A NEEDS ASSESSMENT OF TEACHERS AND STUDENTS FROM
ENGINEERING AND TOURISM DEPARTMENTS FOR DESIGNING A
COMMUNICATIVE ELT CURRICULUM

A THESIS

SUBMITTED TO THE INSTITUTE OF ECONOMICS AND SOCIAL
SCIENCES
OF BILKENT UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS
IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

BY
ERGIN SAHIN
AUGUST 1991

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Abstract

In this study it has been claimed that the English language curriculums should match the needs and expectations of the learners from the program. As curriculum designs are mostly planned by administrators and teachers, students can not participate in designing their own curriculum. For that reason, this study demonstrates the differences in perceptions between the teachers from two departments (engineering and tourism) and the students from the same study areas. The subjects' preference for expressions representing specific language functions at two different style levels (formal and informal) is also examined.

In analyzing the data statistically t-test and Chi-square tests were run. The research conclusions have indicated many significant differences between the perceptions of the different groups of subjects. Some of these differences were found as the functions of status (teacher or student) and some of them were found as the functions of department (tourism or engineering). For example, while the students believe that the speaking skill is the most important skill for their preparatory classes, the teachers do not agree. Another item related

to speaking is that the students think they will be using English mostly with native speakers of English in their career but the teachers disagree. The difficulties that the students will meet in their subject field classes are also perceived differently by teachers and students. While the students think that understanding the complexities of academic prose will be a problem for them, the teachers do not see this as a problem. The teachers state that their students have to answer essay type questions in the examinations, but the students think that they will not need to take such examinations.

On the other hand, the difficulties that the students will probably meet in their subject field classes are perceived differently by the subjects from each department. For example, the engineering subjects think that taking part in discussions and seminars, and writing efficiently will be difficult for the students, whereas the tourism subjects disagree with them on these items. Also, engineering subjects believe that students will continue to write academic papers and theses after their graduation from the faculty, but tourism subjects disagree.

As for the style levels, the informal style of speech was chosen more by the students than by the teachers. This shows that the students think they will use informal sentence patterns more than the formal ones in their future careers. Consequently, some specific

proposals are made that may lead to more effective curriculum programs. It was suggested that students' perceptions should be taken into consideration in designing English language curriculums in order to meet the students' felt language learning needs.

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MA THESIS EXAMINATION RESULT FORM

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The examining committee appointed by the
Institute of Economics and Social Sciences for the
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ESEN SAHIN

has read the thesis of the student.
The committee has decided that the thesis
of the student is satisfactory.

Thesis Title   : A Needs Assessment of Teachers and
                      Students from Engineering and
                      Tourism Departments for Designing a
                      Communicative ELT Curriculum

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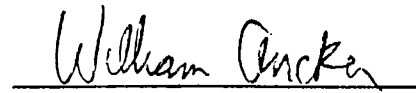
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We certify that we have read this thesis and that in
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in quality as a thesis for the degree of Master of
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Director
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To my beloved mother and father,

Mrs Saliha SAHIN

and

Mr Temel SAHIN

TABLE OF CONTENTS

LIST OF TABLES

ACKNOWLEDGEMENTS

C H A P T E R   I

INTRODUCTION TO THE STUDY

This thesis is about research on one of the fundamental issues in TEFL (Teaching of English as a Foreign Language) curriculum design in Turkey - needs assessment, which is the initial step in curriculum design. A common criticism of English language curriculum designs is that the perceptions of students about their learning needs are not taken into consideration when the EFL curriculums are developed.

When the curriculums are designed without taking the language needs of learners into consideration, they will be inappropriate for the goals, objectives and expectations of the programs. On the other hand, if the language needs of learners are analyzed first, it will be easier to identify the goals, objectives, and materials to be used as well as the learning activities and evaluation of the target language. Since the language needs of learners vary with time, this fact also affects the other criteria in designing curriculums. That's why learners' needs in a foreign language should be analyzed at different times and the course objectives should be revised, if necessary.

1.1 Statement of the Topic

To what extent are students' perceptions of their own learning needs, including needs related to language

function and style levels, consistent with the perception of these needs by their future teachers? The subjects in this research include students in a university preparatory program who will use a "functional" curriculum in their content-based English courses in the tourism and engineering departments at the university and teachers who will teach in these departments.

1.2 Definitions

Learning Needs: "The gap between the present state of an individual and the desirable objectives, such as a need for sensitive awareness of other people and their values, for critical thinking, for competence in social skills, for adequate achievement in arithmetic, for democratic social attitudes, and for skills in group life" (Taba, 1962, p. 286).

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

EFL: English as a Foreign Language.

Needs Assessment: Bellon and Handler (1982) define "needs assessment" as follows:

> Educational needs were defined as the differences between actual and desired performance. Needs assessment, a term which has been applied rather haphazardly in recent years to cover a a raft of widely different activities, simply means a process for

determining needs that may exist. A
determination of the relative importance of
identified needs may also be a part of the
needs assessment process (p. 31).

In this study needs assessment will be analyzed
from the point of view of learners and their future
teachers.

Functional Approach to 'Curriculum Design: The
"functional approach" refers to "an approach to syllabus
design, not a method of language teaching. This approach
restructures the presentation of the target language to
coincide with the communicative functions or use to
which the language will be put" (i.e., "Asking for
Information", "Expressing Opinions", "Giving
Directions", etc.) (Salimbene, 1983, p. 50).

1.3 Statement of Purpose

This study will investigate whether the
existing EFL university level curriculums in the tourism
and engineering departments match the learners' needs or
not. EFL curriculums are designed by the administrators
and teachers in Turkey but the learners' own perceptions
about their needs are frequently ignored. That is why
this EFL curriculum issue is relevant to Turkey.

By analyzing the needs of learners first and
comparing the perceptions of both the students and the
future instructors, it will be possible to more

accurately define the English language syntactic functions as well as the skills the students need.

The study will identify those English language functional needs required by two groups of students in the academic areas of tourism and engineering at Bilkent University. The needs will be assessed from the points of view of the students themselves and their future university teachers.

1.4 Statement of Hypotheses

Null Hypothesis: There will be no significant difference between the perceptions of students about their learning needs and those of their future teachers.

Directional Hypothesis: There will be a significant difference between the perceptions of students about their learning needs and those of their future teachers' and this difference will be conditioned by the academic programs of the students whose major program of study is engineering or tourism.

1.5 Statement of Limitations

The subjects selected for this study--both the students and their future instructors are native Turkish-speaking citizens of Turkey. The students selected from the preparatory program at BUSEL (Bilkent University School of English Language) were from the tourism and engineering departments of Bilkent

University and the teachers are the future instructors of these faculties at the university. Thus, this study was limited to subjects of one nationality with specific career goals and interests.

1.6 Statement of Organization

The first chapter of the study introduces the topic and states the hypotheses to be tested.

The second chapter of the thesis presents a review of the related literature pertaining to needs assessment and the functional approach to curriculum design.

The methodology used in order to collect data, the setting, subjects and tasks are introduced in chapter three.

The fourth chapter is the presentation and analysis of data. In this chapter the results of questionnaires and interviews are explained.

The fifth chapter summarizes the study and discusses implications for curriculum design, conclusions and recommendations. The questionnaires used for data collection are found in the appendices.

C H A P T E R   II

REVIEW OF THE LITERATURE

2.1 Introduction to the Topic

This chapter will be organized in the following
manner: In the first part of this review definitions
related to curriculum design will be provided and
different approaches to curriculum design are described.
One such approach, the functional curriculum design, will
be a major focus of this study as will style levels of
language. In the second part, the elements of curriculum
design and the main topic of the study, communicative
needs assessment, are discussed. This is followed by a
discussion of related experiments and their conclusions.

2.2 Definitions of Curriculum and Syllabus

To begin with, it will be beneficial to define
curriculum and syllabus. There are three legitimate uses
of the word *curriculum*. First, it is used to mean a
document prepared for purposes of describing the goals,
the scope, and the sequence of content. Secondly, it has
the meaning of a *curriculum system* which has as its
purposes the development of a curriculum, the organized
implementation of that curriculum, and the organized
evaluation of that curriculum. A third meaning is to
speak of curriculum as a *field of study* (Beauchamp,
1982).

Dubin and Olshtain (1986) describe curriculum as containing "a broad description of general goals by indicating an overall educational-cultural philosophy which applies across subjects with a theoretical orientation to language and language learning with respect to the subject matter at hand. A curriculum is often reflective of national and political trends as well" (pp. 34-35).

On the other hand, according to Dubin and Olshtain (1986), a syllabus "is a more detailed and operational statement of teaching and learning elements which translates the philosophy of the curriculum into a series of planned steps leading towards more narrowly defined objectives at each level" (pp. 34-35).

Different definitions of the term *syllabus* are also mentioned in the literature. According to Shaw (1977), both a curriculum and a syllabus entail planning what and how a subject should be taught; however, a curriculum also includes the evaluation of these elements.

Another point related to the term *syllabus* is that it is difficult to distinguish a syllabus from a method because a method also includes the references of *what* is taught and *how* it is taught. For example, a method includes the selection of materials to be taught, the gradation of these materials, their presentation and

pedagogical implementation to induce learning (Anthony and Norris, 1972). In determining the choice of syllabus pedagogical and social factors are important, whereas a method involves various psychological factors. Also a syllabus reflects the structure of the subject in a specific order and it provides a vehicle for achieving the goals of a curriculum.

In addition, the term "syllabus" is often used interchangeably with "curriculum". Robertson (1971) states that

> "... the curriculum includes the goals, objectives, content, processes, resources, and means of evaluation of all the learning experiences planned for pupils both in and out of the school and community through classroom instruction and related programs ..." (qtd. in Yalden, 1983, p. 18).

He defines "syllabus" as "a statement of the plan for any part of the curriculum evaluation itself". He concludes that "the syllabus should be viewed in the context of an ongoing curriculum development process".

Until fairly recently most educational authorities have considered the syllabus to be the educational program. When new educational goals are sought or old goals are felt to have been inadequately realized, specification of a new syllabus has been the typically favored solution. (Johnson,1989, p. 25)

On the other hand, the larger view of educational planning has often been labelled as *curriculum development*. In his study of the implementation of the Malaysian Upper Secondary English Language Communicational Curriculum, Rogers (1976) defines the syllabus/curriculum distinction as seen in Malaysia in the mid 1970s:

> The assumption implicit in the formulation of syllabi, as a basis for school programs has been that syllabi and curriculum are synonymous. Syllabi which prescribe the content to be covered by a given course form only a small part of the total school program. Curriculum is a far broader concept. Curriculum is all those activities in which children engage under the auspices of the school. The includes not only what people learn, but how they learn it, and how teachers help them learn, using what supporting materials, styles and methods of assessment, and in which kind of facilities (qtd. in Johnson, 1989, pp. 24-35).

Nunan (1988) states that the term "curriculum" is used rather than "syllabus" to refer to all aspects of the planning, implementation, and evaluation of curriculum in the United States. Curriculum is also used for a particular course of instruction. However, in Britain, the term "syllabus" is used to express specific curricular activity and ordering of course content or input. That is, syllabus is related with the "what" of the curriculum.

Since "curriculum" and "syllabus" have somewhat different meanings in British and North American

educational usage, Stern (1983) sees a need to clarify their meanings. In both British and North American usage, in its broadest sense curriculum denotes the study of the goals, content, implementation and evaluation of an educational system. Curriculum also has a meaning of a course of study or the content of a particular course or program. For this restricted meaning of curriculum, the term "syllabus" is often employed in British educational circles.

On the other hand, language curriculum development, a broader term, is defined as the process of needs analysis, goal setting, syllabus design, methodology and evaluation. Thus, Richards (1984) points out that syllabus design is one phase within a system of interrelated curriculum development activities.

In the light of all these definitions it has been decided that the concept of "curriculum" is to be used in its broadest sense and will concern all aspects of language curriculum development of the educational system whereas "syllabus" will refer to the ordering of course content of one specific course.

2.3 Different Approaches to Curriculum Design

Different types of language syllabuses are being used today. For instance, Wilkins (1976) suggests three kinds of syllabuses: structural, situational, and

notional. While the situational syllabus targets communicative situations, the structural syllabus focuses using the former is that language always occurs in a social context and it should not be divorced from its context while it is being taught. When the forms of language are mostly related with people's learning needs, a learner-based syllabus replaces the subject-based grammatical syllabus. The third syllabus, notional (semantic) syllabus teaches grammar by focusing on notions or meanings (compliments, disagreements, disbelief). Besides the notional analysis, the lexical content of learning may be influenced by pedagogic and situational considerations.

Wilkins also divides the notional categories into two sections:

> 1) Semantico-grammatical: In European languages at least, this concerns grammatical categories.
> 2) Categories of communicative function: They relate to the uses of language where there is a random relationship between the function of the utterances and grammatical forms.

To understand the strengths and weaknesses of each syllabus, it is necessary to examine them in detail:

2.3.1 Structural Syllabuses

The primary emphasis is on the grammatical structure of the language. Girard (1972) believes that the modern language lesson must aim first of all at

building up linguistic competence and performance. However, the most striking disadvantage of a structural syllabus is that while it deals with the linguistic structures of the language, it pays no attention to how these items are used by speakers.

