

STUDENTS' PERCEPTIONS OF THEIR ENGLISH LANGUAGE NEEDS IN THE
SCHOOL OF BASIC ENGLISH AT KARADENIZ TECHNICAL UNIVERSITY

A THESIS PRESENTED BY
EMINE ÇUVALCI

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

BILKENT UNIVERSITY

JULY 2000

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ABSTRACT

Title: Student Perceptions of their English Language Needs in the School of Basic English at Karadeniz Technical University.

Author: Emine Çuvalcı

Thesis Chairperson: Dr. James C. Stalker
Bilkent University, MA TEFL Program

Committee Members: Dr. William E. Snyder
Dr. Hossein Nassaji
John Hitz
Bilkent University, MA TEFL Program

This study investigated the English language needs of students in the School of Basic English (SOBE) at Karadeniz Technical University (KTU). It attempted to find out the English language needs of students both currently and in the future when they start studying at their departments. Students in SOBE come from five different departments at the university, but are mixed in their classes in SOBE, and all take the same courses. KTU is not an English medium university, but there has been a decision by the university administration for departments to give 30% in of the courses in English. Not all the departments have preparatory classes and their curriculum in SOBE has not been completely settled yet. In part, the study aimed to find out whether students from different departments perceived their needs differently. A further aim of this study is to make curricular recommendations for SOBE based on the different groups' perceptions of the students' needs.

The needs analysis attempted to find answers to these research questions:

1- What are the perceptions of students in the School of Basic English at KTU of their English language needs?

2- Do these perceptions differ across departments served at SOBE?

Data was collected from SOBE students. In order to collect data for this needs analysis, a questionnaire was used. Data was analysed using descriptive and inferential statistical procedures. Because of time limitations, only the data from the Likert-scale, yes-no, and rank order questions were analysed.

In this thesis some of the results of the needs analysis are as follows: students feel that they need to learn English for their education and for their future jobs. Although they think that what they have learnt at SOBE will be useful at their departments, they don't like learning English at SOBE. They are not pleased because what they want to learn for their future jobs does not match with what they are being taught at SOBE. Students feel that they will need speaking and listening in English more than grammar at their departments, whereas the situation is the reverse at SOBE. According to the results of the analysis there appeared a conflict among students' perceptions of their needs like wanting to be in mixed classes but getting technical English related to their departments at the same time. Lack of vocabulary is the main problematic area in four skills for the majority of the students. Students feel that grammar should be taught as a separate skill. In addition, there are differences across departments, some of which are minor, but others of which reflect more general distinctions. Students in the International Relations and Maritime departments are more concerned with improving speaking skills. Students from the Chemistry department seem differ from the other departments in the view of what their department will require in terms of English language ability. They perceive that the demand in their department will not be as high as other departments do.

BİLKENT UNIVERSITY
INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES
MA THESIS EXAMINATION RESULT FORM

July 18, 2000

The examining committee appointed by the Institute of Economics and Social Sciences
for the thesis examination of the MA TEFL student

Emine Çuvalcı

has read the thesis of the student.

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

Thesis Title: Students' Perceptions of Their English Language Needs in the School of
Basic English at Karadeniz Technical University

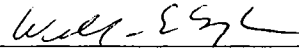
Thesis Advisor : Dr. William E. Snyder
Bilkent University, MA TEFL Program

Committee Members : Dr. James C. Stalker
Bilkent University, MA TEFL Program

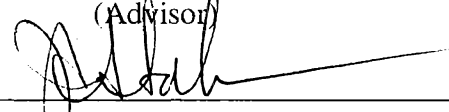
Dr. Hossein Nassaji
Bilkent University, MA TEFL Program

John Hitz
Bilkent University, MA TEFL Program

We certify that we have read this thesis and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts.



Dr. William E. Snyder
(Advisor)



Dr. James C. Stalker
(Committee Member)

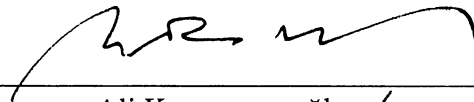


Dr. Hossein Nassaji
(Committee Member)



John Hitz
(Committee Member)

Approved for the
Institute of Economics and Social Sciences



Ali Karaosmanoğlu
Director

Institute of Economics and Social Sciences

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*TO MY LOVING AND CARING FAMILY
AND TO MY NEW BORN NIECE
YAĞMUR NUR*

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CHAPTER 1: INTRODUCTION

The program of any institution needs to change over time to become better. The core of any program is curriculum, which includes the study of goals, determination of content, implementation, and evaluation (Brown, 1984). In order to set these elements in a program, there are some steps to be followed: needs analysis, goal setting, syllabus design, methodology and evaluation (Richards, 1984). The goals of a language program are based on different groups' perceptions of that program (Brindley, 1984; Brown, 1995; Jordan, 1997; Nunan, 1988). However, in language programs, while determining objectives of the program, program designers usually do not consider learners' expectations enough. They have predetermined contents for courses in their minds. Language program development or modification processes need to be verified by learners, teachers and administrators. Without knowing the goals of all the participants in a program such as teachers, students, and so on, a successful outcome cannot be expected (Bachman & Strick, 1981).

Doing a needs analysis is the basis for program planning, so it is a crucial process and is the key to a successful program (Smith, 1990; Tarone & Yule, 1989). Needs analysis is a systematic process for determining perceived needs and concerns, comparing current performance against desired performance and identifying priority needs. It determines the gaps between the educational goals schools have established for students and students' actual performance. These gaps can then form students' needs (Brown, 1995; Jordan, 1997; Smith, 1990). Briefly, it is a method of getting required data from a particular group of students, teachers, and administrators to develop syllabuses, courses and materials. Needs analysis can form a link between learners and the curricula. Since needs analysis is highly regarded as an important

tool to get a successful curriculum, it should be done before setting goals (Yalden, 1987). Trim (1981, as cited in Widdowson, 1983) states that "because of the fact that these elements of a program is not fixed, needs analysis should be considered as an inevitable part of a curriculum" (p.22).

Background of the Study

With the development of science, technology, and trade in the middle of the 20th century, the need to maintain the relationships among countries made English the business and technology language of the world due to the achievements of the USA in these fields. The need for people in other countries to learn this language made educational institutions deal with the question of how to teach English effectively more extensively (Hutchinson & Waters, 1987).

In order to keep up with the fact that English is the most accepted language all over the world, English has been added to the curricula of the schools in Turkey as well. Secondary and high school curricula teach a certain number of hours of English a week. Both state schools and private schools have to teach two to two four hours per week (Gündüz, 1999). With the new regulations English took its place at primary schools as well. At private schools the implementation is a bit different; teaching English takes priority compared with the other courses.

As for universities, there are some universities like Bilkent or Middle East Technical University where English is the medium of instruction. At some other universities like Atatürk University, 19 Mayıs University, only English is used as the medium of instruction in the English Language Teaching Department and English Literature Department. Some universities have preparatory schools for teaching English to students although English is not the medium of instruction. They teach

English only because some courses are taught in English. Simply there are different applications according to the purpose of the university. For instance, in some preparatory schools only General English is taught irrespective of students' departments whereas in some schools students are separated according to their departments and they are directly taught English for their specific field.

Karadeniz Technical University has a preparatory school called the School of Basic English the (SOBE), where General English is taught. The students in SOBE come from five different departments. These departments are Computer Sciences, Electrical Engineering, International Relations, Maritime department and Chemistry department. This school is where the needs analysis presented here was done.

Statement of the Problem

In forming a healthy curriculum it is necessary to determine the purpose of the program first; otherwise it would be difficult to do an evaluation of the program: whether the goals reflect the real needs of the students, or outcomes and goals match (Jordan, 1997). Actually needs analysis should be done before the syllabus set up so that it can serve students needs since different learners' aims may lead us to find out that they need to master different aspects of language. One student may need to learn English only for reading purposes, whereas another student may need it for oral purposes (Tarone & Yule, 1989).

The aim of this study is to determine students' English language needs in SOBE (School of Basic English), a preparatory school which was established 4 years ago at Karadeniz Technical University. The aim of the university administration is to have 30% of the courses taught in English in undergraduate faculties. Some of the departments have already foreign teachers conducting courses in English. At the

beginning SOBE had students from only 2 departments. Now there are students from 5 departments and the aim of the university administration is to make English preparatory school obligatory for all the departments. So every year new departments are sending students to SOBE.

The goals and objectives of SOBE have not been explicitly stated by the administration and the syllabus that is being used now was generated by the coordinator without doing a needs analysis. Throughout past three years the views of SOBE teachers, students' faculty teachers and also students themselves have about the education in SOBE has been that the English level of the students is not satisfactory. Since a needs analysis has never been done before, a reliable evaluation of the syllabus has not been possible either. So in SOBE a needs analysis should be done in order to see the needs of the students and also to develop clearly stated goals and objectives.

The system in SOBE is like this: at the beginning of the first term a proficiency exam is given and according to the results, some students start studying in their departments without attending preparatory school. The rest of the students are divided into three levels: beginners, intermediate and advanced. Advanced students are given a final exam at the end of the first term and those who pass the exam start studying at their department.

The entire syllabus is prepared before the first term starts. Students take 30 hours of lessons a week. There are three midterm exams in a term and a final at the end of the second term. There is also a common quiz every week. Because of these quizzes, in every class the same subjects have to be taught at the same time. The syllabus is mostly a grammar-based syllabus, and on common quizzes, mid-terms

and especially on the final exam, students are mainly assessed on their grammar knowledge.

Purpose of the Study

The idea behind this study is to do a needs analysis to learn students' English language needs in SOBE at Karadeniz Technical University. In addition this study is aimed at finding out whether there are any differences across departments in SOBE in terms of students' English language needs. For this aim the researcher will take into consideration the perceptions of the SOBE students, graduates, teachers, administrators and faculty teachers. The results of the needs analysis will reveal the perceptions of different participants about the students' English language needs and hopefully these will help to improve the SOBE curriculum. In this needs analysis Tarone and Yule's (1989) global approach is used. The global approach to needs analysis deals with finding out the learners' purposes in learning English and describing the situations where they will use the target language.

Significance of the Problem

Since every year new departments are sending their students to SOBE, it may be difficult for SOBE meet the English needs of the students in the future. Doing a needs analysis will provide us with information to determine students', teachers', and administrators' beliefs about student needs at this moment and the differences and similarities among them. In this way it can be decided how to structure our curriculum to fulfil the goals of teachers, students, and administrators.

Having the results of this needs analysis, the next step will be determining which aspects of language should be focused on in teaching, and how to make changes in the curriculum in order to meet student needs.

Research Questions

The research questions are:

- 1- What are the perceptions of students' in the School of Basic English at Karadeniz Technical University of their English needs?
- 2- Do these students' perceptions differ across the departments served in SOBE?

CHAPTER 2: LITERATURE REVIEW

Introduction

In this chapter the theoretical background of needs analysis is presented by giving definition of needs analysis and describing functions of and approaches to needs analysis. Following that, the methodology for analysing needs is discussed.

Definition of Needs Analysis

In order to comprehend needs analysis better, the meaning of “need” which is the core concept of needs analysis should be clarified first. In the literature researchers have defined “need” in different ways. To sum up these definitions, in general 'needs' can be defined as the gap between current and desired general proficiency level in language learning (Berwick, 1984; Brindley, 1984; Brown, 1995). Richterich and Chancerel (1983) agree on this definition, but they also add that needs develop and change over time, so it should be defined as a continuous rather than a stable process.

Needs are divided into two categories: perceived needs (also called objective needs) and felt needs (also called subjective or expressed needs). Felt needs are learner-generated beliefs about their own learning in a certain educational system, for example, believing that learning grammar is the best way to learn a language. Perceived needs refer to the educators' perceptions of their students' needs based on available data (Berwick, 1984; Hutchinson & Waters, 1989; Nunan, 1988a). For example, if the instructors know learning academic English is important for their students, they may emphasize this as a learner need to be addressed.

In determining learners' language needs it is very important to be able to identify the current and real needs and this may cause a problem. Palmer and

Mackay (1981) describe current needs as “what the students need to do with language for now,” future needs as “what the students may want to do with the language in the future,” desires as “what the students would like to be able to do with the language independent from the requirements of the situation or job” and teacher-created needs as “what the teachers think about students needs or would like to impose on students” (p.6). Needs analysis studies can examine all these needs at once or focus on only one of them. In this needs analysis study, only students current and future English language needs have been explored.

