecturers point out that the complex grammatical structures affect the listening comprehension of the students. Lecturers with 25 percent have quoted that dialectic, and stylistic formations of any listening material are other factors that affect students' listening comprehension. The degree of formality or informality of any listening item is also quoted among the factors that affect the students' comprehension.

Activities	Ranking					
	1		2		3	
	n	%	n	%	n	%
taking notes on/ or about the topics students listened to during a conference or a lecture.	-	-	-	-	8	100.0
listening and understanding video-records and the sound- tracks of the conversations on economics, politics, and topics in general.	6	75.0	2	25.0	-	-
others.	2	25.0	6	75.0	-	-

Table 4.2.16. The ranking of the activities that are considered beneficial to students in terms of developing their listening skills.(Question number 22)

75 percent of the lecturers have shared the belief that in terms of developing students' listening skills, activities like listening to video recordings and the sound-

tracks of the conversations on economics, politics and any topic in English would be beneficial to students. The rest of the lecturers amounting to 25 percent have stated that students' personal interactions with people speaking English would add much contribution to developing their listening skills.

None of the lecturers has stated that taking notes on or about the topics which the students listened to during a conference or a lecture would be beneficial to the development of their students' listening skills. It is, however, possible to infer from the results shown in table 4.2.16 that lecturers believe in the personal interactions and personal concentration on the materials which drive the listeners into the activity. Such an activity can be said to be more fruitful in terms of comprehension and performance.

Difficulties that students suffer from in listening	n	%
The word level.	6	75.0
The sentence level.	1	12.5
The whole piece of any listening topic.	1	12.5

Table 4.2.17.The ranking of the students' difficulties in listening in terms of the word level, the sentence level, and the whole piece of any listening topic.(Question number 23)

As can be seen in table 4.2.17, in terms of listening comprehension and acquisition 75 percent of the lecturers have stated that students are in need of repetition at the word level, 12,5 percent have stated that they need repetition at the sentence level. The rest of the lecturers who amount to 12,5 percent, thus, implies that there are students who are in need of repetition for all the three levels. The word level repetition can be said to have positive effects on the development of pronunciation whereas the sentence level repetition adds a vigorous effect on intonation, meaning of the sentence, and on speech acts. Repetition of the whole listening material or item can enable the students to grasp speech manners of the native speaker of a language.

SPEAKING

Speaking skills	Ranking							
	1		2		3		4	
	n	%	n	%	n	%	n	%
Speaking to native and foreign colleagues	2	25.0	3	37.5	3	37.5	-	-
organising and presenting oral reports.	2	25.0	2	25.0	2	25.0	2	25.0
Pronouncing words correctly.	-	-	2	25.0	2	25.0	4	50.0
Others.	4	50.0	1	12.5	1	12.5	2	25.0

Table 4.2.18. The ranking of the speaking skills that are considered important to the students.(Question number 24)

As for the ranking of the speaking skills that are considered important to the students, lecturers, as shown in table 4.2.18, have stated that students' self- expression in the presence of others especially in the class is the most important at present. 25 percent of the lecturers believe that to be able to speak to native and foreign colleagues on different platforms is the most important. The other 25 percent of the lecturers have stated that organising and presenting oral reports in the form of briefings is the most important in terms of speaking.

Choices	Ranking									
	1		2		3		4		5	
	n	%	n	%	n	%	n	%	n	%
Providing opportunity for oral discussions in class.	4	50.0	2	25.0	2	25.0	-	-	-	-
Giving oral presentations in the class.	1	12.5	3	37.5	2	25.0	-	-	2	25.0
Giving role- play activities.	2	25.0	1	12.5	2	25.0	-	-	3	37.5
Talking to foreigners speaking English.	1	12.5	1	12.5	1	12.5	4	50.0	1	12.5
Others.	-	-	1	12.5	1	12.5	4	50.0	2	25.0

Table 4.2.19. The ranking of the activities to improve students' speaking skills in order of importance. (Question number 25)

As can be seen in table 4.2.19, 50 percent of the lecturers think that providing the students with opportunity for oral discussions in the class is the most important

factor to improve students' speaking skills. 25 percent of the lecturers have stated that assigning role- play activities to students in the class is the most important thing which helps students to develop in speaking. Giving real presentations in the form of monologue or dialogue in front of the class and talking to foreigners speaking English are regarded by the lecturers with 12,5 percent respectively as the most important factors to develop students' listening skills. There are also lecturers who jot-down the importance of memorising some formulaic speech forms in certain situations to help ease the speed of conversation in English.