2.3.2 Situational Syllabuses

They focus on language as a social medium. Kitchin says that "structures are dead without the situations which engender them" (qtd. in Croft, 1980, p.76). A situational syllabus takes into consideration the social roles of the participants, their psychological status, the type of conversation and the setting. Certainly the main advantage of the situational syllabus is that content selection may be highly relevant to the needs and interests of the learner. In addition to this, a situational syllabus, in contrast to a structural syllabus, focuses on language use rather than grammatical usage. On the other hand, a major problem in a situational syllabus is that if a class is not homogeneous, it is difficult to select situations that will meet the needs of all the learners.

2.3.3 Notional Syllabuses

The purpose of a notional syllabus is to ensure that the students know how to express different types of

meanings (e.g., compliments, disagreements, disbelief). The content selection is related to the needs of learners as in the situational syllabuses. The types of meaning the learners will need to communicate are to be predicted before designing the syllabus (Wilkins, 1976).

2.3.4 An Integrated Syllabus

Each type of syllabus shows an important dimension of communicative competency: grammatical, social, and rhetorical. An integrated syllabus which integrates all the advantages and strengths of every syllabus is the best one according to McKay (1980). The ESL teachers, while they are designing a syllabus, should never forget the fact that all approaches to syllabus design are valuable under certain circumstances and can be included in the integrated syllabus when they meet the needs of the students (Mckay, 1980). Yalden (1983) separates the new approaches to syllabus design from the **traditional syllabus** which consists of two parts:

- A list of linguistic structures (Grammar teaching).
- A list of words (Lexicon teaching).

Another approach to viewing syllabus design, according to Wilkins (1976), is to group courses along a "synthetic-analytic" continuum. A "synthetic language-teaching strategy" suggests teaching different parts of language separately and step-by-step so that acquisition

with "knowledge" of the language system rather than with its use. So it is clear that this strategy leads the learners to the linguistic system of the target language. The synthetic strategy produces a structural syllabus which is also known as a grammatical syllabus and has an emphasis on phonology and lexicogrammatical system of language. But having to learn meaning together with grammatical forms is its shortcoming. In the classroom the teacher following this syllabus may use either a grammar-translation method or an audio-lingual one, or a combination of the two.

According to Wilkins, the "analytic approach" produces a semantic, meaning-based syllabus and it has the goal of leading the learners to communicative competence. While a grammatical approach is related to linguistic forms (such as, phonological forms, morphological forms, syntactic patterns, lexical items), a communicative approach (or functional-notional) is based on communicative functions (i.e., apologizing, inviting, promising).

In summary the synthetic strategy is grammatical, formal, and structural and requires habit formation (repetition and manipulation drills). In contrast, the analytic strategy is functional, contextual, communicative and behavioral.

The analytic approach leads to the production of a **semantic syllabus** which is concerned with communicative

competence instead of linguistic competence alone; it
also includes two broad types, situational and notional.
The situational model refers to topical or thematic
syllabuses and is related with language in a social
context, such as "The Job Interview", "At the Travel
Agency", "Shopping". The second type, the notional
syllabus, depends upon the context, the semantic
component, and the language in discourse. The notional
syllabus includes not only grammar and vocabulary but
the notions and concepts the learner needs to
communicate about. Dobson (1979) describes a notional
syllabus as "the backbone of a language course based on
language functions or speech acts rather than on units
of grammar or situations with a grammar focus" (p. 31).
The notional syllabus would include grammatical
structures such as: "Simple Past Tense", "Adverbs of
Frequency", and "Relative Clauses", and situations such
as "At the Football Game", "At the Drugstore", "At the
Post Office", and so on. The situational syllabuses use
other titles; "Expressing Approval", "Disagreeing",
"Expressing Happiness", etc. According to Richards
(1990), structural-situational, aural-oral,
audiolingual, notional-functional and most English for
Specific Purposes (ESP) approaches to language teaching
have the common characteristics that they include
content specification and syllabus design as an
important process in a language curriculum.

Curriculum design has also been described as either task-based or product-based (Prabhu, 1983; Candlin, 1983; Long, 1983). A task-based syllabus is one in which procedures, activities, and tasks are specified rather than the linguistic content. Long (1983) suggests that the concept of "task" can be used to identify learners' needs, organize the syllabus, organize language acquisition opportunities, and measure student achievement. Prabhu (1983) argues that the focus here for the course designer is on what to do in the classroom.

Such an approach is contrasted with a product oriented model which appeals to language content. Candlin (1983) suggests that such a syllabus may use problem-solving tasks involving a focus both on language learning and how language is used communicatively.

2.4 Functional Curriculum Design

Different approaches explained above have all been used in curriculum design with some measure of success. The rule for determining the best approach to curriculum design is that it must be appropriate for the planning part of the curriculum which includes learners' needs, objectives of the courses, and selection of content among other things. Among all the approaches the "Functional Approach" was judged by the researcher to be the most relevant to the communicative needs of learners

in this study.

A functional approach emphasizes the communicative needs of learners, the explicit presentation of language functions and the linguistic structures associated with them. In short, it is interested in performance, or actual language use (Savignon and Berns, 1984). In language education the functional approach is a student-centered approach which gives the students the opportunity of communicating with one another rather than with the teacher. Being student-centered it provides for the nurturing of students' self-esteem. Students have equal roles with the teacher, and they are not totally dependent on the teacher as the "giver of knowledge". (Salimbene, 1983)

On the other hand, the main problem with the functional approach, which began to have an influence on language teaching in the 1970s, is that it is often seen as a replacement for the older structural approach. In fact, they support and enrich each other. The relationship between them can be best expressed as in the following equation :

Structure + Context = Function
(Hutchinson and Waters, 1987)

According to Widdowson, a structural syllabus builds language competence "through USAGE-knowledge of linguistic rules, whereas a functional syllabus builds it through USE--the ability to use this

knowledge for effective communication" (qtd. in Salimbene, 1983, p. 51).

Another point about the functional approach is that although the terms "functional" and "notional" are easily confused, there is a difference. Functions are social behaviors and concern the intention of the speaker or writer, e.g., advising, warning, threatening. As for notions, they reflect how people think about different concepts such as time, frequency, duration, gender, location, quality, quantity, number, etc.

A list of language functions presented in Ek, (1975) is shown below. The sequence of these functions varies according to the level of students. However, six main categories are mentioned.

Language Functions in the Sequence
of Students' Level

1. **Imparting and seeking factual information**
1.1 identifying
1.2 reporting (including describing and narrating)
1.3 correcting
1.4 asking

2. **Expressing and finding out intellectual attitudes**
2.1 expressing agreement and disagreement
2.2 inquiring about agreement or disagreement
2.3 denying something
2.4 accepting an offer or invitation
2.5 declining an offer or invitation
2.6 inquiring whether offer or invitation is accepted or declined
2.7 offering to do something
2.8 stating whether one remembers or has forgotten something or someone
2.9 inquiring whether someone remembers or has forgotten something or someone
2.10 expressing whether something is considered possible or impossible

2.11 inquiring whether something is considered possible
     or impossible
2.12 expressing capability and incapability
2.13 inquiring about capability or incapability
2.14 expressing whether something is considered a
     logical conclusion (deduction)
2.15 inquiring whether something is considered a
     logical conclusion (deduction)
2.16 expressing how certain/uncertain one is of
     something
2.17 inquiring how certain/uncertain others of
     something
2.18 expressing one is/is not obliged to do something
2.19 inquiring whether one is obliged to do something
2.20 expressing others are/are not obliged to do
     something
2.21 inquiring whether others are obliged to do
     something
2.22 giving and seeking permission to do something
2.23 inquiring whether others have permission to do
     something
2.24 stating that permission is withheld.

3.   Expressing and finding out emotional attitudes
3.1   expressing pleasure, liking
3.2   expressing displeasure, dislike
3.3   inquiring about pleasure, liking, displeasure,
      dislike
3.4   expressing surprise
3.5   expressing hope
3.6   expressing satisfaction
3.7   expressing dissatisfaction
3.8   inquiring about satisfaction or dissatisfaction
3.9   expressing disappointment
3.10 expressing fear or worry
3.11 inquiring about fear or worry
3.12 expressing preference
3.13 inquiring about preference
3.14 expressing gratitude
3.15 expressing sympathy
3.16 expressing intention
3.17 inquiring about intention
3.18 expressing want, desire
3.19 inquiring about want, desire

4.   Expressing and finding out moral attitudes
4.1   apologizing
4.2   granting forgiveness
4.3   expressing approval
4.4   expressing disapproval
4.5   inquiring about approval or disapproval
4.6   expressing appreciation
4.7   expressing regret
4.8   expressing indifference.

5. **Getting things done (suasion)**
5.1 suggesting a course of action (including the speaker)
5.2 requesting others to do something
5.3 inviting others to do something
5.4 advising others to do something
5.5 warning others to take care or to refrain from doing something
5.6 instructing or directing others to do something.

6. **Socializing**
6.1 to greet people   -
6.2 when meeting people   ,
6.3 when introducing people and when being introduced
6.4 when taking leave
6.5 to attract attention
6.6 to propose a toast
6.7 when beginning a meal (pp. 26-28)

2.5 Style Levels (Degree of Formality)

Style is defined by Hymes (1964) as "the co-occurrent changes at various levels of linguistic structure within one language" (qtd. in Ervin-Tripp, 1984, p. 355). He comments that probably every society has at least three style levels: formal or polite, colloquial, and slang or vulgar. According to Kenyon (p. 136), the word level is used to indicate different styles of language and higher or lower positions figuratively mean degrees of excellence or inferiority in language. Style levels indicate the functional varieties of speech--colloquial, familiar, scientific, formal, and literary language. The functional variety may occur on a lower or on a higher cultural level according to the social status of writer or speaker, and sometimes of reader or audience.

Dunbar and Hieke (1985, pp. 66-68) in their textbook about the functional approach to curriculum, <u>Building Fluency in English: Conversation Management</u> give good examples, as shown below, of different style levels. For example, when the topic is "Invitations; making, accepting, and declining", the conversational devices are making invitations, accepting invitations, and declining invitations. Cultural vocabulary areas are parties, dinners, dates.

<u>Conversation 1</u> : Formal situation, a dinner invitation. Speaker A is inviting her new neighbors, Speaker B and her husband, over for dinner.

- We'd like to invite you for dinner next Saturday night.

  Do you think you could make it ?

<u>Conversation 2</u> : Semiformal situation , asking for a date.

- I was wondering if you might like to go a concert on Friday.

<u>Conversation 3</u> : Informal situation. It is five o'clock, work is over, and Speaker A stops at Speaker B's desk.

- How's a beer sound ?

<u>Conversation 4</u> : Very informal situation, a spontaneous invitation. Speaker B is talking to A about something B is doing with others and decides at that moment to invite A along

- Hey, want to come along ?

<u>Conversation 5</u> : Very informal situation, inviting oneself.

A and B, who are good friends, meet in the hallway. B is with two other mutual friends.

- Mind if I come along ?

2.6 **Procedures in Curriculum Design**

According to Nunan (1988, pp. 4-14) a language curriculum design includes the following procedures:

- Initial planning procedures (including needs analysis, grouping learners, data collection, goals, and objective setting).

- Content selection and gradation.

- Methodology (which includes the selection of learning activities and materials).

- Learning arrangements (incorporating learning modes and environments).

- Assessment and evaluation.

Similarly, language program development is described by Yalden (1983) as an 8-stage process as illustrated below:

<u>Stages in Language Program Development</u>

<u>Stage</u>	<u>Description</u>
I	Needs Survey
II	Description of purpose to be prepared in terms of 1. student characteristics 2. student skills on entry to and on exit
III	Selection or development of syllabus type in terms of IV and physical constraints on the

program.
IV   The proto-syllabus: description of language
            and language use to be covered in the
            program.
V   The pedagogical syllabus: development of
            teaching, learning and testing approaches.
                1. development of teaching materials (as
                   far as possible.
                2. development of testing sequence and
                   decisions on testing instruments.
VI   a) Development of classroom procedures.
                1. selection of exercise types and
                   teaching techniques.
                2. preparation of lesson plans.
                3. preparation of weekly schedules.
            b) Teacher training: briefings or workshops
               on
                1. principles
                2. desired outcome
                3. exploitation / creation of teaching
                   material.
VII   Evaluation
                1. of students
                2. of program
                3. of teaching
VIII   Recycling stage
                1. congruence or "fit" between goals set
                   and student performance is
                   determined.
                2. content is reassessed.
                3. materials and methodological
                   procedures are revised (p. 89).