Needs analysis is a process carried out to examine students' lacks, needs, and expectations in order to determine the objectives of the language teaching curriculum (Brown, 1995; Jordan, 1997). In needs analysis not only students' thoughts, but also other components of the educational program, such as teachers', administrators', and community members' perceptions of students needs are taken into consideration. At the end of the needs analysis, whether there is a mismatch between students' perceptions of their goals and the goals predetermined by school is found out. (Brown, 1995; Hutchinson & Waters, 1987; Jordan, 1997; Smith, 1990). So, the most important outcome of needs analysis is setting the goals and objectives of an educational institution according to the needs of the learners.

A number of researchers have offered essentially the same version of the history of needs analysis (Nunan, 1988a; Lombardo, n.d; Stern, 1992). For the first time needs analysis was used in language teaching in the 1970s, and it was an important development in this decade. In the 1970's educators of Council of Europe tried to find out the language needs of the students going abroad to study a second language. The basic aim in using needs analysis was to put responsibility on

students' shoulders about their own learning so that the learners would be more willing to learn. After getting necessary information about the learners, a syllabus was prepared considering these learners' needs. Having a syllabus that addressed their needs better, the students were found to be more motivated towards learning. With this study, the researchers started to support the idea that learners have a right to talk about their own needs, their problems and expectations.

Becoming a part of the language teaching curricula, needs analysis began to be seen as an important innovation in language teaching curriculum development. Goodlad (1979) attempts to make a distinction between traditional and current curricula and gives a brief outline of these two curriculum types. In the traditional curriculum studies, which aimed to develop curricula, the starting point was language analysis, whereas current approaches emphasize the analysis of needs at the beginning of curriculum development process. He goes on by pointing out that in the traditional curricula, which only focused on the language, learners as a data source for the decision making process were ignored. The learners' thoughts and preferences were not taken into account in the planning of the curriculum.

During the 1980's needs analysis studies were improved in their methodology, especially with the development of new approaches (Johns, 1991). For example, Nunan (1988a) notes critiques of earlier models as collecting data about learner rather than from them. He presents the learner-centered approach as a response to this critique. In the learner-centered approach learners are considered as an important factor in setting the content of courses. Curriculum designers focus on learners' expectations in determining the objectives of the program. This practice coincided with the beginning days of ESP which built its course content according to

the reasons for learners' learning English. Needs change according to the characteristics of particular groups who may have different interests. Students may have very different specific goals and needs in learning a second or foreign language such as getting a job or to be able to interact with native speakers of the target language. ESP claims that curriculum should fulfil these varying needs (Hutchinson & Waters, 1987; Johns, 1991; Smith, 1990).

The general scope of needs analysis has not been limited to only one type of educational program although it is usually identified with ESP and in the learner-centered approach. The basis of these approaches requires doing needs analysis. In the literature the articles on needs analysis in General English classrooms are very limited although it is also very important there (Seedhouse, 1995). What students need to learn, what they want to learn and what they are expected to learn can be determined by using needs analysis in all types of programs such as ESP (English for Specific Purposes), EAP (English for academic Purposes), EST (English for Science and Technology), VESL (Vocational English Teaching) (Yalden, 1987).

Deciding the needs of the students is crucial in terms of setting up a firmly-built curriculum. So needs analysis should be considered an important step before designing a syllabus. In doing needs analysis what functions of language students need to use in target language are examined and according to the results how the curriculum can be designed to address these needs is evaluated within the available resources of the institution (Jordan, 1997). It is very important to take learners' own wishes and expectations into consideration in determining goals and objectives in the process of setting a program, since students learn better when they want to learn rather than when they have an obligation to learn.

In order to collect data for doing needs analysis, what emphasis to give the felt needs of students or the perceived needs described by teachers, administrators, or community members is determined by the needs analyst. Perceived needs are derived from external data, combined with the personal views of administrators and teachers since they are the people who are aware of these needs of the students and they are more aware of the ideal level they want to improve students to (Brown, 1995; Richards, 1984).

Hages (1982, cited in Tarone & Yule, 1989) points out that to ask a learner about what they want and need to learn is a useful activity in terms of educational implications. He says that "Learners themselves can with guidance provide valuable information about those situations in which they need to use the language" (p.46). Learners' taking part in needs analysis process together with teachers or administrators brings us to a very important point. The needs analysis process affects students' self-confidence and helps them feel that they have right to speak about their own learning (Lombardo, n.d). Using learners' perspective is considered as an important part of an educational program in the literature, because it is believed that learners come to programs for different reasons. Moreover the information collected from the students for their own learning enables them to know the resources they have, what objectives they wish to attain, and to meet their wishes as to what curricula should be followed. As an outcome of this activity, students have the right to judge their progress as well (Smith, 1990; Yalden, 1987).

The information collected by the teachers or administrators enables them to learn about students' needs; in this way they can try to refine goals and objectives

accordingly. About the importance of learners' role in need analysis, Richards (1984) states that needs analysis has to do with what learners will do once they learn language. This is very crucial because without knowing the learners' aim to use language, there would be something missing in preparing the topics for the courses. Lombardo n.d) also focuses on the advantage of considering learners' thoughts in setting the syllabus and says that when students can talk about their own development, problems and needs, this helps to develop a responsibility in them. Such a syllabus creates motivation in students since they can see their contribution.

Tarone and Yule (1989) define needs analysis at four different levels: rhetorical, grammatical-rhetorical, grammatical and global.

Needs analysis at the rhetorical level relates to the organisation of information in the discourse that occurs within any given situation. The aim of needs analysis at grammatical-rhetorical level is to determine what linguistic forms are used in target situations. Grammatical level relates to frequency with which grammatical forms are used in specific communication situations. Since the global needs analysis is the base of needs analysis, it has priority over others.

Global needs analysis needs to find out the learners' purpose in learning the target language and define the situations in which they will use this language. The basic question is, "what do these students need to use the language for?" The Global level refers where and for what the learners use the target language. It explores the learning purposes of learners. Then accordingly, the specific language to be used in the specific situations and activities that are required by these purposes is determined. For example, for what purposes are the learners to use the target language -- for taking notes, for listening to lectures, or reading for overall

comprehension? Global needs analysis also tries to find out the activities for these specified situations. For instance, activities requiring oral skills and writing in English may not be necessary for veterinary students. Global needs analysis has several advantages like saving time by determining what to teach. If a language teacher focuses on teaching writing to Public Relations students, rather than speaking, it may turn out to be a waste of time in the end.

Briefly if we accept needs as the gaps between current and desired general proficiency level of the learners, needs analysis is a process of collecting information about the learner's language performance in using the target language to determine the goals and objectives of the program.

The Function of Needs Analysis

In order to understand the importance of needs analysis, first of all, it is better to explain its function in EFL (English as Foreign Language) curriculums. Richards (1984) claims that "the purpose of language development studies processes is to establish an effective, efficient and useful language teaching program" (p.3). In order to do this, information must be gathered from a variety of sources, which will be used to help establish program goals (Brown, 1995; Richterich & Chancerel, Richards, 1984; 1977; Weddel & Van Duzer, 1997; Widdowson, 1983,). In getting information, the content of the subject matter can also be considered as a source for defining goals (Widdowson, 1983). For instance the goals of a language program for Medicine students would be quite different from Engineering students.

For the function of needs analysis in education Pratt (1984, as cited in Jordan 1997) gives a list that reveals the purposes of needs analysis in language curriculum development;

Needs analysis:

- a) provides a mechanism for obtaining a wider range of input into the content, design and implementation of a language program through involving such people as learners, teachers, administrators and employers in the planning process;
- b) identifies general or specific language needs which can be used in developing goals, objectives, and content for a language program.
- c) provides data which can serve as the basis for reviewing and evaluating an existing program (p.5).

If it is done at the beginning of the program, needs analysis provides information to the instructors about the background knowledge and wants of their learners. It is useful for teachers and administrators in placing the learners and assessing their language skills. Accordingly, needs analysis results are useful in developing materials and in determining the teaching approaches and appropriate program types. As a result, it helps to design a flexible curriculum rather than a fixed curriculum determined by teachers or administrators in advance.

If it is done at the end, needs analysis can be used for checking whether students' needs have been met, what the weak and strong parts of the program are, what the changes necessary for improvement could be (Richterich & Chancerel, 1983).

At the end of the needs analysis: teachers become more aware of learners' needs, adapt their teaching according to these needs and the administration can plan and adapt syllabus in line with these demands. It is therefore very important for

administration to know these needs to make necessary changes for the future teaching.

Problems in Doing Needs Analysis

Some teachers claim that they can make right decisions on behalf of their students, so it may be unnecessary to do needs analysis. However, teachers' judgments may not be sufficient and needs analysis may really reveal unexpected results as well (Tarone & Yule, 1989). Students' perceptions of their needs must be taken into consideration because learners can have valuable ideas about their own learning. (Brown, 1995; Jordan, 1997; Nunan, 1988b). Even the students, who do not know exactly why they are at that school and what they will do with the language they are learning may have some rough ideas about their needs, some wishes to be fulfilled by the program.

However, learners' wishes may not be always acceptable to the administration. It is usually difficult to meet these wishes of the learners since they may vary from person to person and also teachers and learners may have different perceptions of students' needs. From this point of view, deciding learners' language needs among teachers, learners, and administrators together is the best way to establish a common ground about the needs. After listing needs of these different members of the educational program the second step is to determine the priorities among them, because it is not always possible to meet all the expectations, or needs (Tarone & Yule, 1989; Yalden, 1987).

Including all these different sources of information brings a problem with it. Determining the learners' aims and expectations may be difficult, since every learner may express their own expectations and interests. For example, some learners need

to learn English for general purposes, while some have specific purposes. Moreover, very few teachers are aware of their learners' background knowledge in English and their aims in taking a course. Such teachers may only be able to define learners' needs in terms of learning rather than goals and purposes. Which of these sources should be taken into consideration is another problem waiting to be resolved (Widdowson, 1983).

Since students have different learning styles some researchers may not agree with the idea that students are able to identify their needs (Young, 2000). However at the end of the needs analysis the people who will use the results are teachers. And teachers are closer to their students and they already know their weaknesses and strengths of students, so if they themselves do the needs analysis of their students' perceived needs they could verify them by consulting their own experience.

Nunan (1988a) points out another problem in needs analysis by stating that, "in considering needs and goals, we should keep in mind that the teacher's syllabus and the learner's syllabus might differ. One of the purposes of subjective needs analysis is to involve learners and teachers in exchanging information so that the agendas of the teacher and the learner may be closely aligned" (p.79). That is why, it is very important to carry out a needs analysis study to provide this kind of negotiation to improve syllabus.

However, in doing needs analysis researchers claim that there is a danger related to the different sources to get information. Tarone and Yule (1989) claim that need analysis is generally done by outsiders whereas someone involved in the learning/teaching process or those who know what is going on at that educational program make better observations and judgments. Hutchinson and Waters (1980)

point out the same problem and say that there is a danger in doing needs analysis if it is done by experts who are not familiar with the local system.

Widdowson (1983) draws attention to another point here and claims that it is sometimes hard to make a clear description of course objectives. On one hand, they can refer to what learners have to do with the language once they have learnt it. In this sense objectives have to do with aims. On the other hand objectives can refer to what the learner has to do in order to learn; in this they relate to pedagogic objectives.

Since needs of different group of learners may conflict, it is difficult to consider all the needs of the learners. And also learners' may differ depending on the conditions they have. To solve this problem there should be negotiation between syllabus designers and students in deciding the prior needs. So deciding priorities and common points among needs would be a legitimate way in attempting to cover the general needs (Nunan, 1989; Smith, 1990). Another solution to make determining needs easy is to examine them at the group level to have or some of the needs of the learners decided by their teachers (Tarone & Yule, 1989).

Approaches to Needs Analysis

Needs analysis may be person-centered or language-centered (Jordan, 1997; Smith, 1990). In person-centered needs analysis, learners' goals and expectations, students' present level of proficiency, and the teachers' competence in teaching are examined. In language-centered needs analysis, the linguistic source of a specific problem is aimed to be found out (Pratt, 1982, as cited in Jordan, 1997). For example, the language of textbooks and course-books should be analysed if the authorities decide to do needs analysis in this way.

Brown (1995) lists four basic approaches to needs analysis: the analytic approach, the diagnostic approach, the democratic approach, the discrepancy approach. He presents the analytic approach as based on Krashen's (1985) input theory, which claims that "one can only understand messages by receiving comprehensible input" (p. 2). The analytic approach considers a need as anything that will be added to the learners' present knowledge. Learners' present knowledge is accepted as x state in Brown's model and the new things that will find its place within this knowledge is something like $x+1$. In this approach it is emphasised that the things that are planned to be taught to the students should not go too much beyond their present knowledge. Otherwise students can not build a meaningful connection between two states of knowledge.

