



Ondokuzmayıs Üniversitesi
Sosyal Bilimler Enstitüsü
Yabancı Diller Eğitimi Anabilim Dalı

**AN ENGLISH LANGUAGE NEEDS ASSESSMENT OF THE
PREPARATORY-CLASS STUDENTS OF THE FACULTY OF DIVINITY
AND THE DEPARTMENT OF THE TEACHER TRAINING FOR THE
CULTURE OF RELIGION AND ETHICS FOR PRIMARY SCHOOL AT
ONDOKUZ MAYIS UNIVERSITY**

Hazırlayan:
Aydan ERMİŞ

Danışman:
Yrd. Doç. Dr. Zerrin EREN

YÜKSEK LİSANS TEZİ

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KABUL VE ONAY

Aydan ERMİŐ tarafından hazırlanan “An English Language Needs Assessment of the Preparatory-Class Students of the Faculty of Divinity and the Department of the Teacher Training for the Culture of Religion and Ethics for Primary School at Ondokuz Mayıs University” başlıklı bu çalışma, tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından olarak kabul edilmiştir.

Başkan:

Üye :

Üye:

Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylarım.

...../...../.....

BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya, kullandığım başka yazarlara ait her özgün fikre kaynak gösterdiğimi bildiririm.

...../...../.....

Aydan ERMİŞ

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Finally, I am deeply indebted to my family for being who they are and for making me who I am.

ÖZ

[ERMİŞ, Aydan]. [*Ondokuz Mayıs Üniversitesi İlahiyat Fakültesi ve Din Kültürü ve Ahlak Bilgisi Hazırlık Sınıfı Öğrencilerinin İngilizce Gereksinim Değerlendirmesi*], [Yüksek Lisans], Samsun, [2008].

Bu çalışma 2006-2007 akademik yılında, Ondokuz Mayıs Üniversitesi Yabancı Diller Araştırma ve Uygulama Merkezi'nde (OYDEM) İngilizce hazırlık eğitimi almakta olan İlahiyat Fakültesi ve Din Kültürü ve Ahlak Bilgisi Öğretmenliği bölümü öğrencilerinin İngilizce öğrenim gereksinimlerini bulmak amacıyla yürütüldü.

Hazırlık öğrencilerinin İngilizce gereksinimlerini belirlemek amacıyla bir anket geliştirildi. Geliştirilen anket İlahiyat Fakültesi ve Din Kültürü ve Ahlak Bilgisi Öğretmenliği bölümü hazırlık öğrencilerine, hazırlık eğitimi almış birinci sınıf öğrencilerine ve öğretim üyelerine uygulandı. Anket Likert ölçeğine göre hazırlandı, elde edilen veriler SPSS istatistiksel programıyla değerlendirildi.

Yapılan gereksinim değerlendirmesi sonucunda, İlahiyat Fakültesi ve Din Kültürü ve Ahlak Bilgisi Öğretmenliği bölümü hazırlık öğrencilerinin İngilizce öğrenimindeki gereksinimleri belirlendi. OYDEM'de uygulanmakta olan İngilizce hazırlık programının İlahiyat Fakültesi ve Din Kültürü ve Ahlak Bilgisi Öğretmenliği bölümü hazırlık öğrencilerinin gereksinimlerini yeterince karşılamadığı ortaya çıktı. İlahiyat Fakültesi ve Din Kültürü ve Ahlak Bilgisi Öğretmenliği bölümü hazırlık öğrencilerinin aldığı İngilizce hazırlık eğitimi geliştirmek için bazı öneriler getirildi.

Anahtar Sözcükler: Gereksinim Çözümlemesi, Gereksinim Değerlendirmesi, Özel Amaçlı İngilizce Öğretimi, Kültür ve Dil Öğretimi

ABSTRACT

[ERMİŞ, Aydan]. *[An English Language Needs Assessment of the Preparatory-Class Students of the Faculty of Divinity and the Department of the Teacher Training for the Culture of Religion and Ethics for Primary School at Ondokuz Mayıs University]*, [Master's Thesis], Samsun, [2008].

This study was conducted during the academic year 2006-2007 in Ondokuz Mayıs University Research, Application, and Instruction Center for Foreign Languages (OYDEM) in order to determine the English language needs assessment of the prep-class students in the departments of Divinity and Teacher Training for the Culture of Religion and Ethics for Primary School Students of Ondokuz Mayıs University.

A questionnaire has been developed to determine the English language needs of the prep. students. The questionnaire has been given to the pep. students, the first year students who have had prep. education and the instructors of the departments of Divinity and Teacher Training for the Culture of Religion and Ethics for Primary School Students of Ondokuz Mayıs University. The questionnaire has been prepared in Likert scale and the data gathered from the questionnaire have been analyzed and assessed by SPSS.

As a result of the needs assessment, the English language needs of the prep. students of the departments of Divinity and Teacher Training for the Culture of Religion and Ethics for Primary School Students have been identified. It has been determined that the English preparatory education given in OYDEM does not meet the English language needs of the prep. students of these departments at the desired level. Suggestions have been put forward to improve the prep. education given to the students of the departments of Divinity and Teacher Training for the Culture of Religion and Ethics for Primary School Students.

Key Words: Needs Analysis, Needs Assessment, English for Specific Purposes, Culture and Language Teaching.

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CHAPTER 1

INTRODUCTION

1.1 Background to the Study

People have been interested in learning foreign languages for ages. Latin was the first popular foreign language learnt by people. People learned Latin mainly for the sake of reading literature and prestige. In the course of time, due to the continuous changes and developments in technology, science, trade and relations among the nations, people of different countries needed to learn each other's language to ease communication. As technology and science developed and most of the information in these fields was in English, people needed to learn English to keep up with the new information and the researches made in their fields. English became the world's most widely taught and learned foreign language. All through the world, each day more and more people want to learn English, and English teaching has become a very important profession. Due to this demand for learning English, there are continuous developments and changes in the area of English Language Teaching (ELT).

Hutchinson and Waters (1987) argue that before the end of the Second World War, learners did not have specific purposes in learning English. Knowing a foreign language was generally a sign of a good education. The reasons for learning English were either pleasure or having prestige in society and teaching of English meant teaching the literature of English. After the Second World War; as technology, science, and other areas began to develop rapidly, language learners began to have specific language needs. As a result, according to Hutchinson and Waters (1987), there emerged a new generation of English learners who knew specifically why they were learning English. The fact that different learners had different needs and purposes in learning English caused the birth of English for Specific Purposes (ESP).

ESP is a widely popular and commonly preferred field of ELT. The term ESP was first used in the early 1960's. Johns&Price-Machado (2001:43-52) define ESP as "a movement based on the proposition that all language teaching should be

tailored to the specific learning and language use needs of identified groups of students". Thus, what specifies an ESP curriculum is the learners' purposes in learning English and the situation in which the learner will use English. Naturally, there are many different situations. For example, a student of engineering who learns English for his or her profession needs different vocabulary or different language skills than a student of medicine who learns English for his/her profession.

The most important difference between English for general purposes (EGP) and ESP lies in the learners and their purposes for learning English. ESP students are mostly adults who already have some acquaintance with English and their purposes in learning English are to communicate a set of professional skills and to perform particular job-related functions. Therefore, an ESP program is built on an assessment of purposes and needs and the functions for which the learners need English. Different from pre-academic and university ESL programs, which teach basic academic skills for all fields of study, ESP Programs teach the English needed in specific academic subjects, such as in Economics or Psychology. For example, a student who hopes to study Economics in future would take an ESP class entitled "English for Economics", and a future psychology student would choose the ESP class "English for Psychology."

Another difference is that ESP concentrates more on language in context than on teaching grammar and language structures. In an ESP program, English is not taught as a subject separated from the students' real world; instead, it is integrated into a subject matter area important to the learners. ESP combines subject matter and English language teaching. This is highly motivating for the students since they are able to apply what they learn in their classes to their main field of study. As they are able to use the vocabulary and structures they learn in a meaningful context, this situation reinforces what is taught and increases the students' motivation. Also, the students' knowledge in their major improves their ability to acquire English and gives them the context they need to understand the English taught in the classroom. Languages are better learned when the students have the

opportunity to understand and work with language in a context that they are familiar with and find interesting (McDonugh 1984:31). Students will acquire English as they work with materials which they find interesting and relevant and which they can use in their professional work or further studies.

A third difference is the importance given to skills. In EGP, all four language skills; reading, writing, listening and speaking are stressed equally. However, in ESP a needs analysis determines which language skills are most needed by the students and the syllabus is designed accordingly.

ESP is generally designed for intermediate or advanced students, and most ESP courses assume some basic knowledge of the language systems. However, learners who have no or little knowledge of English can also take ESP courses.

In Turkey, French was very popular at first. Later, French was replaced by English as the relations between America and Turkey began to develop. Since English is the most widely used language in the world today, it is added to the curricula of the schools from primary school to high school. At university level, the teaching of English has some differences in application. We can see three different applications based on the university's education system. In some universities, English is the medium of instruction. In some universities, English is the medium of instruction only in such departments as English Language Teaching, English Language and Literature or American Culture and Literature. In some other universities, English is not mainly the medium of instruction but only some of the courses are taught in English. Consequently, some universities have preparatory classes to teach English. These preparatory classes also have differences in systems of teaching English. Some universities teach General English no matter what the student's department is, some universities classify the students according to their departments to teach them English for their specific fields.

At Ondokuz Mayıs University (OMU), the medium of instruction is Turkish except for the departments of English Language Teaching, German Language Teaching and French Language Teaching. These departments have preparatory classes. Some departments in which the medium of instruction is Turkish have English preparatory classes, as well. English preparatory program is conducted by Ondokuz Mayıs University Research, Application, and Instruction Center for Foreign Languages (OYDEM). The departments for which preparatory English instruction is compulsory are English language teaching, medicine, dentistry, veterinary, electric and electronics engineering, environmental engineering, economics, psychology, divinity and teacher training for the culture of religion and ethics for primary school. The students of these departments are to take a Proficiency Exam in English after they register. This exam determines whether the student will attend the preparatory class, and which level the student will be placed if the student is to attend the preparatory class. With this exam, the students' knowledge of grammar and vocabulary and their reading skills are tested. The students have to get at least 60 out of 100 points to pass the exam and continue their education in their departments. Those who get less than 60 have to attend prep. classes for an education of English for one year. There are three levels in the preparatory English program: elementary (C), pre-intermediate (B), and intermediate (A).¹ All three levels receive 24 hours a week English instruction.²

The aim of the Divinity program in Turkey is to educate the students as enlightened theologians who pass on Islamic learning, teach people the information they need to fulfill their religious duties, fulfill the people's spiritual needs and academically study various religions, especially Islam. The students who graduate the program can work as imam, mufti, preacher, academic or as a teacher of the culture of religion and ethics. The aim of the teacher training for the culture of religion and ethics for primary school is to train teachers for the primary schools and secondary schools.

¹ Since the academic year 2008-2009, there are two levels in the preparatory English program: elementary (A) and pre-intermediate (B).

² Since the academic year 2008-2009, the students receive 20 hours a week English instruction.

The graduates of the department of Divinity have the opportunity to work abroad as well. There are many Turkish citizens who live abroad and one of the administrative functions of the Department of Religious Affairs is to send imams, muftis, preachers to provide religious services for these citizens. Assist. Prof. Dr. Şuayip Özdemir (2000: 197) argues that during the process of Turkey's admittance to European Union, these government officials who will be sent abroad should have a long term foreign language course and should have a command on the language. He further states that (2000:197-198) these officials should also be educated adequately in the social and cultural environment, education system and religious system of the country they will work in. In order to realize these, the students in the Divinity faculties should be educated in foreign languages, especially English since English is the most commonly spoken language all though the world.

1.2 Statement of the Problem

The aim of the preparatory classes at OMU is to teach the students a foreign language which they will need during their education in their departments and when they graduate. Thus, the students of English preparatory class are taught General English.

Although the students are taught General English at preparatory class, the students of different faculties have different needs. For this reason, in preparatory classes, after the students' insufficiencies in General English are dealt with, the courses that will be given should be planned according to the students' needs and the priorities of these needs. Owing to this, the students' needs should be considered while developing the curriculum. At Ondokuz Mayıs University, although the departments of divinity and teacher training for the culture of religion and ethics for primary school have a preparatory program for the last two years, there has not been a study conducted to determine the students' needs and expectations of the preparatory program. The problem of this study is "Do the prep. classes at OYDEM meet the English needs of the students of the departments of divinity and teacher training for the culture of religion and ethics for primary school?"

1.3 Aim and Scope of the Study

The aim of this study is to determine the needs of the students of the departments of divinity and teacher training for the culture of religion and ethics for primary school in English preparatory program, and to make suggestions in order to contribute to the development of the curriculum for these students so that the program should be more useful. The needs assessment is limited to the prep. and first year students and the instructors of the departments of divinity and teacher training for the culture of religion and ethics for primary school. The scope of the questionnaire includes items on the reasons for learning English, a general evaluation of the programme, and the content needs of the students.

1.4 The Research Questions

1. What are the prep. students' perceptions of their needs? According to the students, which macroskills/microskills are necessary for their department?
2. What are the first year students' perceptions of the prep. students' needs? For them, which macroskills/microskills are necessary for their department?
3. What are the instructors' perceptions of the students' needs? According to the instructors, which macroskills/microskills are necessary for the students' departments?
4. What similarities and discrepancies exist among these different perceptions? Do the present classes meet the students' needs?

1.5 The Hypotheses

1. The preparatory program cannot meet the English needs perceived by the instructors.
2. The present classes do not meet the English needs perceived by the prep. students.
3. The preparatory program cannot meet the English needs perceived by the first year students.

4. While there are similarities between the opinion of the instructors and the first year students to a great extent, there are discrepancies between the opinions of the instructors, first year students and prep. students.

1.6 Method

The study was conducted with 100 students and 30 instructors. 75 of the students were attending the preparatory class and 25 of them were the students attending their first year in their department after one year education of preparatory class. Firstly, a pool of questions was developed to be used in a questionnaire aimed to determine the English needs of the students. The questionnaire was given to 75 preparatory students to test the reliability of the questionnaire. After getting the SPSS results, which showed that the reliability coefficient of the questionnaire was .79 Cronbach Alpha, some items were changed and some were deleted. Later on, the renewed questionnaire was given to 100 students and 30 lecturers. The reliability coefficient of the renewed questionnaire became .81 Cronbach Alpha. The questionnaire involved statements about the English language needs of the students and they had five options, namely, Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. The data collected through the questionnaires were analyzed through SPSS.

1.7 Definition of Terms

English for Specific Purposes: An approach to language learning which is based on learner need. According to this approach, the content and goals of a language curriculum must be relevant to the specific needs and purposes of a particular group of learners.

English for Academic Purposes: The teaching of English with the specific aim of helping learners to study, conduct research or teach in that language. It is concerned with those communication skills in English which are required for study purposes in formal education systems.

Need: The gap or discrepancy between a present state (what is) and a desired end state, future state, or condition (what should be) (Witkin and Altschuld 1995:9).

Needs Analysis: The process of gathering information that will lay the foundation of developing a curriculum that meets the learning needs of a particular group of learners (Brown 1995:35).

Needs Assessment: A systematic set of procedures undertaken for the purpose of setting priorities and making decisions about a program or organizational improvement and allocation of resources. The priorities are based on identified needs (Witkin and Altschuld 1995:4).

Content Needs: Content needs refer to “the selection and sequencing of such things as topics, grammar, function, notions, and vocabulary – traditionally the domain of syllabus design” (Nunan 1999:149).

Intercultural Language Teaching: The goal of intercultural language teaching is language development and improvement accompanied by intercultural understanding and mediation.

Schema Theory: It is “a theory of language processing based on the notion that past experiences lead to the creation of mental frameworks that help us make sense of new experiences” (Nunan 1999:313).

CHAPTER 2 REVIEW OF LITERATURE

2.1. English Language Teaching (ELT)

Language teaching has always been an important issue for human beings, since people around the world need to communicate with each other. Most of the time, communication is much easier if there exists a lingua franca between people. The more common a language is, the easier it will be for people to communicate. Hundreds of years ago, this lingua franca was Latin. For a very long time, teaching and learning Latin was very important. Many years later, Latin was replaced by French. Today, lingua franca is English. English is the world's most widely taught and learned foreign language. It is the language of science, tourism, the Internet and to a very large extent, of trade and export. All through the world in many countries there is a great demand for learning English, and as a consequence of this, there are continuous developments and changes in the area of English Language Teaching (ELT).

People learn a foreign language for various reasons. Some people learn it for business, some for academic reasons, and some people learn just because it is in the school's curriculum. The fact that there are many different reasons for people to learn English has led to the emergence of subcategories of ELT. For example, if English is taught for academic purposes, it is named as EAP (English for Academic Purposes). If it is taught for specific purposes (occupational, vocational, professional), it is named ESP (English for Specific Purposes).

2.2. English for Specific Purposes (ESP)

Since the term English for Specific Purposes (ESP) was first used in the early 1960's, it has gradually developed, and become a very important and popular field of language teaching. Mainly three factors caused the emergence of ESP. The first of these factors is the changes and developments following the Second World War. Many developments took place in the areas of science and technology, causing the demand for an international language for the people to keep up with all these developments. Due to the economic power of the United States during

the post war period, English became the international language of science and technology. Since English became the language of science and technology, learners began to specify their reasons for learning English. Thus, the demands of learners have become an important issue in language teaching. Hutchinson and Waters underline this fact as follows: “Whereas English had previously decided its own destiny, it now became subject to the wishes, needs and demands of people other than language teachers” (1987:7). Learners now know why they are learning English, and of course, they are not learning English for the same reasons.

The second reason for the emergence of ESP was a revolution in linguistics. Linguists have begun to focus on the ways in which language is used in real communication rather than the structure of language. These studies have found out that spoken and written English vary considerably from one context to another in a number of different ways. In English language teaching, this gave rise to the view that there are important differences between the languages used in different disciplines; for example, the English of law is quite different from that of medicine. As a result of these views, the idea of English courses for specific groups of learners emerged. Thus, in the late 1960’s and early 1970’s, the researches began to identify the particular varieties of English, particularly English for Science and Technology (EST).

The third notion that contributed to the rise of ESP is the developments in educational psychology. Through these developments, it has been realized that learners have different needs and interests. The realization of these different needs and interests has caused the emergence of courses which are relevant to learners’ needs and interests, and the courses relevant to learners’ needs and interests have increased the learners’ motivation to learn (Hutchinson and Waters 1987:8). The learners have been given texts of their special areas to increase their motivation, and thus to make learning more effective and faster. In short, ESP was brought about by a combination of three important factors: different demands of different learners, developments in the fields of linguistics and educational psychology.

Since the first time the term ESP was used, it has been defined by various writers, all of which emphasize learners and needs. Hutchinson and Waters define ESP as “an approach to language teaching in which all decisions as to content and method are based on the learner’s reason for learning” (1987:19). They regard ESP as “an approach to language learning, which is based on learner need” (1987:19). Munby’s (1978) definition of ESP also emphasizes the analysis of learners’ needs. The definition is as follows: “ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner” (McDonough 1984:3).

Besides these definitions, some writers define ESP more broadly emphasizing its characteristics. They group these characteristics into two as absolute and variable. Absolute characteristics are those that are always true, and variable characteristics are the ones that may change depending on the situation. For example, Peter Strevens’ definition of ESP stems from a distinction between four absolute and two variable characteristics of ESP. The absolute characteristics of ESP are as follows:

ESP is:

- designed to meet specific needs of the learner;
- related in content (that is in its themes and topics) to particular disciplines, occupations and activities;
- centered on language appropriate to those activities in syntax, lexis, discourse, semantics, and so on, and analysis of the discourse;
- in contrast with ‘General English’.

The variable characteristics are that ESP

- may be restricted to the learning skills to be learned (for example reading only);
- may not be taught according to any pre-ordained methodology.

Dudley-Evans and St John (1998:3)

Dudley-Evans and St John use absolute characteristics and variable characteristics in their definition as well:

For them, absolute characteristics are as follows:

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

Variable characteristics:

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be used for learners at secondary level;
- ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

(1998:4-5)

All these definitions have two things in common: learners and needs. ESP is based on learners' needs, and aims to meet the specific needs of specific students.

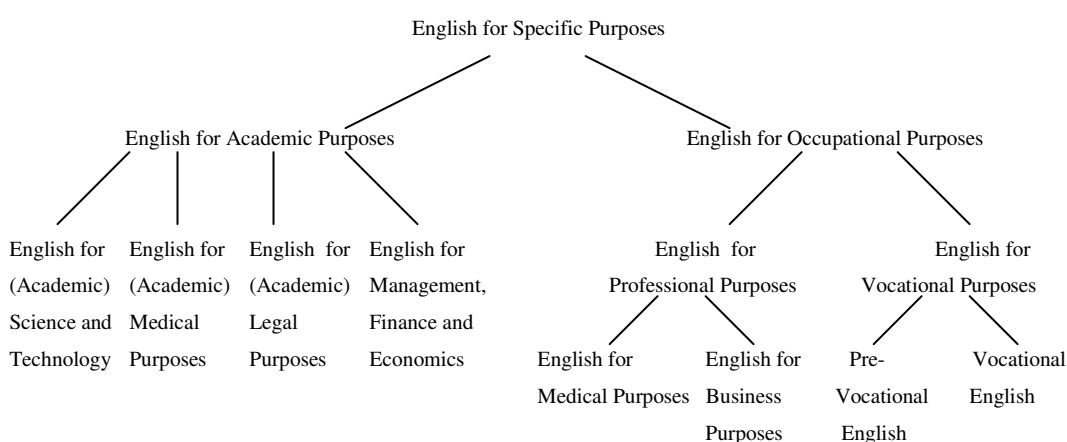
As well as different definitions of ESP, there are also different classifications of ESP. Hutchinson and Waters (1987:16) divide ESP into 3 branches: English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS). Each of these branches falls into two categories: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP)/English for Vocational Purposes (EVP). An example of EAP for the EBE branch is English for Economics, whereas an example of EOP for the EBE branch is English for Secretaries.

David Carter (1983) classifies ESP into three types: English as a restricted language, English for Academic and Occupational Purposes, and English with specific topics. Carter's second type of ESP is further developed by Robert Jordan (1997:4) into the two main branches of ESP: EOP and EAP. Then EAP is divided into English for Specific Academic Purposes (ESAP) and English for General Academic Purposes (EGAP). Pauline Robinson's family tree of ESP divides it into EOP and EAP/EEP (English for Educational Purposes). Although there are differences concerning the types of ESP among Carter, Robinson, Jordan as well as Hutchinson & Waters, the two categories of EAP and EOP in ESP are widely accepted nowadays in ESP teaching area.

These two categories are formed according to whether the learner requires English for academic study (English for Academic Purposes (EAP)) or for work/training (English for Occupational Purposes (EOP)). However, this is not a perspicuous

distinction. People can work and study simultaneously or it is possible that a person may initially learn a language for study purposes but then use it in a work environment. In the end, the purposes of both are the same: preparing for employment. However, each may use different ways to achieve their final purpose.