2.6.1 Communicative Needs Assessment

Needs analysis is a broad concept; it may include
"either the general parameters of a language program or
the specific communicative needs of learners" (Richards,
1990, p. 2). The first one may be referred to as
"situation analysis" and involves the goals,
expectations, learning style and proficiency levels of
learners; the teachers' training and experience, the
approaches they follow, their expectations of the
program; the administration of the program; the

constraints such as time, budget, resources and also evaluation of students' learning. The second type of needs assessment, which is the main concern of this thesis, communicative needs analysis, is about gathering information on the learners' communicative needs in the target language. It involves the following type of questions:

> In what settings will the learners use the target language?
> What role relationships are involved?
> Which language modalities are involved (e.g., reading, writing, listening, speaking)?
> What types of communicative events and speech acts are involved?
> What level of proficiency is required? (Munby, qtd. in Richards, 1990, p. 2).

The objectives of a language curriculum design will appear when these questions are answered.

Needs can also be classified as objective needs and subjective needs (Brindley, Quinn, cited in Johnson, 1989). "Objective needs" are related to different kinds of factual information about the learners. Learners' current language proficiency, their use of language in real-life communication situations and the difficulties they meet in language determine their objective needs. The affective and cognitive factors such as personality, confidence, attitudes, and learners' wants and expectations state the "subjective needs" of learners. Analyzing the objective needs leads the learners to an effective communication in their current or future domain of language use. So the communicative or the

needs for language learning are the types of needs that this research depends upon.

2.6.2 Research on Needs Assessment

Assessment refers to the set of processes through which we make judgements about a learner's level of skills and knowledge (Richards & Nunan, 1990, p. 62). The instruments used to collect data to determine the needs of learners are questionnaires, language tests, and interviews with the learners, administrators and other people concerned. While questionnaires and interviews determine the learners' characteristics and evaluate their attitudes and expectations, language tests reveal their strengths and weaknesses in English. One major investigation of needs analysis was carried out by Brindley and Bagshaw in 1984. For this research; preliminary to the program, participants were asked to video-or audiotape their classrooms over several days, and then to select and transcribe a 10- to 15-minute segment in which there was a "critical incident", or in which a problem occurred, or in which they were trying something new. The analysis of the language-learning needs in this study included the following items:

- first language
- sex
- ethnicity
- age
- education
- occupational background
- length of residence in the target culture
- status of the individual within the family
- urban / rural background (qtd. in Johnson,

1989, p.25)

In another case study by Coleman (1988) the data collection process had two aspects: one included interviews done with the whole staff, from assistant rectors, and deans to students and clerical workers, and the second one was a questionnaire given to the undergraduates to determine their attitudes and language learning experience. The result of the study identified appropriate target groups, developing basic study and library skills, and students' expectations of classroom language learning.

In addition to conducting needs analysis studies, there are also some institutions which have designed their curricula and educational policy based on the needs of learners. For example, to meet the needs of adult migrants in Europe a group of experts was called together in 1971 by the Committee for Out-of-School Education and Cultural Development of the Council of Europe. This group of highly respected applied linguists and language teachers was charged with creating "the conditions for the establishment of a suitable structural framework for the development, through international co-operation, of a coherent and progressive European policy in the field of adult language learning" (Rivers, 1983, p. 134).

2.6.3 The Effects of Language Functions on

Communicative Learning Needs

A language curriculum based on language functions is composed of a systematically organized, sequential, and comprehensible set of procedures which meet the needs of learners. For this reason, a communicative needs analysis has tended to emphasize a functional language approach rather than a structural one.

2.6.4 Conclusions of the Related Research

This review has stressed the necessity of analyzing the learners' needs before designing a language curriculum. Without analyzing the needs of learners or determining the objectives, the courses will be inadequate. There must be a relationship between the needs of learners and the expectations of the society in an EFL/ESL curriculum.

To be able to fully specify the learners' communicative needs, it is necessary to

> (a) study in depth each of the situations in which learners would need to use English, (b) clarify the learners' communicative purposes by analyzing the activities and roles they would be performing in the foreign language, and (c) determine the level of performance they expected (or were expected) to attain (Harvey, 1984, p. 25).

C H A P T E R   III

METHODOLOGY

3.1 Introduction

This study includes a contrastive analysis of English-language learning needs of two different types of learners--those majoring in tourism and engineering --and a parallel analysis of the perception of those needs by instructors from those departments. As hypothesized in Chapter I, the perceptions of the students from tourism and engineering departments about their English-language learning needs will differ from the perceptions of their future study instructors. In addition, the goal was to find out whether the general English taught in English-language preparatory classrooms is perceived as satisfactory enough to prepare the students for the language skills they will need to use in their university classes and also in their future careers. To collect this data a questionnaire was given to both tourism and engineering students attending a general one-year EFL preparatory program and another version of the same questionnaire was given to both groups of students' future professors who teach the content-based subjects in English at the university. The examples of questionnaires and checklists which are the source of the data used in this study are given in the Appendices C and D.

3.2 <u>Subjects</u>

Twenty tourism and twenty engineering students were selected according to their level of English from BUSEL (Bilkent University School of English Language), a private English-medium university in Turkey. The twenty engineering students were chosen from three departments: computer science engineering, industrial engineering, and electronic engineering. The selected students of both majors were all advanced level students since these students were most likely to graduate from preparatory classes, they would be more concerned with their immediate felt needs than students at other proficiency levels.

The second group of subjects includes six instructors from the faculty of tourism and six instructors (two from each section) from the faculty of engineering. All the subjects in the study were Turkish-speaking and citizens of Turkey to avoid the influence of the nationality variable.

3.3 <u>Materials</u>

In order to collect the data, two identical versions of a questionnaire designed by the researcher were administered to teacher and student subjects (these versions are found in Appendix A and B.1, and also the English equivalent of the questionnaire given to the students is found in B.2). The questionnaires had two

parts; in Part 1 the subjects were asked questions about their background, and Part 2 was the section consisting of 19 questions related to the focus of this research. However, the questions incorporated a total of 112 variables, each of which was measured separately. Four of the questions asked subjects to place in order of importance the language skills that the students will need to use in their preparatory classes, in their university classes, and in their future careers, and also to indicate the types of settings in which the students will use English in their careers. The other 15 questions included items related to the difficult areas of language encountered by the students and the situations in which they and their teachers expect to use the language. In these questions the subjects chose the options regarding their own expectations and felt needs. These latter 15 questions ask for the following information:

1. Problems in the students' use of English in the subject field classroom.

2. Difficulty in learning the terminology of the students' subject areas.

3. The speaking, reading, listening, and writing activities that the students will use in subject field classes (in four different questions for each skill).

4. The students' possible fields of work.

5. The speakers of English that the students will interact with in their career.

6. The frequency of their using English in their career.

7. The speaking, reading, listening, and writing activities that they will use in their future jobs (in four different questions for each).

8. The degree of importance of consulting the students for their English language learning needs while the curriculum is being designed.

9. The probable frequency of students' using formal and informal speech patterns in their future career.

3.4 Procedures / Data Collection

The questionnaires were distributed to the subjects and the whole data collection process lasted a week. First the questionnaire for the students was distributed in a 50-minute class period. While the subjects were filling out the questionnaires, the researcher was available to clarify problematic questions. The questionnaire and the instructions given to the students were in Turkish. Then, the researcher visited the instructors one by one and gave them their questionnaire which was prepared in English. Each instructor was given a questionnaire to be returned the following day.

3.5 Analytic Procedures

After the data collection, the Statistical Package for the Social Sciences (SPSS) was used to compare the responses of the four groups of subjects in the two versions of the questionnaire. Statistical analyses included the following:

1. Independent t-tests, which were used to measure the difference between mean values of responses from questions using Likert scales. These scales measured the perceptions of teachers and students concerning language skills that the students needed to use in their preparatory classes and their perceptions of appropriate styles of speech required by the students in career situations.

2. Chi-square tests, which were used in order to find the differences between the expected and observed frequencies of responses from the four groups of subjects on items relating to perceptions of students' language needs. Many of these items were either selected or not selected (coded "1" or "2" for statistical calculation) by subjects in each of the four groups. Consequently, 4 X 2 cross tabulations were computed to determine whether the frequencies at which each group selected an item was significantly different from its expected frequency based on chance.

C H A P T E R   IV

Data Analysis

In this study it was hypothesized that there will be a significant difference between the perceptions of students about their English language learning needs and those of their future teachers' and this difference will be conditioned by the academic programs of the students whose major program of study are engineering and tourism. The questionnaire encompassed the questions to identify the following points:

i.   The language learning skills that the students utilize in their preparatory classes, in subject field education, and also in their future careers, and the order of importance of using those skills (Asked in 11 different questions).

ii. Types of settings in which the students will use English in their career.

iii. Types of difficulties in learning English.

iv. Learning terminology related to content fields in English language preparatory classes.

v.   The students' possible fields of work.

vi. The importance of English in the students' future jobs; the environment they will use English in, and the persons they will interact with in English.

vii. The frequency of the students' using English in their career.

viii. The degree of importance of consulting the
students for their English language learning
needs while the curriculum is being designed.

ix. Examples of formal and informal sentence
patterns were also given in the questionnaires
in order to identify which style the teachers
and students would choose as most appropriate
for the students' English language learning
needs.

In order to explore the differences between
students' perceptions of their English language needs
and those of their future teachers, two types of analyses
were performed using the Statistical Package For the
Social Sciences (SPSS): (1) Students of both departments
(tourism and engineering) were compared with teachers of
both departments; (2) Tourism students, engineering
students, tourism teachers, and engineering teachers
were compared with each other.

Table 4.1

Evaluation of Speaking Skill
in Preparatory Classes
(Scale of 1-5; 1 = Low, 5 = High)

	Number of Cases	Mean	Standard Deviation
Teachers	12	3.0000	1.414
Students	40	4.3750	1.125

Table 4.2

The Distribution of Preference
for Speaking Skill

	1	2	3	4	5	Total
Teachers	2	3	2	3	2	12
	16.7%	25.0%	16.7%	25.0%	16.7%	23.1%
Students	2	1	5	4	28	40
	5.0%	2.5%	12.5%	10.0%	70.0%	76.9%
Total	4	4	7	7	30	52
	7.7%	7.7%	13.5%	13.5%	57.7%	100.0%

4.1 Importance of Skills--Teachers Versus Students

When the perceptions of teachers were compared with those of students, independent t-test results showed that significant differences were found in the questionnaire item,"Speaking". It was selected as the most important skill on a scale of 1 to 5. (1=low evaluation; 5=high evaluation).

As shown in Table 4.1, students rated the speaking skill higher than teachers did. The mean rating for students was 4.38 while for teachers it was 3.0. The t-observed value of 3.5 was significant at the .01 level. Table 4.2 shows the cross tabulation of the values assigned by teachers and students on the importance of the speaking skill. Only 16.7% of teachers selected speaking as the most important skill for preparatory students whereas 70% of students thought that speaking was the most important skill for their present situation.

4.2 <u>Problems in English Class--Teachers Versus Students</u>

The questionnaire items in Part 2 of the Questionnaire asks: Which of the following problems in the use of English language do you think (you/your students) will face in your department? Here Chi-square tests with Yates Correction were computed to measure the difference between the perceptions of students and teachers in the following items from the questionnaire:

4.2.1. "Inability to understand the complexity of academic prose." (Question: 2f)

As shown in Table 4.3, 91.7 percent of teachers do not think that this item will be a problem for the students while 60 % of students think that they will face it as a problem. The observed Chi-square value of 7.9 was significant at the .01 level.

Table 4.3

The Perceptions about Understanding
the Complexities of Academic Prose

	Disagree	Agree	Total
Teachers	11	1	12
	91.7%	8.3%	23.1%
Students	16	24	40
	40.0%	60.0%	76.9%
Total	27	25	52
	51.9%	48.1%	100.0%

4.2.2 "Inability to learn the subject field terminology" (2, 1).

As indicated in Table 4.4, 52.5 percent of students selected this item as a difficulty to be met in their subject field classes whereas 91.7 percent of the teachers do not perceive this as a problem. The difference between the observed and expected frequencies in categories of teachers and students was significant at the .025 level with the observed Chi-square value of 5.7. When this and the preceding item are considered together, it appears that students are intimidated by the language (academic prose) and the academic jargon of their field more than teachers realize.

Table 4.4

The Perception of "Learning the Subject Field Terminology" as a Difficulty

	Disagree	Agree	Total
Teachers	11	1	12
	91.7%	8.3%	23.1%
Students	19	21	40
	47.5%	52.5%	76.9%
Total	30	22	52
	57.7%	42.3%	100.0%

4.2.3 Next, subjects were asked to identify speaking activities that they (or their students) needed to use in their future university classes. Of the seven items listed, items 3 and 4 below elicited disagreement

between students and teachers.

> "The students will communicate face to face
> with native speakers in their subject field
> classes" (4, a).

As shown in Table 4.5, 90% of the students think that they will communicate face to face with native English speakers in their subject field classes whereas teachers are evenly divided on this issue. The observed Chi-square value of 7.1 was significant at the .01 level. The feeling that they will interact with native speakers may be the reason why students rate the speaking skill as high as they do (higher than teachers).