4.2.1. Comments On The Lecturers' Data Analysis:

Lecturers do not agree on the kind of English which they are to concentrate for students of intensive English. But taken all in all, two equal percentages of the lecturers by 37 percent are seen to have favoured to teach general English and, English for business and economics. Whereas only 25 percent have stated that both general English and English for Economics and business should be given equal priority. That is to say, there are lecturers who have different views on students' specific language needs in terms of their present knowledge of English and their content area studies. As for the kind of English to be learnt, Students by fifty percent state that they want to learn English for business.(table 4.1.1)

Taking the level and language learning potentials of the students into consideration, lecturers believe that students who enrolled in the present course of English will be able to use the kind of English offered in AKÜ in their prospective career. Meanwhile, teachers feel that students have difficulty in coping with understanding language structure and its usage the most as well as that they suffer from reading and understanding subject terminology in their content-area studies. According to the view of lecturers, understanding and participating conversations that take place in the class also form another difficulty for students. A considerable number of students share the lecturers' points concerning the difficulties they face in language learning.

The majority of lecturers think that reading is the most important skill that the students are to master in the present English course. Writing comes second in ranking proposed by lecturers as essential to the students for their future use in their professional

life or career. Speaking and listening skills, however, have been considered as of equal importance for the students. (See table 4.2.4). The same table can also be studied in terms of the selection of receptive and productive skills; In this sense, reading is seen to be receptive counteracting writing as being a productive skill. The same relation is true of listening and speaking. But a successful comprehension of teaching items involves having background knowledge which goes far beyond linguistic knowledge in any language. So the lecturers think that the topics of reading materials are to be of high interest and relate well to the background of the reader, and strong semantic input can help compensate when syntactic control is weak. The lecturers think that the interest and background knowledge will enable the student to comprehend at a reasonable rate and keep him involved in the material in spite of syntactic difficulty.

As for the lecturers' views about what reading skills are important to the learners, 50 percent of the lecturers have stated that reading books in general English is the most important. Reading journals, hand-outs, course notes on or about students' specific field of study has been considered as the second most important reading activity which the students should engage in. Reading books in English on or about economics, administration and politics as well as other specific fields has been put in the third place in ranking which is considered important to contribute to learning process.

It has also been noted by lecturers that culture-specific English books could satisfy the need to overcome cross-cultural differences in reading to the benefit of learners.(See table 4.2.6). 75 percent of the lecturers are optimistic about their students' present level of efficiency in reading content-area materials whereas 25 percent do not find their students' reading ability as efficient as it can be. This controversial result may suggest that not all of the lecturers are content with the level of students they have presently reached in reading.

Lecturers have stated (table 4.2.8) that too many unknown vocabulary as well as difficult sentence structure in reading texts are among the most remarkable handicaps for students in their reading activities. The same table mentioned above also depicts that the content of the reading materials presents yet another difficulty for students in terms of reading comprehension.

It is also striking to see that the lecturers have expressed two different views as to whether the students need to concentrate either on picking up specific information or on getting an overall meaning from a reading material. In this respect lecturers propose different reading strategies for their students.(table 4.2.9)

As for the writing skills, lecturers have stated that task-based writing activities such as writing orders and fax messages and letters are among the most important ones. They also have quoted the importance of writing draft reports for students to be presented orally in a professional life. Lecturers have not denied the importance of writing comments on or about the statistical figures shown in the form of graphs. (Table 4.2.10). So it can be seen in table 4.2.10 that lecturers have attached much importance to the career or goal-oriented writing activities suggesting pragmatic dimensions in language teaching.

Lecturers have considered more or less the same factors as being major hindrance to the students in their writing activities. According to the answers elicited from the lecturers, formulating introductions and conclusion paragraphs, selecting appropriate vocabulary items and expressions, organising the ideas are not difficulties indigenous only to one language skill, but are common difficulties which students suffer from in each of the language skills .

The majority of the lecturers by 75 percent have stated that the students ask for more samples on writing as homework to develop themselves in writing. (See Table 4.2.12).