Dudley-Evans and St John (1988:6) present another tree diagram for ESP which divides EAP and EOP according to discipline or professional area:



The term EOP here refers to English that is not for academic purposes. It includes professional purposes and vocational purposes for non-professionals in work or pre-work situations. Thus, Dudley-Evans and St John (1998:7) distinguish “between studying the language and discourse of, for example, medicine for *academic* purposes, which is designed for medical students, and studying for *occupational (professional)* purposes, which is designed for practicing doctors.” English for Vocational Purposes (EVP) has two sub-sections: Vocational English, which is concerned with the language of training for specific trades or occupations, and Pre-Vocational English, which is concerned with finding a job and interview skills.

All these definitions and classifications have certain common points: ESP is an approach to language teaching, based on learners’ needs. There are different types of ESP, mainly EAP and EOP.

2.3. Differences between ESP and ELT

All the definitions of ESP in the previous part illustrate that ESP is a subcategory of (ELT), and that it may use, in specific teaching situations, a different methodology from that of general English. ESP is just one branch of English as a Foreign Language (EFL) / English as a Second Language (ESL), both of which are the main branches of ELT in general. According to Hutchinson and Waters, the difference between ESP and General English is “in theory nothing, in practice a great deal” (1987:53). The fact that the purposes for which learners learn is different from that of General English makes up the “a great deal” difference in practice between ESP and ELT.

First of all, ESP teaching is different from ELT since teachers are required not only to be fully qualified in English Language Teaching, but also to be qualified as much as possible in the subject area. An ESP teacher should have a command of the subject matter, specialized vocabulary, and special communication strategies within professional groups besides having a good command of ELT.

Another major difference between ELT and ESP is the difference between the learners of both. ESP learners are aware of their needs and purposes. In other words, they know why they are learning English. What distinguishes ESP from ELT is the awareness of needs. ELT learners may have various reasons for learning English. Some of them are: communicating with people from other countries, being able to go abroad, or just because it is in the school curriculum. Thus, it can be concluded that ESP learners have more specific reasons to study and learn English.

Another difference between ESP and ELT is the syllabuses of both. An ELT syllabus has a wider scope than an ESP syllabus. An ELT syllabus covers more general subjects than an ESP syllabus. As the ELT students' aim is to learn English in general, the subjects covered are wider than the ESP courses. The decisions related to the content in the syllabuses of ELT and ESP are determined in different ways. In an ELT syllabus, the decisions related to the content are

generally determined by the teachers or the institution or both. However, the content of an ESP syllabus is shaped through the findings of a needs assessment. An ESP syllabus, therefore, is determined by the learners, teachers and institution.

Instructional objectives are another difference observed between ESP and ELT. In ELT, all four skills-reading, writing, listening and speaking are stressed equally. However, in ESP a needs analysis determines which language skills are most needed by the students, and the objectives of the course are designed accordingly. ESP concentrates more on language in context than on teaching grammar and language structures as well. The focal point of ESP is that English is not taught as a subject separated from the learners' real world; it is integrated into a subject matter area important to the learners; therefore, ESP combines subject matter and ELT. This is highly motivating for learners since they will be able to apply what they learn to their major. They are able to use the vocabulary and structures they learn in a meaningful context. These, in turn, reinforce what is taught, and increase the learners' motivation. Learners can acquire English as they work with the materials they find relevant, and they can use in their professional work or further studies.

The final difference between ESP and ELT is the nature of the needs. Different teaching procedures, syllabuses and different content are required for different needs. ELT learners may have very different needs. An ELT syllabus contains basic language covering all possible functions of language. On the other hand, ESP focuses on specific training for the use of language in specific situations.

As a conclusion, although ESP is a part of ELT, there are many features distinguishing ESP from ELT: the nature of teaching, the learners of both, the syllabuses of both, their instructional objectives, and the nature of needs.

2.4. English for Academic Purposes (EAP)

As has previously been mentioned, ESP is divided into two: EAP and EOP. EAP can be defined as the teaching of English with the specific aim of helping learners to study, conduct research or teach in that language. It is concerned with those communication skills in English required for study purposes in formal education systems. Thus, it can be concluded that EAP focuses on the specific communicative needs of particular learner groups in different academic contexts, and instructs the learners accordingly. For instance, if a particular group of learners' need is to improve their speaking skill in their major, their curriculum is prepared in such a way as to meet this need by dealing specifically on speaking skills. EOP refers to English that is not for academic purposes. It includes professional purposes in administration, medicine, law and business, and vocational purposes for non-professionals in work or pre-work situations. Therefore, it can be concluded that the difference between EAP and EOP is related with the purposes of the learners, whether the learners need to learn English for their work/profession or for their academic studies. For the purposes of this study, EAP will be dealt with in the rest of the study.

EAP takes place in a variety of settings and circumstances. It can take place in an entirely English-speaking context or in the students' own countries. These countries may have English as a Foreign Language (EFL) or English as a Second Language (ESL). The students may need EAP for higher education studies in their own country or in English speaking countries. The teachers may be native speakers of English or non-native speakers. The courses may be pre-sessional, i.e. held before an academic course begins, and usually full-time, or in-sessional, i.e. held during an academic term or semester, and usually part-time. The courses may be short, e.g. 4-12 weeks, long e.g. 6-12 months, or longer. Courses may include formal teaching programmes, self-access situations, distance-learning materials or CALL (computer –assisted language learning).

In terms of content, EAP courses may be either common-core or subject-specific. Common core EAP can be described as English for General Academic Purposes

(EGAP) and subject-specific EAP can be described as English for Specific Academic Purposes (ESAP). A large proportion of the common core EAP is “study skills” such as listening and note-taking. In the past, EAP and study skills were regarded as synonymous. Today, study skills are seen as the basis of EAP. Richards, Platt and Platt (1992) define study skills as:

abilities, techniques, and strategies which are used when reading, writing or listening for study purposes. For example, study skills needed by university students studying from English-language textbooks include; adjusting reading speeds according to the type of material being read, using the dictionary, guessing word meanings from context, interpreting graphs, diagrams and symbols, note-taking and summarizing (Jordan 1976:6).

Jordan (1997:5) emphasizes that EAP includes some additional features such as “a general academic English register, incorporating a formal, academic style, with proficiency in the language use”. These features highlight that EAP is more than just study skills.

Subject-specific EAP is the language needed for a particular academic subject, such as economics, together with its disciplinary culture. It includes the language structure, vocabulary, the particular skills needed for the subject, and the appropriate academic conventions. ESAP focuses on the language needed for a particular academic discipline such as Medicine, Engineering, and Psychology. Therefore, the content differs from study skills. It includes both the language structure, vocabulary, the particular study skills needed for the subject, and also the appropriate academic conventions. The students, after developing their language and study skills they need for their subject matter, begin to study the academic code of their field of study using appropriate materials.

As far as the length of time is considered, EAP courses are grouped into three: pre-sessional, in-sessional, and long-term EAP courses. The aim of pre-sessional EAP courses which are given in L1 countries such as America and Britain is to teach the students the study skills they require for their subject matter. The content of these courses is based on the immediate needs of the students. The essential language is given importance to and the study skills that the students need for

their purposes are given priority. These study skills are based on target situations in which students will actually perform when they are required to (Jordan, 1997).

In-sessional courses are given within the term. They are free for the students who have already registered for their disciplinary courses. The content of these courses are shaped according to the immediate needs of the students. The courses are usually taught at time intervals when the students do not have their departmental studies. With these courses, the students can do practice on the target study skills that they will need in their academic studies (Jordan, 1997:70).

Long-term courses are given in at least three terms and there is an examination at the end of the term. The students get a certificate if they pass this exam. The levels of the students are determined before the course, and a syllabus is designed accordingly around language and study skills. General English is included into the content depending on the levels of the students. The level of General English included increases as the level of the students decreases. Language skills are taught mainly in the first term. One third of the course consists of EAP study skills. In the second term, as the students have made progress in the language skills, two thirds of the course content consists of study skills. In the last term, the course consists only of EAP study skills appropriate to the students' purposes. The content is determined by a needs analysis. The syllabus is designed according to which skills should be given priority. As the learners' needs may be different, the syllabuses can be designed in various ways (Jordan, 1997:71).

EAP courses may take place in various settings. They may take place in entirely English speaking countries, in countries where English is taught as a foreign language or in countries where English is used as an official or second language or as a medium of instruction in schools.

To sum up, EAP is a branch of ESP. It can be defined as the teaching of English to help learners to study, conduct research or teach in that language. EAP can take place in a variety of settings and circumstances. Its content may be either

common-core or subject-specific. The courses may also have different lengths of time. All the features of an EAP course are determined by the students' needs.

2.5. Culture and Language Teaching

Culture has various definitions. Brown (2000:176-177) defines culture as a way of life. It is the context within which we exist, think, feel, and relate to others. It is the “glue” that binds a group of people together. He also defines culture as “the ideas, customs, skills, arts and tools that characterize a given group of people in a given period of time”. Hinkel (2001:444-445) gives two different meanings of culture. One refers to the literature, the arts, the architecture, the history, geography, style of dress, cuisine, customs, festivals, and other traditions of a particular people. These aspects can be considered the visible culture, as they are readily apparent to anyone. The second meaning is far more complex. It refers to sociocultural norms, world-views, beliefs, assumptions, and value systems that find their way into practically all facets of language use, including the classroom, and language teaching and learning. These are grouped as invisible culture.

The close and symbolic relationship between language and culture is fundamental and universal. All human beings are language users; all are culture bearers. We are implicitly taught how to live, behave and even to think while we are acquiring the culture of the society in which we live. Language defines, gives form to, supports, limits, and sometimes obscures shared cultural patterns. As a special form of communication, human language may be viewed as a system, as a vehicle for cultural transmission, as a formative force whose structures place their stamp upon the minds and actions of its speakers, or as only one of many modes of communication, albeit a crucial one (Damen 1987:119). A language not only carries and describes shared symbols but also has symbolic importance to its users. A language reflects and reinforces the value and belief systems that form a large part of the subjective reality shared by members of the same culture. Cultural givens remain alive in idioms, proverbs, mottos, songs, and metaphors, and these are all shared by means of language.

Current communicative methods of second language teaching generally view language as a means of bridging an information gap (Corbett 2003:1). Communicative language learning similarly assumes that by bridging a series of information gaps, learners will naturally develop their linguistic knowledge and skills; to the point they will acquire native-speaker competence. This view of language and linguistic development in a way underrates culture. However, more recently, there have been attempts to integrate culture into the communicative curriculum. A language course concerned with culture helps learners acquire cultural skills, such as strategies for the observation of behavioral patterns. The ultimate goal of an intercultural approach to language education is not so much “native speaker competence” but rather an “intercultural communicative competence” (Corbett 2003:2). Intercultural communicative competence includes the ability to understand the language and behaviour of the target community, and explain it to members of the home community- and vice versa. In other words, an intercultural approach trains learners to view different cultures from a perspective of informed understanding.

Intercultural language teaching broadens its scope from a focus on improving the four skills of reading, writing, listening, and speaking, in order to help learners acquire cultural skills, such as strategies to observe behavioral patterns. Understanding how the target language is used to achieve the explicit and implicit cultural goals of the foreign language community helps the learners to reflect on the ways in which their own language and community functions as well. The goal of intercultural language teaching is language development and improvement accompanied by intercultural understanding and mediation.

A concern for culture in ELT has been found mostly in the teaching of English as a second language (ESL) and English for specific purposes, especially EAP. In ESL and EAP contexts, learners have to learn more than the language of the target culture. In ESL courses, the students learn English as a part of a process of acculturation, in EAP courses, the process of learning English has increasingly been seen as part of the wider process of socialization into a new academic

community (Corbett 2003:68). Teachers and students need to relate language use to patterns of cultural beliefs and expectations. The view that there should be an intercultural component to ESP teaching might seem unnecessary at first. Scientific and professional contexts might be viewed as contexts in which participants simply transfer information from one to another. However, as Corbett (2003:69) states, any communicative activity implies a cultural context, which must be drawn to make sense of it. If the cultural context is changed, the meaning of the communication changes as well. This is true even for scientific and professional English.

2.6. Definition of Need

With the emergence of ESP, the focus in language teaching changed from the language to the learner. Learner has become the center of language teaching and learning. ESP can be simply defined as an approach to language learning which is based on learner need. The key notion in this definition is “need”. Therefore, before identifying the learners’ language needs, it is important to define “need”. The concept of need has been discussed and defined by many writers. Some of these definitions are as follows:

Witkin and Altschuld (1995:9) define need as “the gap or discrepancy between a present state (what is) and a desired end state, future state, or condition (what should be)”. The need is neither the present nor the future state; it is the gap between them. Therefore, a need is not a thing in itself but, rather, an inference drawn from examining a present state and comparing it with a vision of a future (better) state or condition. In a sense, a need is like a problem or concern.

McKillip defines need as “the value judgment that some group has a problem that can be solved” (1987:10). This definition, first of all, indicates that people with different values will recognize different needs. Secondly, the definition indicates that a need is experienced by a particular group of people in a particular circumstance. Therefore, the people experiencing the need and the environment they are in have an important place in needs analysis. Thirdly, the “problem” in

the definition indicates an inadequate outcome violating the expectations. In other words, there is a problem that causes undesired consequences. Lastly, when a need is recognized, this brings about the judgment that a solution exists for a problem. However, a problem may have many possible solutions.

Reviere and et al. define need as “a gap- between the real and ideal conditions- that is both acknowledged by community values and potentially amenable to change” (1996:5). This definition, first of all, indicates that there must be a gap between the real and ideal conditions. It further indicates that this gap be perceived and accepted as a need by a community. Lastly, it indicates that the gap must be open to change and potentially satisfiable.

Applied to language teaching; need can be defined as the gap between the present and the desired proficiency level of the students while learning a language. This feature has been emphasized in the definitions given above. While looking into the needs, one may come across many different needs. Thus, needs should be categorized into types in order to limit the types of needs that will ultimately be explored. Brown (1995:39) presents three basic dichotomies that can help narrow the choices of what to investigate in a needs analysis. The first dichotomy is situation needs versus language needs. Situation needs are usually related to any administrative, financial, logistical, manpower, pedagogic, religious, cultural, personal, or other factors that might have an impact on the program. Language needs include details about the circumstances in which the language will be used, the dimensions of language competence involved, the learners’ reasons for studying the language, their present abilities with respect to those reasons, and so forth (Brown 1995).

The second dichotomy is objective needs versus subjective needs. Objective needs are those needs determined on the basis of clear-cut, observable data gathered about the situation, the learners, the language that students must eventually acquire, their present proficiency and skill levels, and so forth. Subjective needs are generally more difficult to determine since they have to do with “wants,”

“desires,” and “expectations” (Brown 1995:40). Objective needs (also called perceived needs) are determined by the teachers or educators with the help of available data about the learners. However, subjective needs (also called felt or expressed needs) are determined by the learners about their own learning.

The third dichotomy is specifying needs in terms of the content that the students must learn (linguistic content) versus specifying needs in terms of learning processes. Linguistic content needs are analyzed objectively from a language needs perspective and spelled out in linguistic terms, whether they be phonemes, morphemes, grammatical structures, case rules, utterances, functions, notions, discourse markers, or whatever. The learning process needs are more subjectively analyzed needs in the affective domain, such as motivation and self-esteem.

Needs can be grouped from another point of view as content needs and process needs. Content needs include “the selection and sequencing of such things as topics, grammar, function, notions, and vocabulary – traditionally the domain of syllabus design” (Nunan 1999:149). Identifying what to include in the curriculum in order to meet the needs of a specific group of students forms the content needs. The process needs “refer to the selection of learning tasks and experiences – traditionally seen as the domain of the methodology” (Nunan 1999:149).

The English needs are grouped under two main headings by Hutchinson and Waters as target needs and learning needs (1987:55-63). Target needs are related to what the learner needs to do in the target situation and learning needs are related to what the learner needs to do in order to learn. Target needs are divided into three subheadings: necessities, lacks and wants. Necessities are the type of need determined by the demands of the target situation; that is what the learner has to know in order to function effectively in the target situation. For example, a business person might need to understand business letters, to communicate effectively at sales conferences, to get the necessary information from sales catalogues and so on. He or she will presumably also need to know the linguistic features – discoursal, functional, structural, lexical – which are commonly used in

the situations identified (Hutchinson and Waters 1987:55). Lacks are the gap between what the learners already know and the target situation. Lastly, wants are the learners' views as to what their needs are.

Hutchinson and Waters (1987:58) present a number of ways to gather information about target needs: questionnaires, interviews, observation, data collection, informal consultations with sponsors, learners, and others. They emphasize that the analysis of the target situation needs is, in essence, a matter of asking questions about the target situation and the attitudes towards that situation of the various participants in the learning process (Hutchinson and Waters 1987:57). To discover the target needs of the learners, the following questions can be asked:

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?

(Hutchinson and Waters 1987:59-60).

Hutchinson and Waters (1987:60) use the analogy of the ESP course as a journey and considers "lacks" as the starting point, "necessities" as the destination and "wants" as the dispute as to what that destination should be. Following this analogy, they describe learning needs as the answer to the question of how to get from the starting point to the destination. To analyze learning needs the following questions can be asked:

Why are the learners taking the course?
 How do the learners learn?
 What resources are available?
 Who are the learners?
 Where will the ESP course take place?
 When will the ESP course take place?

(Hutchinson and Waters 1987:62-63).

As is seen, there are different definitions of "need" emphasizing its different features. In short, we can conclude that need is the reason behind the student's learning English, and these reasons or purposes are the starting points which determine the language to be taught. Consequently, this brings forth the necessity of conducting needs analysis which will be explained in detail in the next part.

2.7. Needs Analysis

Having defined needs as the gaps between the learners' current and desired proficiency level; we can define needs analysis as the process of collecting information about the learners' current and future needs in order to determine the goals and objectives of the program, and to give priority to the needs which are more responsive to the learners' immediate needs. Thus, a curriculum that meets the learners' needs can be developed. In terms of language programs, which is the concern of this study, the needs mentioned in this study are language related. Brown simply defines needs analysis as "the gathering of information to find out how much the students already know and what they still need to learn" (1995:35).

Needs analysis is a very important part of language teaching since it is impossible to teach the whole of a language. Thus, some parts of it should be selected to teach by investigating the learners' needs. This is particularly important for Teaching English for Specific Purposes since ESP aims to teach not the whole of language, but only a specific part of language; the particular parts of a language that particular learners need to know. A needs analysis helps the course designers in developing the most appropriate syllabus for the learners.

It is possible to use the information obtained from a needs analysis for different purposes. The function of a needs analysis is not only to help develop new curriculum but also to review and evaluate the existing curriculum. If the existing curriculum is found to be not responsive to the learners' needs, it is modified to match the goals and objectives of the course.

Richards (2001:52) defines the purposes of needs analysis as follows:

- to find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide, or university student,
- to help determine if an existing course adequately addresses the needs of potential students,
- to determine which students from a group are most in need of training in particular language skills,
- to identify a change of direction that people in a reference group feel is important,
- to identify a gap between what students are able to do and what they need to be able to do,

-to collect information about a particular problem learners are experiencing. (Richards 2001:52)

There are two types of needs analysis: subjective and objective. Subjective one is the data reflecting what the learners think should be taught and how it should be taught. This type of information shows the learning-style preferences of the learner. By doing subjective needs analysis, the learner is involved in the process as well. Thus, the learner is motivated more and appreciates the learning process more since they are provided with detailed information about goals, objectives, and activities used in the learning process. Objective needs analysis comes from the factual information that does not take the views and preferences of the learner into account.

In short, since the determination of needs forms the basis of developing a curriculum for ESP and EAP courses, needs analysis has become more and more important for the development of language programs. It can only be possible through needs analysis to determine the goals and objectives of language programs.

2.7.1. Steps of Needs Analysis

Before conducting a needs analysis, the analysts should make some decisions, and follow some steps in order to ensure the effectiveness of the process. McKillip presents five steps of needs analysis (1987:810): The first step is to identify the users and uses of the analysis. The users are those who will act on the basis of the report. They are usually teachers, administrators, or institutions. Another important point mentioned by McKillip is that knowing the uses of the needs analysis helps focus on the problems and solutions (1987:8).

The second step is the description of the target population and the existing service environment. In this step, information about learners and the learning environment is gathered.

The third step is need identification. In this step, problems of the target population and possible solutions are described. McKillip points out that “identification should include information on expectations for outcomes, on current outcomes, and on the impact and cost of solutions” (1987:9). At this step needs are not ordered or evaluated yet.

The fourth step is the needs assessment step. After identifying the problems and solutions, the next thing to do is to evaluate the needs. McKillip argues that “needs analysis will be most useful for decision making if identified needs are evaluated against explicit and appropriate criteria” (1987:9). This is done through needs assessment. McKillip takes needs assessment as a step of needs analysis; however, needs analysis comprises only the identification of a problem. In fact, needs analysis is a part of needs assessment. Besides, there is not an obligation that every needs analysis must be followed by a needs assessment.

The last step is the communication step. This step includes communicating the results of a need analysis to decision makers, users, and other relevant people to use while designing the curriculum.

The steps of the needs analysis can be summed up as follows: a preparation stage, including defining the purpose, identifying the target population, determining the scope of the investigation, and deciding on the data collection techniques; a gathering information step, and a last step of using this information to make conclusions about the program and to make necessary changes depending on the research data.

2.7.2. The Role of Needs Analysis in Curriculum Development

Needs analysis has a very important role in curriculum development. As is pointed out by Nunan, curriculum is “concerned with the planning, implementation, evaluation, management, and administration of education programmes” (1988:8). Richards states that curriculum development takes place in five phases: needs analysis, goals and objectives, syllabus design, methodology,

testing and evaluation (1990:20). Thus, we can conclude that in curriculum design, the first step taken should be needs analysis. All decisions related to language teaching and learning should be taken after conducting a needs analysis.

According to Richards, there are three functions of needs analysis in curriculum design as:

1. providing a mechanism for obtaining a wider range of input into the content, design, and implementation of a language program through involving such people as learners, teachers, administrators, and employers in the planning process
2. identifying general or specific language needs that can be addressed in developing goals, objectives, and content for a language program
3. providing data that can serve as the basis for reviewing and evaluating an existing program (Richards 1990:1-2).

2.7.3. Approaches to Needs Analysis

As has been mentioned previously, needs analysis identifies the needs of a specific group of learners; they can differ from a group of learners to the others. Just as different needs exist, there are different approaches that can be used while conducting a needs analysis. Thus, while conducting a needs analysis, an analyst should also be careful about which of these approaches should be used since the approach used affects the data that will be gathered.

Brown records four different approaches to needs analysis: the discrepancy, the democratic, the analytic, and the diagnostic. In the discrepancy approach, needs are considered as differences, or discrepancies between the learners' present level and the desired level. This leads to gathering information about what is needed to change students' performance based on the observed difference between the desired level and the students' current level (Brown 1995:38).