In the diagnostic approach a need is "anything that would prove harmful if it was missing" (Brown, 1995, p.39). In this kind of needs analysis the urgent needs of learners are examined. The aspects of language which learners need to use in daily life to get along more easily might be looked at. The diagnostic approach is generally associated with immigrants because they have to learn some functions of language that they need to use everyday in that specific community. Briefly what kind of language they should deal with in order to lead their life is examined in diagnostic approach.

In the democratic approach, the majority of a group, consisting either of students, teachers or administrators decides about the change to be made and it eventually, leads to a needs analysis, which will provide the necessary information about the most preferred learning for that group.

The last approach is the discrepancy approach in Brown's model. In this approach, need is considered as the differences between the current level of knowledge and the ideal level. Both learners and teachers have perceptions related with the learners' development in language. There may be some mismatches between this expected level for students and their present knowledge of language, and the discrepancy approach is aimed to find out the lacks. Smith (1990) describes "need" in line with Brown's discrepancy approach, and says "a comparison of the current state and the desired state will reveal existing students' needs. The desired state or what ought to be should be determined by considering multiple sources; research and professional literature, national and state norms, local values obtained from community surveys, professional judgments and existing goals" (Smith, 1990, p. 24-25).

The Methodology of Needs Analysis

Taking the importance of needs analysis in the process of finding solutions to the problems at an institution into consideration, Smith (1990) says that to determine the problems that a school has, first a needs analysis should be done. Problems identified should be verified in order to establish the validity of the analysis. The analysis should find out the gaps between the goals of administrators, teachers, community members and students.

In carrying out a needs analysis there are some steps to follow. First of all the data sources should be determined. Yalden (1987) suggests that in doing needs analysis there are various sources to collect information such as learners, teachers, administrators, course writers, and material producers. Needs analysis also deals

with exploring the factors affecting these people's motivation which is considered to facilitate learning and teaching process largely.

Smith (1990) presents a model showing the steps of needs analysis. He claims that, first of all a needs analyst should describe the institution and the current important local educational concern of the school. Data should come from both sources such as teachers and students and then should be summarised to determine the discrepancies. A successful needs analysis should come up with primary needs of the students, but the success of a system depends on how these needs are examined and analysed (Yalden, 1987).

Smith's (1990) modal of needs analysis is based on the discrepancy approach. He says that priorities among identified needs are established by ranking those needs identified by discrepancy analysis. In order to have valid identified needs, needs should be evaluated according to:

- worth (educational value and severity of the need)
- feasibility (resources available or obtainable)
- impact (number of the students affected) (p.27).

And as for the techniques used in needs analysis, Smith (1990) proposed that questionnaire is the best technique to gather data from a large number of subjects. They are easy to prepare, but because some questions may be misunderstood, they should be carefully prepared. Another way to collect information is interviews. They provide detailed and rich information from the subjects. Open-ended questions require content analysis of responses. The process of determining the needs requires qualitative and quantitative data, which necessitates the use of both formal and informal data collecting procedures. Data can be gathered by grades, test scores,

students' scores, surveys, demographic studies. To collect data for needs analysis all subjective and objective information is crucial to confirm the curriculum purposes that reflect the language needs of the students in certain institution (Brown, 1995; Smith, 1990).

To present data descriptive statistics are used and content analysis is a way to organise and present narrative information. The outcome of content analysis may be simply the list of items indicating needs.

A needs analysis is a procedure used to find out whether students' perceived language needs and what the program offers them match. In doing needs analysis, to be able to evaluate the students' target language needs from different point of views, data is collected from various sources. There may appear some problems to determine the needs that will be taken into account after doing needs analysis. Researchers at this stage propose negotiation among participants' perceptions of students' needs by deciding priorities.

There are different approaches to needs analysis as was explained above. This study explores the students' perceptions of their English language needs by employing a global approach. The global approach is used to define the learners' purposes to learn a target language. Moreover, in this study, students' problems in using English are examined to find out the lacks between what they are learning and what they perceive they need to learn. The data collected is based on students' perceptions of their English needs. In order to collect the data questionnaires were used.

In the next chapter I explain the features of participants, instruments used, procedures, and the data analysis sections of the study.

CHAPTER 3: METHODOLOGY

Introduction

The aim of this study is to find out students', teachers', and administrators' perceptions of the English language needs of the students in the SOBE (School of Basic English) at KTU (Karadeniz Technical University) through needs analysis. KTU is not an English medium university, but there is an obligation for departments to give 30% in of the courses in English. For the time being not all the departments have preparatory classes and the curriculum at SOBE has not been completely settled yet. A further aim of this study is to make curricular recommendations for SOBE based on the different groups' perceptions of the students' needs.

The needs analysis will attempt to find answers to these research questions:

- 1- What are the perceptions of students in the School of Basic English at KTU of their English language needs?
- 2- Do these students' perceptions differ across departments served at SOBE.

Participants

This study as originally formulated has four groups of participants (see Table 1); however, results only from the first group, SOBE students are reported here. No further details will be given regarding to other groups.

Table 1

Participants of the study

| | 1. Group | | 2. Group | 3. Group | 4. group | |
|----------|------------------|-------------------|------------------|------------------------|----------------------------------|---------------------|
| | SOBE Students | SOBE graduates | SOBE Teachers | SOBE Administrators | Faculty Head of Department | Faculty teachers |
| <i>n</i> | 140 | 38 | 8 | 2 | 5 | 4 |

Note. n = number of the respondents

The first group consists of SOBE students and graduates. They were surveyed using questionnaires. There are 10 classes and 270 students at SOBE, and students from different departments are mixed in these classes. For the grouping purposes stratified random sampling procedure were used. 52% of the students from each department, were randomly chosen for participation in this study,

Table 2

Departments of SOBE Students

| | Departments | | | | |
|--------------|---------------------------|----------------------------|---------------------------|------------------------|-----------|
| | Computer Science Dept. | International Relations | Electrical Engineering | Maritime Department | Chemistry |
| <i>n=140</i> | 18 | 32 | 44 | 12 | 34 |

Note. n = number of respondents

Table 3

Demographic Information of Student Participants

| | f | % |
|---------------------------|-----|------|
| Sex | | |
| Female | 119 | 77.9 |
| Male | 31 | 22.1 |
| High School | | |
| Anatolian high School | 6 | 4.3 |
| Private School | 3 | 2.1 |
| Vocational high School | 13 | 9.3 |
| State High school | 85 | 60.7 |
| Super Lycee | 23 | 16.4 |
| Science School | 10 | 7.1 |
| Years of studying English | | |
| 1-4 | 86 | 61.4 |
| 5-8 | 53 | 37.9 |
| 9-12 | 1 | 7.0 |
| 12-above | 0 | 0 |
| Levels at SOBE | | |
| Intermediate | 94 | 67.1 |
| Upper-Intermediate | 46 | 32.9 |

Note. f = frequency

Instruments

This study employed a questionnaire to collect information.

Questionnaires

SOBE students were surveyed using a questionnaire (see Appendix A for the English version and Appendix B for the Turkish version). I constructed the questionnaire used in this study on the basis of my experience teaching at SOBE. The questionnaire was designed to gather information from SOBE students about their current levels of ability and expectations.

The questionnaire consists of 62 questions covering 4 separate areas: The first section of the student questionnaire used six questions to gather data about students' age, department, gender, type of high school they had graduated from, years of studying English and their levels at SOBE. Information related to their departments is reported in table 2, and the other information except for age, which range from 17-21, is reported in table 3. The questions in the second section are related to study in SOBE, in the third section, language skills (speaking, reading, writing, listening and grammar), including what students feel they need to know and what problems students have in these skill areas; and in the fourth section, open ended questions concerning suggestions and expectations for the program. These topic areas were selected based on the courses given at SOBE.

The questionnaires were initially prepared in English and then translated into Turkish so that participants would not misunderstand the questions. In the questionnaire there were five types the questions: open-ended, rank order, Likert-scale, yes-no and questions allowing students choose more than one option. Only the results of the Rank order, Likert-scale and yes-no questions are reported here. The

data from these questions will provide a foundation for further discussion of the other questionnaire items and the data from other sources at a later time.

Procedure

The data was collected during the 9th- 13th of April at KTU. All the questionnaires and interviews were done during this time. First of all I got permission from our SOBE head of department to do interviews with SOBE teachers and distribute questionnaires to SOBE students. Before distributing questionnaires to SOBE students I piloted them with 10 students to see whether there were any misleading questions. There seemed to be no problematic questions in the questionnaires. The questionnaires were given SOBE students 12th April 2000 during class time and it took students 40-50 minutes to answer them questions. All the students answered the questionnaires at the same time. I gave 150 questionnaires to SOBE students and got 140 of them back.

Data Analysis

The data reported here was first analysed using descriptive statistical techniques such as frequencies, and percentages. For further analysis inferential statistics included the use of repeated measured ANOVA, and Kruskal-Wallis for rank order questions and one-way chi-square and Pearson chi-square for Likert-scale and yes-no questions were used.

The results of the data analysis are presented in tables and abbreviations in the tables are explained as notes. The question relating to each table is displayed before the table and the explanation of the table follows.

A complete needs analysis should include all of the information I had collected. However, after all data had been collected and analysis begun, it became

apparent that because of the amount of data and the time limitations I decided to concentrate on the student questionnaires and report here on data from the Likert-scale, yes/no and rank order questions on the questionnaires. The research questions of the study were adjusted to match this reduction in scope.

CHAPTER 4: DATA ANALYSIS

Overview of the Study

This study investigated the English language needs of students in the SOBE (School of Basic English) at KTU (Karadeniz Technical University). Students in SOBE come from five different departments at the university, but are mixed in their classes in SOBE, and all take the same courses. This analysis aimed to find out the students' perceptions about their English language needs both currently and when they start studying at their departments. In part, the study aimed to find out whether students from different departments perceived their needs differently.

In order to collect data for this needs analysis, questionnaires and interviews were used and the study was conducted in SOBE and other departments of KTU. Questionnaires were given to SOBE students and graduates, and interviews were done with SOBE teachers, SOBE administrators, head of departments and faculty teachers. Because of time limitations, only the data from the Likert-scale and rank order questions on the student questionnaire were analysed.

The questionnaire consisted of 61 questions arranged in 4 topics:

Table 4

Types of Questions in the Questionnaire

| <i>n</i> | Demographic information | Questions about SOBE | Language Skills | | | | | Open-ended questions |
|----------|-------------------------|----------------------|-----------------|---------|-----------|---------|---------|----------------------|
| | | | Speaking | Reading | Listening | Writing | Grammar | |
| | 6 | 10 | 9 | 11 | 9 | 9 | 3 | 4 |

Note: *n* = Number of Questions

In the questionnaire, Likert-scale, multiple choice, yes-no, and questions allowing students to choose more than one option were used in all different topic areas. Questions allowing students to choose more than one option (12 in the questionnaire) were not analysed because of time limitations. The results of the first section of the questionnaire, questions asking for demographic information (age, sex, students' departments, years of studying English, and their level in SOBE) are presented in the methodology chapter. The second section has 10 questions related to SOBE and the students' own departments. The third section consists of questions about language skills and has 5 sub-sections: speaking, reading, listening, writing and grammar. The questions in this section are related to the problems of the students in language skills and their perceptions of their English needs when they start studying in their departments. In these sections there are parallel questions as well as some other questions specific to each skill area. The last section of the questionnaire is devoted to open-ended questions seeking students' expectations and impressions about their education in SOBE.

The Likert-scale, rank order, and yes-no questions are found predominantly in the second and third sections of the questionnaire. These are the questions that will be primarily analysed here and their results will provide a foundation for later discussion of the other data collected.

Data Analysis Procedure

For analysis, statistical calculations were done using Excel and SPSS. Different question types require different statistical techniques. For rank order questions, means and standard deviations were calculated. Then, to see within group differences repeated-measure ANOVA was calculated and to see differences across groups Kruskal–Wallis

Test was calculated. For Likert-scale and yes-no questions, frequencies and percentages were calculated. Then to see within group differences one-way Chi-square was calculated. To see across group differences Pearson chi-square was calculated. For chi-square the standard value for significance is .05 and any results which are larger than then these are considered to be non-significant.

Rank order questions have two tables. The first one is for repeated measure chi-square. The second one is for Kruskal-Wallis test results. In the tables, abbreviations like Com, Elec, Inter, Mar and Chem are used to refer the Computer Science department, Electrical Engineering department, International Relations department, Maritime department, and Chemistry department respectively. Notes are included for each table.

Results of the Questionnaires

The first area of analysis in this will be the second section in the questionnaire since the demographic information is displayed in methodology chapter.