Table 4.5

The Perception about Speaking Activity Need: "Face to Face Communication with Native English Speakers"

	Disagree	Agree	Total
Teachers	6	6	12
	50.0%	50.0%	23.1%
Students	4	36	40
	10.0%	90.0%	76.9%
Total	10	42	52
	19.2%	80.8%	100.0%

4.2.4 "The students will mostly use English with native English-speaking persons in their future jobs". (10, a)

Table 4.6 shows that while only 58.3 percent of teachers agree that their students will mostly use English with native English-speaking persons in their

future jobs, 90.0 percent of the students accept this idea. The observed Chi-square value of 4.4 was significant at the .05 level.

Table 4.6

Perceptions about Speaking Activity Need:
"Students' Interaction with Native English-speaking
Persons in Their Future Career"

	Disagree	Agree	Total
Teachers	5	7	12
	41.7%	58.3%	23.1%
Students	4	36	40
	10.0%	90.0%	76.9%
Total	9	43	52
	17.3%	82.7%	100.0%

Tables 4.6 and 4.7 indicate that students think that they will have to use English with native English-speaking persons in their future careers and that they may use it with non-native speakers of English, too, e.g. in meetings, seminars, discussions in English.

4.2.5 "The students will mostly use English with non-native English-speaking persons (e.g., doing translations, or writing letters in English with colleagues) in their future jobs. (10, b)

As indicated in Table 4.7, while 75.0 percent of the teachers accept that their students will mostly use English with non-native English-speaking persons, the rate of agreement with this idea by the students is only 30.0 percent. The Chi-square value is 6.0 and the difference between the observed and expected frequencies

in the categories of teachers and students was significant at the .025 level.

Table 4.7

Perceptions About Speaking Activity Need:
"Students' Interaction with Non-native
English-speaking Persons in Their Future Career

	Disagree	Agree	Total
Teachers	3	9	12
	25.0%	75.0%	23.1%
Students	28	12	40
	70.0%	30.0%	76.9%
Total	31	21	52
	59.6%	40.4%	100.0%

The latter two items suggest that the teachers apparently think that their students will probably work in Turkey and they may not interact with native English-speaking persons very often.

4.3 Problems in Use of English--Engineering Students, Tourism Students, Engineering Teachers, and Tourism Teachers

When the perceptions of these four groups were compared with each other using Chi-square tests, significant differences were found in the observed and expected frequency counts of questionnaire items asking: "Which of the following problems in the use of English language do you think (you/your students) will face (in your department)? Items showing significant differences were as follows:

4.3.1 "Difficulty in comprehending the language of formal lectures in English" (2, a).

As seen in Table 4.8, there is a big difference between both groups of teachers; all the engineering teachers disagree with this proposition which perhaps implies that they think that students from preparatory classes will understand their lectures easily, but 66.7% of the tourism teachers think that their students might have difficulties in understanding formal lectures. So far as the students are concerned, the situation is perceived differently. Fifty percent of the engineering students believe that understanding lectures may be a problem for them. However, there is a lack of agreement among the two classes of students, as 80 % of the tourism students disagree with this perception. Also 50% of the engineering students who feel this is a problem do not agree with their teachers, as 100.0 % deny that the language of formal lessons causes difficulty. Perhaps engineering teachers are so confident in their teaching that they believe students will not have difficulty in their lectures.

Table 4.8

The Perceptions about the Difficulty in Comprehending Formal Lectures by Teachers and Students from Tourism and Engineering Departments

	Disagree	Agree	Total
TE	6	0	6
	100%		11.5%
TT	2	4	6
	33.3%	66.7%	11.5%
SE	10	10	20
	50.0%	50.0%	38.5%
ST	16	4	20
	80.0%	20.0%	38.5%
Total	34	18	52
	65.4%	34.6%	100%

On the other hand, the patterns of disagreement between teachers and students are in the tourism department where teachers think the language of formal lectures is a problem but students disagree (80.0%). The difference between the observed and expected frequencies of agreement of these four groups produce a Chi-square value of 9.8 which is significant at the .01 level.

The abbreviations used in this table and in the subsequent tables refer to:

TE = Teachers of Engineering

TT = Teachers of Tourism

SE = Students of Engineering

ST = Students of Tourism

4.3.2 "Inability to use and/or understand fluent spoken English in situations where the language is informal or colloquial" (2, b).

As shown in Table 4.9, 16.7 percent of the TE and 50 percent of the TT accept that their students will have difficulty in understanding fluent spoken English in informal or colloquial situations. As for students, 75 percent of the SE and 20 percent of the ST perceive the item as a difficulty. The observed Chi-square value of 14.4 was significant at the .01 level. Since the SE know that informal or colloquial language is very different from the formal speaking patterns, they think they will not be able to understand and use the informal forms. But the TE may be ignoring this problem as they use only formal styles of English in their lectures. On the other hand, the ST think that as they will have to use the speaking skill more than other skills, they will be able to understand the speech forms in English whether they are formal or colloquial.

Table 4.9

Cross-Tabulation of Teachers and Students
from Tourism and Engineering Departments on
Problem of Understanding Fluent Spoken English
in Formal or Colloquial situations

	Disagree	Agree	Total
TE	5	1	6
	83.3%	16.7%	11.5%
TT	3	`3	6
	50.0%	50.0%	11.5%
SE	5	15	20
	25.0%	75.0%	38.5%
ST	16	4	20
	80.0%	20.0%	38.5%
Total	29	23	52
	55.8%	44.2%	100.0%

4.3.3 " Inability to use and/or understand
the polite conventions of English" (2, c).

As Table 4.10 shows, the perceptions of the TE and
SE are similar to each other on the idea of engineering
students' understanding polite conventions of English;
16.7% of the TE and 15.0% of the SE do not think it as
a problem. But the TT are undecided on whether this is
a problem (50.0% agree and 50.0% disagree). While 50.0%
of the TT consider this as a difficulty for their
students, none of the ST believe it is a problem. The
Chi-square value of 10.0 was significant at the level

of .025.

Table 4.10

Cross-Tabulation of Perceptions of Teachers
and Students from Tourism and Engineering
Departments about Students' Understanding
Polite Conventions of English

	Disagree	Agree	Total
TE	5	1	6
	83.3%	16.7%	11.5%
TT	3	3	6
	50.0%	50.0%	11.5%
SE	17	3	20
	85.0%	15.0%	38.5%
ST	20	0	20
	100.0%		38.5%
Total	45	7	52
	86.5%	13.5%	100.0%

4.3.4 "Inability to take active part in
discussions and seminars" (2, d).

Table 4.11 indicates that agreement on this issue
is a function of the department in which the subjects
come from. That is, approximately the same percentage
of teachers and students in engineering (83.3% and
80.0%, respectively) agree that inability to take
active part in discussions and seminars is a problem.
Likewise, an equivalent percentage of teachers and
students from tourism disagree (66.7% and 65.0%,
respectively). Perhaps oral interaction is more

difficult for engineering students than it is for tourism students and this problem is recognized by teachers and students alike. Differences between observed and expected frequencies among the four groups produce an observed Chi-square value of 11.4 (p<.01).

Table 4.11

Cross-Tabulation of Teachers and Students
from Tourism and Engineering Departments on the Problem
"Inability to Take Part in Discussions and Seminars"

	Disagree	Agree	Total
TE	1	5	6
	16.7%	83.3%	11.5%
TT	4	2	6
	66.7%	33.3%	11.5%
SE	4	16	20
	20.0%	80.0%	38.5%
ST	13	7	20
	65.0%	35.0%	38.5%
Total	22	30	52
	42.3%	57.7%	100.0%

4.3.5 "Inability to read quickly" (2, e).

As indicated in Table 4.12, both groups of teachers mostly think their students will not have a problem of reading English quickly (83.3% agreeing and 16.7% disagreeing). The table also shows that 55.0 percent of engineering students think that they will

not be able to read English quickly, whereas 90.0
percent of tourism students do not find it as a
problem. Tourism teachers and students have similar
opinions on this issue, but engineering teachers and
students disagree with each other. The observed Chi-
square value of 10.10 was found significant at the
level of .025.

Table 4.12

Cross-Tabulation of Teachers and Students
from Tourism and Engineering Departments
on the Issue of Students' Inability to
Read English Quickly

	Disagree	Agree	Total
TE	5	1	6
	83.3%	16.7%	11.5%
TT	5	1	6
	83.3%	16.7%	11.5%
SE	9	11	20
	45.0%	55.0%	38.5%
ST	18	2	20%
	90.0%	10.0%	38.5%
Total	37	15	52
	71.2%	28.8%	100.0%

4.3.6   "Inability to understand the
complexities of academic prose" (2, f).

Table 4.13 is a more detailed form of Table 4.3.
In Table 4.3 it was shown that while teachers do not

think their students' understanding the complexities of academic prose will be difficult for them, 60.0% of students disagree with their teachers' judgements. When all four groups of respondents are compared with each other, it is seen that 16.7% of the TE, 55.0% of the SE, and 65.0% of the ST identify this as a problem, whereas none of the tourism teachers do. The observed Chi-square value of 10.6 for the differences was found significant at the level of .025.

Table 4.13

Cross-Tabulation Showing the Perceptions
of Tourism and Engineering Teachers and
Students about Students' Inability to
Understand the Complexities of Academic Prose

	Disagree	Agree	Total
TE	5	1	6
	83.3%	16.7%	11.5%
TT	6	0	6
	100.0%		11.5%
SE	9	11	20
	45.0%	55.0%	38.5%
ST	7	13	20
	35.0%	65.0%	38.5%
Total	27	25	52
	51.9%	48.1%	100.0%

4.3.7 "Difficulty in taking notes during
lectures" (2, g).

In Table 4.14, the teachers of the two departments
disagree with each other. All the engineering teachers
consider that their students will not have difficulty
in taking notes during the courses, but 66.7% of
tourism teachers believe that it will be a difficulty
for their students. On the other hand, 55.0% of
engineering students, and 20.0% of tourism students
think that they will find it hard to take notes in the
courses. Differences between observed and expected
frequencies among the four groups produce a Chi-square
value of 11.10 which was significant at the .025 level.

Table 4.14

Cross-Tabulation of Tourism and Engineering
Teachers' and Students' Perceptions about
Students' Difficulty in Taking Notes
During Lectures

	Disagree	Agree	Total
TE	6	0	6
	100.0%		11.5%
TT	2	4	6
	33.3%	66.7%	11.5%
SE	9	11	20
	45.0%	55.0%	38.5%
ST	16	4	20
	80.0%	20.0%	38.5%
	33	19	52
Total	63.5%	36.5%	100.0%

4.3.8 "Inability to write efficiently" (2,h).

Table 4.15 shows that all the TE believe that their students will not be able to write in English efficiently, but 66.75 of the TT do not agree with the engineering teachers. Among the students, 65.0% of the SE identify it as a problem, but 75.0% of the ST disagree with them. It is clear that the teachers and students of each department agree with each other; respondents from engineering department accept it as a problem, but subjects from tourism department do not. The observed Chi-square value of 13.5 was found to be significant at the .01 level.

Table 4.15

Cross-Tabulation of Tourism and Engineering Teachers' and Students'Perceptions about Students' Inability to Write Efficiently

	Disagree	Agree	Total
TE	0	6	6
		100.0%	11.5%
TT	4	2	6
	66.7%	33.3%	11.5%
SE	7	13	20
	35.0%	65.0%	38.5%
ST	15	5	20
	75.0%	25.0%	38.5%
Total	26	26	52
	50.0%	50.0%	100.0%

4.3.9 "Inability to learn the subject field
        terminology" (2, 1).

Table 4.16

Cross-Tabulation of the Perceptions of
Tourism and Engineering Teachers and
Students about Students' Inability to
Learn the Subject Field Terminology

	Disagree	Agree	Total
TE	6	0	6
	100.0 %		11.5%
TT	5	1	6
	83.3%	16.7%	11.5%
SE	8	12	20
	40.0%	60.0%	38.5%
ST	11	9	20
	55.0%	45.0%	38.5%
Total	30	22	52
	57.7%	42.3%	100.0%

Table 4.16 is a more detailed form of Table 4.4.
The differences between the teachers are almost the same.
All of the TE and 83.3% of the TT think that learning
subject field terminology will not be difficult for their
students. However, 60.0% of the SE think that it will
be a problem for them. Also, 55.0% of the ST side with
the teachers' sentiment on this issue. The observed Chi-
square value of 8.6 was significant at the .05 level.

4.3.10 Next subjects were asked: "Which of the following speaking activities do you think you/your students need to use in your/their classes?" in one of the seven items the respondents disagreed significantly, as shown below.

> "The students will use English in communicating face to face with native English-speakers" (4, a).

As also shown in Table 4.5, Table 4.17 presents a similar picture- both groups of students, 80.0% of the SE and 100.0% of the ST identify that they will need to use English in communicating face to face with native speakers of English.   Also, 66.7 of the TT agree with them on the same item. Only the engineering teachers feel it will not be necessary for their students. (33.3% disagree). The observed Chi-square value of 14.2 was found significant at the .01 level.