In the democratic approach, needs are viewed as the change desired by a majority of a group, such as teachers, students, or administrators. This leads to a needs

analysis in order to gather information about the learning most desired by the group.

In the analytic approach, a need is what the students will naturally learn next based on what is known about them and the learning process involved (Brown 1995:39). Brown further explains this as follows: considering that the students are at an x in their language development, they need to learn $x+1$ or what is next in the hierarchy of language development.

In the diagnostic approach, a need is considered as anything that would turn out to be harmful if it was missing. This leads to a needs analysis to find out the necessary survival language skills for a group of students.

2.7.4. Needs Analysis Methodology

A very important thing to consider while collecting the information during a needs analysis is deciding on the method to use. There are a variety of methods that an analyst can use, and they have different implications on the part of the analyst. Brown mentions that these differences can have important consequences with regard to the way different categories of methods and their results viewed by the target group, audience, research group, and analyst (Brown 1995:45-46).

Brown mentions six types of methods that can be used while collecting needs analysis information. He groups them into two depending on the role the analyst plays. In the first group, the analyst is in the position of an outsider, passively looking in on the existing program. This group consists of “existing information”, “tests”, and “observations”. In the second group, the analyst is actively involved in gathering the information from the participants of the program. This group consists of “interviews”, “meetings”, and “questionnaires” (Brown 1995: 46).

Existing information refers to any preexisting information such as data sources within a program like files, records, or external data sources like library sources, information of students exchanged with other existing programs.

Tests are very important sources of information for a needs analysis. Regardless of their types, they can provide valuable information about the general ability level of the students, about possible ability groupings, about specific problems that students may be experiencing, or about the students' earlier achievements.

Observations involve watching a student or students and recording their natural language and classroom behaviors.

Interviews can take place in the form of either individual interviews or group interviews. Individual interviews provide gathering personal responses and views in private, but they are time consuming. Group interviews overcome the time problem but the information given is not confidential.

Meetings are different from group interviews. They aim at getting participants accomplish certain tasks. This method has four types. In Delphi technique, the task is to reach a consensus. Advisory meetings are useful in the early stages of a needs analysis to inform the staff about what a needs analysis is, its purposes, the techniques used, and the benefits to be gained. Interest group meetings are called for to state differences in a program. The purpose is to resolve the differences through compromise or consensus. Review meetings are conducted to get the participants into the process of sorting out and analyzing the information gathered from other procedures.

Questionnaires can be grouped as follows: biodata surveys which are used to gather facts about the background of each participant; opinion surveys which are designed to bring opinions and attitudes into light; self-ratings which require individuals to rate their own abilities, interest levels, motivations, and so on; judgmental ratings which require the participants' evaluation of various aspects of the program; Q sort which combines several of the types defined earlier in that it asks individuals to give their own attitudes, views, and opinions, but also to rank them in terms of importance (Brown 1995: 46-51).

Various other authors mention needs analysis methods in their works, most of which are quite similar to Brown's. Hutchinson and Waters, for example, list the methods to be used as questionnaires, interviews, observations, data collection e.g. gathering texts, informal consultations with sponsors, learners, and others (1987:58). Another author, Jordan, lists documentation, tests, questionnaires, forms/checklists, interviews, record-keeping and observation as data collection methods (1997:30).

As is seen, there is no one way to gather data for a needs analysis. Instead, there are various methods that can be used in collecting information for a needs analysis since circumstances may be different, or they may change. What should be considered is to choose the one most suitable for the purposes in terms of time, money, and resources. First, the analyst should decide on which method is relevant and necessary, and then s/he should carry out the method step by step (Jordan 1997:38). In this way, a needs analysis can be conducted successfully and it can serve its purposes.

2.8. Needs Assessment

Although the terms needs analysis and needs assessment have been frequently used interchangeably, they do not mean the same. Needs analysis is, in its simplest form, the process of collecting information about learners' language needs to be used as a basis for developing a curriculum that meets the learners' needs. Needs assessment makes use of the results of the needs analysis by evaluating, discussing, and interpreting these results.

Witkin and Altschuld give a broader definition of needs assessment as: "a systematic set of procedures undertaken for the purpose of setting priorities and making decisions about a program or organizational improvement and allocation of resources. The priorities are based on identified needs" (1995:4). A needs assessment, first of all, gathers data to identify and describe present and desired states in a specific context through established procedures and methods designed for specific purposes. Next, it sets priorities and determines criteria for solutions

to help planners make decisions. Lastly, it leads to action that will improve programs, services, organizational structures, or a combination of these (Witkin and Altschuld 1995:10).

Witkin and Altschuld propose a three phase general plan for assessing needs: pre-assessment, main assessment and post-assessment. In pre-assessment, what is already known about needs in the system are determined, issues and major areas of concern are identified, also the focus and purpose of the needs assessment, potential sources of data, how the information will be used, and what kind of decisions will be made on the basis of the findings are determined. In the main assessment phase, the information and opinions on the needs are gathered and analyzed, preliminary priorities are set (Witkin and Altschuld 1995:14).

The post-assessment phase is “the bridge to use of the data and plans for action” (Witkin and Altschuld 1995:14). In this phase, the priorities and criteria for solutions are set, alternative solutions are considered, and action plans for program changes or other interventions are developed; also information on the design and results of the needs analysis and recommendations for action are conveyed to decision makers, relevant information is prepared for archives and other uses. Lastly, the evaluation of the needs assessment itself also takes place in this phase (Witkin and Altschuld 1995:14).

There are some points that should be taken into consideration for a successful needs assessment. First of all, it requires a broad-based participation; secondly, appropriate means of gathering information about the data should be chosen; thirdly, the group whose needs are being assessed should be recognized well; lastly, it should be remembered that every needs analysis situation is different and there is no one right way that can be applied to every needs analysis.

There are also some difficulties that can be encountered during the conduct of a needs analysis. Forester summarizes these problems as follows:

1. ambiguous and poorly defined problems;
2. incomplete information about alternatives;

3. incomplete information about the baseline, the background of the problem;
4. incomplete information about the consequences of supposed alternatives;
5. incomplete information about the range and content of values, preferences, and interests; and
6. limited time, limited skills, and limited resources.

(cited in Witkin and Altschuld 1995:18).

Another point of concern is the question “Who should identify needs?” It is commonly agreed that all parties involved in the teaching and learning process are equally responsible for the identification of learners’ needs. These parties mentioned are learners, teaching establishments, and/or user-institutions (where learners will study or be employed) (Richterich and Chancerel 1987:5). Depending on circumstances, these parties will organize their own methods of identification on the basis of the information they consider important.

2.8.1. Why is Needs Assessment Necessary?

The very first step of the curriculum development is needs assessment. The objectives of the curriculum, the content of the programs, goals, materials, teaching activities are determined, and presented through needs assessment. Following their identification, needs are stated as goals and objectives. Once the objectives are stated, the content that is compatible with the identified needs is selected and specified. Thus, to set up the goals and objectives of a program which determines the content, a needs assessment should be conducted. With the help of a needs assessment, teachers can have a better understanding of their students and their needs, which, in turn, causes them to develop materials suitable for their learners. When suitable materials are chosen, this will motivate the learners for learning.

Another advantage of a needs assessment is the possibility to review and evaluate an existing curriculum through a needs assessment. A curriculum may need to be reviewed since curriculum evaluation is an ongoing process of collecting and analyzing information as stated by Brown (1995) and also Richterich and Chancerel (1987).

The last advantage of a needs assessment to be mentioned for the purposes of this study is that it helps teachers to decide on how to teach (methodology) and how to test (assessment). The best way to decide on what methods to use while teaching and assessing the learners is to conduct a needs assessment.

A needs assessment is a necessary part of language teaching and learning because of its various advantages and uses. First of all, it helps specify goals and objectives, and the content of a program accordingly. Secondly, it helps motivate the students since teachers develop materials matching their own students' needs according to the results of a needs assessment. Thirdly, it gives the opportunity to review and evaluate the existing curriculum depending on the changing needs of the learners. Lastly, it helps teachers to choose the methods of teaching and testing most suitable for their students as every method may not prove to be suitable for every group of students.

2.8.2. Similar Needs Assessment Studies

There are a number of needs assessment studies done throughout the world as well as our country. The continually rising popularity of ESP increases the number of these studies. Although the procedures they use may differ from each other, all of these studies aim to find out the language needs of a particular group of students. When the studies done in our country are examined, it can be said that most of them focus on the English language needs of a particular faculty in a university. For instance, Abdullah Gökşin (1991) and Rana Ufuk Kızıltan (1998) conducted a needs assessment study for the department of economics and administrative sciences at different universities. Esen Şahin (1991) in her study identified the needs of students in engineering and tourism departments. Mustafa Akgül (1991) and Nuray Alagözlü Kıymazarslan (1994) investigated the needs of medicine faculty students. Meltem Atay's (2000) needs assessment study was for the students of management department. Some other studies did not focus on only one department; instead they identified the needs of the students of a preparatory program which was made up by the students of various departments. Zeynep Avcı (1997), Emine Çuvalcı (2000) and Mehmet Onat Cihanoğlu (2001) conducted

needs assessment studies for a whole preparatory program consisting of students of different departments. Another point that stands out about the studies done in Turkey is that most of them discuss needs in terms of communicative language teaching and they dwell on the four skills.

This study is different from the earlier studies in two points. First, there is no earlier study aiming at identifying the English language needs of the departments of Divinity and Teacher Training for the Culture of Religion and Ethics for Primary School Students. Second, in the earlier studies, the learners' needs related to intercultural language teaching have not been identified. However, this study aims to identify not only the needs related to the four skills but also the needs related to culture. The needs of the students are discussed not only in terms of communicative language teaching but also in terms of intercultural language teaching.

CHAPTER 3 METHOD

The aim of this study is to identify the English language needs of the prep-class students in the departments of Divinity and Teacher Training for the Culture of Religion and Ethics for Primary School Students of Ondokuz Mayıs University. A needs assessment involving three different groups- the prep-students of the departments of Divinity and Teacher Training for the Culture of Religion and Ethics for Primary School Students, the first year students of the departments of Divinity and Teacher Training for the Culture of Religion and Ethics for Primary School Students, and the instructors of the departments of Divinity and Teacher Training for the Culture of Religion and Ethics for Primary School Students- has been conducted to determine the needs of the students. The data have been collected through a questionnaire. After data collection, they have been interpreted and discussed.

3.1. The Participants

The participants of the study consist of three groups: the prep-students of the departments of Divinity and Teacher Training for the Culture of Religion and Ethics for Primary School Students, the first year students of the departments of Divinity and Teacher Training for the Culture of Religion and Ethics for Primary School Students, and the instructors of the departments of Divinity and Teacher Training for the Culture of Religion and Ethics for Primary School Students. The number of the participant prep class students is 75, the number of the participant first year students is 25, and the number of the participant instructors is 30. As the total number of the prep students and the first year students was not so high, there was no need for the selection of the participants who would be administered questionnaires.

3.2. Instruments

The data have been collected through a questionnaire as a research instrument. The questionnaire has been designed after a variety of similar questionnaires have been examined. Items from various questionnaires have been studied and adapted

for this study. Items related to culture have been developed as previous studies did not take the cultural aspects of language teaching into consideration while investigating the students' needs. This questionnaire aims to gather information from the students in terms of their current levels of English and their expectations, and information from the instructors in terms of their perceptions on the current English levels of the students and their expectations. The original version of the questionnaire was prepared in English, and then was translated into Turkish to avoid any misunderstandings by the students. Likert-scale has been used in the questionnaire for reliable data. The participants have chosen one of the five responses "strongly agree; agree; undecided; disagree; strongly disagree" to indicate their level of agreement with each item. While discussing them, different rating values have been given to the responses. The rating value of "Strongly Agree" is 5, the rating value of "Agree" is 4, "undecided" has the rating value of 3, the rating value of "Disagree" is 2, and the rating value of "Strongly Disagree" is 1. The same questionnaire has been given to prep students and first year students. The items in the questionnaire for the instructors have been adapted from the questionnaire of the students.

The questionnaire has 45 items. These items are related to the reasons of students' learning English, the students' needs and problems about the language skills (listening, speaking, reading, and writing), the cultural needs of the students, the translation and vocabulary needs of the students, the language program at OYDEM, and the curriculum.

3.3. Reliability and Validity of the Questionnaire

Before the questionnaire was implemented, the items were checked for reliability and validity. Initially, the questionnaire had 52 items. It was given to 73 prep students. The reliability coefficient of the questionnaire was found out to be .79 according to Cronbach Alpha. Some of the items having a low reliability were taken out. Some items which had relatively higher reliabilities were thought to be important for the study. Thus, they were kept after being revised by making some

changes in the wording. After the questionnaire was revised, the reliability coefficient of the questionnaire became .81 according to Cronbach Alpha.

3.4. The Collection of the Data

After the items in the questionnaire were revised and developed, official permission was requested from the departments of Divinity and Teacher Training for the Culture of Religion and Ethics for Primary School Students for the implementation of the questionnaire. As soon as the official permission was taken, the questionnaire was conducted at the second semester of the Academic Year 2006-2007. Through the administration of the questionnaire, the data were collected. The prep students and the first year students were asked to complete the questionnaire in their classrooms. The researcher was present in the classrooms while the students were completing the questionnaire. The researcher first explained the reasons behind the questionnaire. Later, the students were asked to answer all the items and not to write their names on the questionnaire. During the administration of the questionnaire, the researcher answered any questions by the participants. It took the students 30-40 minutes to complete the questionnaire. The questionnaires were collected by the researcher after the students completed them. 75 prep students and 25 first year students answered the questionnaire.

After the students' questionnaires were collected, the researcher took the questionnaire to the instructors of the departments. The researcher explained the purpose of the questionnaire to the instructors and gave them the questionnaire so that they could answer them. The questionnaires were taken back from the instructors a day later by the researcher. 30 instructors answered the questionnaire.

3.5. Data Analysis

This study is a descriptive study designed to find out the students' needs and present situations. Thus, the data have been gathered through descriptive statistics such as mean scores, frequencies, standard deviations, and percentages. The

significance level has been calculated for each item in the questionnaire to find out whether there exists a significant difference among the groups or not.

The data gathered from the questionnaires have been presented in the tables. In the following chapter, the data collected have been discussed in detail.

CHAPTER 4 DATA ANALYSIS AND DISCUSSION

This chapter aims at analyzing and assessing the data gathered from the implementation of the questionnaires given to the preparatory students, the first year students, and the departmental instructors. The data have been analyzed through SPSS, a statistical analysis programme. The analysis of the data is presented in the tables as well, and discussed in line with the information reviewed in the literature.

The items have been grouped under three headings for discussion: Reasons for Learning English, A General Evaluation of the Programme, and Content Needs. Content needs have been grouped under two subheadings: Language Skills and Culture.

4.1. Reasons for Learning English

In this group, there are 11 items trying to identify the students' reasons for learning English. The first item is "*I learn English to communicate with people who cannot speak Turkish.*" 21,3% of the prep. students strongly agreed on the idea, 40% agreed, 20% disagreed, 12% strongly disagreed. 32% of the first year students strongly agreed on the item, 44% agreed, 8% disagreed, 8% strongly disagreed. Thus, we can conclude that both the prep. students and the first year students agree on the necessity of learning English for communicating with people who cannot speak Turkish. The equivalent of this item in the departmental instructors' questionnaire is "*Students should learn English to communicate with people who cannot speak Turkish.*" 43,3% of the instructors strongly agreed on the item, 43,3% agreed, 10% disagreed, 3,3% strongly disagreed. The results show that all three groups are aware of the fact that English is the most taught and learned language of the world and people all around the world learn English to communicate with the people who can not speak their language.

The second item in this group is "*I learn English to participate in class-discussions.*" 1,3% of the prep. students strongly agreed on the idea, 9,3%

agreed, 38,7% disagreed, 34,7% strongly disagreed. 8% of the first year students agreed on the item, 40% disagreed, 36% strongly disagreed. As is clearly seen, a great majority of the students do not think that they need English to participate in class-discussions. This results from the fact that the departments of Divinity and Teacher Training for the Culture of Religion and Ethics for Primary School Students are not English medium. The equivalent of this item in the instructors' questionnaire is "*Students should learn English to participate in class-discussions.*" 10% of the instructors strongly agreed on the idea, 20% agreed, 33,3% disagreed, 13,3% strongly disagreed. Similarly, the departmental instructors are of the opinion that students do not need English for participating in class-discussions. The students' lessons in their departments are not in English, thus they do not regard learning English necessary for class-discussions.

The third item in the questionnaire is "*I learn English to be able to follow radio and TV broadcast in English.*" 4% of the prep students strongly agreed on the item, 38,7% agreed, 24% disagreed, 13,3% strongly disagreed. 12% of the first year students strongly agreed on the item, 64% agreed, 8% disagreed, 4% strongly disagreed. It can be concluded that both the prep. and the first year students agree on the necessity of learning English to follow radio and TV broadcast in English. However, the first year students are more aware of the necessity of learning English for following radio and TV broadcast in English. As for the departmental instructors, the item is as follows: "*Students should learn English to be able to follow radio and TV broadcast in English.*" 16,7% of them strongly agreed, 50% agreed, 20% disagreed, 3,3% strongly disagreed. Most of the instructors think that it is important for students to learn English to be able to follow radio and TV broadcast in English.

The fourth item in this group is "*I learn English to be able to follow newspapers and magazines in English.*" 6,7% of the prep. students strongly agreed on the item, 38,7% agreed, 25,3% disagreed, 9,3% strongly disagreed. 28% of the first year students strongly agreed on the item, 48% agreed, 8% disagreed, 4% strongly disagreed. As in the last item, it can be deduced that the students think they need

English to follow newspapers and magazines in English. Similar to the responses in the last item, the first year students are more aware of the necessity of learning English for following newspapers and magazines in English. This item is as *“Students should learn English to be able to follow newspapers and magazines in English”* in the instructors’ questionnaire. 53,3% of the instructors strongly agreed, 36,7 agreed, 3,3% disagreed, 3,3% strongly disagreed. This response reveals that the instructors would like their students to follow newspapers and periodicals in English. This may be because the instructors want the students to learn not only the grammar and rules of the language, but also to learn the authentic English by following newspapers and periodicals in English. Another reason may be that the instructors believe that the students need to know English to be able to follow the current developments in their field of study from the newspapers and periodicals in English.

The fifth item is *“I learn English to be able to read and understand books in English.”* 14,7% of the prep. students strongly agreed on the item, 38,7% agreed, 17,3% disagreed, 9,3% strongly disagreed. 32% of the first year students strongly agreed on the item, 44% agreed, 8% disagreed. Based on the percentages, it can be concluded that the students believe that they need to learn English to read and understand books in English. In the instructors’ questionnaire, this item’s equivalent is *“Students should learn English to be able to read and understand books in English.”* 66,7% of the instructors strongly agreed on the item, 23,3% agreed, 3,3% disagreed, 3,3% strongly disagreed. It can be concluded that all three groups think that English is necessary to be able to read and understand books in English since there are books written in English in their field of study and they need English to access to the information in such books.

The sixth item is *“I learn English to have a chance to work abroad.”* The percentage of the prep. students who strongly agreed on this item is 32, the percentage of those who agreed is 36, the percentage of those who disagreed is 9,3, the percentage of those who strongly disagreed is 13,3. 44% of the first year students strongly agreed on the item, 40% agreed, 8% disagreed. It is apparent

from the responses that the students think that they will have a better chance to work abroad if they learn English. The equivalent of this item in the instructors' questionnaire is "*Students should learn English to have a chance to work abroad.*" 40% of the instructors strongly agreed on the item, 40% agreed, 3,3% disagreed, 3,3% strongly disagreed. We can conclude that the instructors are more aware of the fact that the students need English to have a chance to work abroad.

"*I learn English for professional development.*" is the seventh item in this part of the questionnaire. 37,3% of the prep. students strongly agreed on the item, 24% agreed, 16% disagreed, 10,7% strongly disagreed. 48% of the first year students strongly agreed on the item, 40% agreed, 4% disagreed. The responses of the students show that most of the students believe that they need to learn English for development in their professional life. It is also apparent that the first year students are more aware of the necessity of learning English for professional development. This may be because the prep. students are more focused on passing the prep. class and starting their majors, whereas the first year students feel themselves closer to professional life. This item is adapted as "*Students should learn English for professional development*" for the instructors' questionnaire. 33,3% of the instructors strongly agreed on the item, 30% agreed, 3,3% disagreed, 16,7% strongly disagreed. It can be seen from the results that more than half of the instructors believe in the necessity of learning English for professional development. As the instructors are already familiar with the professional life, they are also aware of the fact that the students need English for professional development.

The eighth item is "*I learn English to have a good occupation.*" 22,7% of the prep. students strongly agreed on the statement, 41,3% agreed, 17,3% disagreed, 9,3% strongly disagreed. 36% of the first year students strongly agreed on the statement, 44% agreed, 12% strongly disagreed. The responses indicate that the students think that they need to learn English if they want to find a good job. It is clearly obvious that the first year students are more aware of the fact that they need to learn English to have a good job. The equivalent of this item in the

instructors' questionnaire is "*Students should learn English to have a good occupation.*" 30% of the instructors strongly agreed on the item, 36,7% agreed, 16,7% disagreed, 3,3% strongly disagreed. From the responses, it can be concluded that the instructors are aware of the fact that their students should learn English to have a good occupation as well.

The ninth item in the questionnaire is "*I learn English for post-graduate studies.*" 22,7% of the prep. students strongly agreed on the item, 34,7% agreed, 17,3% disagreed, 12% strongly disagreed. 52% of the first year students strongly agreed on the item, 32% agreed, 4% strongly disagreed. It is clearly apparent that the students are aware of the fact that they need English for post-graduate studies. Ondokuz Mayıs University is a Turkish-medium university. However, the students who want to do post-graduate studies have to take an English exam before they can start their post-graduate studies. The responses show that the students, especially the first year students are informed of this. This item is adapted as "*Students should learn English for post-graduate studies*" in the instructors' questionnaire. 53,3% of the instructors strongly agreed on the item, 36,7% agreed, 3,3% strongly disagreed. The responses display that a great majority of the instructors believe in the necessity of learning English for post-graduate studies. This is because the students have to take an English examination, The Interuniversity Foreign Language Examination (UDS), to do post-graduate studies. It is impossible for the students to do post-graduate studies without passing the UDS exam.

The next item is "*I learn English to understand other cultures better.*" The 2,7% of the prep. students strongly agreed on this item, 28% agreed, 18,7% disagreed, 25,3% strongly disagreed. 12% of the first year students strongly agreed on the item, 52% agreed, 16% disagreed, 12% strongly disagreed. In this item, the responses of the prep. students and first year students vary for the first time. More prep. students disagree than those who agree. Thus, it can be concluded that the prep. students do not believe in the necessity of learning English to understand other cultures better. This may be because they regard culture and language as

irrelevant subjects. Most of the students think that knowing the culture of a country means only knowing the festivals, or the important days of that country. However, this is only a small part of culture. The word “culture” comprises ways of addressing people, making requests, agreeing or disagreeing with someone, paralinguistic features, idioms, proverbs, food, clothing, and much more. Learners need to know all these elements of culture if they want to be competent in a language. The forms and uses of a given language reflect the cultural values of the society in which the language is spoken. For a successful communication, language use must be associated with other culturally appropriate behavior. The equivalent of this item in the instructors’ questionnaire is “*Students should learn English to understand other cultures better.*” 23,3% of the instructors strongly agreed on the item, 60% agreed, 6,7% disagreed, 6,7% strongly disagreed. This verifies that the instructors are aware of the necessity of learning English to understand other cultures better.