Questions 7 through 17 are related to SOBE and students' departments. Some of the questions in this section ask about the skills that students feel will be the most important in their departments and the skills that receive the most emphasis in SOBE, students' reasons of learning English, their preferences for homogeneous classes and being taught technical English at SOBE.

In item 7, the students were asked to rank the skills in English that they think will be more important when they start studying at their departments, from (1) to the most important, to (5) to the least important.

- () Reading
- () Writing
- () Listening
- () Speaking
- () Grammar

Table 5

Rankings of Skills Students Feel will be the Most Important in Their Departments

| | Com | | Elec | | Inter | | Mar | | Chem | |
|-----------------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|
| <i>n</i> =(135) | 18 | | 46 | | 28 | | 12 | | 31 | |
| | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> |
| Reading | 2.89 | 1.45 | 2.96 | 1.44 | 3.10 | 1.34 | 3.58 | 1.08 | 2.97 | 1.28 |
| Writing | 3.83 | 0.92 | 3.20 | 0.93 | 3.35 | 0.95 | 3.58 | 1.00 | 3.94 | 1.09 |
| Listening | 2.72 | 1.31 | 2.65 | 1.52 | 2.96 | 1.42 | 2.50 | 0.80 | 3.16 | 1.44 |
| Speaking | 2.39 | 1.64 | 2.91 | 1.44 | 1.92 | 1.01 | 1.08 | 0.29 | 2.10 | 1.04 |
| Grammar | 2.94 | 1.39 | 3.23 | 1.62 | 3.68 | 1.63 | 4.25 | 1.13 | 2.84 | 1.59 |
| F | 2.26 | | 1.03 | | 5.80 | | 17.70 | | 6.34 | |
| p = | .072 | | .388 | | .001 | | .001 | | .001 | |

Note. *m* = mean, *sd* = standard deviation, *n* = the number of students who answered the question, *p* = significance, *F* = Fisher value.

Kruskal-Wallis Test Results

| | Reading | Writing | Listening | Speaking | Grammar |
|-----|---------|---------|-----------|----------|---------|
| K-W | 2.40 | 13.66 | 3.38 | 24.04 | 9.39 |
| p = | .660 | .008 | .496 | .001 | .052 |

Note. K-W = Kruskal-Wallis, *p* = significance.

For item 7, table shows that the differences among options are significant only for the students in the International Relations, Maritime and Chemistry departments which means that students in these departments did not give the same ranking to each skills. The non-significant result for Computer Science department may be because of the low number of participants in that department. However, the non-significant result

among the answers of students in Electrical Engineering seems to reflect a true mixture of views among students in that department. The Kruskal-Wallis results are non-significant for reading, listening and grammar meaning that students did not rank these skills differently across departments. In terms of the ranking of the means, listening is 1st or 2nd for 4 departments, but 4th rank for the students in the Chemistry department. Grammar is either 4th or 5th in all departments except for the students in the Chemistry department where it was ranked 2nd. This may be because they think grammar will continue to be important in evaluations in their departments and they feel that they will not have to attend many lectures in English or that they will be able to follow lectures in English using subject matter knowledge. Students in other departments may perceive greater need to understand lectures in English and perhaps feel that grammar will receive less emphasis in their evaluation. Indeed the difference in ranking of this option in the Chemistry department almost moved the Kruskal- Wallis results to significance. Although the Kruskal-Wallis results were significant for speaking meaning this option was ranked differently across departments, an analysis of the rankings and means show that it was the most important skill in comparison to the others in all departments, except for the students in Electrical Engineering department where it was second. A closer examination of the means and standard deviations suggest that this effect may be a result of much stronger emphasis on speaking in the International Relations and Maritime departments than the other departments.

In item 8 students were asked to rank the skills in English which receive more emphasis in their classes at SOBE, from (1) to the most important, to (5) to the least important.

- () Reading
- () Writing
- () Listening
- () Speaking
- () Grammar

Table 6

Rankings of Skills Students Feel Receives the Most Attention in SOBE

| | Com | | Elec | | Inter | | Mar | | Chem | |
|-----------------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|
| <i>n</i> =(136) | 18 | | 46 | | 28 | | 12 | | 32 | |
| | <i>m</i> | <i>sd</i> | <i>M</i> | <i>sd</i> | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> |
| Reading | 3.11 | 1.18 | 3.15 | 1.23 | 2.93 | 1.15 | 2.92 | 0.52 | 3.28 | 0.95 |
| Writing | 3.55 | 1.19 | 3.65 | 1.04 | 3.79 | 0.83 | 3.83 | 0.94 | 4.25 | 1.08 |
| Listening | 3.88 | 1.13 | 3.70 | 1.09 | 4.07 | 0.99 | 4.25 | 1.14 | 3.78 | 0.97 |
| Speaking | 2.88 | 1.18 | 3.20 | 1.28 | 2.96 | 1.32 | 3.00 | 1.28 | 2.56 | 0.94 |
| Grammar | 1.33 | 0.97 | 1.28 | 0.89 | 1.25 | 0.80 | 1.00 | 0.00 | 1.13 | 0.49 |
| F | 11.03 | | 29.39 | | 33.84 | | 18.44 | | 45.71 | |
| p = | .001 | | .001 | | .001 | | .001 | | .001 | |

Note. *m* = mean, *sd* = standard deviation, *n* = the number of students who answered the question, *p* = significance, *F* = Fisher value.

Kruskal-Wallis Test Results

| | Reading | Writing | Listening | Speaking | Grammar |
|-----|---------|---------|-----------|----------|---------|
| K-W | 2.23 | 8.27 | 4.56 | 4.12 | 2.99 |
| p = | .693 | .082 | .335 | .390 | .560 |

Note. K-W = Kruskal-Wallis, *p* = significance.

In item 8, in terms of the ranking of means, grammar is the 1st choice, and listening is either 4th or 5th choice in all departments. The difference among options within groups is significant in all departments. Students did not rank the options in the same way. And options were ranked the same across the departments as well, since

Kruskal-Wallis chi-square results are all non-significant. According to these results, students, in all departments agree that grammar is the course that receives the most emphasis at SOBE while listening receives the least. Based on my own experience I can confirm this result. At SOBE grammar receives more emphasis, compared with speaking, and listening.

In item 9 a and b, students were asked to give their opinions and explain their answers briefly about the statement below:

Classes are made up of students from different departments at SOBE, but I would prefer taking classes only with students from my department.

a) strongly disagree b) disagree c) agree d) strongly agree

In the data analysis procedure, the strongly disagree-disagree and strongly agree-agree options were collapsed and treated as total disagree and total agree.

Table 7

Students' Preferences for Homogeneous Classes

| | Com | | Elec | | Inter | | Mar | | Chem | | Total | |
|---------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| <i>n</i> | 18 | | 46 | | 29 | | 12 | | 34 | | 139 | |
| | <i>F</i> | <i>%</i> | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> | <i>f</i> | <i>%</i> |
| TD | 14 | 77.8 | 28 | 60.9 | 18 | 62.1 | 11 | 84.6 | 26 | 76.5 | 97 | 72.4 |
| TA | 4 | 22.2 | 18 | 39.1 | 11 | 37.9 | 1 | 15.4 | 8 | 23.5 | 42 | 27.6 |
| One –way chi-square | | | | | | | | | | | | |
| Chi-square | 5.55 | | 2.17 | | 1.69 | | 6.23 | | 9.52 | | | |
| p = | .018 | | .140 | | .194 | | .013 | | .013 | | | |
| Pearson chi-square | | | | | | | | | | | | |
| Chi-square | 5.11 | | | | | | | | | | | |
| p = | .276 | | | | | | | | | | | |

Note. TD = total disagree, TA = total agree, n = number of the students who answered the question, p = significance, f = frequency

In table 7, the within-groups test show that students from the Chemistry, Maritime and Computer Science departments disagreed with the statement to a significant degree. The results for the other departments were non-significant. However a review of the raw data shows that a majority, albeit non-significant, disagreed in the other departments. In general, then, we can conclude that students feel that they should take courses together with students from other departments. Here are some of the main reasons given by students for their choices: “In mixed classes, we have opportunity to know people from other departments”. “I do not learn English just for my future job, so to be in mixed classes is not matter for me”. “It would be nice to be with the students from my department so that we could know each other better and also in that case we can be given some passages or technical English about our departments”.

In item 10, students were asked to rank the following choices about the reasons of their learning English, from (1) to the most important, to (9) to the least important.

- Option 1: To be successful in my school courses.
- Option 2: For further education (MA /PhD).
- Option 3: To get a good job.
- Option 4: To go abroad.
- Option 5: Interest in English speaking cultures.
- Option 6: To interact with people from other countries.
- Option 7: To read the related literature in my field.
- Option 8: Because it is obligatory.
- Option 9: Others. Please specify.....

Table 8

Rankings of Students' Reasons for Learning English

| | Com | | Elec | | Inter | | Mar | | Chem | |
|-----------------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|
| <i>n</i> =(136) | 18 | | 46 | | 28 | | 12 | | 32 | |
| | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> |
| Opt.1 | 3.28 | 2.02 | 4.21 | 2.03 | 3.00 | 0.00 | 6.75 | 1.76 | 5.19 | 2.05 |
| Opt.2 | 3.44 | 1.61 | 4.13 | 1.88 | 5.25 | 2.18 | 7.50 | 1.00 | 2.47 | 1.49 |
| Opt.3 | 3.78 | 1.86 | 2.43 | 1.77 | 3.42 | 1.85 | 2.83 | 1.64 | 2.78 | 1.71 |
| Opt.4 | 5.33 | 2.22 | 4.96 | 1.95 | 2.67 | 1.49 | 6.33 | 2.14 | 5.09 | 2.03 |
| Opt.5 | 6.39 | 1.94 | 5.98 | 2.29 | 4.64 | 1.97 | 3.41 | 2.10 | 5.78 | 2.01 |
| Opt.6 | 7.28 | 1.41 | 7.41 | 1.84 | 5.46 | 2.04 | 6.50 | 2.50 | 6.97 | 2.05 |
| Opt.7 | 3.77 | 2.62 | 5.10 | 2.52 | 8.10 | 1.03 | 3.08 | 1.50 | 4.03 | 2.29 |
| Opt.8 | 4.39 | 2.48 | 4.89 | 2.36 | 4.75 | 2.47 | 4.08 | 1.88 | 4.84 | 2.28 |
| Opt.9 | 7.28 | 2.74 | 5.78 | 3.16 | 4.82 | 2.45 | 6.50 | 3.03 | 7.66 | 2.35 |
| F | 9.20 | | 15.64 | | 19.39 | | 9.04 | | 20.34 | |
| p = | .001 | | .001 | | .001 | | .001 | | .001 | |

Note. *m* = mean, *sd* = standard deviation, *n* = the number of students who answered the question, Opt = option in the item, *p* = significance, F = Fisher value.

Kruskal-Wallis Test Results

| | Op.1 | Op.2 | Op.3 | Op.4 | Op.5 | Op.6 | Op.7 | Op.8 | Op.9 |
|-----|-------|------|------|------|-------|------|-------|------|------|
| K-W | 23.25 | 41.0 | 8.76 | 7.28 | 13.81 | 6.89 | 10.05 | 1.58 | 8.75 |
| p = | .001 | .001 | .067 | .122 | .008 | .142 | .040 | .812 | .068 |

Note. K-W = Kruskal-Wallis, *p* = significance.

Results of the statistical analysis for question 10 showed that the ranking within each department were significantly different. The across departmental analysis for the options reveals that options 3 (to get a job), 4 (to go abroad), 6 (to interact with people from other countries), 8 (because it is obligatory), and 9 (English is the common language in the world) were ranked the same by the different departments. An examination of option 3 (to get a job) in terms of the ranking of means shows that it is among the top 3 choices in all departments, and first in Maritime and Electrical Engineering. Option 4 (to go abroad) ranked 1st with International Relations students,

but only 4th, 5th, or 6th in the other departments. Still the difference between the International Relations and that of other departments was not enough to make Kruskal-Wallis result significant. Surprisingly, option 9 (because it is obligatory) did not rank high but was consistently in the middle ranks across department. Option 6 (to interact with people from other countries) consistently rated among the last three choices in all five departments.

As a general conclusion we can say that option 3 (to get a job) is one of the most preferred options across departments, suggesting that all students see some need for English in their future careers. In addition International Relation students may have ranked option 4 (to go abroad) first for similar reasons. They see that their future jobs as ones that will take them abroad. This makes their placing option 6 (to interact with people from other countries) second to last surprising. If other departments do not see that their future jobs will require such interactions, then the low ranking is plausible for them but the International Relations students' responses to this option suggests something different. This contradiction can not be resolved here. One other result is that the Maritime department, unlike other departments, rated option 2 (for further education) last. This is because the B.A. degree in this department is generally considered terminal.