While ranking the felt-needs of the students in terms of listening, lecturers have pointed out that the need to understand conversations in general English is the most important. The lecturers think that understanding the lectures and taking notes are important to students. Lecturers have also pointed out that students need to cope with the problem of understanding recorded materials and sound-track of the video-texts. Lecturers think that specific vocabulary items have been the most difficult for students to perceive and analyse in terms of listening comprehension. Lecturers think that complex grammatical structures also affect students' listening comprehension. Understanding components of a speech act such as dialect, style and formality have also been mentioned among the elements that students need to cope with. Lecturers are

concentrating more on teaching general English rather than teaching ESP. This may stem from the view that they follow the motto 'first things first' as the lecturers appear to be favouring a step-by-step developmental procedure even in listening.

Half of the lecturers have stated that ability to maintain oral communication with the people is the ultimate goal of the students and therefore they think that students should be provided with opportunities to carry out a range of functions likely to be necessary for interacting in the target language and culture. Lecturers are in the belief *that their students' interest in speaking is not only confined to speaking to foreigners* and foreign colleagues, but also extended to the pronunciation of the words correctly, and organisation and presentation of oral reports.

Lecturers (see tables 4.2.8 -4.2.9) have stated that the students need to be encouraged to express their own meaning and opportunities should be provided for students to carry out a range of functions likely to be necessary for interacting in the target language and culture. Lecturers have pointed out the need that there should be a concern for the development of linguistic accuracy from the very beginning of language instruction.

4.3.An Overall Evaluation Of The Lecturers' And Students' Data Analyses:

After studying the results of both students and Lecturers' questionnaire results it is possible to make a cross examination on the needs elicited both from the lecturers and students. This cross-examination has an outcome of some agreements and disagreements between both of the questionnaire results in terms of students' needs in ESP; A considerable number of students and lecturers believe in the vital necessity of general English. There is a an obvious inclination to the exercise of reading and writing skills rather than to those of speaking and listening. However, some sporadic preferences for speaking and listening suggest that students do not really deny the necessity of activities involved as they have career and job oriented goals in learning a second language. As Hedge (1985;3) put it;

> " in any of the language activities, students can be observed to have some
> hindrance in getting through the structural and terminological elements
> successfully. There are cases which we can tolerate the students' inability
> to perform well in basic language skills; reading, writing, speaking and
> listening, and for this reason it should rightly be acknowledged that

learning is a matter of process and procedure and necessary time allowance should be given to the learner to recognise use and usage of any linguistic item".

Although students have expressed their difficulties in using the terminology appropriately in their content area, the solution to this problem can partly be found in Tricia' suggestion above.

Both students and lecturers have showed willingness to have extended and supplementary assignments on sample formulae on writing, and self-access study topics for listening and speaking activities are also implied to be included in the materials.

As the students of all departments are taking English courses in mixed groups, students of each department lack opportunity to develop themselves in their studies which is in fact very important in building a positive continuum to the motivation of language learners to step further. The majority of lecturers and students have stated their preferences mostly for reading and writing skills but they do not deny the importance of the other skills for their future career-track.(table 4.2.5)

It is also possible to convey some implications from the study of the questionnaire results as regards to the content of lessons; some lecturers argue that some of topics fit for the needs of mature students who want to study ESP. But some lecturers think that most of the authentic materials cover cultural codes, therefore they present problems for the students in terms of comprehension.

All the lecturers and students almost agree on the point that specific lessons should be supplied to ease the terminological difficulties that students suffer from in the content-area studies. Both the students and lecturers agree that the students are inefficient in reading content-area materials. Yet, the students and the lecturers still believe that reading is the only skill exercised best at present.

In terms of listening comprehension activities and listening materials to be used in a course material for a language class, most of the lecturers think that scripted materials with a sound-track would be beneficial to the students. Lecturers think that authentic listening materials or real persons would add to better comprehension of the students.

Lecturers with a very high percentage believe that grammar should be highlighted in the course especially in reading and writing. However both lecturers and students seem to look more into accuracy than fluency. As a result , it can be said that both lecturers' views on the needs of students and the expectations of the students attending the intensive English are coinciding.

CHAPTER V

5.CONCLUSION

5.1 Summary And Discussion

The Purpose of this study is to identify the ongoing linguistic needs of the students in ESP courses at the faculty of economics, business management and finance, Afyon Kocatepe University, (AKÜ). The study aims to get an overall picture of the students' needs both in the perspective of students themselves and lecturers' views on students' needs to cover a successful ESP programme. Thus, in this respect, questionnaires given both to the lecturers and students have rendered a chance to a comparative examination of the students' felt-needs and teacher-diagnosed objective needs on the basis of ESP. Some discrepancies between the students and lecturers' views as regards to ESP students' needs have become clearer.