The last item related to this part of the questionnaire is “*I need to learn English to be able to translate.*” 26,7% of the prep. students strongly agreed on the item, 44% agreed, 5,3% disagreed, 12% strongly disagreed. 68% of the first year students strongly agreed on the item, 16% agreed, 4% disagreed. These results prove that the students are aware of the necessity of learning English for translation. They are aware that they may meet English sources related to their majors and need to translate these into Turkish since their major is Turkish-medium. The equivalent of this item in the instructors’ questionnaire is “*Students need to learn English to be able to translate.*” 53,3 % of the instructors strongly agreed on the item, 26,7% agreed, 6,7% disagreed. It can be concluded that the instructors are aware of the necessity of learning English for translation as well.

Table 1. The responses of the prep. students for their reasons in learning English from the most important to the least important

Reason	Strongly Agree %	Agree %	Total %
1. Being able to translate	26,7%	44%	70,7%
2. Having a chance to work abroad	32%	36%	68%
3. Having a good occupation	22,7%	41,3%	64%
4. Communicating with people who can not speak Turkish	21,3%	40%	61,3%
5. Professional development	37,3%	24%	61,3%
6. Post-graduate studies	22,7%	34,7%	57,4%
7. Being able to read and understand books in English	14,7%	38,7%	53,4%
8. Being able to follow newspapers and magazines in English	6,7%	38,7%	45,4%
9. Being able to follow radio and TV broadcast in English	4%	38,7%	42,7%
10. Understanding other cultures better	2,7%	28%	30,7%
11. Participating in class-discussions	1,3%	9,3%	10,6%

Table 2. The responses of the first class students for their reasons in learning English from the most important to the least important

Reason	Strongly Agree %	Agree %	Total %
1. Professional development	48%	40%	88%
2. Being able to translate	68%	16%	84%
3. Having a chance to work abroad	44%	40%	84%
4. Post-graduate studies	52%	32%	84%
5. Having a good occupation	36%	44%	80%
6. Communicating with people who can not speak Turkish	32%	44%	76%
7. Being able to follow radio and TV broadcast in English	12%	64%	76%
8. Being able to follow newspapers and magazines in English	28%	48%	76%
9. Being able to read and understand books in English	32%	44%	76%
10. Understanding other cultures better	12%	52%	64%
11. Participating in class-discussions	0%	8%	8%.

Table 3. The responses of the instructors for their reasons in learning English from the most important to the least important

Reason	Strongly Agree %	Agree %	Total %
1. Post-graduate studies	53,3%	36,7%	90%
2. Being able to read and understand books in English	66,7%	23,3%	90%
3. Being able to follow newspapers and magazines in English	53,3%	36,7%	90%
4. Communicating with people who can not speak Turkish	43,3%	43,3%	86,6%
5. Understanding other cultures better	23,3%	60%	83,3%
6. Having a chance to work abroad	40%	40%	80%
7. Being able to translate	53,3%	26,7%	80%
8. Having a good occupation	30%	36,7%	66,7%
9. Being able to follow radio and TV broadcast in English	16,7%	50%	66,7%
10. Professional development	33,3%	30%	63,3%
11. Participating in class-discussions	10%	20%	30%

Table 4. The comparison of the responses of the prep. students, first year students, and instructors for their reasons in learning English

	df	SS	MS	Sig.
Between Groups	2	1760,256	880,128	,000
Within Groups	127	7400,513	58,272	
Total	129	9160,769		
	N	Mean	Std. Deviation	
Prep. students	75	35,2533	8,0540	
Instructors	30	43,2333	8,0159	
First year students	25	41,9600	5,5414	
Total	130	38,3846	8,4270	

p<.05

When the table 4 is studied, it can be seen that the difference between groups in their responses for their reasons in learning English is significant. As a result of the LSD test done to determine the difference between groups, it has been found out that there is a significant difference between the responses of the prep. students and instructors, the prep. students and first year students, between the responses of the instructors and the prep. students, and between the first year students and the prep. students. These differences are shown in Table 5.

Table 5. LSD test for the determination of differences between groups

Group 1	Group 2	Mean Difference	Std. Error	Sig.
Prep. Students	Instructors	-7,9800*	1,6490	,000
	First Year Students	-6,7067*	1,7629	,000
Instructors	Prep. Students	7,9800*	1,6490	,000
	First Year Students	1,2733	2,0672	,539
First Year Students	Prep. Students	6,7067*	1,7629	,000
	Instructors	-1,2733	2,0672	,539

p<.05

When all the results are evaluated, it can be concluded that the first year students and the instructors are more aware of the necessity of learning English. Although their responses differ from each other when studied from the most important to the least important, the percentages of their responses are high and very close to each other. When all three groups are studied together, it is seen that being able to translate has a high percentage for all three groups. For the prep. students and the first year students, it is at the beginning of the list of most important items. However, for the instructors, there are more important items. The least important reason for learning English for all three groups is participating in class-discussions. The reason for this may be that the departments of Divinity and Teacher Training for the Culture of Religion and Ethics for Primary School Students are not English medium departments. As the students will not study their

majors in English, all three groups consider being able to participate in class-discussions as the least important reason for learning English.

4.2. A General Evaluation of the Programme

In this group, there are 5 items trying to find out the students' views in general about the preparation programme. The first item in this group is "*One year preparation period that is required to start my undergraduate program is enough.*" 60% of the prep. students strongly agreed on this item, 16% agreed, 8% disagreed, 9,3% strongly disagreed. Only 8% of the first year students strongly agreed on the item while 12% agreed, 16% disagreed, 32% strongly disagreed, 32% were undecided. The responses of the students show that a great majority of the prep. students think one year preparation programme is enough. However, almost half of the first year students think that one year preparation period is not enough, and an important percentage is undecided. This may be because they have difficulties in their English lessons during their undergraduate programme. The instructors' version of the item is "*One year preparation period that is required for the students to start their undergraduate program is enough.*" 20% of the instructors strongly agreed on the item, 43,3% agreed, 13,3 disagreed, 10% strongly disagreed. The results indicate that more than half of the instructors are of the opinion that the length of the preparation programme is enough.

The second item in the group is "*24 hours of English a week is not enough for the prep classes.*" This item is the same in all three groups. 2,7% of the prep students strongly agreed on the item, 9,3% agreed, 16% disagreed, 62,7% strongly disagreed. 4% of the first year students strongly agreed on the item, 8% agreed, 32% disagreed, 28% strongly disagreed. 10% of the instructors strongly agreed on the item, 13,3% agreed, 23,3 disagreed, 23,3% strongly disagreed, 30% were undecided. The responses of the three groups show that both the students and the instructors think that 24 hours of English a week is enough for the students.

The third item in this group is "*I think that prep. education is necessary for my department.*" 9,3% of the prep. students strongly agreed on the item, 20% agreed,

16% disagreed, 45,3% strongly disagreed. 12% of the first year students strongly agreed on the item, 8% agreed, 20% disagreed, 20% strongly disagreed, 40% were undecided. An important number of the first year students were undecided. These results display that the both the prep. students and also the first year students are not aware of the importance of learning English. They consider English as unnecessary for their department. This may be because their department is not English medium. This result is very important in terms of motivation. Motivation is the set of reasons that determines one to engage in a particular behavior. Especially intrinsic motivation is very important in learning. Intrinsic motivation refers to motivation that comes from inside an individual rather than from any external or outside reward. The motivation comes from the pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task. The more motivated the students are, the better they will learn. Intrinsic motivation is effective in the long term because it means that the person has a real interest in doing something he likes. A student who wants to study a topic because he likes it and he thinks that is something valuable for his life, will be much more motivated and learn better. On the other hand, if the students do not believe in the necessity of the learning, this will decrease their motivation, and, in return, will effect their learning in a bad way. In the instructors' questionnaire, the equivalent of this item is "*I think that prep. education is necessary for the students' departments.*" 20% of the instructors strongly agreed on the item, 23,3% agreed, 23,3% disagreed, 20% strongly disagreed. The result indicates that the instructors are not certain about the necessity of English for the students' departments.

The fourth item is "*I believe that it will be more useful to study texts related to my major.*" 50,7% of the prep. students strongly agreed on the item, 26,7% agreed, 4% disagreed, 6,7% strongly disagreed. 44% of the first year students strongly agreed on the item, 40% agreed, 12% disagreed, 4% strongly disagreed. It can be concluded that the students are aware of the fact that students are more motivated and more eager to learn when the subjects chosen are related to their majors. As has been stated in the review of literature chapter, different students have different needs and interests. For instance, a text that is related to

engineering or medicine will most probably not appeal to the students of the departments of Divinity and Teacher Training for the Culture of Religion and Ethics for Primary School Students. Likewise, the text related to the major of these students will appeal to them, increase their motivation and make learning more effective. The equivalent of this item in the instructors' questionnaire is "*I believe that it will be more useful for students to study texts related to their major.*" 36,7% of the instructors strongly agreed on the idea, 56,7% agreed, 3,3% disagreed. The result makes obvious that almost all of the instructors are aware of the necessity of motivating students with materials related to their majors.

The last item in this group is "*I believe that English preparation programme is necessary to improve vocational English knowledge.*" 20% of the prep. students strongly agreed on the item, 21,3% agreed, 12% disagreed, 33,3% strongly disagreed. 24% of the first year students strongly agreed on the item, 28% agreed, 12% disagreed, 20% strongly disagreed. The results disclose that the first year students believe that English preparation programme helps students improve their vocational English knowledge, while the prep. students are not sure. The equivalent of this item in the instructors' questionnaire is "*I believe that English preparation programme is necessary for the students to improve their vocational English knowledge.*" 30% of the instructors strongly agreed on the item, 30% agreed, 13,3% disagreed, 20% strongly disagreed. The result shows that instructors believe the English preparation programme will help students to be more successful in vocational English courses.

Table 6. The responses of the prep. students for a general evaluation of the programme from the highest percentage to the lowest

	Strongly Agree %	Agree %	Total %
1. I believe that it will be more useful to study texts related to my major	50,7%	26,7%	77,4%
2. One year preparation period that is required to start my undergraduate program is enough	60%	16%	76%
3. I believe that English preparation programme is necessary to improve vocational English knowledge	20%	21,3%	41,3%
4. I think that prep. education is necessary for my department	9,3%	20%	29,3%
5. 24 hours of English a week is not enough for the prep classes	2,7%	9,3%	12%

Table 7. The responses of the first year students for a general evaluation of the programme from the highest percentage to the lowest

	Strongly Agree %	Agree %	Total %
1. I believe that it will be more useful to study texts related to my major	44%	40%	84%
2. I believe that English preparation programme is necessary to improve vocational English knowledge	24%	28%	52%
3. One year preparation period that is required to start my undergraduate program is enough	8%	12%	20%
4. I think that prep. education is necessary for my department	12%	8%	20%
5. 24 hours of English a week is not enough for the prep classes	4%	8%	12%

Table 8. The responses of the instructors for a general evaluation of the programme from the highest percentage to the lowest

	Strongly Agree %	Agree %	Total %
1. I believe that it will be more useful for the students to study texts related to their major	36,7%	56,7%	93,4%
2. One year preparation period that is required for the students to start their undergraduate program is enough	20%	43,3%	63,3%
3. I believe that English preparation programme is necessary for the students to improve their vocational English knowledge	30%	30%	60%
4. I think that prep. education is necessary for the students' departments	20%	23,3%	43,3%
5. 24 hours of English a week is not enough for the prep classes	10%	13,3%	23,3%

When the tables above are studied, it is clearly seen that although the percentages differ, the rankings for the prep. students and the instructors are the same. The rankings of the first year students differ from them only in the items “I believe that English preparation programme is necessary to improve vocational English knowledge” and “One year preparation period that is required to start my undergraduate program is enough”. All the other items have the same rankings. In general, it can be concluded that all three groups are aware of the use of studying texts related to the students' major. Similarly, all three groups agree that 24 hours of English a week is enough for the prep. classes. The prep. students and the first year students think that prep. education is not necessary for their departments. This is a surprising result since before the students choose to study at Ondokuz Mayıs University, they are informed that their departments have a preparatory class. Although the students choose their departments being aware of this fact, in the questionnaire they express that prep. education is not necessary for their department. As for the instructors, 43% of them are undecided whether prep. education is necessary for the students' departments. They do not have a clear idea about whether prep. education is useful for the students or not. Only the instructors and, to some extent, the first year students seem to think that prep.

education is necessary to improve the students' vocational English knowledge. The prep. students disagree that prep. education is necessary to improve their vocational English knowledge. The prep. students and the instructors think that a prep. education of one year that is needed for the students to start their undergraduate program is sufficient. Only a small number of first year students agree with the item. This may indicate that the first year students have difficulties with English in their undergraduate programme.

Table 9. The comparison of the responses of the prep. students, first year students, and instructors for a general evaluation of the programme

	df	SS	MS	Sig.
Between Groups	2	72,683	36,341	,088
Within Groups	127	1860,887	14,653	
Total	129	1933,569		
	N	Mean	Std. Deviation	
Prep. students	75	15,0800	3,6752	
Instructors	30	16,7667	4,1079	
First year students	25	14,8000	3,9370	
Total	130	15,4154	3,8716	

$p < .05$

When the table 9 is studied, it can be seen that the difference between the groups in their responses for a general evaluation of the programme is insignificant at the level of $p < .05$. This indicates that all three groups share the similar thoughts about the programme in general.

4.3. Content Needs

Content needs refer to the content that learners must learn. Identification of content needs helps to decide on what to include in the syllabus and the sequence of the content. This group is divided into three subgroups, namely macro skills, micro skills, and culture.

4.3.1. Macro skills

4.3.1.1 Macro skills in general

There are four items trying to find out the students' and the instructors' views on which skill is the most important. The items are the same for all groups. The first item is "*Developing listening skills is important for learning English*". 36% of the prep. students strongly agreed with the item, 42,7% agreed, 8% disagreed, 5,3% strongly disagreed. More than half of the prep. students are aware of the importance of the listening skill in learning English. 68% of the first year students strongly agreed on the item, 20% agreed, 4% disagreed. The results indicate a rise in the students' awareness of the importance of the listening skill in learning English. This reveals that the first year students are more aware of the importance of listening skill in learning English. 53,3% of the instructors strongly agreed on the item, 40% agreed, 3,3% disagreed, 3,3% strongly disagreed. The results display that almost all of the instructors agreed on the importance of listening skill in learning English. The responses in general prove that instructors are the group that is most aware of the importance of listening skill in learning English.

The second item in this group is "*Developing speaking skills is important for learning English*". 52% of the prep. students strongly agreed on the item, 38,7% agreed, 4% disagreed, 2,7% strongly disagreed. The results show that almost all of the prep. students are aware of the importance of speaking skills in learning English. 56% of the first year students strongly agreed on the item, 28% agreed, 4% disagreed, 4% strongly disagreed. A great majority of the first year students are aware of the importance of speaking skills in learning English. However, unlike the first item, the prep. students are more aware of the importance of this skill than the first year students. The reason for this may be that the prep. students need speaking skills more in their courses than the first year students. Another reason may be that the students' speaking abilities are tested at the end of the year with a speaking exam. The students are scored for this exam and the scores influence the overall grade they need to pass the prep. class. Thus, the students may think that this skill is important for them. 53,3% of the instructors strongly agreed on the item, 40% agreed, 3,3% strongly disagreed. As in the first item,

almost all of the instructors are aware of the importance of speaking skill in learning English and likewise the instructors are the group that is the most aware.

The third item is "*Developing reading skills is important for learning English*". 40% of the prep. students strongly agreed on the item, 50,7% agreed, 2,7% disagreed, 2,7% strongly disagreed. Almost all of the prep. students believe in the importance of reading skills in learning English. 52% of the first year students strongly agreed on the item, 32% agreed, 4% disagreed, 4% strongly disagree. A great majority of the first year students believe in the importance of reading skills in learning English. 53,3% of the instructors strongly agreed on the item, 36,7% agreed, 3,3% strongly disagreed. Again, almost all of the instructors believe in the importance of reading skills in learning English.

The fourth item in this group is "*Developing writing skills is important for learning English*". 36% of the prep. students strongly agreed on the item, 41,3% agreed, 6,7% disagreed, 4% strongly disagreed. The results display a decrease when compared with the previous items. 48% of the first year students strongly agreed on the item, 36% agreed, 12% disagreed, 4% strongly disagreed. A great majority of the students believe in the importance of writing skills in learning English. 50% of the instructors strongly agreed on the item, 43,3% agreed, 3,3% disagreed. As in the previous items, almost all of the instructors believe in the importance of writing skills in learning English.

Table 10. The responses of the prep. students regarding the macro skills in general

	Strongly Agree %	Agree %	Total %
1. Developing speaking skills is important for learning English	52%	38,7%	90,7%
2. Developing reading skills is important for learning English	40%	50,7%	90,7%
3. Developing listening skills is important for learning English	36%	42,7%	78,7%
4. Developing writing skills is important for learning English	36%	41,3%	77,3%

Table 11. The responses of the first year students regarding the macro skills in general

	Strongly Agree %	Agree %	Total %
1. Developing listening skills is important for learning English	68%	20%	88%
2. Developing speaking skills is important for learning English	56%	28%	84%
3. Developing reading skills is important for learning English	52%	32%	84%
4. Developing writing skills is important for learning English	48%	36%	84%

Table 12. The responses of the instructors regarding the macro skills in general

	Strongly Agree %	Agree %	Total %
1. Developing listening skills is important for learning English	53,3%	40%	93,3%
2. Developing speaking skills is important for learning English	53,3%	40%	93,3%
3. Developing writing skills is important for learning English	50%	43,3%	93,3%
4. Developing reading skills is important for learning English	53,3%	36,7%	90%

When all the responses are studied, it can be concluded that all three groups are considerably aware of the importance of developing the macro skills in learning English. Especially the first year students and the instructors value all the skills almost equally. The prep. students seem to value speaking and reading skills more than listening and writing. The reason behind it may be that the lessons in the prep. classes focus more on speaking and reading or because they have more difficulty with these skills.

Table 13. The comparison of the responses of the prep. students, first year students, and instructors regarding the macro skills in general

	df	SS	MS	Sig.
Between Groups	2	25,204	12,602	,346
Within Groups	127	1495,573	11,776	
Total	129	1520,777		
	N	Mean	Std. Deviation	
Prep. students	75	16,5067	3,4617	
Instructors	30	17,5333	3,2561	
First year students	25	17,1600	3,5435	
Total	130	16,8692	3,4335	

p<.05

When the table 13 is studied, it can be seen that the difference between groups in their responses regarding the macro skills in general is insignificant at the level of $p < .05$. This indicates that all three groups agree that developing the four skills is important in learning English. All three groups view the skills equally important.

4.3.1.2. Listening Skill

4.3.1.2.1. The importance of listening skill

The questionnaire has two items concerning why the groups related in this study regard listening skill important. The items are the same for three groups. The first item is "*Listening skill is important to follow spoken instructions*". 45,3% of the prep. students strongly agreed on the item, 48% agreed, 1,3% disagreed, 2,7% strongly disagreed. Almost all prep. students agree on the importance of listening skill in following spoken instructions. 52% of the first year students strongly agreed on the item, 40% agreed, 4% disagreed, 4% strongly disagreed. Again, nearly all first year students agreed on the item. 63,3% of the instructors strongly agreed on the item, 33,3% agreed, none of the instructors disagreed on the item. This indicates that the instructors are fully aware of the importance of listening skill to follow spoken instructions.

The second item is "*Listening skill is important to understand conversations*". 46,7% of the prep. students strongly agreed on the item, 42,7% agreed, 2,7% strongly disagreed. A great majority of the students believe in the importance of listening skill in understanding conversations. 60% of the first year students strongly agreed on the item, 36% agreed, none of the first year students disagreed on the item. It can be seen that nearly all the first year students believe in the importance of listening skill in understanding conversations. 60% of the instructors strongly agreed on the item, 33,3% agreed, none of the instructors disagreed on the item. This proves that the instructors are well aware of the importance of listening skill in understanding conversations.

Table 14. The responses of the prep. students regarding the importance of listening skill

	Strongly Agree %	Agree %	Total %
1. Listening skill is important to follow spoken instructions	45,3%	48%	93,3%
2. Listening skill is important to understand conversations	46,7%	42,7%	89,4%

Table 15. The responses of the first year students regarding the importance of listening skill

	Strongly Agree %	Agree %	Total %
1. Listening skill is important to understand conversations	60%	36%	96%
2. Listening skill is important to follow spoken instructions	52%	40%	92%

Table 16. The responses of the instructors regarding the importance of listening skill

	Strongly Agree %	Agree %	Total %
1. Listening skill is important to follow spoken instructions	63,3%	33,3%	96,6%
2. Listening skill is important to understand conversations	60%	33,3%	93,3%

When all the responses are considered, it is clearly seen that all three groups are highly aware of the importance of listening skill in following spoken instructions and understanding conversations.

Table 17. The comparison of the responses of the prep. students, first year students, and instructors regarding the importance of listening skill

	df	SS	MS	Sig.
Between Groups	2	5,739	2,869	,273
Within Groups	127	277,653	2,186	
Total	129	283,392		
	N	Mean	Std. Deviation	
Prep. students	75	8,6267	1,6172	
Instructors	30	9,1333	1,1059	
First year students	25	8,8800	1,4236	
Total	130	8,7923	1,4822	

$p < .05$

When the table 17 is studied, it can be seen that the difference between groups in their responses regarding the importance of listening skill is insignificant at the level of $p < .05$

4.3.1.2.2. The difficulties faced by the students in listening skills

In this group, there are six items trying to find out the students' and the instructors' views about the problems students have in listening skills. The first item is *"I cannot understand the conversations when people speak too fast"*. 48% of the prep. students strongly agreed on the item, 37,3% agreed, 4% disagreed, 4% strongly disagreed. A great majority of the students expressed their problem in understanding the conversations in which people speak too fast. The reason for this may be that the students did not practice enough on listening skill. 48% of the first year students strongly agreed on the item, 32% agreed, 8% disagreed. The percentage of the first year students who agree on the item is slightly less than the prep. students, however the numbers are quite close. The equivalent of this item in the instructors' questionnaire is *"The students can not understand the conversations when people speak too fast"*. 50% of the instructors strongly agreed on the item, 26,7% agreed, 3,3% disagreed, 6,7% strongly disagreed. Most of the instructors think that the students have difficulties in understanding conversations

when people speak too fast. The percentages display that all three groups are aware of such a problem.