In item 11 students were asked to give their opinions and explain their answers briefly about the following statement: I think SOBE should teach me technical vocabulary in English related to my field.

- a) strongly disagree b) disagree c) agree d) strongly agree

In the data analysis procedure strongly disagree-disagree and strongly agree-agree options were collapsed and treated as total disagree and total agree.

Table 9

Students' Preferences about Being Taught Technical Vocabulary in SOBE

| | Com | | Elec | | Inter | | Mar | | Chem | | Total | |
|--------------------|----------|------|----------|------|----------|------|----------|------|----------|------|----------|------|
| <i>n</i> | 18 | | 46 | | 29 | | 12 | | 34 | | 140 | |
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| TD | 6 | 33.3 | 13 | 28.3 | 9 | 31.0 | 2 | 17.0 | 10 | 29.4 | 40 | 27.8 |
| TA | 12 | 66.7 | 33 | 71.7 | 20 | 69.0 | 11 | 83.0 | 24 | 70.6 | 100 | 72.2 |
| One-way chi-square | | | | | | | | | | | | |
| chi-square | 2.00 | | 8.69 | | 4.17 | | 6.23 | | 5.77 | | | |
| p = | .157 | | .003 | | .041 | | .013 | | .016 | | | |
| Pearson chi-square | | | | | | | | | | | | |
| chi-square | 1.40 | | | | | | | | | | | |
| p = | .843 | | | | | | | | | | | |

Note. TD = total disagree, TA = total agree, n = number of the students who answered the question, p = significance, f = frequency

In item 11, only students from the Computer Science department ranked the options non-significantly. However an analysis of the raw data reveals that the percentage of the Computer Science department students agreeing with the statement was similar to that in other departments. The non-significant result was probably on account of the small number of students surveyed from the Computer Science department. The between departments chi-square was non-significant showing that the choices made were similar across departments. Students largely think that SOBE should teach them technical vocabulary related to their departments. Their explanation for answer is that learning technical English will be very helpful in their courses when they start studying at their departments.

In item 12 students were asked to give their opinions and explain their answers briefly about the statement below:

I think that the English knowledge I have gained at SOBE will be very useful in my department.

a) strongly disagree b) disagree c) agree d) strongly agree

In the data analysis procedure strongly disagree-disagree and strongly agree-agree options were collapsed and treated as total disagree and total agree.

Table 10

Students' Views of the Usefulness of the English Taught in SOBE

| | Com | | Elec | | Inter | | Mar | | Chem | | Total | |
|--------------------|----------|------|----------|------|----------|------|----------|------|----------|------|----------|------|
| <i>n</i> | 18 | | 46 | | 29 | | 13 | | 34 | | 140 | |
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| TD | 1 | 5.6 | 9 | 19.8 | 8 | 27.6 | 2 | 15.4 | 8 | 23.5 | 28 | 18.3 |
| TA | 17 | 94.4 | 37 | 80.2 | 21 | 72.4 | 11 | 84.6 | 26 | 76.5 | 112 | 81.7 |
| One-way chi square | | | | | | | | | | | | |
| chi-square | 14.22 | | 17.04 | | 5.82 | | 6.23 | | 9.52 | | | |
| p = | .001 | | .001 | | .016 | | .013 | | .002 | | | |
| Pearson chi-square | | | | | | | | | | | | |
| chi-square | 3.83 | | | | | | | | | | | |
| p = | .429 | | | | | | | | | | | |

Note. TD = total disagree, TA = total agree, n = number of the students who answered the question, p= significance, f = frequency

In item 12, within group chi-square reveals that the difference among the options is significant in all the departments. There is also no significant difference across departments. That is, the majority of the students believe that English they have gained at SOBE will be useful in their departments.

In item 13 students were asked to give their opinions and explain their answers briefly about the statement below:

When I chose my department on the university exam, the fact that it has preparatory classes was an important factor since I would need English very much when I graduate.

a) strongly disagree b) disagree c) agree d) strongly agree

In the data analysis procedure strongly disagree-disagree and strongly agree-agree options were collapsed and treated as total disagree and total agree.

Table 11

Students' Views on the Value of Preparatory School in Their Education

| | Com. | | Elec. | | Inter. | | Mar. | | Chem. | | Total | |
|--------------------|----------|------|----------|------|----------|------|----------|------|----------|------|----------|------|
| <i>n</i> | 18 | | 46 | | 29 | | 13 | | 34 | | 140 | |
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| TD | 1 | 5.6 | 13 | 28.3 | 9 | 31.0 | 4 | 30.8 | 10 | 29.4 | 37 | 25.0 |
| TA | 17 | 94.4 | 33 | 71.7 | 20 | 69.0 | 9 | 69.2 | 24 | 70.6 | 103 | 75.0 |
| One-way chi-square | | | | | | | | | | | | |
| chi-square | 14.22 | | 8.70 | | 4.17 | | 1.92 | | 5.77 | | | |
| <i>p</i> = | .001 | | .003 | | .041 | | .166 | | .016 | | | |
| Pearson chi square | | | | | | | | | | | | |
| chi-square | 4.71 | | | | | | | | | | | |
| <i>p</i> = | .318 | | | | | | | | | | | |

Note. TD = total disagree, TA = total agree, *n* = number of the students who answered the question, *p* = significance, *f* = frequency

Table 13 shows that only Maritime students' responses are not statistically significant; however, when we look at percentages it is obvious that the majority in this department is similar to that in other groups. This result may be because of low number of the students in this department. Since there is no difference across departments according to the between groups chi-square, as a result, we can say that students agreed on the statement and they say that preparatory school was an important factor in their decision about choosing a department on the university exam.

In item 14 students were asked to give their opinions and explain their answers briefly about the statement below:

At SOBE, skills are taught separately (grammar, reading, writing), I would prefer to have integrated courses (like in course book lesson).

a) strongly disagree b) disagree c) agree d) strongly agree

In the data analysis procedure strongly disagree-disagree and strongly agree-agree options were collapsed and treated as total disagree and total agree.

Table 12

Students' Preferences for Having Integrated Skills

| | Com | | Elec | | Inter | | Mar | | Chem | | Total | |
|--------------------|----------|------|----------|------|----------|------|----------|------|----------|------|----------|------|
| <i>n</i> | 18 | | 46 | | 29 | | 12 | | 34 | | 140 | |
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| TD | 5 | 27.8 | 25 | 54.3 | 20 | 69.0 | 3 | 25.0 | 20 | 58.8 | 74 | 46.9 |
| TA | 13 | 72.2 | 21 | 45.7 | 9 | 31.0 | 9 | 75.2 | 14 | 41.2 | 66 | 53.1 |
| One-way chi-square | | | | | | | | | | | | |
| chi-square | 3.56 | | .35 | | 4.17 | | 1.92 | | 1.06 | | | |
| p = | .050 | | .555 | | .041 | | .166 | | .303 | | | |
| Pearson chi-square | | | | | | | | | | | | |
| chi-square | 10.63 | | | | | | | | | | | |
| p = | .031 | | | | | | | | | | | |

Note. TD = total disagree, TA = total agree, n = number of the students who answered the question, p = significance, f = frequency

In item 14, the results of the within groups chi-square reveals that students from the Computer Science and International Relations departments are significant in their choices, but the students in other departments did not differ significantly. Computer Science students agreed with the statement while International Relations students disagreed. This means there are differences across departments. A similar unclear pattern occurs even in the non-significant cases like Electrical Engineering, Maritime

and Chemistry departments. The overall results suggest unclear views on the question within and across departments. One reason for this confusing situation may be because some of the students did not understand the question, because their explanation for their choices is: “We have already course-book lesson”.

In item 15 students were asked to give their ideas about the statement below:

How necessary is it for you to become proficient in English?

a) very necessary b) somewhat necessary c) necessary d) not necessary at all.

Table 13

Students' Views on The Necessity of Becoming Proficient in English

| | Com | | Elec | | Inter | | Mar | | Chem | | Total | |
|----------------------|----------|------|----------|------|----------|------|----------|------|----------|------|----------|------|
| <i>n</i> | 18 | | 44 | | 29 | | 12 | | 31 | | 135 | |
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| Very necessary | 15 | 83.3 | 29 | 65.0 | 25 | 86.2 | 11 | 92.0 | 15 | 48.0 | 96 | 75 |
| Necessary | 3 | 16.7 | 11 | 25.0 | 3 | 10.3 | 1 | 8.0 | 8 | 26.0 | 26 | 17.1 |
| Somewhat necessary | 0 | 0 | 4 | 10.0 | 1 | 3.0 | 0 | 0 | 8 | 26.0 | 13 | 7.9 |
| Not necessary at all | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| One-way chi-square | | | | | | | | | | | | |
| chi-square | 8.00 | | 39.3 | | 36.6 | | 9.30 | | 8.58 | | | |
| <i>p</i> = | .005 | | .001 | | .001 | | .002 | | .035 | | | |
| Pearson chi-square | | | | | | | | | | | | |
| chi-square | 25.43 | | | | | | | | | | | |
| <i>p</i> = | .013 | | | | | | | | | | | |

Note. TD = total disagree, TA = total agree, *n* = number of the students who answered the question, *p* = significance, *f* = frequency

The examination of question 15 shows that the within group chi-square is significant in all departments. No students choose option 4 (not necessary) in answering this question. This confirms the results of q12 and q13 earlier, that all students find English necessary to some degree. The statistical results show that choices were significant within departments, but that there are differences across departments. This

may be mostly an effect of the Chemistry department, whose students gave more mixed responses to this question. While a majority of respondents in every other department selected option 1 (very necessary) this received only plurality in Chemistry. This difference may reflect Chemistry students' perception of less need for English in their future classes.

In item 16 students were asked to give their ideas about the statement below:

Do you enjoy learning English in SOBE?

a) No

b) Yes

Table 14

Students' Happiness with Learning English in SOBE

| | Com | | Elec | | Inter | | Mar | | Chem | | Total | |
|--------------------|----------|------|----------|------|----------|------|----------|------|----------|------|----------|------|
| <i>n</i> | 18 | | 46 | | 29 | | 12 | | 25 | | 131 | |
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| No | 15 | 83.3 | 25 | 54.3 | 19 | 65.5 | 10 | 83.0 | 18 | 72.0 | 87 | 71.6 |
| Yes | 3 | 16.7 | 21 | 45.7 | 10 | 34.5 | 2 | 17.0 | 7 | 28.0 | 44 | 28.4 |
| One-way chi-square | | | | | | | | | | | | |
| chi-square | 8.00 | | .35 | | 2.79 | | 3.77 | | 4.84 | | | |
| <i>p</i> = | .005 | | .555 | | .095 | | .052 | | .028 | | | |
| Pearson chi-square | | | | | | | | | | | | |
| chi-square | 6.31 | | | | | | | | | | | |
| <i>p</i> = | .177 | | | | | | | | | | | |

Note. *n* = number of the students who answered the question, *p* = significance, *f* = frequency,

Table 14 shows that the difference between the responses of the students in the Electrical Engineering, International Relations, and Maritime departments is non-significant, as the within group chi-square shows. In spite of this result, the percentages reveal that even in these departments, students' preferred *no* more than the other option. Because of this the across groups chi-square is non-significant. The conclusion we can draw from this data is that students are not happy about learning English in SOBE.

As a brief summary of this section we can say that, students see English as necessary for their future jobs. In particular, they want to learn English to get a good job and to go abroad. Only students in the Chemistry department do not see great need in knowing English for their departments. In choosing their departments, that their departments require 1-year preparatory school education is an important factor in students' selections. However, they are not happy with the education in SOBE. This is partly because what they feel they need to learn in English is different from what they are being taught SOBE. They think that in their departments they will need speaking and listening mostly and less grammar, whereas in SOBE the situation is the reverse. In any case, though, they feel that what they have learnt will be useful at their own departments. There is a contradiction in their answers: most of the students want to be taught technical English, specific to their departments but at the same time they would like to be in mixed classes with students from other departments.

The second section is devoted to language skills.

Questions 17 through 26 are related to speaking skill. These questions will examine the rankings of the most important speaking skills, students' frequency and sources of difficulty in speaking skills, students' views of the sufficiency of opportunity to practice speaking in English, students' perceptions about their oral proficiency and students' perceptions about their oral proficiency needs in their departments.

In item 17 students were asked to rank the following speaking skills which they think will be more essential in their departments from (1) to the most important to (6) to the least important.

Option 1: Participating in class discussions.