Table 4.17

Cross-Tabulation of Teachers and Students
from Tourism and Engineering Departments
 on the Need for: "Students' Face to Face
Communication with Native English-Speakers"

	Disagree	Agree	Total
TE	4	2	6
	66.7%	33.3%	11.5%
TT	2	4	6
	33.3%	66.7%	11.5%
SE	4	16	20
	20.0%	80.0%	38.5%
ST	0	20	20
		100.0%	38.5%
Total	10	42	52
	19.2%	80.8%	100.0%

4.3.11 When asked about the reading skills the students
will need or use the most, the respondents differed in
their answers in "Reading for Pleasure" (5, b).

Table 4.18

Cross-Tabulation of Tourism and Engineering
Teachers and Students about "Students' Reading
for Pleasure While They are in Their Subject
Field Years"

	Disagree	Agree	Total
TE	6	0	6
	100.0%		11.5%
TT	5	1	6
	83.3%	16.7%	11.5%
SE	11	9	20
	55.0%	45.0%	38.5%
ST	18	2	20
	90.0%	10.0%	38.5%
Total	40	12	52
	76.9%	23.1%	100.0%

Table 4.18 reveals that a great many members of the respondent groups think that the students of both tourism and engineering departments will not need to read English for pleasure during their subject field years; 100.0 percent of the TE, 83.0 percent of the TT, and 90.0 percent of the ST think in this manner. Only 45.0 percent of the SE think that they will read for pleasure besides the course materials. The observed Chi-square value of 9.3 was found significant at the .025 level.

4.3.12   When asked about the writing activities the students will need in their subject classes, respondents

differed significantly on two items, as shown below.

"Writing reports, term papers, research
papers" (7, a).

The data in Table 4.19 shows that all the respondents of the engineering department (both teachers and students) without any exception admit that writing reports, term papers, and research papers will be inevitable for engineering students in their subject field years. In addition, 85.0 percent of the tourism students think they will be active in writing activities, but only 50.0 percent of tourism teachers consider that their students will be academic writers of English. This indicates that half of the TT do not think that they will focus on these types of writing activities in their classes. The observed Chi-square value of 12.3 was significant at the .01 level.

Table 4.19

Cross-Tabulation of the Perceptions of
Tourism and Engineering Teachers and Students about
Students' Need for Writing Reports, Term Papers, and
Research Papers in Their Subject
Field Years

	Disagree	Agree	Total
TE	0	6	6
		100.0%	11.5%
TT	3	3	6
	50.0%	50.0%	11.5%
SE	0	20	20
		100.0%	38.5%
ST	3	17	20
	15.0%	85.0%	38.5%
Total	6	46	52
	11.5%	88.5%	100.0%

4.3.13 "Answering essay questions in the examinations" (7, b).

As shown in Table 4.20, the TE (83.3%) and the TT (66.7%) agree that their students will have to answer essay questions in the examinations. The students, however, state that they will not need to answer essay type questions in the examinations. Their answers on this question may reflect a dislike of this type of exam item. Fifty percent of the SE and 25.0% of the ST think that they will face essay type questions in their subject area years. The observed Chi-square value of

found significant at the .05 level.

Table 4.20

Cross-Tabulation of Tourism and Engineering
Teachers' and Students' Thoughts on the Role
of Essay Questions in Examinations

	Disagree	Agree	Total
TE	1	5	6
	16.7%	83.3%	11.5%
TT	2	4	6
	33.3%	66.7%	11.5%
SE	10	10	20
	50.0%	50.0%	38.5%
ST	15	5	20
	75.0%	25.0%	38.5%
Total	28	24	52
	53.8%	46.2%	100.0%

4.3.14   The next question was: "In which of
the following fields will your/your students' future
work be?" Respondents disagreed on two of the items
below.
"The students' future work will be in the academic
field" (8, c).

As shown in Table 4.21, it is interesting that
none of the tourism teachers or students accept the
idea of tourism students' choosing the academic world
as a profession for themselves. On the other hand,
while 83.3% of the TE believe that their students will
be academics, only 40.0% of the SE believe they will
work in the academic field. The significant difference

among these groups produces a Chi-square value of 21.10 (p<.001).

Table 4.21

Cross-Tabulation of the Perceptions of Tourism and Engineering Teachers and Students about Students' Working in the Academic Field

	Disagree	Agree	Total
TE	1	5	6
	16.7%	83.3%	11.5
TT	6	0	6
	100.0%		11.5
SE	12	8	20
	60%	40%	38.5%
ST	20	0	20
	100.0%		38.5%
Total	39	13	52
	75.0%	25.0%	100.0%

4.3.15 The next question asks: "In your/your students' future job, who will you/they mostly use English with?" (10).

Respondents disagreed on whether they will use English with native and non-native persons as shown below.

> "The students will mostly use English with native English-speaking persons" (10, a).

Table 4.22 is a more detailed form of Table 4.6. Tourism teachers' (100.0%) and students' (90.0%) and engineering students (90%) agree with the assumption that students will mostly use English with native

speakers of English in their career. However, only 16.7% of the TE think that engineering students will mostly use English with native speakers. The observed Chi-square value of 21.0 was significant at the .001 level.

Table 4.22

Cross-Tabulation of Tourism and Engineering Teachers' and Students' Opinions about Students' Using English with Native English-speaking Persons

	Disagree	Agree	Total
TE	5	1	6
	83.3%	16.7%	11.5%
TT	0	6	6
		100.0%	11.5%
SE	2	18	20
	10.0%	90.0%	38.5%
ST	2	18	20
	10.0%	90.0%	38.5%
Total	9	43	52
	17.3%	82.7%	100.0%

4.3.16 "The students will mostly use English with non-native English-speaking persons in their future job" (10, b).

It is clear in Table 4.23 that both groups of teachers believe more than their students that the students will use English with non-native English speaking persons in their future jobs, a finding which is similar to that shown in Table 4.7. A majority of the teachers (83.3 percent of the TE and 66.7 percent

of the TT) agree with this, but only 45.0% of the SE
and 15.0% of the ST share their teachers' opinion. The
observed Chi-square value 11.8 was found significant at
the .01 level.

Table 4.23

Cross-Tabulation of the Perceptions of Tourism
and Engineering Teachers and Students about
Students' Using English with Non-native
English-speaking Persons

	Disagree	Agree	Total
TE	1	5	6
	16.7%	83.3%	11.5%
TT	2	4	6
	33.3%	66.7%	11.5%
SE	11	9	20
	55.0%	45.0%	38.5%
ST	17	3	20
	85.0%	15.0%	38.5%
Total	31	21	52
	59.6%	40.4%	100.0%

4.2.17 When asked about writing activities students will
use in their future jobs, subjects disagreed in two
items, as shown below.

> "Students will write papers or
> theses in academic studies in their
> future jobs" (15, a).

As indicated in Table 4.24, for this item "Students
will write papers or theses in academic studies in their
future jobs", the subjects' responses reflected the

departments they came from.

Table 4.24

Cross-Tabulation of Teachers and Students from
Engineering and Tourism Departments on the Situation
of Students' Writing Academic Papers and Theses

	Disagree	Agree	Total
TE	0	6	6
		100.0%	11.5%
TT	5	1	6
	83.3%	16.7%	11.5%
SE	5	15	20
	25.0%	75.0%	38.5%
ST	13	7	20
	65.0%	35.0%	38.5%
	23	29	52%
Total	42.2	55.8	100.0%

While the respondents from the engineering
department (100.0% of the teachers and 75.0% of the
students) agree with the item, the respondents from the
tourism department (16.7% of the teachers and 35.0% of
the students) disagree with it. This item shows that the
engineering students expect to participate in academic
writing activities more than the tourism students. The
observed Chi-square value of 14.97 was significant at the
.01 level.

4.3.18 "Students will fill out business documents or reports in their future jobs" (15, d).

Table 4.25

Cross-Tabulation of the Perceptions of Tourism and Engineering Teachers and Students about Students' Filling out Business Documents or Reports in Their Jobs

	Disagree	Agree	Total
TE	3	3	6
	50.0%	50.0%	11.5%
TT	0	6	6
		100.0%	11.5%
SE	6	14	20
	30.0%	70.0%	38.5%
ST	1	19	20
	5%	95%	38.5%
Total	10	42	52
	19.2%	80.8%	100.0%

As shown in Table 4.25, only the engineering teachers did not overwhelmingly agree with this item. The percentages for this agreement are 50.0% of the TE, 100.0% of the TT, 70.0% of the SE, and 95.0% of the ST. The observed Chi-square value of 9.19 was found significant at the .05 level.

4.4. The Formal and Informal Usages in Speaking - Teachers versus Students

This aspect of the research proposed to find out whether the subjects differ in the way they think the students will use formal and informal speech styles in their future careers. The subjects were asked to predict the speech style the student will most often use on a scale of one to three (3 for always, 2 for sometimes, and 1 for seldom). The 19 formal and 19 informal style level sentences, taken from Hammer and Arnold (1978), were randomly sequenced. For each pair of sentences subjects were asked the likelihood of using each sentence in a hypothetical interaction in their future careers. The sentences contained English expressions which communicate specific language functions. Each expression was paired with an equivalent expression written on a different style level. To be able to run statistics on this, all subjects'scores for the sentences dealing with formality were totaled in order to assign each subject a "formality" score, and the same procedure was followed for an "informality" score. Teachers and students from both departments could then be rated on the two variables--informality and formality. When a Chi-square test was used to see whether the observed and expected frequencies of scores differed significantly on these two variables in the four subject groups, there were no

significant differences. However, it was observed that when the subjects were divided into two groups, between teachers and students, on the construct of informality, there was a significant difference. A two-tailed t-test showed that students chose significantly more informal expressions than teachers. This shows that students think they will use informal sentence patterns more than the formal ones in their future career. As illustrated in Table 4.26, the mean value for teachers was 9.17 while for students it was 13.70. The t-observed value of 2.05 was significant at the .05 level.

Table 4.26

Tourism and Engineering Teachers versus
The Students on Informality in Speech

	Number of Cases	Mean	Standard Deviation
Teachers	12	9.1667	6.726
Students	40	13.7000	6.711

4.4 Results of the Data Analysis

The data analysis conducted in relation to the questionnaires submitted by the engineering teachers and students and by tourism teachers and students shows that there are many significant differences in the opinions of the respondents on issues affecting curriculum design. In this respect, the data analysis has shown that the hypotheses of this research were valid. That is, the

perceptions of the teachers and students about English language learning needs are different from each other and the difference also occurs between subjects from the different departments. Therefore, one conclusion that can be drawn from this research is that both teachers' and students' needs should be considered in curriculum design. In relation to this, as shown in Table 4.26, students from both departments preferred informality to formality in speech; thus, more informal usages should be emphasized in the English language curriculums of those students if students' felt needs are to be considered.

C H A P T E R   V

CONCLUSIONS

5.1 Summary of the Study

As it was explained in Chapter II, needs assessment is the first step in designing curriculums. Any curriculum has some deficiencies, and in order to minimize those deficiencies, a systematic approach should be followed in programming and implementing the curriculum. This research is based on the assumption that most curriculums are determined by the administrators and teachers, but consulting the students for their own expectations from the program is generally ignored. Thus, a needs analysis from the point of view of the learner is an essential step in designing a curriculum. Although the learners from different subject fields have different learning needs, they might have to attend the same type of language program. For example, in the English language preparatory classrooms at the English medium universities in Turkey general English courses are given to the students whatever their major study areas are. However, it is questionable whether these preparatory classes actually prepare these students for entry into programs such as ESP (English for Specific Purposes), and EAP/EOP (English for Academic Purposes/ English for Occupational Purposes). For that reason the research focused on the preparatory classes of Bilkent University which offers the same EFL program for all the students from different departments except for some ESP classes given in the

second semester.

To collect data a questionnaire about English language learning needs was conducted with a sample group of tourism and engineering students. Another questionnaire including the same items was administered to a sample group of tourism and engineering teachers. As the data findings indicated, the opinions of the teachers diverged from those of students' in their need for various language skills, in their perceptions of language learning difficulties and in their purposes for learning English.

In the light of these data, it is possible to say that the effectiveness of the program may be increased when the teachers are more aware of needs and expectations of the students and when the teachers become conversant with the goals and objectives of the program based on the needs and expectations of the students. In general, a balanced approach which considers the importance of input from teachers, students, and administrators may be the most desirable. More specifically, this study suggests that taking into consideration the felt needs of the learners and the expectations of the teachers would result in a more effective EFL program.

5.2 <u>Assessment of the Study</u>

The results of the research have shown many significant differences between the perceptions of the subjects and those findings will be helpful in reshaping the syllabuses. As an example, the importance of the speaking skill that the students perceive in the preparatory classes of Bilkent University is perceived differently by the future instructors and the preparatory class students. While only 16.7% of the teachers think that speaking is the most important skill for their students in English preparatory programs, 70% of the students consider speaking as the most important skill for their program. It can be inferred from this finding that the students apparently think that they need more oral participation in the courses than their teachers think they do. Taking into consideration this felt need, more speaking activities should be encompassed in the English language preparatory classroom curriculums.