Data for the study was gathered through the questionnaires. The results of each questionnaire have been analysed in percentage system separately at first and then a comparative evaluation of the results has been made on relative questions and answers were elicited from both of the questionnaires.

The results revealing both similarity and difference on students' needs for ESP programme can be summarised as follows:

The subjects are in a position to learn both general English and English for economics, business management and finance for their future career, occupations and

studies. According to the questionnaire results the subjects in the study seem to be in a position to learn both general English and English for management, and finance for their future careers, occupation and studies. Seedhouse (1995:59-65) quoted an example of the analysis of psychological and social needs in one particular general English classroom in Spain which was worked through in detail.

> "The purpose of this study is to show that it is possible to specify general English needs, even in the abstract area of psychosocial needs; to demonstrate that needs analysis can be useful in the general English classroom with respect to problem- solving and as a basis for designing aims, courses, and materials; and to provide a concrete illustration of how analysis of data can be performed, and how a tight and direct link can be maintained between needs, aims, and materials, and what actually occurs in the classroom. Seedhouse (1995:64) further states that , working through a single isolated example of needs analysis can establish a potential for application to the general English classroom".

Now that both lecturers and students have stated in their answers to the questionnaires in this study that general English is needed in ESP classes, a specific needs analysis questionnaire can be applied to have a very clear idea of their own needs and wants. A needs analysis, in terms of general English needs of the students, may be carried out in order to solve a particular problem. It may also suggest a direction for materials design to tackle the problems.

There is a considerable agreement among students concerning the prime motivations on reading and writing in ESP classes. For the students, English is an important world language so they think they could get a better job after their graduation. They believe that they will employ the knowledge of English in their prospective jobs or careers. Lecturers have also named students' needs in terms of motivations for learning a foreign language.

Students' inclination to reading and writing skills is clearly inferred from their answers to questionnaires and this seems to suggest that the students favoured traditional learning activities in line with Nunan's (1988:90) findings with adult learners. That is to say that when the learners are provided with a systematic description of the generative core of the language rules are learned one by one, each item is being mastered on its own before being incorporated into the learner's pre-

existing stock of knowledge. Although findings in this study suggest that students to a considerable extent do not prefer to take part in role-play activities involving listening and speaking skills they are well aware that they cannot deny the good these skills may bring.

Grammar is perceived to be the most important by lecturers and students think that they need to master linguistic rules and structure principally for developing themselves into reading and writing as well as for other skills. Lecturers while thinking that grammar is important for the students, they also point out the need for students to develop their communicative skills in listening and speaking.

This study also reveals that the students need to read texts in order to get specific information from their main content area, so they need to read texts selected from authentic materials either in the form of graphs, pictures, and statistical reports or a general topic still consisting elements of special terminology involving the students' main content area of studies.

Students' expressed difficulties and proficiency in English showed similarities to those expressed by the lecturers in that too many unknown vocabulary affect the students' understanding to their disadvantage in reading.

It has also been observed in the answers to questionnaires that students believe in the good of reading authentic materials to enable them to read more efficiently as a process reading.

As mentioned above students are in a position to act more goal-oriented in reading activities as they have shown little interest in reading the texts related to different subjects in general English. This also sheds light on the fact that students want to be more well-informed in their specific field rather than to know more about general English.

The students also need to have more training in reading , writing, listening and guessing the meaning of unknown words from the context as well as using dictionary to serve for their purposes.

The students on the other hand need more writing samples which they are most likely to use in their future career including writing application letters, filling out forms, confirming and placing orders and as such.

When both lecturers and students' questionnaire results are studied in terms of cross-cultural content of the course and course materials, the two parties are seen to be quite in agreement with each other. Because both groups think that although relative elements are to be inserted in the course procedure, some features indigenous to other cultures are of prime importance in learning a language. Students also consider this point as important in that they believe they comprehend a particular subject item in English best when the lecturer provides them with a background of the context before the lesson.

However students and lecturers believe that reading is the only skill the students are presently good at, most of the lecturers think that enough energy should be exerted to provide students with the motivation for listening and speaking purposes. This can be achieved through 'scripted materials with a sound-track', listening cassettes, real persons or audio-visual aids.

The research has also shown that students need materials for developing reading, writing, listening and speaking skills in English and that specific lessons should be supplied for teaching the terminology of the students' content area subjects.