Option 2: Asking and answering questions in lectures.

Option 3: Preparing and presenting oral reports.

Option 4: Communicating with native speakers outside class.

Option 5: Other. Please specify:.....

Option 6: None

Since no students chose options 5 and 6 these were excluded from the analysis.

Table 15

Students' Rankings of The Most Important Speaking Skills for Their Departments

| | Com | | Elec | | Inter | | Mar | | Chem | |
|----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|
| <i>n</i> | 18 | | 42 | | 28 | | 11 | | 28 | |
| | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> |
| Opt.1 | 2.22 | 1.16 | 2.59 | 0.94 | 2.57 | 1.03 | 2.45 | 0.52 | 2.35 | 1.16 |
| Opt.2 | 1.88 | 1.02 | 2.64 | 1.16 | 2.71 | 0.93 | 2.54 | 1.12 | 2.75 | 1.10 |
| Opt.3 | 2.61 | 1.03 | 2.64 | 1.14 | 2.50 | 1.13 | 3.00 | 1.26 | 2.25 | 0.96 |
| Opt.4 | 3.39 | 0.92 | 2.11 | 1.17 | 2.14 | 1.35 | 2.00 | 1.34 | 2.67 | 1.27 |
| F | 5.27 | | 1.66 | | .982 | | 1.21 | | .964 | |
| p = | .003 | | .178 | | .406 | | .356 | | .414 | |

Note. *m* = mean, *sd* = standard deviation, *n* = the number of students who answered the question, Opt = option in the item, *p* = significance, F= Fisher value

Kruskal-Wallis Test Results

| | Opt.1 | Opt.2 | Opt.3 | Opt.4 |
|-----|-------|-------|-------|-------|
| K-W | 2.53 | 7.89 | 3.65 | 15.87 |
| p = | .639 | .096 | .455 | .003 |

Note. K-W= Kruskal-Wallis, *p* =significance.

For item 17, the only department that showed a significant difference in its choices was the Computer Science department. The K-W chi-square results showed that option 1 (participating in class discussions), 2 (asking and answering questions in lectures) and 3 (preparing and presenting oral reports) were ranked similarly across

departments. These are all the choices having to do with classroom use of English. The non-significant results within most departments may reflect their similarity. The Electric Engineering is the most clear cut case of this. Interestingly, in terms of means, option 4 was ranked 1st by the students in the Electrical Engineering, International Relations and Maritime departments and last by Computer Science students, which could also support the grouping of the other three options. In general, students in all departments believe that they will need to speak English for classroom use, especially participating in class discussions.

In item 18 students were asked how often they have difficulty in speaking English.

a) Always b) Frequently c) Rarely d) Never

Table 16

Students' Frequency of Difficulty in Speaking English

| | Com. | | Elec. | | Inter. | | Mar. | | Chem. | | Total | |
|---------------------------|----------|------|----------|------|----------|------|----------|------|----------|------|----------|------|
| <i>n</i> | 18 | | 44 | | 29 | | 12 | | 34 | | 137 | |
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| Always | 3 | 16.7 | 14 | 31.8 | 3 | 10.3 | 1 | 8.3 | 7 | 20.6 | 28 | 17.5 |
| Frequently | 14 | 77.8 | 25 | 56.8 | 21 | 72.4 | 9 | 75.0 | 24 | 70.6 | 93 | 70.5 |
| Rarely | 1 | 5.6 | 5 | 11.4 | 5 | 17.2 | 2 | 16.7 | 3 | 8.8 | 16 | 11.9 |
| Never | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| One-way chi-square | | | | | | | | | | | | |
| chi-square | 16.33 | | 13.68 | | 20.14 | | 9.50 | | 21.94 | | | |
| p = | .001 | | .001 | | .001 | | .009 | | .002 | | | |
| Pearson chi-square | | | | | | | | | | | | |
| chi-square | 8.33 | | | | | | | | | | | |
| p = | .402 | | | | | | | | | | | |

Note. *n* = number of the students who answered the question, *p* = significance, *f* = frequency,

In item 18, within group chi-square reveals that the difference between the options is meaningful in all departments. Most of the students tended to choose option 2 as the most favourite one for all the departments. In addition, no student chose option 4

(never). The Pearson chi-square results show that the options are not ranked significantly differently across departments. According to the results it can be judged that most of the students think that they have frequently have difficulty in speaking English. Interestingly, the percentage of students in Electrical Engineering who chose option 1 (always) is much higher than any other department. This may suggest that Electrical Engineering students have a lower assessment of their own abilities than the students in other departments do.

In item 19 students were asked to rank the sources of their difficulty if their answer was a, b or c to question 18, from (1) to the most important, to (5) to the least important:

Option 1: Speaking grammatically.

Option 2: Speaking fluently.

Option 3: Using vocabulary or phrases relevant to the given topic.

Option 4: Pronouncing words correctly.

Option 5: Others. Please specify.....

Since no students chose option 5, this was excluded from the analysis.

Table 17

Students' Views of Their Sources of Difficulty in Speaking

| | Com | | Elec | | Inter | | Mar | | Chem | |
|----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|
| <i>n</i> | 18 | | 40 | | 28 | | 12 | | 32 | |
| | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> |
| Opt.1 | 2.94 | 1.21 | 2.58 | 1.11 | 2.61 | 0.96 | 2.67 | 1.15 | 3.00 | 1.19 |
| Opt.2 | 2.33 | 1.14 | 2.30 | 1.23 | 1.75 | 1.04 | 1.67 | 0.65 | 2.19 | 1.12 |
| Opt.3 | 2.06 | 0.94 | 2.05 | 0.90 | 2.18 | 0.90 | 2.25 | 1.14 | 2.06 | 0.76 |
| Opt.4 | 2.94 | 1.16 | 3.08 | 0.92 | 3.48 | 0.88 | 3.33 | 0.98 | 2.72 | 1.22 |
| F | 2.25 | | 5.12 | | 13.42 | | 5.27 | | 4.48 | |
| p = | .094 | | .002 | | .001 | | .004 | | .006 | |

Note. *m* = mean, *sd* = standard deviation, *n* = the number of students who answered the question, Opt = option in the item, *p* = significance, F = Fisher value

Kruskal-Wallis Test Results

| | Opt.1 | Opt.2 | Opt.3 | Opt.4 |
|-----|-------|-------|-------|-------|
| K-W | 3.74 | 5.38 | .51 | 6.63 |
| p = | .44 | .25 | .97 | .15 |

Note. K-W = Kruskal-Wallis, *p* = significance

In terms of the ranking of means, option 2 (speaking fluently) and 3 (using relevant vocabulary to a given topic), which deal with fluency in language use were ranked 1st or 2nd in every department, while options 1 (speaking grammatically) and 4 (pronouncing words correctly), which deal with accuracy in language use were ranked as 3rd or 4th in every department. The analysis of the options within departments shows that the choices made by students in the departments apart from the Computer Science department are significant. Again this may be because of low number of students in this department. That is their choices represent meaningful distinctions among the options. The K-W test results were non-significant for all four options, meaning that all were ranked the same across departments. So we can conclude that students are more concerned with fluency issues in speaking than accuracy.

In item 20 students were asked to give their opinions about the statement below.

In my courses I have enough opportunities to practice speaking in English.

a) strongly disagree b) disagree c) agree d) strongly agree

In the data analysis procedure, the strongly disagree-disagree and strongly agree-agree options were collapsed and treated as total disagree and total agree.

Table 18

Students' Views of the Sufficiency of Opportunities to Practice Speaking English in SOBE

| | Com | | Elec | | Inter | | Mar | | Chem | | Total | |
|--------------------|----------|------|----------|------|----------|------|----------|------|----------|------|----------|-------|
| <i>n</i> | 18 | | 44 | | 29 | | 12 | | 34 | | 137 | |
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| TD | 10 | 55.6 | 27 | 61.4 | 14 | 48.3 | 9 | 75.0 | 12 | 35.3 | 72 | 55.12 |
| TA | 8 | 44.4 | 17 | 38.6 | 15 | 51.7 | 3 | 25.0 | 22 | 64.7 | 65 | 44.88 |
| One-way chi-square | | | | | | | | | | | | |
| chi-square | .222 | | .227 | | .034 | | 3.00 | | 2.94 | | | |
| p = | .637 | | .132 | | .853 | | .083 | | .086 | | | |
| Pearson chi-square | | | | | | | | | | | | |
| chi-square | 8.13 | | | | | | | | | | | |
| p = | .087 | | | | | | | | | | | |

Note. TA = total agree, TD = total disagree, n = number of the students who answered the question, p = significance, opt = options in the item, f = frequency,

For item 20, an examination of results shows that the difference among the choices within groups is not meaningful because they are all non-significant. Raw data reveals that 2 of the departments disagree, while the rest agree with the statement. The total percentage also shows that the total percentages of options are very similar to each other. We can say views are unclear. Perhaps students from different departments have different ideas of how much practice is enough.

Table 20

Students' Perceptions about Their Oral Proficiency Needs in Their Departments

| | Com. | | Elec. | | Inter. | | Mar. | | Chem. | | Total | |
|---------------------|----------|------|----------|------|----------|------|----------|------|----------|------|----------|------|
| <i>n</i> | 18 | | 41 | | 29 | | 10 | | 34 | | 132 | |
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| No difficulty | 13 | 72.2 | 19 | 46.3 | 21 | 72.4 | 9 | 90.0 | 11 | 32.4 | 73 | 62.7 |
| Little difficulty | 3 | 16.7 | 12 | 29.3 | 6 | 20.7 | 1 | 10.0 | 13 | 38.2 | 35 | 23.0 |
| Some difficulty | 2 | 11.1 | 7 | 17.1 | 2 | 6.9 | 0 | 0 | 7 | 20.6 | 16 | 11.1 |
| Great difficulty | 0 | 0 | 3 | 7.3 | 0 | 0 | 0 | 0 | 3 | 8.8 | 6 | 3.2 |
| One -way chi-square | | | | | | | | | | | | |
| chi-square | 12.33 | | 13.93 | | 20.76 | | 6.40 | | 6.94 | | | |
| p = | .002 | | .003 | | .001 | | .011 | | .074 | | | |
| Pearson chi-square | | | | | | | | | | | | |
| chi-square | 21.04 | | | | | | | | | | | |
| p = | .050 | | | | | | | | | | | |

Note. n = number of the students who answered the question, p = significance, f = frequency.

The within group test shows that only students from Chemistry department were non-significant in their choices of options. However, this difference was enough to cause the Pearson chi-square to be significant. By looking at percentages we can say that option 1 (no difficulty) and 2 (little difficulty) are commonly preferred choices. So in general it can be said that students think that they will need to speak English with no or some difficulty in their own departments.

In general students from different departments feel that they will use English mostly in class discussions and presenting oral reports. Again students in all departments think that they frequently have problems in speaking. International Relations department students do not see so many problems in their speaking English. A substantial number of them believe that they have little difficulty. Problems related with fluency in speaking are more important than accuracy problems. Whether students have enough opportunity in speaking in SOBE is a question for which no clear answer

emerged probably because of students having different criteria for having “enough” practice.

Questions 26 through 37 are related to reading skill. Some of the questions of this section ask the students’ perceptions about the most important reading skills that will be required in their departments, the reading skills that receive the most emphasis at SOBE, the frequency and the sources of their difficulty in reading English and the students’ perceptions of their proficiency in reading English.

In item 26 students were asked to rank the following reading skills which they think will be the most essential in their departments, from (1) to the most important, to (6) to the least important.

Option 1: Reading to get the general idea.

Option 2: Reading to get detailed information.

Option 3: Making inferences.

Option 4: Reading quickly to absorb large amounts of material in a given time.

Option 5: Others. Please specify.....

Option 6: None.

Since no students chose options 5 and 6, these were excluded from the analysis.