The second item in this group is *“I cannot remember the meanings of the words at once during conversations”*. 25,3% of the prep. students strongly agreed on the item, 49,3% agreed, 13,3% disagreed. Most of the prep. students have difficulties in understanding the meanings of the words at once during conversations. 28% of the first year students strongly agreed on the item, 36% agreed, 12% disagreed, 4% strongly disagreed. Less first year students expressed having difficulty in understanding the meaning of words at once during conversations. It may be argued the first year students may have developed their vocabulary during the courses. The equivalent of this item in the instructors' questionnaire is *“Students cannot remember the meanings of the words at once during conversation”*. 23,3% of the instructors strongly agreed on the item, 46,7% agreed, 6,% disagreed. Most of the instructors believe that students cannot understand the meanings of words at once during conversations.

The third item is *“I have difficulties in understanding the pronunciation of people”*. 28% of the prep. students strongly agreed on the item, 45,3% agreed, 6,7% disagreed, 2,7% strongly disagreed. Most of the prep. students expressed having difficulty in understanding the pronunciation of people. The reason for this may be that the students do not practice enough listening exercises. 28% of the first year students strongly agreed on the item, 36% agreed, 8% disagreed. Less first year students than prep. students mentioned having difficulties in understanding the pronunciation of people. This may be because the students get better at pronunciation after one year preparation period. The equivalent of this item in the instructors' questionnaire is *“Students have difficulties in understanding the pronunciation of people”*. 36,7% of the instructors strongly agreed on the item, 33,3% agreed, 10% disagreed, 3,3% strongly disagreed. Most of the instructors believe that students have difficulties in understanding the pronunciation of people.

The fourth item is *“I cannot understand conversations because of the words I do not know”*. 28% of the prep. students strongly agreed on the item, 48% agreed, 5,3% disagreed, 2,7% strongly disagreed. Most of the students believe that they have difficulty in understanding conversations owing to unknown words. 24% of the first year students strongly agreed on the item, 52% agreed, 12% disagreed. The percentage of first year students who believe they have problems in understanding conversations because of unknown words is the same with the prep. students’. The equivalent of this item in the instructors’ questionnaire is *“Students cannot understand conversations because of the words they do not know”*. 20% of the instructors strongly agreed on the item, 60% agreed, 3,3% disagreed. The percentage of the instructors who believe the students have problems in understanding conversations because of unknown words is nearly the same with the students’. This indicates that students really have a problem in this.

The next item is *“I cannot understand the conversations which have cultural elements in them”*. 29,3% of the prep. students strongly agreed on the item, 49,3% agreed, 6,7% disagreed. Most of the prep. students express their problems in understanding conversations having cultural elements. 28% of the first year students strongly agreed on the item, 40% agreed, 12% disagreed. Less first year students than prep. students believe that they have problems in understanding conversations with cultural elements. The equivalent of this item for the instructors is *“Students cannot understand the conversations which have cultural elements in them”*. 10% of the instructors strongly agreed on the item, 46,7% agreed, 3,3% disagreed, 40% were undecided. Only slightly more than the half of the instructors think that the students have problems in understanding conversations with cultural elements. The percentage is lower than the students’. The reason may be that the instructors do not believe in the necessity of learning cultural elements for successful communication.

The last item is *“I can easily understand written English but I have difficulties in understanding spoken English”*. 26,7% of the students strongly agreed on the item, 46,7% agreed, 12% disagreed, 1,3% strongly disagreed. Nearly three

quarters of the prep. students claimed to understand the written English easily but to have problems in understanding spoken English. 16% of the first year students strongly agreed on the item, 68% agreed, 4% strongly disagreed. Most of the first year students expressed having difficulty in understanding spoken English whereas they could easily understand written English. The equivalent of this item in the instructors' questionnaire is "*Students can easily understand written English but they have difficulties in understanding spoken English*". 20% of the instructors strongly agreed on the item, 56,7% agreed, 3,3% disagreed. Slightly more than three quarters of the instructors believe that the students can easily understand written English but they have difficulties in understanding spoken English.

Table 18. The responses of the prep. students regarding the difficulties faced by students in listening skill

	Strongly Agree %	Agree %	Total %
1. I cannot understand the conversations when people speak too fast	48%	37,3%	85,3%
2. I cannot understand conversations which have cultural elements in them	29,3%	49,3%	78,6%
3. I cannot understand conversations because of the words I do not know	28%	48%	76%
4. I cannot remember the meanings of words at once during conversations	25,3%	49,3%	74,6%
5. I can easily understand written English but I have difficulties in understanding spoken English	26,7%	46,7%	73,4%
6. I have difficulties in understanding the pronunciations of people	28%	45,3%	73,3%

Table 19. The responses of the first year students regarding the difficulties faced by students in listening skill

	Strongly Agree %	Agree %	Total %
1. I can easily understand written English but I have difficulties in understanding spoken English	16%	68%	84%
2. I cannot understand the conversations when people speak too fast	48%	32%	80%
3. I cannot understand conversations because of the words I do not know	24%	52%	76%
4. I cannot understand conversations which have cultural elements in them	28%	40%	68%
5. I cannot remember the meanings of words at once during conversations	28%	36%	64%
6. I have difficulties in understanding the pronunciations of people	28%	36%	64%

Table 20. The responses of instructors regarding the difficulties faced by students in listening skill

	Strongly Agree %	Agree %	Total %
1. The students cannot understand conversations because of the words they do not know	20%	60%	80%
2. The students cannot understand the conversations when people speak too fast	50%	26,7%	76,7%
3. The students can easily understand written English but they have difficulties in understanding spoken English	28%	48%	76%
4. The students cannot remember the meanings of words at once during conversations	23,3%	46,7%	70%
5. The students have difficulties in understanding the pronunciations of people	36,7%	33,3%	70%
6. The students cannot understand conversations which have cultural elements in them	10%	46,7%	56,7%

When all the responses are studied, it is seen that the prep. students' biggest problem in listening is understanding conversations when people speak too fast. Their second biggest problem is understanding conversations which have cultural elements in them. The prep. students agreed with all the items with a percentage of more than 70%. This indicates that they believe they have difficulties with all the items given in the questionnaire. For the first year students, the biggest problem is having difficulty in understanding spoken English. The second biggest problem is understanding conversations when people speak too fast. The third biggest problem is understanding conversations because of unknown words. The first year students agreed with these three items with a percentage of more than 70%. The first year students agreed with the other three items with a percentage of more than 60%. The results indicate that the first year students think that they have difficulties with all the items given. When the instructors' responses are studied, it is seen that the students' biggest problem in listening is understanding conversations because of unknown words. Next come understanding the conversations when people speak too fast, having difficulty in understanding spoken English, remembering the meaning of words during conversations, understanding the pronunciation of people. All these items are agreed by the instructors with percentages of 70 and more. The item that the instructors agree least is understanding conversations which have cultural elements in them with a percentage of 56,7.

Table 21. The comparison of the responses of the prep. students, first year students, and instructors regarding the difficulties faced by students in listening skill

	df	SS	MS	Sig.
Between Groups	2	4,423	2,211	,872
Within Groups	127	2052,347	16,160	
Total	129	2056,769		
	N	Mean	Std. Deviation	
Prep. students	75	23,4000	4,0053	
Instructors	30	23,4000	3,6351	
First year students	25	23,4000	4,4814	
Total	130	23,6154	3,9930	

$p < .05$

When the table 21 is studied, it can be seen that the difference between groups in their responses regarding the difficulties related to listening skill is insignificant at the level of $p < .05$. This indicates that all three groups agree that the students have difficulties concerning the listening skill. Therefore, the above-mentioned problems should be taken into consideration, while designing the curriculum for the prep. classes.

4.3.1.3. Speaking Skill

4.3.1.3.1. The importance of speaking skill

The questionnaire has three items related to the importance of speaking skill. The first one is “*While speaking it is important to know lots of vocabulary*”. This item is the same for the three groups. 49,3% of the prep. students strongly agreed on the item, 38,7% agreed, 5,3% disagreed. Most of the prep. students think that they should know lots of vocabulary while speaking. 48% of the first year students strongly agreed on the item, 32% agreed, 8% disagreed. Like the prep. students, most of the first year students think it is important to know lots of vocabulary to speak English. 40% of the instructors strongly agreed on the item, 50% agreed, 3,3% disagreed. Nearly all the instructors believe that it is important to know lots of vocabulary to speak English.

The second item is “*While speaking it is important to pronounce the words correctly*”. This item is the same for all groups. 40% of the prep. students strongly agreed on the item, 49,3% agreed, 10,7% were undecided. A great majority of the prep. students think that it is important to pronounce the words correctly while speaking. 60% of the first year students strongly agreed on the item, 36% agreed, 4% disagreed. Nearly all of the first year students believe that it is important to pronounce the words correctly while speaking. 43,3% of the instructors strongly agreed on the item, 53,3% agreed, 3,3% were undecided. Nearly all the instructors believe that it is important to pronounce the words correctly while speaking.

The third item is “*Speaking skill is important to express my feelings and ideas properly*”. 56% of the prep. students strongly agreed on the item, 40% agreed, 4% were undecided. Nearly all prep. students think that speaking skill is important to express feelings and ideas. 64% of the first year students strongly agreed on the item, 28% agreed, 8% were undecided. Nearly all first year students agree that speaking skill is important to express feelings and ideas. For the instructors, the item is as follows: “*Speaking skill is important for the students to express their feelings and ideas properly*”. 56,7% of the instructors strongly agreed on the item, 40% agreed, 3,3% disagreed. Nearly all the instructors believe that speaking skill is important for students to express their feelings and ideas properly in English.

Table 22. The responses of prep. students regarding the importance of speaking skill

	Strongly Agree %	Agree %	Total %
1. Speaking skill is important to express my feelings and ideas properly	56%	40%	96%
2. While speaking it is important to pronounce the words correctly	40%	49,3%	89,3%
3. While speaking it is important to know lots of vocabulary	49,3%	38,7%	88%

Table 23. The responses of the first year students regarding the importance of speaking skill

	Strongly Agree %	Agree %	Total %
1. While speaking it is important to pronounce the words correctly	60%	36%	96%
2. Speaking skill is important to express my feelings and ideas properly	64%	28%	92%
3. While speaking it is important to know lots of vocabulary	48%	32%	80%

Table 24. The responses of the instructors regarding the importance of speaking skill

	Strongly Agree %	Agree %	Total %
1. Speaking skill is important for the students to express their feelings and ideas properly	40%	56,7%	96,7%
2. While speaking it is important to pronounce the words correctly	43,3%	53,3%	96,6%
3. While speaking it is important to know lots of vocabulary	40%	50%	90%

When all the responses are considered, it is clearly seen that all the groups agree on all the items with very high percentages. Although the prep. students' and the instructors' rankings are the same, the rankings differ for the first year students. However, the percentages are very close to each other. This indicates that all three groups are considerably aware of the importance of speaking skill in learning English.

Table 25. The comparison of the responses of the prep. students, first year students, and instructors regarding the importance of speaking skill

	df	SS	MS	Sig.
Between Groups	2	,404	,202	,914
Within Groups	127	285,873	2,251	
Total	129	286,277		
	N	Mean	Std. Deviation	
Prep. students	75	13,1333	1,3982	
Instructors	30	13,1667	1,6206	
First year students	25	13,2800	1,6462	
Total	130	13,1962	1,4897	

$p < .05$

When the table 25 is studied, it can be seen that the difference between groups in their responses regarding the importance of speaking skill is insignificant at the level of $p < .05$. This indicates that all three groups agree on what is important in speaking skill and why these things are important.

4.3.1.3.2. The difficulties faced by the students in speaking skills

In this group, there are three items trying to find out the students' and the instructors' views on what problems the students have in speaking skill. The first item is "*I cannot put the words in the correct order to make grammatically correct sentences*". 4% of the prep. students strongly agreed on the item, 37,3% agreed, 26,7% disagreed, 10,7% strongly disagreed, 21,3% were undecided. The responses reveal that the students are not in agreement to the question of whether they have difficulty in putting the words in the correct order to make grammatically correct sentences or not. Less than half of them believe that they have such a problem, a nearly equal number of them believe they do not have such a problem. 4% of the first year students strongly agreed on the item, 36% agreed, 44% disagreed, 4% strongly disagreed, 12% were undecided. Less than half of the students believe they have a problem with putting the words in the correct order to make grammatically correct sentences, slightly more believe they do not have such a problem. This indicates that first year students are not in

agreement for this item as well. In the instructors' questionnaire, the equivalent of this item is "*The students cannot put the words in the correct order to make grammatically correct sentences*". 6,7% of the instructors strongly agreed on the item, 60% agreed, 13,3% disagreed. More than half of the instructors believe that the students have problems in putting the words in the correct order to make grammatically correct sentences. As is seen, there is a difference between the responses of the students and the instructors. Since the instructors are more objective in determining the students' problems, it can be said that the students are not aware that they have a problem in putting the words in the correct order to make grammatically correct sentences.

The second item is "*I cannot pronounce the words correctly while speaking*". 5,3% of the prep. students strongly agreed on the item, 46,7% agreed, 16% disagreed, 6,7% strongly disagreed. 25,3% were undecided. Half of the prep. students express having difficulty in pronouncing the words correctly while speaking. The number of the undecided students is important as well. An important number of students are not sure whether their pronunciation is correct or incorrect. This may be because the students do not know the correct pronunciation of the words. At OYDEM, there is no phonetics course. In some of the units of the coursebooks taught during the year, there are some parts where the pronunciation of some words and phrases are dealt with. However, these studies are very limited and superficial. The prep. students of the departments of Divinity and Teacher Training for the Culture of Religion and Ethics for Primary School either have a poor knowledge of English or no knowledge of English before coming to university. Since their background is poor, naturally they are not good at pronunciation when they first start the prep. class. However, since the teaching of pronunciation is not sufficient at OYDEM, they are not able to decide whether their pronunciation is correct or not. 20% of the first year students strongly agreed on the item, 36% agreed, 24% disagreed, 4% strongly disagreed. Slightly more than half of the first year students declared having difficulty in pronouncing the words correctly while speaking. The equivalent of this item in the instructors' questionnaire is "*Students cannot pronounce the words correctly while speaking*".

20% of the instructors strongly agreed on the item, 56,7% agreed, 6,7% disagreed. Most of the instructors agreed that the students have difficulty in pronouncing the words correctly while speaking. As in the last item, the responses of the students and the instructors differ. It can be said that the students are not aware that they have difficulty in pronouncing the words correctly while speaking. As is mentioned before, the reason may be the students do not have enough pronunciation courses during their preparation program.

The third item is *“I have difficulties to find the correct words while speaking”*. 9,3% of the prep. students strongly agreed on the item, 62,7% agreed, 10,7% disagreed, 1,3% strongly disagreed. Most of the students expressed having difficulty in finding the correct words while speaking. The reason for this can be either having poor vocabulary or not practicing enough speaking. 16% of the first year students strongly agreed on the item, 60% agreed, 12% disagreed. Again, most of the first year students agreed that they have difficulties in finding the correct words while speaking. In the instructors’ questionnaire, this item is as follows: *“Students have difficulties in finding the correct words while speaking”*. 10% of the instructors strongly agreed on the item, 70% agreed, 6,7% disagreed. Most of the instructors agreed that the students have difficulties in finding the correct words while speaking. The responses of the three groups are very close to each other, thus it can be said that the students have difficulties in finding the correct words while speaking.

Table 26. The responses of the prep. students regarding the difficulties faced by students in speaking skill

	Strongly Agree %	Agree %	Total %
1. I have difficulties to find the correct words while speaking	9,3%	62,7%	72%
2. I cannot pronounce the words correctly while speaking	5,3%	46,7%	52%
3. I cannot put the words in the correct order to make grammatically correct sentences	4%	37,3%	41,3%

Table 27. The responses of the first year students regarding the difficulties faced by students in speaking skill

	Strongly Agree %	Agree %	Total %
1. I have difficulties to find the correct words while speaking	60%	16%	76%
2. I cannot pronounce the words correctly while speaking	20%	36%	56%
3. I cannot put the words in the correct order to make grammatically correct sentences	4%	36%	40%

Table 28. The responses of the instructors regarding the difficulties faced by students in speaking skill

	Strongly Agree %	Agree %	Total %
1. The students have difficulties to find the correct words while speaking	10%	70%	80%
2. The students cannot pronounce the words correctly while speaking	20%	56,7%	76,7%
3. The students cannot put the words in the correct order to make grammatically correct sentences	6,7%	60%	66,7%

When all the responses are considered, it is clearly seen that there are significant differences between the responses of the students and the instructors. However, there is no significant difference in the responses of the prep. students and the first year students. The rankings are the same for all three groups, only the percentages differ. Since the instructors are more objective of the students' problems, it can be said that the students are not aware of some of their problems in speaking skill. The students' being unaware of their problems is important as well. The students are undecided about whether they can pronounce the words correctly while speaking or not, and whether they can put the words in correct order to make grammatically correct sentences or not. The students' being undecided indicates that they do not know the correct forms. However, from the instructors' responses

it can be concluded that they have difficulties in pronouncing the words correctly and putting the words in the grammatically correct order. The students' difficulties in speaking may be due to the fact that the students do not have classes allocated to skills in OYDEM. The students study the skills only from their coursebooks. They do only the activities and exercises in their coursebooks. The results make obvious that these activities and exercises are not sufficient for the students.

Table 29. The comparison of the responses of the prep. students, first year students, and instructors regarding the difficulties faced by the students in speaking skill

	df	SS	MS	Sig.
Between Groups	2	42,607	21,303	,019
Within Groups	127	660,693	5,202	
Total	129	703,300		
	N	Mean	Std. Deviation	
Prep. students	75	9,9333	2,2977	
Instructors	30	11,3333	2,1227	
First year students	25	10,1600	2,4097	
Total	130	10,300	2,3349	

$p < .05$

When the table 29 is studied, it can be seen that the difference between groups in their responses regarding the difficulties related to speaking skill is significant. As a result of the LSD test done to determine the difference between groups, it has been found out that there is a significant difference between the responses of the prep. students and instructors. These differences are shown in Table 30.

Table 30. LSD test for the determination of differences between groups

Group 1	Group 2	Mean Difference	Std. Error	Sig.
Prep. Students	Instructors	-1,4000*	,4927	,005
	First Year Students	-,2267	,5267	,668
Instructors	Prep. Students	1,4000*	,4927	,005
	First Year Students	1,1733	,6177	,060
First Year Students	Prep. Students	,2267	,5267	,668
	Instructors	-1,1733	,6177	,060

p<.05

Although the rankings of the responses are the same for all groups, it is seen that the percentages are higher for the instructors. This is because the majority of the instructors agree on the items.

4.3.1.4. Reading Skill

4.3.1.4.1. The difficulties faced by the students in reading skill

This group has five items trying to find out what the students and the instructors think the students' problems are related to reading skill. The first item is "*I have difficulties in reading because of not having enough vocabulary*". 22,7% of the prep. students strongly agreed on the item, 42,7% agreed, 13,3% disagreed, 4% strongly disagreed. More than half of the prep. students think that they have difficulties in reading since they do not have enough vocabulary. 24% of the first year students strongly agreed on the item, 40% agreed, 4% disagreed. Nearly the same number of first year students agreed on the item. The equivalent of this item in the instructors' questionnaire is "*Students have difficulties in reading because of not having enough vocabulary*". 13,3% of the instructors strongly agreed on the item, 60% agreed, 6,7% disagreed. More instructors than the students agreed on this item.

The second item in this group is "*I have difficulties in reading since my knowledge of rules of grammar is insufficient*". 2,7% of the prep. students strongly agreed on the item, 17,3% agreed, 40% disagreed, 10,7% strongly

disagreed, 29,3% were undecided. Only one fifth of the students thought that they had difficulties in reading since their knowledge of grammar was insufficient. 4% of the first year students strongly agreed on the item, 24% agreed, 40% disagreed, 4% strongly disagreed, 28% were undecided. Slightly more than prep. students agreed that they had difficulties in reading because of insufficient knowledge of grammar. The figures show that the first year students are not sure about this item. This item is as follows in the instructors' questionnaire: "*Students have difficulties in reading since their knowledge of rules of grammar is insufficient*". 10% of the instructors strongly agreed on the item, 13,3% agreed, 23,3% disagreed, 3,3% strongly disagreed, 30% were undecided. Likewise, the instructors are undecided about the item. The responses display that neither the students nor the instructors are in agreement to the question of whether the students have difficulty in reading because of insufficient knowledge of grammar or not. This may have two reasons: First, all three groups may think that the students' grammar is sufficient; secondly, they may think that poor grammar does not lead to difficulties in reading.

The next item is "*I have difficulties in reading because I do not have enough information about English and American cultures*". 5,3% of the prep. students strongly agreed on the item, 18,7% agreed, 34,7% disagreed, 29,3% strongly disagreed. The responses reveal that the prep. students think they do not have difficulties in reading because of not having enough information about English and American cultures. The prep. students may think that having little or no knowledge about the English and American cultures will not lead to difficulties in reading. 4% of the first year strongly agreed on the item, 8% agreed, 40% disagreed, 24% strongly disagreed, 24% were undecided. As the prep. students, the first year students do not think that they have difficulties in reading since they do not have enough information about English and American cultures. The equivalent of this item in the instructors' questionnaire is "*Students have difficulties in reading because they do not have enough information about English and American cultures*". 3,3% of the instructors strongly agreed on the item, 16,7% agreed, 20% disagreed, 13,3% strongly disagreed, 46,7% were undecided.

It is clearly seen that the instructors are undecided about the question of whether the students have difficulties in reading since they do not have enough information about English and American cultures. The instructors may be of the opinion that insufficient information about English and American cultures will not lead to difficulties in reading. However, this view contradicts with the literature. Trying to make out the meaning of a paragraph, if it is not technical, without information about English and American cultures will certainly lead to difficulties. This view can be supported with the schema theory. Schema theory explains how reading occurs in a second language. In a text, the writer gives a message. The reader reads the text, tries to understand the writer's message and derive a meaning from the text. The schema theory asserts that the reader derives the meaning from a text through his/her background knowledge, experiences, emotions, and culture, all of which constitute schemata. Thus, the messages a reader infers from a text are related to his/her schemata, some parts of which may change from culture to culture. This brings forward the problem that the message the reader infers may be different from the message the writer tries to give. This, in turn, may lead to misunderstandings. In an English text, there may be some implications which can only be understood by a reader who knows about the English or American cultures. At this point the reader may have difficulties in understanding the reading text.