As for the content of the materials, lecturers among themselves should come to an agreement on whether the materials they are using are the right kind for the right course. This can be achieved by coming together with the content area teachers and by specifying course objectives and materials again.

5.2. Suggestions

Having analysed the linguistic needs of the students, course syllabi and materials can be developed accordingly.

In compliance with the results of this study, syllabus can be task-based, content-based or a combination of both for the students of economics, business management and finance.

The results of the study have shown that English lecturers and content area teachers can co-operate to prepare a language course specific to the needs of the students and requirements of the content area.

This co-operation may inspire English lecturers a list of vocabulary items to be used in the reading, writing and speaking skills to be contained in teaching materials. The co-operation between content area teachers and English lecturers can also produce new topics related to the content area to be studied by both groups.

Thus, as the students' inclination is to reading and writing on the whole a due concern to a translation work can be applied to the advantage of the students in the following stages of the course. Appropriateness and accuracy of the special terminology can also be checked if adequate co-operation takes place between English lecturers and content area teachers. If both English lecturers and content area teachers form a reference to each other both sides can step further to a desired level of understanding the prerequisites of the students' success.

Apart from this study concerning ESP courses, in similar institutions further studies may be carried out for better achievement of the goals through adaptation or materials development.

More specific questions on a particular skills can be asked to both lecturers and students of ESP, thus, changing attitudes of the students to language learning may well be assessed in order to cope with the linguistic or content-related problems.

On the other hand separate classes can be formed for the students whose content-areas are different from each other. By this way, lecturers and students can come nearer to more specific content-related topics as opposed to common and more general topics. This may result in the ESP students' separation according to their departments in their school.

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APPENDIX I

ÖĞRENCİ ANKET SORULARI

(STUDENTS' QUESTIONARIE)

BÖLÜM I. KİŞİSEL BİLGİLER

1- Yaş   a) 17-20 arası   b) 21-25 arası   c) 25 ve üzeri

2- Cinsiyet   a) Erkek   b) Bayan

3- Bölümünüz:

4- Eğitim düzeyiniz

a) Lise   b) Anadolu Lisesi

c) Teknik okul ya da lisesi   d) Diğer (lütfen belirtiniz...)

5- Lise ya da Orta dereceli okullarda görmüş olduğunuz yabancı dil / diller.

a) İngilizce   b) Diğer (lütfen belirtiniz.....)

BÖLÜM II. GENEL SORULAR

6- Şu anda öğrencisi olduğunuz bölümde ne tür bir İngilizce görmek sizce daha önemlidir.

a) Genel İngilizce   b) İşletme ve Ekonomi İngilizcesi   c) Her ikisi

7- Gelecekteki meslek yaşantınızda İşletme, Ekonomi ve Maliye ağırlıklı bir İngilizce bilgisine sahip olmanın gereğine inanıyormusunuz ?

a) Evet   b) Hayır

8- Gelecekteki iş yaşantınızda ingilizceyi bir araç olarak kullanacağınıza inanıyormusunuz ?

a) Evet   b) Hayır   c) Yorum Yok (Emin Değilim).

9- Eğer yukarıdaki soruya cevabınız "Evet" ise, İngilizceyi hangi amaçla gereksinim duyuyorsunuz / duyacaksınız ?

a) İşimle ilgili konularda meslektaşlarımla iletişim kurabilmek için.

b) Mesleğimle ilgili mektup, faks, rapor yazmak gibi konularda yetkin olmak ve bu gibi eylemleri yerine getirebilmek için.

c) İşimde ilgilendiğim / ilgileneceğim özel uzmanlık dalına ilişkin İngilizce yazılmış başvuru kaynaklarına ulaşabilmek ve bunları okuyup anlayabilmek için.

d) Diğer nedenler için (Lütfen belirtiniz...)

10- İngilizce öğrenmekle hedeflediğiniz amaca ulaşmada aşağıdaki dil becerilerinden hangisinde daha iyi olmanız gerektiğine inanıyorsunuz? Lütfen önem sırasına göre belirtiniz (1'den 4'e kadar).

a) Okuma   b) Yazma   c) Konuşma   d) Dinleme.