Table 21

Students' Rankings of The Most Important Reading Skills for their Departments

| | Com | | Elec | | Inter | | Mar | | Chem | |
|----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|
| <i>n</i> | 18 | | 35 | | 24 | | 12 | | 29 | |
| | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> |
| Opt.1 | 1.44 | 0.70 | 2.11 | 0.96 | 1.80 | 0.93 | 1.63 | 0.74 | 2.17 | 0.97 |
| Opt.2 | 2.06 | 0.73 | 1.66 | 0.84 | 2.25 | 0.99 | 2.00 | 1.07 | 2.10 | 1.05 |
| Opt.3 | 2.56 | 0.78 | 2.60 | 0.81 | 2.67 | 0.92 | 2.63 | 0.92 | 2.44 | 1.06 |
| Opt.4 | 3.94 | 0.24 | 3.63 | 0.81 | 3.46 | 1.06 | 3.75 | 04.6 | 3.28 | 1.07 |
| F | 36.17 | | 25.50 | | 9.90 | | 7.55 | | 5.89 | |
| p = | .001 | | .001 | | .001 | | .001 | | .001 | |

Note. *m* = mean, *sd* = standard deviation, *n* = the number of students who answered the question, Opt = option in the item, *p* = significance, F = Fisher value

Kruskal-Wallis Test Results

| | Opt.1 | Opt.2 | Opt.3 | Opt.4 |
|-----|-------|-------|-------|-------|
| K-W | 9.53 | 7.02 | 3.53 | 6.46 |
| p = | .049 | .135 | .474 | .167 |

Note. K-W = Kruskal-Wallis, *p* = significance

For item 26, the within group chi-square results reveal that the difference between options in each department is significant. Kruskal-Wallis indicates that only option 1 is barely significant, which means it was ranked differently across departments; all the other choices were ranked the same across departments. The ranking of means shows that options 1 (reading to get the general idea) and 2 (reading to get detailed information) were chosen either 1st or 2nd in all departments. And option 3 (making inferences) is 3rd and option 4 (reading quickly to understand large amounts of materials) is 4th choice in all departments. This result reveals that irrespective of departments, most of the students feel they need *reading to get the general idea* and *to get detailed information* more than the other choices. We may say that they think that they will not have to read quickly at a given time.

In item 27 students were asked how often they have difficulty in reading English.

a) Always b) Frequently c) Rarely d) Never

Table 22

Students Frequency of Difficulty in Reading English

| <i>n</i> | Com. | | Elec. | | Inter. | | Mar. | | Chem. | | Total | |
|--------------------|-------|------|-------|------|--------|------|------|------|-------|------|-------|------|
| | f | % | f | % | f | % | f | % | f | % | f | % |
| Always | 0 | 0 | 2 | 4.7 | 1 | 3.6 | 1 | 8.3 | 6 | 19.4 | 10 | 7.2 |
| Frequently | 10 | 55.6 | 20 | 46.5 | 9 | 32.1 | 5 | 41.7 | 9 | 29.0 | 53 | 41.0 |
| Rarely | 8 | 44.4 | 21 | 48.8 | 18 | 64.3 | 4 | 33.3 | 15 | 48.4 | 66 | 47.8 |
| Never | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 16.7 | 1 | 3.2 | 3 | 4.0 |
| One-way chi-square | | | | | | | | | | | | |
| chi-square | 0.22 | | 15.95 | | 15.00 | | 3.33 | | 13.26 | | | |
| p = | .637 | | .001 | | .001 | | .343 | | .004 | | | |
| Pearson chi-square | | | | | | | | | | | | |
| chi-square | 21.79 | | | | | | | | | | | |
| p = | .040 | | | | | | | | | | | |

Note. n = number of the students who answered the question, p = significance, f = frequency,

Table 22 shows that only students from the Computer Sciences and Maritime department chose options non-significantly, because in the other departments the difference among options is meaningful. Pearson chi-square reveals that departments show significant difference in their choices. Although two departments are non-significant in their answers, percentages reveal that options 2 and 3 were frequently chosen in all the departments in comparison with other choices. As a consequence of this examination, we can claim that students from all the departments feel that they have moderate difficulty in reading English.

In item 28 students were asked to rank their source of difficulty from (1) to the most important to (6) to the least important, if their answer to 28 was a, b or c.

Option 1: Lack of vocabulary.

Option 2: Reading too slowly.

Option 3: Not being able to guess unknown vocabulary correctly.

Option 4: Interpreting passages (making inferences).

Option 5: Difficulty in finding the main idea.

Option 6: Others. Please specify.....

Since no students chose options 5 and 6 these were excluded from the analysis.

Table 23

Students' Views of Their Sources of Difficulty in Reading

| | Com | | Elec | | Inter | | Mar | | Chem | |
|----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|
| <i>n</i> | 17 | | 36 | | 14 | | 12 | | 31 | |
| | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> |
| Opt.1 | 1.18 | 0.39 | 1.36 | 0.96 | 1.57 | 1.40 | 1.20 | 0.42 | 1.06 | .025 |
| Opt.2 | 4.71 | 1.86 | 4.44 | 1.71 | 5.86 | 0.36 | 4.60 | 1.34 | 4.51 | 1.57 |
| Opt.3 | 2.47 | 1.12 | 2.75 | 1.40 | 2.14 | 0.77 | 3.30 | 1.82 | 2.61 | 1.12 |
| Opt.4 | 3.94 | 0.97 | 3.53 | 1.56 | 3.28 | 1.27 | 3.70 | 1.33 | 3.48 | 1.15 |
| Opt.5 | 3.71 | 0.85 | 4.06 | 1.04 | 3.43 | 1.02 | 3.30 | 1.15 | 4.13 | 1.28 |
| Opt.6 | 4.76 | 1.39 | 4.86 | 1.15 | 4.36 | 0.93 | 4.80 | 1.39 | 4.93 | 1.06 |
| F | 19.88 | | 30.80 | | 31.89 | | 8.06 | | 40.57 | |
| p = | .001 | | .001 | | .001 | | .001 | | .001 | |

Note. *m* = mean, *sd* = standard deviation, *n* = the number of students who answered the question, Opt = option in the item, *p* = significance, F = Fisher value

Kruskal-Wallis Test Results

| | Opt.1 | Opt.2 | Opt.3 | Opt.4 | Opt.5 | Opt.6 |
|-----|-------|-------|-------|-------|-------|-------|
| K-W | .51 | 11.07 | 3.28 | 2.44 | 6.58 | 4.29 |
| p = | .97 | .26 | .51 | .66 | .16 | .37 |

Note. K-W = Kruskal-Wallis, *p* = significance

The within group chi-square shows that the difference among options is significant in all the departments. That is, students from all the departments ranked the options in a way that can be meaningfully interpreted. On the other hand, the Kruskal-

Wallis test result shows that all options were treated in the same way across departments. The ranking of means within departments is basis for interpreting the Kruskal-Wallis results; for example option 1 (lack of vocabulary) is the 1st rank, option 3 (not being able to guess) is the 2nd rank, option 4 (interpreting passages), and 5 (difficulty in finding main idea) are either 3rd or 4th ranks, and option 2 (reading too slowly) and 6 (uninteresting reading passages) is either 5th and 6th choice in all the departments. According to these results the conclusion we can draw is that options 1 and 2, which are both related to vocabulary and guessing unknown vocabulary are the most important areas in reading that students are worried about.

In item 29 students were asked to give their opinion about the statements below:

In our courses I have enough opportunity to read in English.

a) strongly disagree b) disagree c) agree d) strongly agree

In the data analysis procedure, the strongly disagree-disagree and strongly agree-agree options were collapsed and treated as total disagree and total agree.

Table 24

Students' Views of The Sufficiency of Opportunity to Practice Reading English in SOBE

| | Com. | | Elec. | | Inter. | | Mar. | | Chem. | | Total | |
|--------------------|----------|------|----------|------|----------|------|----------|------|----------|------|----------|------|
| <i>n</i> | 18 | | 43 | | 28 | | 12 | | 32 | | 133 | |
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| TD | 13 | 72.2 | 21 | 48.8 | 11 | 39.3 | 9 | 75.0 | 18 | 56.3 | 72 | 58.3 |
| TA | 5 | 27.8 | 22 | 51.2 | 17 | 60.7 | 3 | 25.0 | 14 | 43.8 | 61 | 41.7 |
| One way chi-square | | | | | | | | | | | | |
| chi-square | 3.556 | | .023 | | 1.286 | | 3.000 | | .500 | | | |
| p = | .059 | | .879 | | .257 | | .083 | | .480 | | | |
| Pearson chi-square | | | | | | | | | | | | |
| chi-square | 26.06 | | | | | | | | | | | |
| p = | .111 | | | | | | | | | | | |

Note. TD = total disagree, TA = total agree, n = number of the students who answered the question, p = significance, f = frequency

The difference between choices is not significant in any of the departments. Students' choices in all the departments are unclear and also the Kruskal-Wallis Test results are non-significant. Looking at the percentages does not give us a clear judgment about the question because they are too similar to each other. Perhaps, students from different departments have different ideas of how much reading practice is enough.

In item 32 students were asked how well they read in English.

- a) with no difficulty b) with little difficulty
 c) with some difficulty d) with great difficulty

Table 25

Students' Perceptions about Their Reading Proficiency

| | Com. | | Elec. | | Inter. | | Mar. | | Chem. | | Total | |
|---------------------------|----------|------|----------|------|----------|------|----------|------|----------|------|----------|------|
| <i>n</i> | 18 | | 43 | | 28 | | 12 | | 32 | | 133 | |
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| with no difficulty | 2 | 11.1 | 0 | 0 | 4 | 14.3 | 3 | 25.0 | 2 | 6.3 | 11 | 11.3 |
| with little difficulty | 11 | 61.1 | 25 | 58.1 | 18 | 64.3 | 6 | 50.0 | 18 | 56.3 | 78 | 58.0 |
| with some difficulty | 3 | 16.7 | 15 | 34.9 | 6 | 21.5 | 3 | 25.0 | 11 | 34.4 | 38 | 28.6 |
| with great difficulty | 2 | 11.1 | 3 | 7.0 | 0 | 0 | 0 | 0 | 1 | 3.1 | 6 | 4.5 |
| One-way chi-square | | | | | | | | | | | | |
| chi-square | 12.67 | | 16.93 | | 12.29 | | 1.50 | | 24.25 | | | |
| p = | .005 | | .001 | | .002 | | .472 | | .001 | | | |
| Pearson chi-square | | | | | | | | | | | | |
| chi-square | 15.32 | | | | | | | | | | | |
| p = | .224 | | | | | | | | | | | |

Note. TD = total disagree, TA = total agree, n = number of the students who answered the question, p = significance, f = frequency

Except for the Maritime department, in all departments the difference among options is significant. The across group chi-square is not significant. That is students ranked the options in the same way. Generally students from all the departments agree on having some or little difficulty in reading English. Electrical Engineering students

that they will not need reading English so well with a large percentage saying “some difficulty” will be acceptable.

In item 35 students were asked whether they are given reading passages related to their own field at SOBE.

a) Yes

b) No

Table 27

Students' Perceptions about Having Reading Passages Relevant to Their Departments

| | Com. | | Elec | | Inter | | Mar | | Chem | | Total | |
|----------|----------|-----|----------|-----|----------|-----|----------|-----|----------|-----|----------|-----|
| <i>n</i> | 18 | | 43 | | 28 | | 12 | | 32 | | 133 | |
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| yes | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| no | 18 | 100 | 43 | 100 | 28 | 100 | 12 | 100 | 32 | 100 | 133 | 100 |

Note. *n* = number of the students who answered the question, *f* = frequency,

As can be seen in table 27, all the students chose option "no", so there is no difference among departments. As a result we can easily say that at SOBE students from all departments feel that they are not given reading passages related to their departments. My own observation also confirms this result. Students are not given reading passages related to their own departments in SOBE.

In general, for the majority of the students in each department the most important reading skills are *reading to get the general idea* and *detailed information* and they have moderate difficulty in reading English. When they start studying at their departments, students largely think that they will need to read in English *with no or little* difficulty. Lack of vocabulary is the biggest problem for the majority of the students irrespective of their departments. All the students say that in SOBE reading passages specific to their departments are not given.

Questions 37 through 46 are related to listening skill. The questions examine the listening skills that students think will be important in their departments, the listening skills that receive the most emphasis in SOBE, the frequency and the sources of the students' difficulty in understanding in listening to English, and the students' views about having enough opportunity in listening in English.

In item 37 students were asked to rank the following listening skills which they think will be the essential in their own department, from (1) to the most important, to (5) to the least important.

Option 1: Understanding lectures.

Option 2: Understanding one on one conversations with instructors.

Option 3: Understanding daily conversations between native speakers.

Option 4: Understanding recorded speech.

Option 5: None.

Since no students chose options 5 and 6 these were excluded from the analysis.