The next item is "*I have difficulties in understanding the reading materials which are not suitable to my interests*". 10,7% of the prep. students strongly agreed on the item, 30,7% agreed, 21,3% disagreed, 9,3% strongly disagreed, 28% were undecided. The results reveal that the students are not sure whether they have difficulties in understanding the reading materials that are not suitable for their interests. 20% of the first year students strongly agreed on the item, 24% agreed, 20% disagreed, 16% strongly disagreed, 20% were undecided. It can be said that the first year students, like the prep. students, are not sure whether they have difficulties in understanding the reading materials that are not suitable for their interests. The equivalent of this item in the instructors' questionnaire is "*Students have difficulties in understanding the reading materials which are not suitable to*

their interests". 10% of the instructors strongly agreed on the item, 60% agreed, 13,3% disagreed. Most of the instructors think that the students have difficulties in understanding the reading materials that are not suitable for their interests. The students would be more successful if they read materials suitable for their interests. As has been mentioned in the review of literature chapter, through the developments in educational psychology, it has been realized that learners have different needs and interests. This realization has caused the emergence of courses which are relevant to learners' needs and interests, and the courses relevant to learners' needs and interests have increased the learners' motivation to learn. Texts related their special areas increase the students' motivation, and make learning more effective and faster. So, the instructors' observations about this item are supported by the literature.

The last item in this group is "*I have difficulties in making a general conclusion about the text by keeping different ideas in different paragraphs in mind and connecting these ideas*". 12% of the prep. students strongly agreed on the item, 32% agreed, 24% disagreed, 5,3% strongly disagreed. 26,7% were undecided. The results illustrate that the prep. students do not have a very definite answer about this statement. 12% of the first year students strongly agreed on the item, 32% agreed, 28% disagreed, 4% strongly disagreed, 24% were undecided. The results indicate that the first year students also do not have a definite answer about the statement. The equivalent of this item in the instructors questionnaire is "*The students have difficulties in making a general conclusion about the text by keeping different ideas in different paragraphs in mind and connecting these ideas*". 10% of the instructors strongly agreed on the item, 60% agreed, 3,3% disagreed, 3,3% strongly disagreed. Most of the instructors think that the students have difficulties in making a general conclusion about the text by keeping different ideas in different paragraphs in mind and connecting these ideas. Although the students are not sure about having difficulties in making a general conclusion about the text by keeping different ideas in different paragraphs in mind and connecting these ideas, the responses of the instructors display that they have such difficulties.

Table 31. The responses of the prep. students regarding the difficulties faced by the students in reading skill

	Strongly Agree %	Agree %	Total %
1. I have difficulties in reading because I do not have enough vocabulary	22,7%	42,7%	65,4%
2. I have difficulties in making a general conclusion about the text by keeping different ideas in different paragraphs in mind and connecting these ideas	12%	32%	44%
3. I have difficulties in understanding the reading materials which are not suitable to my interests	10,7%	30,7%	41,4%
4. I have difficulties in reading because I do not have enough information about English and American cultures	5,3%	18,7%	24%
5. I have difficulties in reading since my knowledge of rules of grammar is insufficient	2,7%	17,3%	20%

Table 32. The responses of the first year students regarding the difficulties faced by the students in reading skill

	Strongly Agree %	Agree %	Total %
1. I have difficulties in reading because I do not have enough vocabulary	24%	40%	64%
2. I have difficulties in understanding the reading materials which are not suitable to my interests	20%	24%	44%
3. I have difficulties in making a general conclusion about the text by keeping different ideas in different paragraphs in mind and connecting these ideas	12%	32%	44%
4. I have difficulties in reading since my knowledge of rules of grammar is insufficient	4%	24%	28%
5. I have difficulties in reading because I do not have enough information about English and American cultures	4%	8%	12%

Table 33. The responses of the instructors regarding the difficulties faced by the students in reading skill

	Strongly Agree %	Agree %	Total %
1. The students have difficulties in reading because they do not have enough vocabulary	13,3%	60%	73,3%
2. The students have difficulties in understanding the reading materials which are not suitable to their interests	60%	10%	70%
3. The students have difficulties in making a general conclusion about the text by keeping different ideas in different paragraphs in mind and connecting these ideas	60%	10%	70%
4. The students have difficulties in reading since their knowledge of rules of grammar is insufficient	10%	13,3%	23,3%
5. The students have difficulties in reading because they do not have enough information about English and American cultures	3,3%	16,7%	20%

When all the responses are considered, it is clearly seen that there are significant differences between the responses of the groups, except for the item “I have difficulties in reading because I do not know enough vocabulary” which has the same ranking on each group. Although the percentages differ, it can be said that the students think they have difficulties in reading because of the insufficient vocabulary they have. For the other items, the rankings and the percentages differ in each group.

Table 34. The comparison of the responses of the prep. students, first year students, and instructors regarding the difficulties faced by students in reading skill

	df	SS	MS	Sig.
Between Groups	2	559,616	279,808	,000
Within Groups	127	1194,453	9,405	
Total	129	1754,069		
	N	Mean	Std. Deviation	
Prep. students	75	14,9733	3,2423	
Instructors	30	10,1333	1,8520	
First year students	25	15,2800	3,6346	
Total	130	13,9154	3,6875	

$p < .05$

When the table 34 is studied, it can be seen that the difference between groups in their responses regarding the difficulties related to reading skill is significant. As a result of the LSD test done to determine the difference between groups, it has been found out that there is a significant difference between the responses of the prep. students and instructors, between the responses of the first year students and the instructors. These differences are shown in Table 35.

Table 35. LSD test for the determination of differences between groups

Group 1	Group 2	Mean Difference	Std. Error	Sig.
Prep. Students	Instructors	4,8400*	,6625	,000
	First Year Students	-,3067	,7082	,666
Instructors	Prep. Students	-4,8400*	,6625	,000
	First Year Students	-5,1467*	,8305	,000
First Year Students	Prep. Students	,3067	,7082	,666
	Instructors	5,1467*	,8305	,000

$p < .05$

The reason behind this difference may be the instructors' being more objective and having observed the difficulties of the students.

4.3.1.5. Writing Skill

4.3.1.5.1. The difficulties faced by the students in writing skill

This group has three items trying to find out the students' and the instructors' views about the difficulties the students face in writing skill. The first one is "*I have difficulties in making grammatically correct sentences while writing*". 5,3% of the students strongly agreed on the item, 38,7% agreed, 25,3% disagreed, 6,7% strongly disagreed, 24% were undecided. The results illustrate that most of the prep. students are not sure whether they have difficulties in making grammatically correct sentences while writing. This may be because the students have poor knowledge of grammar. At OYDEM, there is no grammar course. The students study grammar and the rules of grammar only from their coursebooks. Besides, most of the students have poor English background as has already been mentioned before. Therefore, the students are probably unsure about whether they can form grammatically correct sentences or not. 24% of the first year students strongly agreed on the item, 32% agreed, 24% disagreed, 20% were undecided. Although more than half of the students agreed with the statement, there are an important number of first year students who are undecided about whether they can make grammatically correct sentences while writing. The reason for this may be that they did not study enough grammar in the preparatory class. Since they did not get grammar courses during their preparatory program, they are not sure about their grammatical competence. Slightly more than the half of the first year students think that they have difficulties in making grammatically correct sentences while writing. The equivalent of the item in the instructors' questionnaire is "*Students have difficulties in making grammatically correct sentences while writing*". 26,7% of the instructors strongly agreed on the item, 53,3% agreed, 3,35% disagreed. Most of the instructors think that students have difficulties in making grammatically correct sentences while writing.

The second item is *“I have difficulties in writing because I do not have enough vocabulary”*. 24% of the prep. students strongly agreed on the item, 46,7% agreed, 9,3% disagreed, 1,3% strongly disagreed. The prep. students are of the opinion that they have difficulties in writing due to poor vocabulary. 12% of the first year students strongly agreed on the item, 44% agreed, 20% disagreed, 4% strongly disagreed. Slightly more than the half of the first year students think that they have difficulties in writing owing to insufficient vocabulary. The equivalent of this item in the instructors' questionnaire is *“Students have difficulties in writing because they do not have enough vocabulary”*. 16,7% of the instructors strongly agreed on the item, 66,7% agreed. Most of the instructors are of the opinion that the students have difficulties in writing because of not having enough vocabulary.

The last item in this group is *“I have difficulties in organizing a paragraph while writing”*. 18,7% of the students strongly agreed on the item, 36% agreed, 21,3% disagreed, 4% strongly disagreed, 20% were undecided. At OYDEM, although there is no writing course; the instructors do some writing courses during the year to make the students familiar with how to write a paragraph since the students are asked to write a paragraph at the end of the year in the final exam. However, from the number of the undecided students it can be concluded that these courses are not sufficient or effective. Slightly more than half of the students believe that they have difficulties in organizing a paragraph while writing. 12% of the first year students strongly agreed on the item, 36% agreed, 24% disagreed, 28% were undecided. As in the case with the prep. students, it can be concluded that the number of the undecided students proves that the courses given in writing during the year are insufficient and ineffective. Slightly less than half of the students think that they have difficulties in organizing a paragraph while writing. The equivalent of this item in the questionnaire is *“Students have difficulties in organizing a paragraph while writing”*. 16,7% of the instructors strongly agreed on the item, 60% agreed, 23,3% were undecided. Most of the instructors believe that students have difficulties in organizing a paragraph while writing. Although

the students do not seem to think that they have difficulties in organizing a paragraph while writing, the instructors believe that they do.

Table 36. The responses of the prep. students regarding the difficulties faced by students in writing skill

	Strongly Agree %	Agree %	Total %
1. I have difficulties in writing because I do not have enough vocabulary	24%	46,7%	70,7%
2. I have difficulties in organizing a paragraph while writing	18,7%	36%	54,7%
3. I have difficulties in making grammatically correct sentences while writing	5,3%	38,7%	44%

Table 37. The responses of the first year students regarding the difficulties faced by students in writing skill

	Strongly Agree %	Agree %	Total %
1. I have difficulties in writing because I do not have enough vocabulary	12%	44%	56%
2. I have difficulties in making grammatically correct sentences while writing	24%	32%	56%
3. I have difficulties in organizing a paragraph while writing	12%	36%	48%

Table 38. The responses of the instructors regarding the difficulties faced by the students in writing skill

	Strongly Agree %	Agree %	Total %
1. The students have difficulties in writing because they do not have enough vocabulary	16,7%	66,7%	83,4%
2. The students have difficulties in making grammatically correct sentences while writing	26,7%	53,3%	80%
3. The students have difficulties in organizing a paragraph while writing	16,7%	60%	76,7%

When all the responses are considered, it is clearly seen that there are significant differences between the responses of the groups. The rankings and the percentages differ for the prep. students and the first year students. The rankings are the same for the first year students and the instructors, however, the percentages differ considerably. For all three groups, the difficulty ranked as the first is not having enough vocabulary.

Table 39. The comparison of the responses of the prep. students, first year students, and instructors regarding the difficulties faced by the students in writing skill

	df	SS	MS	Sig.
Between Groups	2	59,624	29,812	,005
Within Groups	127	681,953	5,370	
Total	129	741,577		
	N	Mean	Std. Deviation	
Prep. students	75	10,3733	2,3525	
Instructors	30	11,9667	1,7905	
First year students	25	10,3200	2,7343	
Total	130	10,7308	2,3976	

p<.05

When the table 39 is studied, it can be seen that there is a significant difference between groups in their responses regarding the difficulties related to writing skill. To determine the difference between the groups, an LSD test has been done. The results of the LSD test have shown that there is a significant difference between the responses of the first year students and instructors, also between the responses of the prep. students and the instructors which are illustrated in Table 40.

Table 40. LSD test for the determination of differences between groups

Group 1	Group 2	Mean Difference	Std. Error	Sig.
Prep. Students	Instructors	-1,5933*	,5006	,002
	First Year Students	5,333E-02	,5351	,921
Instructors	Prep. Students	1,5933*	,5006	,002
	First Year Students	1,6467*	,6275	,010
First Year Students	Prep. Students	-5,3333E-02	,5351	,921
	Instructors	1,6467*	,6275	,010

p<.05

The difference indicates that the prep. students and the first year students do not agree with the instructors on the difficulties they face in writing skill. This may be due to the fact that the instructors know English much better than the students and therefore, they are more aware of the students' mistakes.

4.3.2 Micro Skills

4.3.2.1. Vocabulary

4.3.2.1.1. The difficulties faced by the students in vocabulary

There are five items in this group. The first one is "*I cannot remember the meanings of the words at once during conversations*". 25,3% of the prep. students strongly agreed on the item, 49,3% agreed, 13,3% disagreed. Most of the prep. students have difficulties in understanding the meanings of the words at once during conversations. 28% of the first year students strongly agreed on the item, 36% agreed, 12% disagreed, 4% strongly disagreed. Less first year students than

prep. students stated that they had difficulty in understanding the meaning of words at once during conversations. The equivalent of this item in the instructors' questionnaire is "*Students cannot remember the meanings of the words at once during conversation*". 23,3% of the instructors strongly agreed on the item, 46,7% agreed, 6,% disagreed. Most of the instructors are of the opinion that the students have difficulties in understanding the meanings of words at once during conversations.

The second item is "*I cannot understand conversations because of the words I do not know*". 28% of the prep. students strongly agreed on the item, 48% agreed, 5,3% disagreed, 2,7% strongly disagreed. An important number of the students state having difficulty in understanding conversations because of the words they do not know. 24% of the first year students strongly agreed on the item, 52% agreed, 12% disagreed. The percentage of first year students who believe they have problems in understanding conversations because of the words they do not know is the same with the prep. students'. The equivalent of this item in the instructors' questionnaire is "*Students cannot understand conversations because of the words they do not know*". 20% of the instructors strongly agreed on the item, 60% agreed, 3,3% disagreed. The percentage of the instructors who believe the students have problems in understanding conversations because of the words they do not know is nearly the same with the students'. Since the percentages of the responses of the prep. students, the first year students, and the instructors are very close to each other, it can be concluded that the students really have a problem in understanding conversations because of the words they do not know.

The third item is "*I have difficulties to find the correct words while speaking*". 9,3% of the prep. students strongly agreed on the item, 62,7% agreed, 10,7% disagreed, 1,3% strongly disagreed. Most of the students believe that they have difficulties in finding the correct words while speaking. 16% of the first year students strongly agreed on the item, 60% agreed, 12% disagreed. As in the case with the prep. students, most of the first year students believe that they have difficulties in finding the correct words while speaking . The equivalent of this

item in the instructors' questionnaire is "*Students have difficulties in finding the correct words while speaking*". 10% of the instructors strongly agreed on the item, 70% agreed, 6,7% disagreed. A great majority of the instructors agreed that the students have difficulties in finding the correct words while speaking. The responses of the three groups are very close to each other, thus it can be easily concluded that the students have difficulties in finding the correct words while speaking.

The fourth item is "*I have difficulties in reading since I do not have enough vocabulary*". 22,7% of the prep. students strongly agreed on the item, 42,7% agreed, 13,3% disagreed, 4% strongly disagreed. More than half of the prep. students believe that they have difficulties in reading owing to poor vocabulary. 24% of the first year students strongly agreed on the item, 40% agreed, 4% disagreed. Nearly the same number of first year students agreed on the item. The equivalent of this item in the instructors' questionnaire is "*Students have difficulties in reading since they do not have enough vocabulary*". 13,3% of the instructors strongly agreed on the item, 60% agreed, 6,7% disagreed. More instructors than students agreed on the item.

The last item is "*I have difficulties in writing because I do not have enough vocabulary*". 24% of the prep. students strongly agreed on the item, 46,7% agreed, 9,3% disagreed, 1,3% strongly disagreed. The prep. students state having difficulties in writing because of insufficient vocabulary. 12% of the first year students strongly agreed on the item, 44% agreed, 20% disagreed, 4% strongly disagreed. Slightly more than the half of the first year students think that they have difficulties in writing because of insufficient vocabulary. The equivalent of this item in the instructors' questionnaire is "*Students have difficulties in writing because they do not have enough vocabulary*". 16,7% of the instructors strongly agreed on the item, 66,7% agreed. Most of the instructors believe that the students have difficulties in writing because of insufficient vocabulary.

Table 41. The responses of the prep. students regarding the difficulties faced by the students in vocabulary

	Strongly Agree %	Agree %	Total %
1. I can not understand conversations because of the words I do not know	28%	48%	76%
2. I can not remember the meanings of the words during conversations at once	25,3%	49,3%	74,6%
3. I have difficulties to find the correct words while speaking	9,3%	62,7%	72%
4. I have difficulties in writing because I do not have enough vocabulary	24%	46,7%	70,7%
5. I have difficulties in reading because I do not have enough vocabulary	22,7%	42,7%	65,4%

Table 42. The responses of the first year students regarding the difficulties faced by students in vocabulary

	Strongly Agree %	Agree %	Total %
1. I can not understand conversations because of the words I do not know	24%	52%	76%
2. I have difficulties to find the correct words while speaking	16%	60%	76%
3. I have difficulties in reading because I do not have enough vocabulary	24%	40%	64%
4. I can not remember the meanings of the words during conversations at once	28%	36%	64%
5. I have difficulties in writing because I do not have enough vocabulary	12%	44%	56%

Table 43. The responses of the instructors regarding the difficulties faced by students in vocabulary

	Strongly Agree %	Agree %	Total %
1. The students have difficulties in writing because they do not have enough vocabulary	16,7%	66,7%	83,4%
2. The students can not understand conversations because of the words they do not know	20%	60%	80%
3. The students have difficulties to find the correct words while speaking	10%	70%	80%
4. The students have difficulties in reading because they do not have enough vocabulary	13,3%	60%	73,3%
5. The students can not remember the meanings of the words during conversations at once	23,3%	46,7%	70%

When all the responses are considered, it is seen that the percentages of the prep. students' and first year students' responses are close to each other. It is seen that both the prep. students and the first year students think that they have all the problems mentioned above related to vocabulary. The rankings differ for the two groups; however, the items that have the most and the least percentages are the same for the two groups. As for the instructors, the rankings differ from those of the prep. students and the first year students. The percentages are higher than the other two groups. The instructors seem to think that the students suffer from all the five difficulties mentioned above.

Table 44. The comparison of the responses of the prep. students, first year students, and instructors regarding the difficulties faced by students in vocabulary

	df	SS	MS	Sig.
Between Groups	2	9,757	4,879	,470
Within Groups	127	1317,173	10,371	
Total	129	1326,931		
	N	Mean	Std. Deviation	
Prep. students	75	18,9733	3,2465	
Instructors	30	19,4667	2,8129	
First year students	25	15,2800	3,6346	
Total	130	19,0231	3,2072	

$p < .05$

When the table 44 is studied, it can be seen that the difference between the groups in their responses regarding the difficulties related to vocabulary is insignificant at the level of $p < .05$. This indicates that all three groups are aware of the difficulties faced by the students in vocabulary. The prep. students, the first year students, and the instructors agree on the difficulties faced by the students in vocabulary.

4.3.2.2. Grammar

4.3.2.2.1. The difficulties faced by the students

There are three items in this group. The first one is *"I cannot put the words in the correct order to make grammatically correct sentences"*. 4% of the prep. students strongly agreed on the item, 37,3% agreed, 26,7% disagreed, 10,7% strongly disagreed, 21,3% were undecided. It can be easily concluded from the responses that the students are not in agreement to the question of whether they have difficulty in putting the words in the correct order to make grammatically correct sentences or not. Less than half of them believe that they have such a problem, a nearly equal number of them believe they do not have such a problem. 4% of the first year students strongly agreed on the item, 36% agreed, 44% disagreed, 4% strongly disagreed, 12% were undecided. Less than half of the students believe they have a problem with putting the words in the correct order to make grammatically correct sentences, slightly more believe they do not have such a

problem. This indicates that the first year students are not in agreement for this item as well. In the instructors' questionnaire, the equivalent of this item is "*The students cannot put the words in the correct order to make grammatically correct sentences*". 6,7% of the instructors strongly agreed on the item, 60% agreed, 13,3% disagreed. More than half of the instructors believe that the students have problems in putting the words in the correct order to make grammatically correct sentences. As is seen, there is a difference between the responses of the students and the instructors. Since the instructors are more objective in determining the students' problems, it can be said that the students are not aware that they have a problem in putting the words in the correct order to make grammatically correct sentences.

The second one is "*I have difficulties in reading since my knowledge of rules of grammar is insufficient*". 2,7% of the prep. students strongly agreed on the item, 17,3% agreed, 40% disagreed, 10,7% strongly disagreed, 29,3% were undecided. Only one fifth of the students thought they had difficulties in reading since their knowledge of rules of grammar was insufficient. 4% of the first year students strongly agreed on the item, 24% agreed, 40% disagreed, 4% strongly disagreed, 28% were undecided. Slightly more first year students than the prep. students agreed that they had difficulties in reading because of insufficient knowledge of grammar. The figures illustrate that the first year students are not sure about this item. This equivalent of this item in the instructors' questionnaire is "*Students have difficulties in reading because their knowledge of rules of grammar is insufficient*". 10% of the instructors strongly agreed on the item, 33,3% agreed, 23,3% disagreed, 3,3% strongly disagreed, 30% were undecided. An important number of the instructors are undecided about the item. The responses illustrate that neither the students nor the instructors are in agreement on the question of whether the students have difficulty in reading because of insufficient knowledge of rules of grammar or not.

The third item is "*I have difficulties in making grammatically correct sentences while writing*". 5,3% of the students strongly agreed on the item, 38,7% agreed,

25,3% disagreed, 6,7% strongly disagreed, 24% were undecided. The results reveal that the prep. students are not sure whether they have difficulties in making grammatically correct sentences while writing. 24% of the first year students strongly agreed on the item, 32% agreed, 24% disagreed, 20% were undecided. Slightly more than the half of the first year students think that they have difficulties in making grammatically correct sentences while writing. This item is as follows in the instructors' questionnaire: "*Students have difficulties in making grammatically correct sentences while writing*". 26,7% of the instructors strongly agreed on the item, 53,3% agreed, 3,35 disagreed. Most of the instructors think that students have difficulties in making grammatically correct sentences while writing.

Table 45. The responses of the prep. students regarding the difficulties faced by the students in grammar

	Strongly Agree %	Agree %	Total %
1. I have difficulties in making grammatically correct sentences while writing	5,3%	38,7%	44%
2. I can not put the words in the correct order to make grammatically correct sentences	4%	37,3%	41,3%
3. I have difficulties in reading since my knowledge of rules of grammar is insufficient	2,7%	17,3%	20%

Table 46. The responses of the first year students regarding the difficulties faced by the students in grammar

	Strongly Agree %	Agree %	Total %
1. I have difficulties in making grammatically correct sentences while writing	24%	32%	56%
2. I can not put the words in the correct order to make grammatically correct sentences	4%	36%	40%
3. I have difficulties in reading since my knowledge of rules of grammar is insufficient	4%	24%	28%

Table 47. The responses of the instructors regarding the difficulties faced by the students in grammar

	Strongly Agree %	Agree %	Total %
1. The students have difficulties in making grammatically correct sentences while writing	26,7%	53,3%	80%
2.The students can not put the words in the correct order to make grammatically correct sentences	6,7%	60%	66,7%
3. The students have difficulties in reading since their knowledge of rules of grammar is insufficient	10%	33,3%	43,3%

When all the responses are considered, it is seen that the rankings for the three groups regarding the difficulties related to grammar are the same. All three groups consider difficulties in making grammatically correct sentences while writing as the biggest problem. The second biggest problem for the groups is putting the words in the correct order to make grammatically correct sentences. The problem least felt for the three groups is difficulties in reading because of not knowing enough grammar. However, the percentages differ considerably.