When the significant differences among the four subject groups are classified, the results can be viewed from two different perspectives: Some of the differences result from the functions of *role* (teacher or student) and some of them from the functions of *department* (tourism or engineering). In addition, there are other findings that are a function of neither "role" nor "department", which are labelled "miscellaneous patterns". The differences referring to the functions of

role can be listed as in the following:

Role: Students versus Teachers

1) The students think that they will communicate mostly with native speakers of English in their career. The teachers disagree. One interpretation of this finding is that the teachers think that their students will probably work in Turkey and they may not interact with native English-speaking persons very often.

2) The students think that they will be unable to understand the complexities of academic prose in their subject field classes. The teachers do not see this as a problem. The reason for this may be that the teachers are unaware that the students have problems understanding the complexities of academic writings.

3) The students think they will not need to answer essay type questions in the examinations, but the teachers think they will. The students' statement on this may be interpreted as a dislike of this type of exam item. However, the teachers are sure that they will answer essay questions.

On the other hand, the differences which refer to the functions of department can be listed as below:

Department: Engineering versus Tourism

1) Both teachers and students from the engineering department think that taking part in discussions and seminars will be difficult for the engineering students.

However, tourism teachers and students do not perceive that their students have a handicap in this area. Perhaps oral interaction is more difficult for engineering students than it is for tourism students. Or it could be that the engineering teachers are more demanding or have higher expectations than the tourism teachers. This problem is recognized by teachers and students alike.

2) The subjects from the engineering department think that students will be unable to write efficiently in their subject field classes. However, tourism subjects do not agree. As the engineering students will have to write more than tourism students, they are required to be very good at writing efficiently and the teachers are especially concerned that they have good writing skills.

3) Engineering subjects believe that the students will continue to write academic papers and theses after their graduation from the faculty. But the tourism subjects do not agree. This shows that the engineering students envision further study or work in their field which would require this type of training.

Miscellaneous Patterns

1) All subjects, except for teachers of engineering, believe that the students will communicate face to face with native speakers of English in their subject field classes.

2) Again all subjects, except for teachers of engineering, think that the students will be using

English mostly with native speakers of English in their careers. Thus, engineering teachers are consistent in their skepticism concerning the students' future interaction with native speakers of English.

3) Another significant finding is related to the style levels in speech. It was observed that the students scored significantly higher than the teachers on the construct of informality. According to this result, it is concluded that the students think they will use informal sentence patterns more than formal ones in their future careers. This is consistent with the students' belief about the likelihood of interacting with native speakers since such communication would require use of both formal and informal styles.

These findings raise a number of questions. Do the teachers think that their students will live and work in Turkey and therefore, not have the necessity of interacting with native speakers? Is the students' judgment about the need to answer essay type questions a reflection of their dislike for this type of exam item? As for the engineering subjects' perception of discussions and seminars as "difficult", is it possible that oral interaction is more difficult for engineering students than for tourism students? Or could it be that the engineering teachers are more demanding on have higher expectations for their students than the tourism teachers? Finally, the finding that students scored

significantly higher than the teachers on informality of speech styles may be consistent with the students' belief about the likelihood of interacting with native speakers since such communication would require use of both formal and informal styles. These are all questions that can be placed on the future research agenda for those who want to pursue the implications of the felt needs reflected in the findings of the study.

5.3 Pedagogical Implications

As the basic purpose of organizing language programs is to lead the learners to the desired, ideal level of language competence, this study purports to clarify students' felt language needs and expectations so that an effective and economic language program can be determined for the English language preparatory classrooms. No language curriculum can be perfect, but if there is input from all three participants; administers, teachers, and students, it will reflect the real felt needs of the students. In addition, consulting the students on their felt needs may encourage them to be more autonomous learners. So this research advocates consulting the students on their learning needs.

5.4 Future Research Designs

Because of the time limitations it was possible to work only with two departments and a limited number of

subjects. However, for future researchers some suggestions can be made for similar types of needs assessment:

i. Surveying needs assessment for all English language programs, e.g., in high schools, for general English, for ESP (English for special Purposes), for EAP/EOP (English for Academic Purposes/English for Occupational Purposes).

ii. Working with a larger population sample.

iii. Doing the same research in other countries in order to see whether similar results will be found.

iv. Using different subject groups; e.g., comparing the perceptions of first year students with those of graduating seniors.

v. Taking into consideration different characteristics of the subjects; e.g. their socio-economic status, their age, sex, etc.

vi. Using different methodological procedures for collecting data such as interviews and discussion groups.

vii. Comparing the implementation of a syllabus before and after a needs assessment survey.

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR TEACHERS

Please answer the following questions carefully and correctly. The identification of your answers will be useful in designing an English language curriculum for your students' preparatory classes.

<u>PART 1</u>
Name :
Department :
Experience of Teaching :
Age :
Sex :
Nationality :
Mother Tongue :

<u>PART 2</u>
1. Put the following language activities in the order of importance that you think your students need to use in their English-language preparatory classes. Give them numbers from 5 (the most important one) to 1 (the least important).
---- Reading
---- Speaking
---- Writing
---- Listening
---- Translation

2. Which of the following problems in the use of English-language do you think your students face in your department?
a) Difficulty in comprehending the language of formal lectures in English.
b) Inability to use and/or understand fluent spoken English in situations where the language is informal or colloquial.
c) Inability to use and/or understand the polite conventions of English.
d) Inability to take active part in discussions and seminars.
e) Inability to read quickly.
f) Inability to understand the complexities of academic prose.
g) Difficulty in taking notes during lectures.
h) Inability to write efficiently.
i) Inability to pronounce English well.
j) Difficulty in doing translations between English and Turkish.
k) Difficulty in using English grammar correctly.
l) Inability to learn the subject field terminology.

3.   Is it necessary for your students to learn a basic terminology related to their subject area in their English-language preparatory classes in addition to General English ?

<u>Not Necessary</u>   <u>Very Necessary</u>

1   2   3   4   5

4.   Which of the following speaking activity(ies) do you think your students need to use in your classes?
a) Face to face communication with native English speakers.
b) Face to face communication with non-native speakers.
c) Active participation in English in class discussions, tutorials, seminars.
d) Asking and answering questions.
e) Making oral presentations in class.
f) Giving talks in technical English.
g) Other, please specify ------------------------------

5.   Which of the following English reading skill(s) do you think your students need to use most in your classes?
a) Reading books, textbooks, articles, newspapers, journals, reports, papers, technical materials in English, comics.
b) Reading for pleasure.
c) Other, please specify ------------------------------

6.   Which of the following listening activity(ies) do you think your students are involved in your classes ?
a) Listening to communication media (radio, TV, films, etc.)
b) Taking notes in lectures given in the field of interest.
c) Other, please specify ------------------------------

7.   Which of the following writing activity(ies) do you think your students need to use in your classes ?
a) Writing reports, term papers, research papers.
b) Answering essay questions in the examinations.
c) Writing abstracts.
d) Taking notes in lectures and talks.
e) Other, please specify ------------------------------

8. In which of the following fields will your students' future work be?
a) Commerce / Industry
b) Public Administration
c) Academic

d) Armed Forces
e) Other, please specify ------------------------------

9. In which of the following settings will your students use English in their future career? Put them in order of importance from 5 (the most likely) to 1 (the least likely).
---- In a business office.
---- In a tourist office.
---- In meeting halls.
---- In a library.
---- Other, please specify ------------------------------

10. In your students' future job who will they mostly use English with?
a) Native English-speaking persons.
b) Non-native English-speaking persons. (For example, they may do translations, or write letters in English with colleagues).

11. How often will your students speak in English in their career?
a) Frequently   b) Sometimes   c) Seldom   d) Never

12. Which of the following speaking activity(ies) do you think your students will use in their future job ?
a) Face to face communication with native speakers.
b) Talking to native speakers on the telephone.
c) Informal conversation with native speakers.
d) Other, please specify ------------------------------

13. Which of the following English reading skill(s) do you think your students will use most in their career?
a) Reading books, articles, newspaper, journals, reports, various papers, technical materials, comics.
b) Reading for pleasure.
c) Other, please specify ------------------------------

14. Which of the following listening activity(ies) do you think your students will be engaged in their future job ?
a) Understanding daily conversation.
b) Other, please specify ------------------------------

15. Which of the following writing activity(ies) do you think your students will use in their future job ?
a) Writing papers or theses in academic studies.
b) Translating materials in your own field.

c) Writing business letters in English.
d) Filling out business documents or reports.
e) Other, please specify --------------------------------

16. Put the following language skills in order of importance that you think your students use more during their subject field education. Give them numbers from 4 (the most important) to 1 (the least important).
---- Speaking
---- Writing
---- Listening
---- Reading

17. Put the following language skills in order of importance that you think your students will use more in their future career. Give them numbers from 4 (the most important) to 1 (the least important).
---- Speaking
---- Writing
---- Listening
---- Reading

18. In designing English-language curriculums for preparatory classes, I think :
a) Students' opinions should definitely be consulted.
b) It would be better to ask students for their opinions.
c) It is not very necessary to consult the students.

19. Indicate how frequently you think your students would have to
use the following styles of speaking (formal or informal) in their
future career ?

	Most	Sometimes	Seldom
-- Suppose they will have to invite someone to lunch :			
a) What about coming to lunch with me ?	( )	( )	( )
b) Would you like to come to lunch with me?	( )	( )	( )
-- Accepting invitations :			
a) Yes, fantastic !	( )	( )	( )
b) That sounds very nice. Thank you.	( )	( )	( )
Refusing invitations :			
a) It's very kind of you to invite me, but I'm not sure if I can.	( )	( )	( )
b) I can't, I'm afraid. You see I have lots of work to do.	( )	( )	( )
-- Suppose they will make a suggestion :			
a) How does the idea of camping at the seaside appeal to you ?	( )	( )	( )
b) Why don't (you) camp at the seaside ?	( )	( )	( )
-- Greeting People :			
a) Hello Mr Williams. How are you ?	( )	( )	( )
b) Hi Mr Williams. How are you doing ?	( )	( )	( )
-- Answering Greetings :			
a) Very well, thank you. How are you ?	( )	( )	( )
b) Fine, thanks. And you ?	( )	( )	( )
-- Greeting Guests :			
a) Good afternoon Ms Brown . I'm so pleased you could come.	( )	( )	( )
b) Hi. Nice to see you.	( )	( )	( )
-- Asking about personal interest :			
a) Are you into playing chess ?	( )	( )	( )
b) Are you interested in playing chess ?	( )	( )	( )
-- Expressing preference :			
a) I'm rather interested in antiques.	( )	( )	( )
b) I like antiques.	( )	( )	( )
-- Asking about social plans :			
a) Have you got anything on next Sunday?	( )	( )	( )
b) Have you made any arrangements for next Sunday ?	( )	( )	( )
-- Saying no definite plans :			
a) Nothing in particular, no. Why ?	( )	( )	( )
b) Nothing as far as I know. Why ?	( )	( )	( )
-- Stating changeable plans :			
a) Well, actually, I was thinking of going to the country.	( )	( )	( )
b) Well, I had planned to go to the country.	( )	( )	( )
-- Asking for opinions :			
a) I was wondering what your opinion of our meals was ?	( )	( )	( )
b) What about our meals ?	( )	( )	( )

-- Asking for more exact information :
a) What exactly do you mean by saying so? ( )   ( )   ( )
b) Sorry, I'm not quiet clear about   ( )   ( )   ( )
   what you mean by saying so.
-- Offering help :
a) Should I call someone to carry your   ( )   ( )   ( )
b) Would you like me to call someone to
   carry your luggage ?   ( )   ( )   ( )
-- Stating likes :
a) I really like eating out.   ( )   ( )   ( )
b) I'm rather keen on eating out.   ( )   ( )   ( )
-- Agreeing with preference :
a) So do I (actually).   ( )   ( )   ( )
b) Yes, me too.   ( )   ( )   ( )
-- Offering a choice :
a) You can visit the historical places   ( )   ( )   ( )
   or swim, it's up to you.
b) What would you prefer-to visit the
   historical places or to swim ?   ( )   ( )   ( )
-- Giving clarification :
a) All I'm trying to say is that you   ( )   ( )   ( )
   have misunderstood it.
b) Well, the point I'm trying to make
   is that you have misunderstood it.   ( )   ( )   ( )

APPENDIX B.1

ANKET

Aşağıdaki ifadelerin dikkatle ve doğru olarak işaretlenmesi hazırlık sınıfları için Ingilizce müfredat programı hazırlanmasında faydalı olacaktır.