11- Aşağıdaki dil etkinliklerinde eğer bir sorununuz varsa bunlar hangileridir (En zor bulduğunuz seçenekten başlamak üzere sırayla yazınız).

a) Dil kurallarını anlamada ve bunları kullanmada.

b) Çalışmakta olduğum özel öğrenim alanımla ilgili yazılı materyalleri okuyup anlamada.

c) Sınıf içinde gerçekleşen karşılıklı konuşmalara katılma ve sözlü ifadeleri anlamada.

d) Özel alanıma ilişkin özel terimleri uygun bir şekilde kullanabilmede.

e) Diğer konularda zorluklarım var (Belirtiniz..)

BÖLÜM III. DİL BECERİLERİ

12- Öğrenimini gördüğünüz özel alanınızda (işletme, iktisat ve maliye) en önem verdiğiniz dil becerisi hangisidir.

a) Okuma   b) Yazma   c) Konuşma   d) Dinleme

OKUMA BECERİLERİ

13- Okuma becerisi açısından sizce kendi özel alan eğitiminizde daha önemli gördüğünüz seçenekleri önem sırasına göre işaretleyiniz. (1'den 4'e kadar)

a) Özel bir alanla ilgili olmayan İngilizce yazılmış kitapları okumak.

b) Genel ekonomik ve politik konular üzerine yazılmış İngilizce kitapları okumak.

c) Özel alanınızla ilgili konuları içeren İngilizce kitaplar okumak.

d) Özellikle özel alanınızla ilgili yazılmış ders notları, dergi, makale ve kitapları okumak.

14- Öğrenmekte olduğunuz ingilizceyi kendi alanınızda en etkin bir şekilde kullanabilmek için yukarıdaki seçeneklerde belirtilen konuların herhangi birine yoğunlaşmaya gerek duyuyormusunuz?

a) Evet   b) Hayır

15- Daha kolay ve daha etkili bir okuma etkinliği için sizce aşağıdakilerden hangisine daha çok ihtiyaç duyuyorsunuz.

a) Metinlerde yeni kelime sayısının çok fazla olmamasına.

b) Okuma metinlerinde, gramer kurallarının anlamayı ve bu kuralları kullanmayı güç kılacak, kavramayı zorlayacak ölçüde karışık olmamasına.

c) Özel alanımızla ilgili yazılmış İngilizce okuma metinlerinin, sınıf içinde öğretmenimiz tarafından konuyla ilgili bir önbilgi verildikten sonra sunulmasına.

d) Eğer metinler özel alanımla ilgili konularda yazılmış ise, literatürde kullanılan kelime ve deyişler arasındaki farkların ve benzerliklerin gerek anlama ve gerekse kullanışları   açısından daha belirgin hale getirilmesine.

16- İngilizce bir metni okurken kelimelerin anlamlarını metin bağlamından kolayca tahmin edebiliyor musunuz ?

a) Evet   b) Hayır   c) Metne göre değişiyor.

17- Eğer yukarıdaki soruya verdiğiniz yanıt "Evet" ya da "metne göre değişiyor" ise doğru anlamı tahmin etmedeki başarınızın sıklığı nedir ?

a) Hemen hemen her zaman.   b) Bazen   c) Nadiren

18- Okuma amaçlı metinlerde geçen kelimelerin anlamlarını bulmak için ne kadar sıklıkta sözlüğe bakma ihtiyacı duyarsınız ?

a) Yeni bir kelimeyle ilk karşılaştığımda derhal.   b) Bazen.

c) Çok nadir   d) Hiç.

19. Okuma etkinliklerinizde size zor gelen aşağıdakilerden hangisidir?   Lütfen en zor olanından başlayarak 1 den 4'e kadar belirtiniz

a)Cümle yapısının zor olması

b)Bilinmeyen kelimeler

c)Okuma materyallerinin içeriği

d)Diğerleri (Lütfen belirtiniz)..

20. Aşağıdakilerden hangilerinin, etkin bir okuma eylemini gerçekleştirmenizde daha uygun bir materyal olduğunu düşünüyorsunuz?

a) gazete, dergi ve süreli yayınlardan yapılan alıntılar (Basitleştirilmemiş haber, makale, yorum vb.)

b) Kendi çalışma alanınızla ilgili İngilizce yazılmış ders kitapları

c) Genel konulara ilişkin yazılmış metin ve yazılar. Örneğin; politika, spor, ekonomi vb.

d) İngilizce öğretimine yönelik hazırlanmış değişik ders kitaplarından alınmış farklı metin ve yazılar.