Table 48. The comparison of the responses of the prep. students, first year students, and instructors regarding the difficulties faced by students in grammar

	df	SS	MS	Sig.
Between Groups	2	121,639	60,819	,000
Within Groups	127	746,853	5,881	
Total	129	868,492		
	N	Mean	Std. Deviation	
Prep. students	75	8,6933	2,6302	
Instructors	30	10,8667	2,3004	
First year students	25	10,3200	1,8421	
Total	130	9,5077	2,5947	

$p < .05$

When the table 48 is studied, it can be seen that the difference between the groups in their responses regarding the difficulties related to vocabulary is significant. As a result of the LSD test done to determine the difference between groups, it has been found out that there is a significant difference between the responses of the first year students and prep. students, between the responses of the prep. students and the instructors. These differences are shown in Table 49.

Table 49. LSD test for the determination of differences between groups

Group 1	Group 2	Mean Difference	Std. Error	Sig.
Prep. Students	Instructors	-2,1733*	,5239	,000
	First Year Students	-1,6267*	,5600	,004
Instructors	Prep. Students	2,1733*	,5239	,000
	First Year Students	,5467	,6567	,407
First Year Students	Prep. Students	1,6267*	,5600	,004
	Instructors	-,5467	,6567	,407

$p < .05$

When all the results are evaluated, it can be seen that the percentages differ considerably for the three groups. The problem considered to be the most

important by the three groups is making grammatically correct sentences while writing. While less than half of the prep. students think that they have such a problem, more than half of the first year students agree on the item. A great majority of the instructors agree on the item as well. Considering that the instructors' responses are more objective, it can be said that the prep. students are not aware of their problem whereas the first year students are more aware of the problem. This may be because the first year students know about the subjects more than the prep. students, thus they can realize their difficulties better. The prep. students' and the first year students' responses to the item "I cannot put the words in the correct order to make grammatically correct sentences" are almost the same. However, the responses of the instructors differ in that the percentage of agreement is higher. The difference in the responses may stem from the fact that the instructors may observe the mistakes of the students more objectively.

4.3.3. Culture

4.3.3.1. The importance of culture

There are two items in this group. The first one is "*I need to learn English and American cultures to have a good command of English*". 4% of the prep. students strongly agreed on the item, 26,7% agreed, 20% disagreed, 29,3% strongly disagreed, 20% were undecided. Almost half of the students think that it is not necessary to learn English and American cultures to have a good command of English. The number of the undecided students emphasizes that the students are not sure whether having a good command of English requires learning English and American cultures or not. Although there is not a definite agreement on the item, the number of the prep. students disagreeing with this item is more than the students who agree. 4% of the first year students strongly agreed on the item, 12% agreed, 52% disagreed, 4% strongly disagreed, 28% were undecided. The number of the undecided prep. students is more than the undecided first year students. Less first year students than prep. students agreed on the item. Slightly more than the half disagreed. All these numbers illustrate that the students are not aware of the fact that language and culture are inseparable. As has been mentioned in the review of literature chapter, knowing the rules and uses of a language is not

enough for learners to be competent in a language. Language teaching is incomplete without the study of culture. Learners should know about the people who speak the language they are trying to learn and the country in which that language is spoken. Effective communication requires more than language proficiency. Learners should also have a cultural competence of the language they use or will use. The equivalent of this item in the instructors' questionnaire is "*Students need to learn English and American cultures to have a good command of English*". 20% of the instructors strongly agreed on the item, 30% agreed, 40% disagreed, 3,3% strongly disagreed. Only half of the instructors agreed on the item and nearly half of them disagreed. This shows that they are not in agreement with the statement that the students need to know English and American cultures to know English properly.

The second item is "*I come across lots of cultural words and phrases while reading English books*". 18,7% of the prep. students strongly agreed on the item, 34,7% agreed, 18,7% disagreed, 9,3% strongly disagreed. Slightly more than half of the prep. students agreed that they come across lots of cultural words and phrases while reading English books. 16% of the first year students strongly agreed on the item, 32% agreed, 20% disagreed, 12% strongly disagreed, 20% were undecided. It is clearly seen that the first year students are not in agreement with the statement that they face lots of cultural words and phrases while reading. The equivalent of this item in the instructors' questionnaire is "*Students come across lots of cultural words and phrases while reading English books*". 26,7% of the instructors strongly agreed on the item, 46,7% agreed, 10% disagreed. It is clearly seen that the instructors think the students come across lots of cultural words and phrases while reading English books.

Table 50. The responses of the prep. students regarding the importance of culture

	Strongly Agree %	Agree %	Total %
1. I come across lots of cultural words and phrases while reading English books	18,7%	34,7%	53,4%
2. I need to learn English and American cultures to have a good command of English	4%	26,7%	30,7%

Table 51. The responses of the first year students regarding the importance of culture

	Strongly Agree %	Agree %	Total %
1. I come across lots of cultural words and phrases while reading English books	16%	32%	48%
2. I need to learn English and American cultures to have a good command of English	4%	12%	16%

Table 52. The responses of the instructors regarding the importance of culture

	Strongly Agree %	Agree %	Total %
1. The students come across lots of cultural words and phrases while reading English books	26,7%	46,7%	73,4%
2. The students need to learn English and American cultures to have a good command of English	20%	30%	50%

When all the responses are considered, it cannot be said that the groups are aware of the importance of culture in learning English. The rankings of the items are the same for three groups, however, the percentages change. Especially, the prep. students are not aware of the importance of culture in learning English.

Table 53. The comparison of the responses of the prep. students, first year students, and instructors regarding the importance of culture

	df	SS	MS	Sig.
Between Groups	2	36,464	18,232	,015
Within Groups	127	533,813	4,203	
Total	129	570,277		
	N	Mean	Std. Deviation	
Prep. students	75	5,9067	2,1256	
Instructors	30	7,1333	1,9780	
First year students	25	5,8000	1,8930	
Total	130	6,1692	2,1026	

p<.05

When the table 53 is studied, it can be seen that the difference between groups in their responses regarding the importance of culture is significant at the level of p<.05. As a result of the LSD test done to determine the difference between the groups, it has been found out that there is a significant difference between the responses of the first year students and instructors, between the responses of the prep. students and the instructors. These differences are shown in Table 54.

Table 54. LSD test for the determination of differences between groups

Group 1	Group 2	Mean Difference	Std. Error	Sig.
Prep. Students	Instructors	-1,2267*	,4429	,006
	First Year Students	,1067	,4735	,822
Instructors	Prep. Students	1,2267*	,4429	,006
	First Year Students	1,3333*	,5552	,018
First Year Students	Prep. Students	-,1067	,4735	,822
	Instructors	-1,3333*	,5552	,018

p<.05

When all the results are evaluated, it can easily be seen that the groups –especially the students - agreed on the items with low percentages. Even the instructors who

responded to the importance of the four skills with high percentages did not agree with the importance of culture in high percentages. Especially the item about the need to know English and American cultures to have a good command of English was agreed by a small number of the students and the instructors. Thus, it can be concluded that the prep. students and the first year students are not aware of the importance of culture in language teaching and learning.

4.3.3.2. The difficulties faced by the students stemming from culture

In this group, there are three items trying to find out the students' and the instructors' views on the difficulties faced by the students stemming from culture. The first item is "*I cannot understand the conversations which have cultural elements in them*". 29,3% of the prep. students strongly agreed on the item, 49,3% agreed, 6,7% disagreed. Most of the prep. students express their problems in understanding conversations having cultural elements. 28% of the first year students strongly agreed on the item, 40% agreed, 12% disagreed. Less first year students than prep. students believe that they have problems in understanding conversations with cultural elements. The equivalent of this item for the instructors is "*Students cannot understand the conversations which have cultural elements in them*". 10% of the instructors strongly agreed on the item, 46,7% agreed, 3,3% disagreed, 40% were undecided. The percentage of the undecided instructors display that an important number of instructors are not sure whether the students have problems in understanding conversations which have cultural elements. Only slightly more than the half of the instructors think that the students have problems in understanding conversations with cultural elements. The percentage is lower than the students'. The reason may be that the instructors are not sure about exactly what is meant by culture. However, in the previous section, the instructors responded to the statement "The students come across lots of cultural words and phrases while reading books" with higher percentage. Only a few instructors think that the students can understand conversations with cultural elements. An important number of instructors cannot decide whether the students have problems in understanding conversations which have cultural elements in them.

The second item is *“I have difficulties in reading because I do not have enough information about English and American cultures”*. 5,3% of the prep. students strongly agreed on the item, 18,7% agreed, 34,7% disagreed, 29,3% strongly disagreed. The responses illustrate that the prep. students think they do not have difficulties in reading since they do not have enough information about English and American cultures. This may be because the prep. students do not think that insufficient information about the English and American cultures leads to difficulties in reading. However, it is not possible to understand a reading text fully without being familiar with the culture of the language that text is written in. As has already been mentioned earlier in this chapter, the schema theory asserts that the reader drives the meaning from a text through his/her background knowledge, experiences, emotions, and culture all of which constitute schemata. Thus, the messages a reader infers from a text are related to his/her schemata, some parts of which may change from culture to culture. Therefore, it is not possible to understand a reading text fully without having knowledge about the culture. 4% of the first year students strongly agreed on the item, 8% agreed, 40% disagreed, 24% strongly disagreed, 24% were undecided. Similar to the prep. students, the first year students do not think that they have difficulties in reading stemming from insufficient information about English and American cultures. However, there is a considerable number of first year students who are undecided. This may be because although the students who are undecided realize that they have problems in reading, they do not have a clear idea about its reasons. The equivalent of this item in the instructors' questionnaire is *“Students have difficulties in reading because they do not have enough information about English and American cultures”*. 3,3% of the instructors strongly agreed on the item, 16,7% agreed, 20% disagreed, 13,3% strongly disagreed, 46,7% were undecided. It is clearly seen that the instructors are undecided about the question of whether the students have difficulties in reading because they do not have enough information about English and American cultures.

The last item is *“I have difficulties in understanding English idioms”*. 37,3% of the prep. students strongly agreed on the item, 37,3% agreed, 8% disagreed, 1,3%

strongly disagreed. Most of the prep. students think that they have difficulties in understanding English idioms. 24% of the first year students strongly agreed on the item, 60% agreed, 12% disagreed. A great majority of the first year students think that they have difficulties in understanding English idioms. The equivalent of this item in the instructors' questionnaire is "*The students have difficulties in understanding English idioms*". 23,3% of the instructors strongly agreed on the item, 50% agreed, 6,7% disagreed. Most of the instructors think that the students have difficulties in understanding English idioms. As has been mentioned in the review of literature, idioms are cultural products. The prep. students and the first year students did not agree with the statement that they needed to learn English and American cultures to have a good command of English. However, with this statement, they confess that they have difficulties in understanding English idioms. It is clearly seen that there is a contradiction between the responses given to the two items.

Table 55. The responses of the prep. students regarding the difficulties faced by the students stemming from culture

	Strongly Agree %	Agree %	Total %
1. I can not understand conversations which have cultural elements in them	29,3%	49,3%	78,6%
2. I have difficulties in understanding English idioms	37,3%	37,3%	74,6%
3. I have difficulties in reading because I do not have enough information about English and American cultures	5,3%	18,7%	24%

Table 56. The responses of the first year students regarding the difficulties faced by the students stemming from culture

	Strongly Agree %	Agree %	Total %
1. I have difficulties in understanding English idioms	24%	60%	84%
2. I can not understand conversations which have cultural elements in them	28%	40%	68%
3. I have difficulties in reading because I do not have enough information about English and American cultures	4%	8%	12%

Table 57. The responses of the instructors regarding the difficulties faced by the students stemming from culture

	Strongly Agree %	Agree %	Total %
1. The students have difficulties in understanding English idioms	23,3%	50%	73,3%
2. The students can not understand conversations which have cultural elements in them	10%	46,7%	56,7%
3. The students have difficulties in reading because they do not have enough information about English and American cultures	3,3%	16,7%	20%

When all the responses are considered, it is seen that the rankings for the first year students and the instructors regarding the difficulties related to culture are the same. The item that has the least ranking for all of the groups is “having difficulties in reading because of not having enough information about English and American cultures”. The percentages of the responses are close to each other for the three groups.

Table 58. The comparison of the responses of the prep. students, first year students, and instructors regarding the difficulties faced by the students stemming from culture

	df	SS	MS	Sig.
Between Groups	2	1,766	,883	,808
Within Groups	127	523,927	4,125	
Total	129	525,692		
	N	Mean	Std. Deviation	
Prep. students	75	10,3867	2,1175	
Instructors	30	10,3000	1,7449	
First year students	25	10,0800	2,0801	
Total	130	10,3077	2,0187	

$p < .05$

As is seen in the table 58, the difference between the responses of the groups about the difficulties stemming from culture is insignificant at the level of $p < .05$. This indicates that all three groups agree on the difficulties faced by the students stemming from culture.

As a conclusion, the data gathered from the questionnaire displays the prep. students', the first year students', and the instructors' views on the reasons why the students want to learn English, their ideas in general about the programme, the students' content needs, and the difficulties faced by the students related to skills and culture. There are significant differences between the responses of the prep. students, the first year students, and the instructors on the reasons for learning English. However, there is no significant difference between the responses of the groups about their evaluations of the programme. As for the content needs, there are both similarities and differences between the responses of the groups regarding the macro skills, micro skills, culture, and the difficulties faced by the students in these areas. In the following chapter, some suggestions will be given for the improvement of the programme.

CHAPTER 5 CONCLUSION

The purpose of this study is to determine the English language needs of the prep. class students in the departments of Divinity and Teacher Training for the Culture of Religion and Ethics for Primary School Students of Ondokuz Mayıs University, to find out whether the current curriculum meets the needs of the prep. class students. In the process of determining the language needs of the prep-class students in the departments of Divinity and Teacher Training for the Culture of Religion and Ethics for Primary School Students, the views of the first year students and the instructors in the above mentioned departments have also been taken. In order to realize this study, a needs assessment has been conducted at the second semester of the Academic Year 2006-2007.

In order to gather the data, a questionnaire has been developed. First, a pool of items has been prepared; secondly, the items considered to be the most important have been chosen. After the questionnaire has been conducted and the data have been collected, the items in the questionnaire have been grouped under a classification of Reasons for Learning English, A General Evaluation of the Programme, and Content Needs.

Three groups have been included in the study. The first group which is also the target group of the study consists of 75 prep. students in the departments of Divinity and Teacher Training for the Culture of Religion and Ethics for Primary School Students. The other two groups which form the resource group are the 25 first year students and 30 the instructors in the departments of Divinity and Teacher Training for the Culture of Religion and Ethics for Primary School Students. The items in the questionnaire are the same for the three groups. The data gathered from the questionnaires have been analyzed by a statistical analysis programme called "SPSS". The results have been discussed and analyzed.

The items related to the reasons for learning English aim at gathering information about the students' reasons for learning English. Firstly, 70,7% of the prep.

students stated that they learned English to be able to translate. Similarly, 84% of the first year students stated that they wanted to learn English to be able to translate. 80% of the instructors expressed that the students should learn English to be able to translate. The high percentages show that the students and the instructors think that being able to translate is an important reason for learning English. However, there is no translation course in the preparatory program. This situation, along with the items to be discussed, verifies the hypothesis that the preparatory program can not meet the needs of the students. 68% of the prep. students stated that they wanted to learn English to have a chance to work abroad, the percentage rose up to 84% for the first year students. 80% of the instructors thought that the students should learn English to have a chance to work abroad. 64% of the prep. students stated that they needed to learn English to have a good occupation, 80% of the first year students thought the same way, 66,7% of the instructors thought that the students needed to learn English to have a good occupation. 61,3% of the prep. students agreed that they wanted to learn English to communicate with people who can not speak Turkish, the percentage was 76% for the first year students, and 86,6% of the instructors agreed that the students needed to learn English to communicate with people who can not speak Turkish. 61,3% of the prep. students and 88% of the first year students expressed that they wanted to learn English for professional development, only 63,3% of the instructors thought that the students needed English for professional development. Post-graduate studies was a reason for learning English for 57,4% of the prep. students and for 84% of the first year students. 90% of the instructors thought that the students needed English for post-graduate studies. Being able to read and understand books in English was a reason for 53,4% of the students, while 76% of the first year students and 90% of the instructors believed that the students needed to learn English to be able to read and understand books in English. 45,4% of the prep. students stated that they needed to learn English to be able to follow newspapers and magazines in English, 76% of the first year students stated that they needed to learn English to be able to follow newspapers and magazines in English, and 90% of the instructors stated that the students should learn English to be able to follow newspapers and magazines in English. 42,7% of the prep.

students, 76% of the first year students, and 66,7% of the instructors stated that the students needed to learn English to be able to follow radio and TV broadcast in English. 30,7% of the prep. students expressed that they needed to learn English to understand other cultures better while 64% of the first year students and 83,3% of the instructors expressed that the students needed to learn English to understand other cultures better. Lastly, 10,6% of the prep. students and 8% of the first year students thought that they needed English to participate in class-discussions. 30% of the instructors thought that the students needed English to participate in class-discussions. When all the results are overviewed, it is seen that the responses of the first year students and the instructors are very close to each other, whereas the responses of the prep. students differ considerably.

The second group of items aimed to identify what the prep. students, the first year students, and the instructors thought about the programme in general. Firstly, 76% of the prep. students thought that one year preparation period that is required to start their undergraduate programme was enough. 20% of the first year students thought this period was enough, 48% thought it was not enough, 32% were undecided. When the responses of the prep. students and the first year students are compared, it can be seen that there is a big difference. Although the prep. students think that the period is enough, only one fifth of the first year students think that this period is enough. The reason may be that the first year students have difficulties in English in their first year. 63,3% of the instructors thought that one year preparation period that is required for the students to start their undergraduate program was enough. Secondly, 78,7% of the prep. students thought 24 hours of English a week was enough for the prep. classes. 60% of the first year students thought 24 hours of English a week was enough for the prep. classes. However, only 46,6% of the instructors thought that 24 hours of English was enough for the prep. classes. When the instructors' responses to the first and second items are examined, we can see that although the instructors agree that the length of the prep. education is enough, they seem to think that the number of the class hours can not meet the students' needs. While more than half of the first year students think that 24 hours of English is enough for the prep classes, more than half of the

instructors do not believe that 24 hours of English is enough. This contradicts with our hypothesis that there are similarities between the opinions of the first year students and the instructors. Thirdly, only 29,3% of the prep. students thought that prep. education was necessary for their department, 61,3% disagreed, 9,3% were undecided. 20% of the first year students thought that prep. education was necessary for their department, 40% disagreed, 40% were undecided. Only a small number of the students believe in the necessity of the prep. classes. Most of the prep. students thought that prep. education was unnecessary, only a small number were undecided. Similarly, only a small number of the first year students thought that prep. education was necessary. 43,3% of the instructors stated that prep. education was necessary for the students' departments. The responses of the three groups show that they do not find the prep. education necessary. This affects motivation as has been already discussed on page 49. As a result, the program should be reviewed to motivate the students. Next, 77,4% of the prep. students, and 84% of the first year students stated that it would be more useful to study texts related to their major. 93,4% of the instructors expressed that it would be more useful for the students to study texts related to their major. The percentages for the first year students and the instructors verify our hypothesis that there exist similarities between the opinions of the first year students and the instructors. At the same time, the responses support our hypothesis that the program can not meet the needs of the students and this shows that the content of the courses and the materials used in the courses should be prepared according to the needs of the students. Finally, 41,3% of the prep. students and 52% of the first year students thought that English preparation programme was necessary to improve vocational English. 60% of the instructors believed that English preparation period was necessary for the students to improve their vocational English. When all the responses are taken into consideration, it is seen that the difference between the responses of the three groups is insignificant. The preparatory program should be revised in terms of the items discussed above.

The third group of items aimed at finding out the students' content needs. These content needs were divided into three groups as well. The first group was macro

skills. First of all, the prep. students', the first year students', and the instructors' views were questioned about which skills they considered to be important in language learning. All three groups think that all four macro skills are important in language teaching. This is because there is no significant difference between the responses of the groups.

Secondly, the groups were asked about the importance of listening skill. All three groups stated that listening skill is important to follow spoken instructions and to understand conversations. This contradicts with our hypothesis that although there are similarities between the opinions of the first year students and the instructors, there are discrepancies between the opinions of the instructors, the first year students and the prep. students.

Next, the informants were asked about the difficulties faced in listening skill. The prep. students and the first year students stated having difficulties in understanding the conversations when people speak too fast, understanding conversations which have cultural elements in them, understanding conversations because of the words they do not know, remembering the meanings of words at once during conversations, understanding written English but having difficulties in understanding spoken English, having difficulties in understanding the pronunciations of people. It is obvious that the students have difficulties in many aspects of listening skill. The instructors agreed that the students had difficulties in the above mentioned aspects of listening skill. There is no significant difference between the responses of the students and the instructors. This shows that the instructors agree with the students on the difficulties the students face in listening skill. These responses verify the hypotheses that the present classes do not meet the English needs perceived by the first year students, the prep. students and the instructors.

Thirdly, the students and the instructors were asked to evaluate the importance of speaking skill. All three groups stated that while speaking it was important to pronounce the words correctly, and to know lots of vocabulary, and that speaking

skill was important to express feelings and ideas properly. All three groups agreed on the importance of speaking skill.

Next, the students and the instructors stated the difficulties faced by the students in speaking skill. The prep. students, the first year students and the instructors thought that the students had difficulties in finding the correct words while speaking, and pronouncing the words correctly while speaking. The prep. students and the first year students did not believe that they had difficulties in putting the words in the correct order to make grammatically correct sentences. Unlike the prep. students and the first year students, the instructors thought that the students had difficulties in putting the words in the correct order to make grammatically correct sentences. The responses verify our hypothesis that the preparatory programme can not meet the English needs of the students perceived by the instructors.

Following the difficulties faced in speaking, the students and the instructors were asked about the difficulties the students faced in reading. Both the prep. students and the first year students thought that they had difficulties in reading because they did not have enough vocabulary. The instructors agreed that the students had difficulties in reading because they did not have enough vocabulary. Neither the prep. students nor the first year students believed that they had difficulties in making a general conclusion about the text by keeping different ideas in different paragraphs in mind and connecting these ideas, understanding the reading materials which were not suitable to their interests. However, the instructors believed that the students had difficulties in understanding the reading materials which were not suitable to their interests, and making a general conclusion about the text by keeping different ideas in different paragraphs in mind and connecting these ideas. This contradicts with our hypothesis that there are similarities between the opinions of the first year students and the instructors. All three groups agreed that the students did not have difficulties in reading because their knowledge of rules of grammar was insufficient or because they did not have enough information about the English and American cultures.