BÖLÜM 1

Isim:
Fakülte:
Şimdiki Ingilizce Düzeyi:
Yaş:
Cinsiyet:
Milliyet:
Ana Dil:

BÖLÜM 2

1.   Aşağıdaki Ingilizce hazırlık sınıfında kullanmanız gereken dil aktivitelerini sizin için önem sırasına göre sıralayınız. En önemli olanına 5, en az önemli olanına 1 rakamını veriniz.
---- Okuma
---- Konuşma
---- Yazma
---- Dinleme
---- Çeviri

2.   Branş sınıflarında Ingilizce'nin kullanımı ile ilgili aşağıdaki sorunlardan hangileri ile karşılaşacağınızı düşünüyorsunuz?
   a) Derslerde kullanılan Ingilizce'yi anlamada güçlük.
   b) Ingilizce'yi resmi olmayan şekliyle ya da günlük konuşma diliyle akıcı bir şekilde konuşamamak ve/veya anlayamamak.
   c) Ingilizce'nin kibar konuşma kalıplarını kullanamamak ve/veya anlayamamak.
   d) Seminerlere ve tartışmalara aktif bir şekilde katılamamak.
   e) Hızlı okuyamamak.
   f) Akademik metinlerin karmaşıklığını anlayamamak.
   g) Derslerde not tutmada güçlük çekmek.
   h) Istenen nitelikte yazamamak.
   ı) Ingilizce'yi iyi telaffuz edememek.
   i) Türkçe-Ingilizce, Ingilizce-Türkçe çeviriler yapmada güçlük.
   j) Ingilizce dilbilgisini kullanmada güçlük. .
   k) Branşla ilgili terminolojiyi öğrenmede güçlük.

3. Hazırlık sınıflarında genel Ingilizce'nin yanında kendi branşınızla ilgili temel bir terminoloji verilmesi gerekli midir?

<u>Gerekli Değil</u>   <u>Çok Gerekli</u>
   1   2   3   4   5

4. Aşağıdaki konuşma aktivitelerinden hangisi(leri)ni branş sınıflarınızda kullanacağınızı düşünüyorsunuz?
  a) Ana dili Ingilizce olan konuşmacılarla yüz yüze konuşma.
  b) Ana dili Ingilizce olmayan konuşmacılarla yüz yüze konuşma.
  c) Sınıf içi tartışmalara, seminerlere aktif katılım.
  d) Soru sorabilme ve cevaplandırabilme.
  e) Sınıfta sözlü olarak çeşitli çalışmalar sunma.
  f) Teknik ngilizce ile konuşabilme.
  g) Diğer, lütfen belirtiniz ------------------------

5. Aşağıdaki okuma becerilerinden hangisi(leri)ni branş sınıflarınızda kullanacağınızı düşünüyorsunuz?
  a) Kitap, ders kitabı, makale, gazete, dergi, rapor, teknik yayınlar okuma.
  b) Zevk için okuma.
  c) Diğer, lütfen belirtiniz ------------------------

6. Aşağıdaki dinleme aktivitelerinden hangisi(leri)nin branş sınıflarında sizin için gerekli olacağını düşünüyorsunuz?
  a) Iletişim araçlarını dinleme.
    (radyo, televizyon, filmler, vs...)
  b) Branşınızla ilgili verilen konferanslarda not tutabilme.
  c) Diğer, lütfen belirtiniz ------------------------

7. Aşağıdaki yazma aktivitelerinden hangisi(leri)ni branş sınıflarınızda kullanacağınızı düşünüyorsunuz?
  a) Rapor, dönem ödevi, araştırma raporları yazma.
  b) Sınavlardaki makale türü soruları cevaplandırma.
  c) Yayın özetleri yazma.
  d) Konferanslarda ve konuşmalarda not tutma.
  e) Diğer, lütfen belirtiniz ------------------------

8. Gelecekteki mesleğiniz aşağıdaki alanlardan hangisinde olacktır?
  a) Ticaret/Endüstri
  b) Kamu Yönetimi
  c) Akademik
  d) Silahlı Kuvvetler
  e) Diğer, lütfen belirtiniz ------------------------

9. Mesleğinizde Ingilizce'yi aşağıdaki ortamlardan hangisinde kullanacaksınız? Size göre en uygun olanına 5, en az uygun olanına 1 vererek sıralayınız.

---- Bir iş bürosunda.
---- Bir turist bürosunda.
---- Toplantı salonlarında.
---- Kütüphanelerde.
---- Diğer, lütfen belirtiniz -----------------------

10. Mesleğinizde Ingilizce'yi en çok kimlerle kullanacaksınız?
  a) Ana dili Ingilizce olan kişilerle.
  b) Ana dili Ingilizce olmayan kişilerle.
     (Örneğin, meslektaşlarınızla çeviriler yapmada, ngilizce mektuplar yazmada).

11. Mesleğinizde Ingilizce'yi ne kadar sıklıkla konuşacaksınız?
  a) Sık sık   b) Bazen   c) Nadiren   d) Hiç

12. Aşağıdaki konuşma aktivitelerinden hangisi(leri)ni mesleğinizde kullanacağınızı düşünüyorsunuz?
  a) Ana dili Ingilizce olan konuşmacılarla yüz yüze resmi bir şekilde konuşma.
  b) Ana dili Ingilizce olan konuşmacılarla telefonda konuşma.
  c) Ana dili Ingilizce olan konuşmacılarla resmi olmayan konuşmalar yapma.
  d) Diğer, lütfen belirtiniz -----------------------

13. Aşağıdaki Ingilizce okuma becerilerinden en çok hangisi(leri)ni mesleğinizde kullanacağınızı düşünüyorsunuz?
  a) Kitap-makale-gazete-dergi-rapor-çeşitli dökümanlar-teknik yayınlar-karikatürler okuma.
  b) Zevk için okuma.
  c) Diğer, lütfen belirtiniz -----------------------

14. Aşağıdaki dinleme aktivitelerinden hangisi(leri)nin mesleğinizde gerekli olacağını düşünüyorsunuz?
  a) Günlük konuşma Ingilizcesi'ni anlama.
  b) Diğer, lütfen belirtiniz -----------------------

15. Aşağıdaki yazma aktivitelerinden hangisi(leri)ni meslek yaşamınızda kullanacaksınız?
  a) Akademik çalışmalarla ilgili yayınlar ya da tezler yazma.
  b) Branşınızla ilgili yayınları çevirme.
  c) Ingilizce iş mektupları yazma.

d) İş dökümanları ya da raporlar doldurma.

16. Aşağıdaki dil becerilerini branş eğitiminizde daha çok kullanacağınızı düşündüğünüz şekilde sıralayınız. Sizce en çok kullanılacak olanına 4, en az kullanılacak olanına 1 rakamını veriniz.
---- Konuşma
---- Yazma
---- Dinleme
---- Okuma

17. Aşağıdaki dil becerilerini mesleğinizde daha çok kullanacağınızı düşündüğünüz şekilde sıralayınız. Sizce en çok kullanılacak olanına 4, en az kullanılacak olanına 1 rakamını veriniz.
---- Konuşma
---- Yazma
---- Dinleme
---- Okuma

18. İngilizce hazırlık sınıfları için müfredat programları hazırlanırken:
  a) Öğrencilerin görüşleri mutlaka alınmalıdır.
  b) Öğrencilerin görüşlerini almak yararlı olur.
  c) Öğrencilerin görüşlerini almak pek gerekli değildir.

19. Aşağıdaki konuşma sitillerini (resmi, samimi) mesleğinizde ne kadar sıklıkla kullanmanız gerekeceğini düşünüyorsunuz?

	Sık sık	Bazen	Nadiren
-- Birini yemeğe davet etmeniz gerektiğinde:			
a) What about coming to lunch with me?	( )	( )	( )
b) Would you like to come lunch with me?	( )	( )	( )
-- Davetleri kabul etmede:			
a) Yes, fantastic.	( )	( )	( )
b) That sounds very nice. Thank you.	( )	( )	( )
-- Davetleri reddetmede:			
a) It is very kind of you to invite me, but I'm not sure if I can.	( )	( )	( )
b) I can't I'm afraid. You see I have lots of work to do.	( )	( )	( )
-- Bir öneride bulunmak istediğinizde:			
a) How does the idea of camping at the seaside appeal to you?	( )	( )	( )
b) Why don't (you) camp at the seaside?	( )	( )	( )
-- İnsanları selamlamada:			
a) Hello Mr Williams. How are you?	( )	( )	( )
b) Hi Mr Williams.How are you doing?	( )	( )	( )
-- Selamlamalara karşılık verirken:			
a) Very well, thank you. How are you	( )	( )	( )
b) Fine, thanks. And you?	( )	( )	( )
-- Konukları selamlarken:			
a) Good afternoon Ms Brown. I'm so pleased you could come.	( )	( )	( )
b) Hi. Nice to see you.	( )	( )	( )
-- Kişisel ilgiler hakkında sorma:			
a) Are you into playing chess?	( )	( )	( )
b) Are you interested in playing chess?	( )	( )	( )
-- Tercih bildirirken:			
a) I'm rather interested in antiques	( )	( )	( )
b) I like antiques.	( )	( )	( )
-- Sosyal planlar hakkında sorma:			
a) Have you got anything on next Sunday?	( )	( )	( )
b) Have you made any arrangements for next Sunday?	( )	( )	( )
-- Belli bir planın olmadığını söyleme:			
a) Nothing in particular, no. Why?	( )	( )	( )
b) Nothing as far as I know. Why?	( )	( )	( )
-- Değişebilir planlardan söz etme:			
a) Well, actually, I was thinking of going to the country.	( )	( )	( )
b) Well, I had planned to go to the country.	( )	( )	( )
-- Başkalarının fikirlerini sorma:			
a) I was wondering what your opinion			

```
   of our meals was?                      (  )    (  )    (  )
   b) What about our meals?               (  )    (  )    (  )
-- Tam bilgi almak için sorma:
   a) What exactly do you mean by
      saying so?                          (  )    (  )    (  )
   b) Sorry, I'm not quiet clear about
      what you mean by saying so?         (  )    (  )    (  )
-- Yardım teklif ederken:
   a) Should I call someone to carry
      your luggage?                       (  )    (  )    (  )
   b) Would you like me to call
      someone to carry your luggage?      (  )    (  )    (  )
-- Beğenilerden bahsetme:
   a) I really like eating out.     `     (  )    (  )    (  )
   b) I'm rather keen on eating out.      (  )    (  )    (  )
-- Başkalarının tercihleriyle aynı
   fikirde olma:
   a) So do I (actually).                 (  )    (  )    (  )
   b) Yes, me too.                        (  )    (  )    (  )
-- Seçenek sunma:
   a) You can visit the historical
      places or swim, it's up to you.     (  )    (  )    (  )
   b) What would you prefer-to visit
      the historical places or to swim?   (  )    (  )    (  )
-- Bir konuya açıklık getirme:
   a) All I'm trying to say is that
      you have misunderstood it.          (  )    (  )    (  )
   b) Well, the point I'm trying to
      make is that you have
      misunderstood it.                   (  )    (  )    (  )
```

APPENDIX B,2

QUESTIONNAIRE FOR STUDENTS

Please answer the following questions carefully and correctly. The identification of your answers will be useful in designing an English language curriculum for your preparatory classes.

PART 1
Name :
Department :
Present Level of English :
Age :
Sex :
Nationality :
Mother Tongue :

PART 2
1.   Put the following language activities in the order of importance that you think you need to use in your English-language preparatory classes. Give them numbers from 5 (the most important one) to 1 (the least important).
----   Reading
----   Speaking
----   Writing
----   Listening
----   Translation

2. Which of the following problems in the use of English-language do you think you will face in your future department?
a) Difficulty in comprehending the language of formal lectures in English.
b) Inability to use and/or understand fluent spoken English in situations where the language is informal or colloquial.
c) Inability to use and/or understand the polite conventions of English.
d) Inability to take active part in discussions and seminars.
e) Inability to read quickly.
f) Inability to understand the complexities of academic prose.
g) Difficulty in taking notes during lectures.
h) Inability to write efficiently.
i) Inability to pronounce English well.
j) Difficulty in doing translations between English and Turkish.
k) Difficulty in using English grammar correctly.

1) Inability to learn the subject field terminology.

3.   Is it necessary to learn a basic terminology related to your subject area in your English-language preparatory classes in addition to General English ?

<u>Not Necessary</u>   <u>Very Necessary</u>

1   2   3   4   5

4.   Which of the following speaking activity(ies) do you think you will use in your subject field classes ?
a) Face to face communication with native English
   speakers.
b) Face to face communication with non-native speakers.
c) Active participation in English in class discussions,
   tutorials, seminars.
d) Asking and answering questions.
e) Making oral presentations in class.
f) Giving talks in technical English.
g) Other, please specify ------------------------------

5.   Which of the following English reading skill(s) do you think you will use most in your subject field classes?
a) Reading books, textbooks, articles, newspapers,
   journals, reports, papers, technical materials in
   English, comics.
b) Reading for pleasure.
c) Other, please specify ------------------------------

6.   Which of the following listening activity(ies) do you think you will be involved in your subject field classes ?
a) Listening to communication media (radio, TV, films,
   etc.)
b) Taking notes in lectures given in the field of
   interest.
c) Other, please specify ------------------------------

7.   Which of the following writing activity(ies) do you think you will use in your subject field classes ?
a) Writing reports, term papers, research papers.
b) Answering essay questions in the examinations.
c) Writing abstracts.
d) Taking notes in lectures and talks.
e) Other, please specify ------------------------

8.   In which of the following fields will your future work be?
a) Commerce / Industry

b) Public Administration
c) Academic
d) Armed Forces
e) Entertainment / Arts
f) Other, please specify --------------------------

9.   In which of the following settings will you use English in your future career? Put them in order of importance from 5 (the most likely) to 1 (the least likely).
---- In a business office.
---- In a tourist office.
---- In meeting halls.
---- In a library.
---- Other, please specify ------------------------

10.   In your future job who will you mostly use English with?
a) Native English-speaking persons.
b) Non-native English-speaking persons. (For example, you may do translations, or write letters in English with your colleagues).