21. Daha etkin bir okuma eylemini gerçekleştirmenizde size yardımcı olabileceğini düşündüğünüz bir okuma materyalinin aşağıdaki seçeneklerde belirtilen hangi özelliklere sahip olmasını istersiniz?

a) okuma materyalleri günlük hayatta herkesin ilgi duyabileceği dergi, gazete ve magazinden yapılan alıntılardan oluşmalıdır.

b) okuma materyalleri olarak öğrenimini görmekte olduğum branşla ilgili özel alanıma ilişkin yazılmış İngilizce ders kitaplarından seçilmiş olmalı.

c) okuma materyalleri spor, müzik, politika ve diğer genel konuları da içeren İngilizce metinlerden oluşmalı,

d) okuma materyali olarak İngilizce öğretimi için hazırlanmış İngilizce ders kitaplarından yapılan alıntı, metin ve makaleler olmalı.

YAZMA BECERİSİ

22. İngilizce yazma becerinizi gelecekte mesleğinizde kullanmayı düşünüyorsanız, aşağıda belirtilen seçeneklerden en çok hangisine ihtiyaç duyacaksınız?

a) İstatistiksel raporları yazmada

b) İş mektupları yazma ve sipariş vermede

c) İş toplantıları ve görüşmelerinde notlar almada

d) Diğerleri......

23. Derste herhangi bir yazma eylemini tamamladıktan sonra benzer çalışmaları daha da geliştirmek için ders dışında kullanabileceğiniz daha fazla yazı örneklerine ihtiyaç duyuyormusunuz?

a) Evet   b) Hayır

DINLEMEYE YÖNELIK BECERILER

24. Dinleme becerinizi geliştirmeye yönelik olmak üzere aşağıdakilerden hangisi sizce en faydalı olanıdır?

a)Dinlemiş olduğum ders, konu yada konferanslarda gerekli notları alabilmek

b)Ekonomi , politika ve sosyal bilimlere ilişkin kayıtlı video ve ses bantlarını dinleyip anlayabilmek

c)TV ve radyolarda değişik konularda özellikle mesleki alanıma ilişkin konularda uzman kişilerle yapılan röportaj ve konuşmaları takip edebilmek.

d)Diğerleri

25. Dinleme eylemini gerçekleştirirken aşağıdakilerden hangilerini anlamada güçlük çekiyorsunuz?

a)Kendi meslek dalıma ilişkin İngilizce'de kullanılan mesleğe özel terim ve ifadeleri anlamada

b)Uzun ve karmaşık dil yapısını anlama ve çözümlemede

c)Anadili İngilizce olan ve farklı kesimlerden kişilerin konuştukları ingilizceyi anlayabilmek

26. Sınıfta ya da evinizde dinleme eylemi esnasında konuşulanları anlayabilmek ve kavrayabilmek için ne kadar sıklıkta dinleme tekrarlarına ihtiyaç duyarsınız?

a)Hemen hemen her zaman   b)sık sık   c)Bazen   d)nadiren

KONUŞMA BECERISI

27. Konuşma becerisine ilişkin   aşağıda belirtilen konulardan hangisi sizce daha önemlidir?

a) Sizinle aynı meslekten olan ve aynı özel alanda   çalışma yapan yabancı meslektaşlarınızla iletişim kurmak

b) Mesleğinizi yürütürken sözlü rapor hazırlamak, brifingler vermek   ya da verilenleri dinleyebilmek

c)Teknik olan ya da olmayan konularda insanlarla iletişim kurarak, onlarla tanışmak ve kaynaşabilmek

d)Diğer ....

e) Hiçbiri

28. Sizce aşağıdakilerden hangisi daha önemlidir?

a)Kendimi düzgün bir şekilde ifade edebilmek

b)Soru sorup cevap verebilmek

c)Sözlü raporlar sunabilmek

d)Doğru kelimeyi ve deyimleri doğru zamanda hatırlayıp kullanabilmek

e)Kelime ve deyimleri doğru telaffuz edebilmek

29. Konuşma becerinizin geliştirmek için aşağıdakilerden hangisine daha çok ihtiyacınızın olacağını düşünürsünüz?

a)Sınıf içinde karşılıklı tartışmalar yapmak

b)Sınıf içinde sözlü anlatım

c)Seyirlik konuşma

d)ana dili ingilizce olanlarla konuşma

e)diğerleri ....