After the difficulties faced by the students in reading, the students and the instructors were asked about the difficulties the students faced in writing. The prep. students and the first year students expressed having difficulties in writing because they did not have enough vocabulary. Similar to the prep. students and the first year students, the instructors thought that the students had difficulties in writing because they did not have enough vocabulary. The prep. students expressed having difficulties in organizing a paragraph while writing. However, the first year students did not state that they had difficulties in organizing a paragraph while writing. Unlike the first year students, the instructors stated that the students had difficulties in organizing a paragraph while writing. This contradicts with the hypothesis that although there are similarities between the opinions of the first year students and the instructors, there are discrepancies between the opinions of the instructors, the first year students and the prep. students. Lastly, the prep. students stated that they did not have difficulties in making grammatically correct sentences while writing. On the other hand, the first year students expressed having difficulties in making grammatically correct sentences while writing. Similar to the first year students, the instructors stated that the students had difficulties in making grammatically correct sentences while writing. The responses of the instructors verify our hypothesis that the preparatory program can not meet the needs of the students perceived by the instructors.

Next, the groups were asked about the difficulties faced by the students in vocabulary. All three groups agreed that the students had difficulties in understanding the conversations because of the words they did not know, in remembering the meanings of the words during conversations at once, in finding the correct words while speaking, and in writing and reading because they did not have enough vocabulary. The responses contradict with our hypothesis that there are discrepancies between the opinions of the instructors, the first year students and the prep. students. However, the responses verify the hypotheses that the preparatory program can not meet the needs of the students perceived by the instructors, the prep. students and the first year students.

The groups were next asked about the difficulties faced by the students in grammar. The prep. students did not think that they had difficulties in making grammatically correct sentences while writing. However, the first year students expressed having difficulties in making grammatically correct sentences while writing. Similar to the first year students, the instructors believed that the students had difficulties in making grammatically correct sentences while writing. This verifies our hypothesis that although there are similarities between the opinions of the instructors and the first year students, there are discrepancies between the opinions of the instructors, the first year students and the prep. students. The prep. students did not think that they had difficulties in putting the words in the correct order to make grammatically correct sentences. The first year students also did not think that they had difficulties in putting the words in the correct order to make grammatically correct sentences. Unlike the first year students, the instructors thought that the students had difficulties in putting the words in the correct order to make grammatically correct sentences. These responses contradict with our hypothesis that there are similarities between the opinions of the first year students and the instructors. The prep. students, the first year students and the instructors did not think that the students had difficulties in reading due to having insufficient knowledge of rules of grammar. These responses contradict with our hypothesis that there are discrepancies between the opinions of the instructors, the first year students and the prep. students.

Next, the groups were asked about the importance of culture. Only a few more than the half of the prep. students stated that they came across lots of cultural words and phrases while reading English books. The first year students stated that they did not come across lots of cultural words and phrases while reading English books. Unlike the first year students, the instructors stated that the students came across lots of cultural words and phrases while reading English books. This contradicts with our hypothesis that there are similarities between the responses of the instructors and the first year students. Secondly, the prep. students, the first year students and the instructors did not think that the students needed to learn English and American cultures to have a good command of English.

Lastly, the groups were asked about the difficulties faced by the students stemming from culture. The prep. students, the first year students and the instructors stated that the students had difficulties in understanding conversations which have cultural elements. The prep. students, the first year students and the instructors also agreed that the students had difficulties in understanding English idioms. Lastly, the prep. students, the first year students and the instructors believed that the students did not have difficulties in reading because of not having enough information about English and American cultures. These responses contradict with our hypothesis that although there are similarities between the opinions of the first year students and the instructors, there are discrepancies between the opinions of the instructors, the first year students and the prep. students. Since all three groups agreed on the difficulties faced by the students stemming from culture, it verifies our hypothesis that the present preparatory program can not meet the needs of the prep. students.

When all the responses are overviewed, it is clearly seen that there exist both similarities and differences between the English needs of the prep. students perceived by the three groups. There exist similarities to a great extent between the first year students and the instructors. All these responses were examined carefully in order to make the suggestions for a better program and education.

5.1. Suggestions

In the light of the responses of the prep. students, the first year students, and the instructors; the following suggestions are given to meet the English language needs of the students and to improve the preparatory programme at OYDEM.

- The prep. students should be placed in the classes according to their field of study.
- The prep. students should be taught English in accordance with ESP.
- The curriculum and the exams should be prepared in accordance with the needs of the students of the departments of Divinity and Teacher Training for the Culture of Religion and Ethics for Primary School Students.

- There should be cooperation between the instructors in OYDEM and the instructors of the departments of Divinity and Teacher Training for the Culture of Religion and Ethics for Primary School Students to determine the content of both the curriculum and the proficiency exam.
- Regular meetings should be held between the instructors in OYDEM and the instructors of the departments of Divinity and Teacher Training for the Culture of Religion and Ethics for Primary School Students to work in cooperation.
- As the learners' needs may change, the curriculum should be made flexible to respond to the changing needs of the learners.
- The four macro skills should be improved efficiently. Each skill should be given the same importance and separate class-hours should be allocated to each skill.
- Grammar, vocabulary, and translation exercises should be included in the curriculum.
- There should be phonetics classes.
- Cultural elements should be taught to students within courses like reading, speaking and main course.
- A material development office should be established to develop materials suitable to the needs of each department.
- Follow up researches should be conducted to observe if the activities and techniques used in the classroom appeal to the needs and interests of the students and motivate them.

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APPENDICES

Appendix 1

A questionnaire to determine the English language needs of the prep-class students in the departments of Divinity and Teacher Training for the Culture of Religion and Ethics for Primary School Students

Dear participants,

This questionnaire has been prepared for the master thesis “An English Language Needs Assessment of the Preparatory-Class Students of the Faculty of Divinity and the Department of the Teacher Training for the Culture of Religion and Ethics for Primary School at Ondokuz Mayıs University” Thank you for responding correctly.

Aydan ERMİŞ

Strongly Agree: 5

Agree: 4

Undecided:3

Disagree: 2

Strongly Disagree: 1

		5	4	3	2	1
1	I learn English to communicate with people who can not speak Turkish.					
2	I learn English to be able to be able to participate in class discussions.					
3	I learn English to be able to follow radio and TV broadcast in English.					
4	I learn English to be able to be able to follow newspapers and magazines in English.					
5	I learn English to be able to read and understand books in English.					
6	I learn English to have a chance to work abroad.					
7	I learn English for professional development.					
8	I learn English to have a good occupation.					
9	I learn English to be able to do post-graduate studies.					
10	I learn English to understand other cultures better.					
11	I need to learn English and American cultures to have a good command of English.					
12	I come across lots of cultural words and phrases while reading English books.					
13	Developing listening skills is important for learning English.					
14	Developing speaking skills is important for learning English.					
15	Developing reading skills is important for learning English.					
16	Developing writing skills is important for learning English.					
17	Listening skill is important to follow spoken instructions.					
18	Listening skill is important to understand conversations.					
19	I cannot understand the conversations when people speak too fast.					
20	I cannot remember the meanings of words at once during conversations.					
21	I have difficulties in understanding the pronunciations of people.					
22	I cannot understand conversations because of the words I do not know.					
23	I cannot understand conversations which have cultural elements in them.					
24	While speaking it is important to know lots of vocabulary.					
25	While speaking it is important to pronounce the words correctly.					
26	Speaking skill is important to express my feelings and ideas properly.					

27	I can easily understand written English but I have difficulties in understanding spoken English.					
28	I can not put the words in the correct order to make grammatically correct sentences.					
29	I cannot pronounce the words correctly while speaking .					
30	I have difficulties to find the correct words while speaking.					
31	I have difficulties in reading because I do not have enough vocabulary.					
32	I have difficulties in reading since my knowledge of rules of grammar is insufficient.					
33	I have difficulties in reading because I do not have enough information about English and American cultures.					
34	I have difficulties in understanding the reading materials which are not suitable to my interests.					
35	I have difficulties in making a general conclusion about the text by keeping different ideas in different paragraphs in mind and connecting these ideas.					
36	I have difficulties in understanding English idioms.					
37	I need to learn English to be able to translate.					
38	I have difficulties in making grammatically correct sentences while writing.					
39	I have difficulties in writing because I do not have enough vocabulary.					
40	I have difficulties in organizing a paragraph while writing.					
41	One year preparation period that is required to start my undergraduate program is enough.					
42	24 hours of English a week is not enough for the prep classes.					
43	I think that prep. education is necessary for my department.					
44	I believe that it will be more useful to study texts related to my major.					
45	I believe that English preparation programme is necessary to improve vocational English knowledge.					

Appendix 2

A questionnaire to determine the English language needs of the prep-class students in the departments of Divinity and Teacher Training for the Culture of Religion and Ethics for Primary School Students

Dear participants,

This questionnaire has been prepared for the master thesis “An English Language Needs Assessment of the Preparatory-Class Students of the Faculty of Divinity and the Department of the Teacher Training for the Culture of Religion and Ethics for Primary School at Ondokuz Mayıs University” Thank you for responding correctly.

Aydan ERMIŞ

Strongly Agree: 5

Agree: 4

Undecided:3

Disagree: 2

Strongly Disagree: 1

		5	4	3	2	1
1	The students should learn English to communicate with people who can not speak Turkish.					
2	The students should learn English to be able to participate in class discussions.					
3	The students should learn English to be able to follow radio and TV broadcast in English.					
4	The students should learn English to be able to be able to follow newspapers and magazines in English.					
5	The students should learn English to be able to read and understand books in English.					
6	The students should learn English to have a chance to work abroad.					
7	The students should learn English for professional development.					
8	The students should learn English to have a good occupation.					
9	The students should learn English to be able to do post-graduate studies.					
10	The students should learn English to understand other cultures better					
11	The students need to learn English and American cultures to have a good command of English.					
12	The students come across lots of cultural words and phrases while reading English books.					
13	Developing listening skills is important for learning English.					
14	Developing speaking skills is important for learning English.					
15	Developing reading skills is important for learning English.					
16	Developing writing skills is important for learning English.					
17	Listening skill is important to follow spoken instructions.					
18	Listening skill is important to understand conversations.					
19	The students cannot understand the conversations when people speak too fast.					
20	The students cannot remember the meanings of words at once during conversations.					
21	The students have difficulties in understanding the pronunciations of people.					
22	The students cannot understand conversations because of the words they do not know.					

23	The students cannot understand conversations which have cultural elements in them.					
24	While speaking it is important to know lots of vocabulary.					
25	While speaking it is important to pronounce the words correctly.					
26	Speaking skill is important for the students to express their feelings and ideas properly.					
27	The students can easily understand written English but they have difficulties in understanding spoken English.					
28	The students can not put the words in the correct order to make grammatically correct sentences.					
29	The students cannot pronounce the words correctly while speaking.					
30	The students have difficulties to find the correct words while speaking.					
31	The students have difficulties in reading because they do not have enough vocabulary.					
32	The students have difficulties in reading since their knowledge of rules of grammar is insufficient.					
33	The students have difficulties in reading because they do not have enough information about English and American cultures.					
34	The students have difficulties in understanding the reading materials which are not suitable to their interests.					
35	The students have difficulties in making a general conclusion about the text by keeping different ideas in different paragraphs in mind and connecting these ideas.					
36	The students have difficulties in understanding English idioms.					
37	The students need to learn English to be able to translate.					
38	The students have difficulties in making grammatically correct sentences while writing.					
39	The students have difficulties in writing because they do not have enough vocabulary.					
40	The students have difficulties in organizing a paragraph while writing.					
41	One year preparation period that is required for the students to start their undergraduate program is enough.					
42	24 hours of English a week is not enough for the prep classes.					
43	I think that prep. education is necessary for the students' departments.					
44	I believe that it will be more useful to study texts related to the students' major.					
45	I believe that English preparation programme is necessary to improve vocational English knowledge.					

Appendix 3

İlahiyat Fakültesi ve Din Kültürü ve Ahlak Bilgisi Öğretmenliği Hazırlık Sınıfı Öğrencilerinin İngilizce Gereksinimlerini Belirlemeye Yönelik Anket

Değerli katılımcılar,

Bu anket “İlahiyat Fakültesi ve Din Kültürü ve Ahlak Bilgisi Öğretmenliği Bölümü Hazırlık Sınıfı Öğrencilerinin İngilizce Gereksinim Değerlendirmesi” konulu yüksek lisans tezi için hazırlanmıştır. Aşağıdaki soruları içtenlikle ve doğru olarak yanıtladığınız için teşekkür ederiz.

Aydan ERMİŞ

Tamamen Katılıyorum: 5
Katılmıyorum: 2

Katılıyorum: 4
Tamamen Katılmıyorum: 1

Kararsızım:3

		5	4	3	2	1
1	Türkçe konuşamayan kişilerle iletişim kurabilmek için İngilizce öğreniyorum.					
2	Sınıf içi tartışmalara katılabilmek için İngilizce öğreniyorum.					
3	Radio ve televizyon yayınlarını izleyebilmek için İngilizce öğreniyorum.					
4	İngilizce gazete ve dergileri takip edebilmek için İngilizce öğreniyorum.					
5	İngilizce kaynakları okuyup anlayabilmek için İngilizce öğreniyorum.					
6	Yurtdışında çalışabilme şansına sahip olmak için İngilizce öğreniyorum.					
7	Mesleki gelişim için İngilizce öğreniyorum.					
8	İyi bir işe sahip olmak için İngilizce öğreniyorum.					
9	Lisansüstü çalışmaları yapabilmek için İngilizce öğreniyorum.					
10	Başka kültürleri daha iyi anlamak için İngilizce öğreniyorum.					
11	İngilizceyi tam anlamıyla bilmek için İngiliz ve Amerikan kültürlerini öğrenmeye ihtiyacım var.					
12	İngilizce kitaplar okurken kültürel birçok kelime ve ifadeyle karşılaşıyorum.					
13	Dinleme becerisini geliştirmek İngilizce öğreniminde önemlidir.					
14	Konuşma becerisini geliştirmek İngilizce öğreniminde önemlidir.					
15	Okuma becerisini geliştirmek İngilizce öğreniminde önemlidir.					
16	Yazma becerisini geliştirmek İngilizce öğreniminde önemlidir.					
17	Sözlü talimatları anlamak için dinleme becerisi önemlidir.					
18	Konuşmaları anlamak için dinleme becerisi önemlidir.					
19	Hızlı konuşulduğu zaman konuşulanları anlayamıyorum.					
20	Konuşma sırasında duyduğum sözcüklerin anlamlarını hemen hatırlayamıyorum.					
21	Konuşmacıların telaffuzlarını (sesletimlerini) anlamakta güçlük çekiyorum.					
22	Bilmediğim kelimeler yüzünden konuşmaları anlayamıyorum.					
23	İçinde kültürel unsurlar olan konuşmaları anlayamıyorum.					
24	Konuşurken çok fazla kelime bilmek önemlidir.					
25	Konuşurken kelimeleri doğru telaffuz etmek önemlidir.					
26	Konuşma becerisi fikirlerimi ve duygularımı tam olarak anlatmak için önemlidir.					
27	Yazılı İngilizceyi kolaylıkla anlayabiliyorum fakat sözlü İngilizceyi anlamakta güçlük çekiyorum.					
28	Dilbilgisi yönünden doğru cümleler kurmak için kelimeleri doğru yere koyamıyorum.					

29	Konuşurken kelimeleri doğru bir şekilde telaffuz edemiyorum.					
30	Konuşurken doğru sözcükleri bulmakta güçlük çekiyorum.					
31	Kelime bilgim yeterli olmadığından okumada güçlük çekiyorum.					
32	Dilbilgisi bilgim yeterli olmadığından okumada güçlük çekiyorum.					
33	İngiliz ve Amerikan kültürleri hakkında yeterli bilgiye sahip olmadığım için okumada güçlük çekiyorum.					
34	İlgi alanıma girmeyen okuma parçalarını anlamakta güçlük çekiyorum.					
35	Okurken farklı paragraflardaki fikirleri aklımda tutup birbirleriyle ilişkilendirerek metin hakkında genel bir sonuç çıkarabilmekte zorlanıyorum.					
36	İngilizce deyimleri anlamakta güçlük çekiyorum.					
37	Çeviri yapabilmek için İngilizce öğrenmeye ihtiyacım var.					
38	İngilizce yazarken dilbilgisi kurallarına uygun cümleler kurmakta zorlanıyorum.					
39	Kelime bilgim yetersiz olduğundan İngilizce yazmada zorlanıyorum.					
40	İngilizce yazarken bir paragrafı organize etmekte zorlanıyorum.					
41	Bölümümde derslere başlamak için gerekli olan bir yıllık İngilizce hazırlık süresini yeterli buluyorum.					
42	Haftada 24 saatlik İngilizce hazırlık programını az buluyorum.					
43	İngilizce hazırlık programının bölümüm için gerekli olduğunu düşünüyorum.					
44	Kendi alanımla ilgili metinlerin çalışılmasının daha yararlı olacağını düşünüyorum.					
45	Mesleki İngilizce bilgisini geliştirebilmek için İngilizce hazırlık programının gerekli olduğunu düşünüyorum					

Appendix 4

İlahiyat Fakültesi ve Din Kültürü ve Ahlak Bilgisi Öğretmenliği Hazırlık Sınıfı Öğrencilerinin İngilizce Gereksinimlerini Belirlemeye Yönelik Anket

Değerli katılımcılar,

Bu anket “İlahiyat Fakültesi ve Din Kültürü ve Ahlak Bilgisi Öğretmenliği Bölümü Hazırlık Sınıfı Öğrencilerinin İngilizce Gereksinim Değerlendirmesi” konulu yüksek lisans tezi için hazırlanmıştır. Aşağıdaki soruları içtenlikle ve doğru olarak yanıtladığınız için teşekkür ederiz.

Aydan ERMİŞ

Tamamen Katılıyorum: 5
Katılmıyorum: 2

Katılıyorum: 4
Tamamen Katılmıyorum: 1

Kararsızım:3

		5	4	3	2	1
1	Öğrencilerin Türkçe konuşamayan kişilerle iletişim kurabilmek için İngilizce öğrenmeleri gerekir.					
2	Öğrencilerin sınıf içi tartışmalara katılabilmek için İngilizce öğrenmeleri gerekir.					
3	Öğrencilerin radyo ve televizyon yayınlarını izleyebilmek için İngilizce öğrenmeleri gerekir.					
4	Öğrencilerin İngilizce gazete ve dergileri takip edebilmek için İngilizce öğrenmeleri gerekir.					
5	Öğrencilerin İngilizce kaynakları okuyup anlayabilmek için İngilizce öğrenmeleri gerekir.					
6	Öğrencilerin yurtdışında çalışabilme şansına sahip olmak için İngilizce öğrenmeleri gerekir.					
7	Öğrencilerin mesleki gelişim için İngilizce öğrenmeleri gerekir.					
8	Öğrencilerin iyi bir işe sahip olmak için İngilizce öğrenmeleri gerekir.					
9	Öğrencilerin lisansüstü çalışmaları yapabilmek için İngilizce öğrenmeleri gerekir.					
10	Öğrencilerin başka kültürleri daha iyi anlamak için İngilizce öğrenmeleri gerekir.					
11	Öğrencilerin İngilizceyi tam anlamıyla bilmek için İngiliz ve Amerikan kültürlerini öğrenmeye ihtiyaçları vardır.					
12	Öğrenciler İngilizce kitaplar okurken kültürel birçok kelime ve ifadeyle karşılaşır.					
13	Dinleme becerisini geliştirmek İngilizce öğreniminde önemlidir.					
14	Konuşma becerisini geliştirmek İngilizce öğreniminde önemlidir.					
15	Okuma becerisini geliştirmek İngilizce öğreniminde önemlidir.					
16	Yazma becerisini geliştirmek İngilizce öğreniminde önemlidir.					
17	Sözlü talimatları anlamak için dinleme becerisi önemlidir.					
18	Konuşmaları anlamak için dinleme becerisi önemlidir.					
19	Öğrenciler hızlı konuşulduğu zaman konuşulanları anlayamıyorlar.					
20	Öğrenciler konuşma sırasında duydukları sözcüklerin anlamlarını hemen hatırlayamıyorlar.					
21	Öğrenciler konuşmacıların telaffuzlarını (sesletimlerini) anlamakta güçlük çekiyorlar.					
22	Öğrenciler bilmedikleri kelimeler yüzünden konuşmaları anlayamıyorlar.					
23	Öğrenciler içinde kültürel unsurlar olan konuşmaları anlayamıyorlar.					

24	Konuşurken çok fazla kelime bilmek önemlidir.				
25	Konuşurken kelimeleri doğru telaffuz etmek önemlidir.				
26	Konuşma becerisi öğrencilerin fikirlerini ve duygularını tam olarak anlatabilmeleri için önemlidir.				
27	Öğrenciler yazılı İngilizceyi kolaylıkla anlayabiliyorlar fakat sözlü İngilizceyi anlamakta güçlük çekiyorlar.				
28	Öğrenciler dilbilgisi yönünden doğru cümleler kurmak için kelimeleri doğru yere koyamıyorlar.				
29	Öğrenciler konuşurken kelimeleri doğru bir şekilde telaffuz edemiyorlar.				
30	Öğrenciler konuşurken doğru sözcükleri bulmakta güçlük çekiyorlar.				
31	Öğrencilerin kelime bilgileri yeterli olmadığından okumada güçlük çekiyorlar.				
32	Öğrencilerin dilbilgisi bilgisi yeterli olmadığından okumada güçlük çekiyorlar.				
33	Öğrenciler İngiliz ve Amerikan kültürleri hakkında yeterli bilgiye sahip olmadıkları için okumada güçlük çekiyorlar.				
34	Öğrenciler ilgi alanlarına girmeyen okuma parçalarını anlamakta güçlük çekiyorlar.				
35	Öğrenciler okurken farklı paragraflardaki fikirleri akıllarında tutup birbirleriyle ilişkilendirerek metin hakkında genel bir sonuç çıkarabilmekte zorlanıyorlar.				
36	Öğrenciler İngilizce deyimleri anlamakta güçlük çekiyorlar.				
37	Öğrencilerin çeviri yapabilmek için İngilizce öğrenmeye ihtiyaçları var.				
38	Öğrenciler İngilizce yazarken dilbilgisi kurallarına uygun cümleler kurmakta zorlanıyorlar.				
39	Öğrenciler kelime bilgileri yetersiz olduğundan İngilizce yazmada zorlanıyorlar.				
40	Öğrenciler İngilizce yazarken bir paragrafı organize etmekte zorlanıyorlar.				
41	Öğrencilerin bölümlerinde derslere başlamak için gerekli olan bir yıllık İngilizce hazırlık süresini yeterli buluyorum.				
42	Haftada 24 saatlik İngilizce hazırlık programını az buluyorum.				
43	İngilizce hazırlık programının öğrencilerin bölümleri için gerekli olduğunu düşünüyorum.				
44	Öğrencilerin kendi alanlarıyla ilgili metinlerin çalışılmasının daha yararlı olacağını düşünüyorum.				
45	Öğrencilerin mesleki İngilizce bilgisini geliştirebilmek için İngilizce hazırlık programının gerekli olduğunu düşünüyorum				

ÖZGEÇMİŞ

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