11.   How often will you speak in English in your career?
     a) Frequently b) Sometimes   c) Seldom   d) Never

12.   Which of the following speaking activity(ies) do you think you will use in your future job ?
a) Face to face communication with native speakers.
b) Talking to native speakers on the telephone.
c) Informal conversation with native speakers.
d) Other, please specify ------------------------------

13.   Which of the following English reading skill(s) do you think you will use most in your career?
a) Reading books, articles, newspaper, journals, reports, various papers, technical materials, comics.
b) Reading for pleasure.
c) Other, please specify ------------------------------

14.   Which of the following listening activity(ies) do you think you will be engaged in your future job ?
a) Understanding daily conversation.
b) Other, please specify ------------------------------

15.   Which of the following writing activity(ies) do you think you will use in your future job ?
a) Writing papers or theses in academic studies.
b) Translating materials in your own field.
c) Writing business letters in English.
d) Filling out business documents or reports.
e) Other, please specify ------------------------------

16. Put the following language skills in order of importance that you think you will use more during your subject field education. Give them numbers from 4 (the most important) to 1
(the least important).
---- Speaking
---- Writing
---- Listening
---- Reading

17. Put the following language skills in order of importance that you think you will use more in your future career. Give them numbers from 4 (the most important) to 1 (the least important).
---- Speaking
---- Writing
---- Listening
---- Reading

18. In designing English-language curriculums for preparatory classes, I think :
a) Students' opinions should definitely be consulted.
b) It would be better to ask students for their opinions.
c) It is not very necessary to consult the students.

19. Indicate how frequently you think you would have to use
     the following styles of speaking (formal or informal)
     in your future career ?

	Most	Sometimes	Seldom
-- Suppose you will have to invite someone to lunch :			
a) What about coming to lunch with me ?	( )	( )	( )
b) Would you like to come to lunch with me?	( )	( )	( )
-- Accepting invitations :			
a) Yes, fantastic !	( )	( )	( )
b) That sounds very nice. Thank you.	( )	( )	( )
-- Refusing invitations :			
a) It's very kind of you to invite me, but I'm not sure if I can.	( )	( )	( )
b) I can't, I'm afraid. You see I have lots of work to do.	( )	( )	( )
-- Suppose you will make a suggestion :			
a) How does the idea of camping at the seaside appeal to you ?	( )	( )	( )
b) Why don't (you) camp at the seaside ?	( )	( )	( )
-- Greeting People :			
a) Hello Mr Williams. How are you ?	( )	( )	( )
b) Hi Mr Williams. How are you doing ?	( )	( )	( )
-- Answering Greetings :			
a) Very well, thank you. How are you ?	( )	( )	( )
b) Fine, thanks. And you ?	( )	( )	( )
-- Greeting Guests :			
a) Good afternoon Ms Brown. I'm so pleased you could come.	( )	( )	( )
b) Hi. Nice to see you.	( )	( )	( )
-- Asking about personal interest :			
a) Are you into playing chess ?	( )	( )	( )
b) Are you interested in playing chess ?	( )	( )	( )
--Expressing preference :			
a) I'm rather interested in antiques.	( )	( )	( )
b) I like antiques.	( )	( )	( )
-- Asking about social plans :			
a) Have you got anything on next Sunday?	( )	( )	( )
b) Have you made any arrangements for next Sunday ?	( )	( )	( )
-- Saying no definite plans :			
a) Nothing in particular, no. Why ?	( )	( )	( )
b) Nothing as far as I know. Why ?	( )	( )	( )
-- Stating changeable plans :			
a) Well, actually, I was thinking of going to the country.	( )	( )	( )
b) Well, I had planned to go to the country.	( )	( )	( )
-- Asking for opinions :			
a) I was wondering what your opinion of	( )	( )	( )

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    our meals was ?
b) What about our meals ?                  (  )   (  )   (  )
-- Asking for more exact information :
a) What exactly do you mean by saying so?  (  )   (  )   (  )
b) Sorry, I'm not quiet clear about        (  )   (  )   (  )
   what you mean by saying so.
-- Offering help :
a) Should I call someone to carry your     (  )   (  )   (  )
b) Would you like me to call someone to    (  )   (  )   (  )
   carry your luggage ?
-- Stating likes :
a) I really like eating out.               (  )   (  )   (  )
b) I'm rather keen on eating out.          (  )   (  )   (  )
-- Agreeing with preference :
a) So do I (actually).                     (  )   (  )   (  )
b) Yes, me too.                            (  )   (  )   (  )
-- Offering a choice :
a) You can visit the historical places     (  )   (  )   (  )
   or swim, it's up to you.
b) What would you prefer-to visit the      (  )   (  )   (  )
   historical places or to swim ?
-- Giving clarification :
a) All I'm trying to say is that you       (  )   (  )   (  )
   have misunderstood it.
b) Well, the point I'm trying to make      (  )   (  )   (  )
   is that you have misunderstood it.
```

APPENDIX C

Quebec Ministry of Education Student Questionnaire

School : -------------------------------

Directions : Mark an X in the blank that says what you
want to say. When there is no blank,
write in your own answer.

1. Sex ? ---------------------- Boy ----
                                 Girl ----

2. What grade are you in ? -------- 4 th grade ----
                                     5 th grade ----
                                     6 th grade ----

3. How old are you ? ------------------ 9 ----
                                        10 ----
                                        11 ----
                                        12 ----

4. What is your father's profession ? ----------------

5. What is your mother's profession ? ----------------

6. Does your father work ? --------------- Yes ----
                                            No   ----
7. Does your mother work outside your home ? ---- Yes
                                              ----   No
8. What is your father's native language ?
    French ----
    English ----
    Other (Write in)

9. What is your mother's native language? ---- French
                                           ---- English
                                           ---- Other
                                                (Writein)

10. What language do you speak at home ? ---- French
                                         ---- English
                                    ---- French/English
                                    ---- Other

11. Are you studying English in school this year ?
    Yes ----
    No ----

12. In your opinion , how well are you doing in
    English ? (If you are studying English)
    Well ----
    Fair ----
    Not very well ----

13. Do you have English-speaking friends? ---- Often
                                           ----Sometimes
                                           ---- Never

14. Do you watch T.V. programs in English? ---- Yes
    Which ones:

15. Do you listen to English radio programs? ---- No
                                             ---- Yes

     Which ones:

16. Do you speak English ?   ---- Often
                                        ---- Sometimes
                                        ---- Never

                        ---- No
    With whom?....   ---- Mother
                        ---- Father
                        ---- Visitors
                        ---- Relatives
                        ---- Brother/Sister
                        ---- Teacher
                        ---- Friends

17. Do you read in English ?   ---- Often
                                        ---- Sometimes
                                        ---- Never

    What? ....   ---- Magazines
                        ---- Books
                        ---- Comics
                        ---- Other

18. Do you write in English ?   ---- Often
                                        ---- Sometimes
                                        ---- Never

    With whom? ..... ---- Friend
                     ---- Relative
                     ---- Others

19. Do you have friends who speak English at home ?
    Yes ----
    No   ----

20. Do your parents invite English-speaking friends
    to your home ?   ---- Often
                                        ---- Sometimes
                                        ---- Never

21. Would you like to be able to speak English ?
    Yes ----
    No   ----
    Why ? --

          ----

22. What would you like to be able to say in English ?

    ----

23. Describe the last time you needed to speak
    outside class. (Where and when?) ----------------

                             -

24. What are your favorite' hobbies ? (Name at least
    three) --

                    (Savignon, 1983: 127-129)

APPENDIX D

Communication Needs Survey

Checklist 1 : Purpose and Setting
0.0 The learners
     0.1   Identity
     0.1.1   Age range ----------------------------------
     0.1.2   Sex --------------------------------------
     0.1.3   Nationality/ies ---------------------------
     0.1.4   Place of residence ------------------------
     0.1.5   Total number ------------------------------
     0.2   Language
     0.2.1   Mother tongue (L1) ------------------------
     0.2.2   Target language (L2) ----------------------
     0.2.3   Present level of the TL
             ---- zero
             ---- false beginner
             ---- elementary
             ---- low intermediate
             ---- high intermediate
             ---- advanced
1.0 Purpose for which target language is required
     1.1   Classification
     1.1.1   ---- Occupational : pre- or post-
                   experience
     1.1.2   ---- Educational : discipline - or school
                   subject
     1.1.3   ---- General Interest

If you have checked : 1.1.1 Occupational , fill in : 1.2
only
If you have checked : 1.1.2 Educational , fill in : 1.3
only
If you have checked : 1.1.3 General Interest , fill in:
1.4 only 1.2   Occupational classification

     1.2.1   Type of worker
             ---- manual
             ---- clerical
             ---- technical
             ---- managerial
             ---- professional
             ---- officer
             ---- creative artist/athlete
     1.2.2   Field of Work
             ---- commerce/industry
             ---- public administration
             ---- profession (medicine, law, teaching,
                   etc.)
             ---- science
             ---- armed forces
             ---- entertainment/arts
             ---- utilities/services
             ---- other ------------------------------

```
1.2.3     Specific occupation ------------------------
1.2.3.1 Central duty ( where applicable ) ---------
          -----------------------------------------
1.2.3.2 Other duties involving L2 -----------------
1.3       Educational purpose :
1.3.1     Academic discipline classification
          ----  mathematics
          ----  physical science
          ----  humanities
          ----  social science
          ----  biological science
          ----  medicine
          ----  education '
          ----  engineering
          ----  other ------------------------------
1.3.2     Specific discipline -----------------------
1.3.3     Central area of study ---------------------
1.3.4     Other areas of study ----------------------
1.4       General Interest:
          ----  entertainment at home (radio,TV)
          ----  entertainment at the theatre
          ----  social activities (parties,
                 gatherings)
          ----  talking to friends
          ----  community activities ----------------
          ----  cultural interest -------------------
          ----  reading books (What kind?) ---------
          ----  travel
          ----  other needs
2.0       Setting
2.1       Locations:
2.1.1     Cities, towns ---------------------------
2.1.2     Place of work ---------------------------
2.1.3     Place of study --------------------------
2.1.3.1 Level -------------------------------------
2.1.3.2 Academic settings:
          ----  lecture room
          ----  classroom
          ----  laboratory/workshop
          ----  seminar/tutorial
          ----  private study, library
2.1.4     Other places -----------------------------
2.1.5     Extent of use (international, national,
          local)
          ------------------------------------------
2.2       Times
2.2.1     What time of day is the L2 most required?
          ------------------------------------------
2.2.2     For how many hours per day/week is the L2
          required?
          ------------------------------------------
```

```
    2.2.3    Is the L2 required
             ---- regularly
             ---- often
             ---- occasionally
             ---- seldom

Checklist 2 : Interaction and Instrumentality
        3.0    Interaction
        3.1    Position --------------------------------
        3.2    Role set (persons with whom learners will
               interact by virtue of their position)
               ----------------------------------------
        4.0    Instrumentality
        4.1    Medium
               ----    Spoken : receptive
               ----    Spoken : productive
               ----    Written : receptive
               ----    Written : productive
        4.2    Mode
               Detailed specification only required for
               a syllabus for a highly specific
               situation. Otherwise, two broad
               categories suffice:
               ----    dialogue , spoken to be heard
               ----    dialogue , written to be read
        4.3    Channel
        4.3.1  Bilateral (interactive)
               ----    face to face
               ----    telephone
               ----    radio contact
               ----    print
        4.3.2  Unilateral
               ----    face to face
               ----    PA system
               ----    radio
               ----    TV
               ----    recording
               ----    film
               ----    print

Checklist 3 : Course Design Constraints
        5.0    The school or institution
        5.1    Level
               ----    Elementary
               ----    Secondary
               ----    Tertiary
               ----    Other (adult education, government
                       training institution, etc)
        5.2    Sector
               ----    Private school
               ----    Publicly funded school
               ----    Government funded school
               ----    Business-owned school
        6.0    The teaching staff
        6.1    Total number ---------------------------
```

```
    6.2     Teachers' qualifications and experience
            ------------------------------------------
    7.0     Equipment available
            ----    Tape recorders
            ----    Overhead projectors
            ----    Filmstrip projectors
            ----    Full language lab
            ----    Duplicating service
            ----    Other
    8.0     Class size and timetabling
    8.1     Average number of pupils per class ------
    8.2     Hours per week of instruction -----------
  8.2.1     In class -------------------------------
  8.2.2     In lab ---------------------------------
    8.3     Construction of the timetable (provide
            details)
```

(Yalden,1983: pp.162-167)