APPENDIX II

LECTURERS' QUESTIONNAIRE

PART I. PERSONAL INFORMATION

I. Career

2.Subject

3.Sex;   a)Male   b) female

4.Age   a)lower than 30   b)from 31 to50   c)51 and above

5.Where did you learn English ?

   a)In Turkey   b)Abroad

6.Do you know any other language ?

a)French   b)German   c)other (please specify ....)

PART II. GENERAL INFORMATION

7.What kind of English do you think is more beneficial to your students in the present intensive course?

a) general English   b)English for business and economics c) both

8. Do you think your students will be able to use the kind of English you offer in their prospective career?

a) Yes b)No

9. Which of the below stated language activities do you think your students find it difficult to cope with? (Please rank them starting with the most difficult, from 1 to ...)

a)Understanding language structure and its usage

b)Reading and understanding subject terminology in their content area

c)Understanding and participating the conversation that took place in the class

PART III. LANGUAGE SKILLS

10. Which of the following skills is important in the field of management and economics?

a) reading b) writing c) speaking d) listening

11. In which of the following situations do you think the students need English most?

a) Listening to foreigners speaking English

b) Speaking to foreigners on or / about their content area subjects

c) presenting written reports in their prospective jobs

d) doing well in written examinations for professional purposes

e) reading and understanding economic and political journals

READING SKILL

12.Which reading skills are more important for your students?

a) reading books in English

b) reading books about economics, administration and politics

c) reading books about other specific fields

d) reading journals, hand outs, notes, etc. in students' specific fields.

e) others (please specify...

13. Are the students able to read quickly and efficiently in their field?

a)yes   b)no

14.Which of the following do you think cause difficulty for students while reading?(please put them in order of difficulty starting from 1 to ...)

a) difficult sentence structure

b) unknown vocabulary

c) the content of the reading materials

d) others.(please quote...)

15. Do you think your students need to concentrate on one of the following to make use of English effectively in their prospective jobs or career?

a) reading for picking up specific information

b) reading for getting an overall meaning from a material

WRITING SKILL

16. Which of the following writing skills are important for your students?

(please put them in order of importance starting with 1 to mark the most important

a) writing letters

b) writing orders and fax messages

c) writing short compositions and / or essays on their specific academic subjects

d) writing draft reports to be presented orally some time later

e) taking notes during a seminar, business meeting or when having a talk on the phone

f) writing comments on/or about the figures depicted in the graphs

17. Which of the following writing skills do yo think your students have difficulty? Please specify.....by ranking.)

a) making up grammatically correct sentences

b) selecting appropriate vocabulary items and expressions

c) organising the compositions d)formulating the introduction and conclusion paragraphs

e) writing in English fluently

f) others (please specify...

18. Apart from the writing exercises in the class do your students ask for more samples as homework to develop themselves in this skill

a) yes   b) No

19. If your answer to the above question is Yes, In Which of the following writing activities do your students need more samples to imitate for a better writing accomplishment?

a) formulating the introduction and the conclusion paragraphs

b) organising the ideas in compositions

c) selecting appropriate vocabulary items according to the topics

d) making up grammatically correct sentences and using abbreviations properly

e) others............................

LISTENING SKILL

20. What kind of listening skills are necessary for your students?

a) understanding conversation about general English

b) understanding lectures and taking notes

c) understanding recorded materials and matching the sound track with the video texts

d) others (please quote ....

21. Which of the following affect your students' understanding most in terms of listening(please rank them.....)

a) specific vocabulary items

b) complex grammatical structures

c) English used by different native speakers.(dialect ,style, etc...)

22. In terms of developing your students' skills in listening which one of the following is the most beneficial? (Please rank them from the most important to the least)

a) Taking notes on or about the topics they listened to during a conference or a lecture

b) Listening and understanding video records and the sound-tracks of the conversations on economics, politics, and topics in general.

c) Others.....

23. In terms of listening comprehension , do you think your students generally have the most difficulty at / on;

a) the word level   b) the sentence level   c) the whole piece of any listening topic

SPEAKING SKILL

24.Which of the speaking skills, do you think, are more important for your students?

(Please put them in order of importance starting with 1 to show the most important.)

a) Speaking to native and foreign colleagues

b) Organising and presenting oral reports

c) Pronouncing words correctly

d) other (please specify)...............................

25. List the points below required to improve the students' speaking skills in order of importance. (from 1 the most- 5 the least important).

a) Providing opportunity for oral discussions in class

b) Giving oral presentations in the class

c) Giving role-play activities

d) Talking to foreigners speaking English

e) Other (please specify)..................................