Table 28

Students' Rankings of the Most Important Listening Skills for Their Departments

| | Com | | Elec | | Inter | | Mar | | Chem | |
|----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|
| <i>n</i> | 17 | | 46 | | 27 | | 12 | | 37 | |
| | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> |
| Opt.1 | 1.35 | 0.70 | 1.69 | 0.98 | 2.48 | 1.28 | 2.75 | 0.97 | 2.14 | 1.29 |
| Opt.2 | 2.17 | 0.64 | 2.17 | 0.88 | 2.44 | 1.05 | 2.25 | 0.75 | 2.15 | 0.82 |
| Opt.3 | 3.53 | 0.80 | 2.88 | 1.01 | 1.93 | 1.00 | 1.50 | 1.00 | 2.63 | 1.18 |
| Opt.4 | 2.94 | 0.97 | 3.26 | 0.91 | 3.15 | 0.82 | 3.50 | 0.80 | 3.07 | 0.92 |
| F | 18.41 | | 17.44 | | 4.61 | | 8.13 | | 3.50 | |
| p = | .001 | | .001 | | .005 | | .001 | | .019 | |

Note. *m* = mean, *sd* = standard deviation, *n* = the number of students who answered the question, Opt = option in the item, *p* = significance, F = Fisher value

Kruskal-Wallis Test Results

| | Opt.1 | Opt.2 | Opt.3 | Opt.4 |
|------|-------|-------|-------|-------|
| K-W. | 19.24 | 2.00 | 30.87 | 4.19 |
| p = | .001 | .736 | .000 | .381 |

Note. K-W = Kruskal-Wallis, *p* = significance

For question 37 the difference among options in each department is meaningful according to the within group chi-square. Option 1 (understanding lectures) and 3 (understanding daily conversations between native speakers) were ranked differently across departments while option 2 (understanding one to one conversations with instructors) and 4 (understanding recorded speech) were ranked the same. Means reveal that in Computer Science, Electrical Engineering and Chemistry departments have the same ranking for the options, which is 1, 2, 3, 4, whereas the Maritime and International Relations departments have a different ranking, which is 3,2,1,4. In general we can conclude that understanding lectures has an utmost importance for Computer, Electrical Engineering and Chemistry students. On the other hand, understanding daily conversations between native speakers is more important for the students from

International Relations and Maritime departments. These results may be caused by students' different perceptions of their future. The students from Computer Science, Electronic and Chemistry may have to listen to lectures in English. However, in their future jobs Maritime and International Relations students will mostly need English in interacting with foreigners. In addition to these results all the students feel that they will not need to understand recorded speech in the future.

In item 38 students were asked how often they have difficulty in understanding when listening in English.

a) Always b) Frequently c) Rarely d) Never

Table 29

Students' Frequency of Difficulty in Listening in English

| <i>n</i> | Com. 18 | | Elec. 44 | | Inter. 29 | | Mar. 12 | | Chem. 34 | | Total 137 | |
|--------------------|------------|------|-------------|------|--------------|------|------------|------|-------------|------|--------------|------|
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| Always | 1 | 5.6 | 10 | 22.7 | 2 | 6.9 | 1 | 8.3 | 5 | 14.7 | 19 | 11.6 |
| Frequently | 15 | 83.3 | 28 | 63.6 | 13 | 44.8 | 9 | 75.0 | 21 | 61.8 | 86 | 65.7 |
| Rarely | 1 | 5.6 | 6 | 13.6 | 14 | 48.8 | 2 | 16.7 | 8 | 23.5 | 31 | 21.6 |
| Never | 1 | 5.6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1.1 |
| One-way chi-square | | | | | | | | | | | | |
| chi-square | 32.67 | | 18.73 | | 9.17 | | 9.50 | | 12.77 | | | |
| <i>p</i> = | .001 | | .001 | | .010 | | .009 | | .002 | | | |
| Pearson chi-square | | | | | | | | | | | | |
| chi-square | 26.90 | | | | | | | | | | | |
| <i>p</i> = | .008 | | | | | | | | | | | |

Note. *n* = number of the students who answered the question, *p* = significance, *f* = frequency,

In item 38 all the departments show a significant difference among options. This means that options were not chosen randomly by students. Across departments the chi-square shows that the options were ranked differently by students. Percentages of the options indicate that option 2 (frequently) was highly rated. Option 3 (rarely) is the

second most frequently chosen option. Especially students in the International Relations department feel that they rarely have difficulty in understanding English. On the other hand, more students in the Electrical Engineering department think that they have frequently difficult in understanding when listening in English. In general we can say that the students frequently have difficulty in understanding when listening in English.

In item 39 students were asked to rank the sources of their difficulty, if their answer to 39 is a, b, or c, from (1) to the most important, to (4) to the least important).

Option 1: When the teacher speaks too fast.

Option 2: When the subject is unfamiliar to me.

Option 3: Listening from tape recorder, video or TV.

Option 4: Others. Please specify.....

Since no students chose options 5 and 6 these were excluded from the analysis.

Table 30

Students' Views of Their Sources of Difficulty in Listening in English

| | Com | | Elec | | Inter | | Mar | | Chem | |
|----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|
| <i>n</i> | 16 | | 43 | | 27 | | 12 | | 27 | |
| | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> | <i>m</i> | <i>Sd</i> | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> |
| Opt.1 | 2.00 | 0.89 | 2.00 | 0.85 | 1.92 | 0.73 | 2.10 | 0.88 | 1.85 | 0.91 |
| Opt.2 | 1.75 | 0.93 | 2.14 | 0.86 | 2.07 | 0.96 | 1.60 | 0.70 | 2.03 | 0.85 |
| Opt.3 | 2.25 | 0.58 | 1.93 | 0.74 | 2.04 | 0.85 | 2.30 | 0.82 | 2.14 | 0.72 |
| F | 1.00 | | .498 | | 148 | | 1.35 | | 0.59 | |
| p = | .380 | | .609 | | .863 | | .286 | | | |

Note. m = mean, sd = standard deviation, n = the number of students who answered the question, Opt = option in the item, p = significance, F = Fisher value

Kruskal-Wallis Test Results

| | Opt.1 | Opt.2 | Opt.3 |
|-----|-------|-------|-------|
| K-W | 4.19 | .918 | 5.07 |
| p≤ | .381 | .922 | .280 |

Note. K-W = Kruskal-Wallis, p = significance

As far as the within group chi-square is concerned the difference among options is not significant in any of the departments. Yet the options were ranked in the same way across departments. Since the differences are not meaningful among the options within the departments we may conclude that most of the students in all departments feel that they have problems in understanding listening in English but they are not sure about the priority of the sources.

In item 40 students were asked to give their opinion about the statement below.

In our courses at SOBE I think we have enough opportunity to listen in English.

a) strongly disagree b) disagree c) agree d) strongly agree

In the data analysis procedure, the strongly disagree-disagree and strongly agree-agree options were collapsed and treated as total disagree and total agree.

Table 31

Students' Views of The Sufficiency of Opportunities to Practice Listening in English in SOBE

| | Com. | | Elec. | | Inter. | | Mar. | | Chem. | | Total | |
|--------------------|----------|------|----------|------|----------|------|----------|------|----------|------|----------|------|
| <i>n</i> | 18 | | 43 | | 29 | | 12 | | 33 | | 135 | |
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| TD | 11 | 61.1 | 24 | 55.8 | 16 | 55.2 | 7 | 58.3 | 15 | 45.5 | 73 | 55.2 |
| TA | 7 | 38.9 | 19 | 44.2 | 13 | 44.8 | 5 | 41.7 | 18 | 54.5 | 62 | 44.8 |
| One-way chi-square | | | | | | | | | | | | |
| chi-square | .89 | | .02 | | .31 | | .33 | | .27 | | | |
| <i>p</i> = | .343 | | .872 | | .577 | | .564 | | .602 | | | |
| Pearson chi-square | | | | | | | | | | | | |
| chi-square | 1.50 | | | | | | | | | | | |
| <i>p</i> = | .827 | | | | | | | | | | | |

Note. TD = total disagree, TA = total agree, *n* = number of the students who answered the question, *p* = significance, *f* = frequency

The difference among answers is not significant at all in item 28 since the results of chi-square are non-significant both in within group and between group. So whether

and Electrical Engineering, and Chemistry departments feel that they will need to listen to English in lectures. In all departments, the majority of the students feel that they will not have listen to recorded speech in their departments. Except for students in Chemistry department, who feel that they have little difficulty in listening English, other departments believe that they frequently have problems in listening English. Across departments, students have uncertain feelings about having enough opportunity to listen to English at SOBE. Students believe that they have problems in understanding while listening to English but they are not sure about the top issues in listening.

Question 46 through 55 are related to writing skill. . The following questions examine the writing skills that students think will be important in their departments, the writing skills that receive the most emphasis at SOBE, the frequency and the sources of the students' difficulty in writing in English, and the students' views about having enough opportunity to write in English.

In item 46 students were asked to rank the following writing skills they think will be the most essential for their department, from (1) to the most important, to (4) to the least important.

Option 1: Analysing what you have read.

Option 2: Summarising.

Option 3: Writing compositions.

Option 4: Writing in English in exams.

Option 5: Writing class assignments.

Option 6: None.

Since no students chose options 5 and 6 these were excluded from the analysis.

Table 34

Students' Rankings of the Most Important Writing Skills for Their Departments

| | Com | | Elec | | Inter | | Mar | | Chem | |
|----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|
| <i>n</i> | 15 | | 39 | | 26 | | 12 | | 29 | |
| | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> |
| Opt.1 | 2.93 | 1.28 | 2.23 | 1.51 | 2.61 | 1.39 | 2.25 | 1.66 | 2.13 | 1.38 |
| Opt.2 | 3.33 | 1.44 | 2.77 | 1.27 | 3.46 | 1.14 | 3.33 | 1.15 | 2.72 | 1.22 |
| Opt.3 | 3.93 | 0.88 | 3.03 | 1.27 | 2.00 | 1.30 | 2.75 | 1.28 | 3.20 | 1.42 |
| Opt.4 | 1.80 | 1.26 | 3.28 | 1.27 | 3.08 | 1.44 | 2.58 | 1.16 | 3.10 | 1.26 |
| Opt.5 | 3.00 | 1.41 | 3.58 | 1.43 | 3.85 | 1.12 | 4.08 | 1.24 | 3.72 | 1.30 |
| F | 4.86 | | 4.58 | | 6.58 | | 2.90 | | 4.65 | |
| p = | .003 | | .002 | | .001 | | .033 | | .002 | |

Note. *m* = mean, *sd* = standard deviation, *n* = the number of students who answered the question, Opt = option in the item, *p* = significance, F = Fisher value.

Kruskal-Wallis Test Results

| | Opt.1 | Opt.2 | Opt.3 | Opt.4 | Opt.5 |
|-----|-------|-------|-------|-------|-------|
| K-W | 5.24 | 1.24 | 22.12 | 12.33 | 5.14 |
| p = | .280 | .870 | .000 | .015 | .273 |

Note. K-W = Kruskal-Wallis, *p* = significance

The within group test indicates that students in all the departments have significantly chosen options. That is the students did not rank the options randomly. The Kruskal-Wallis test results show that only option 3 (writing compositions) and option 4 (writing in English in exams) were not treated in the same way across departments. Examination of means reveal that option 1 (analysing what you have read) is either 1st or 2nd rank and option 5 (writing class assignments) is either last or second to last in all departments. As a general result it can be said analysing what they have read is the most important skill and writing class assignments is the least important skill in writing that students think they will need at their departments. However students may have thought that class assignments were *other* class assignments because when we examine the options more closely, the first three options are already class assignments.

In item 47 students were asked how often they have difficulty in writing in English.

a) Always b) Frequently c) Rarely d) Never

Table 35

Students' Frequency of Difficulty in Writing in English

| | Com. | | Elec. | | Inter. | | Mar. | | Chem. | | Total | |
|---------------------|----------|------|----------|------|----------|------|----------|------|----------|------|----------|------|
| <i>N</i> | 17 | | 37 | | 29 | | 12 | | 33 | | 133 | |
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| Always | 1 | 5.9 | 7 | 19.1 | 0 | 0 | 0 | 0 | 2 | 6.1 | 10 | 6.2 |
| Frequently | 11 | 64.7 | 15 | 41.0 | 11 | 37.9 | 8 | 66.8 | 10 | 30.3 | 55 | 48.1 |
| Rarely | 4 | 23.5 | 13 | 35.0 | 16 | 55.2 | 2 | 16.6 | 21 | 63.6 | 56 | 38.8 |
| Never | 1 | 5.9 | 2 | 4.9 | 2 | 6.9 | 2 | 16.6 | 0 | 0 | 7 | 6.9 |
| One -way chi-square | | | | | | | | | | | | |
| chi-square | 15.70 | | 4.16 | | 10.41 | | 6.00 | | 16.54 | | | |
| p = | .001 | | .244 | | .005 | | .050 | | .001 | | | |
| Pearson chi-square | | | | | | | | | | | | |
| chi-square | 35.40 | | | | | | | | | | | |
| p = | .003 | | | | | | | | | | | |

Note. n = number of the students who answered the question, p = significance, f = frequency

Within group chi-square results shows that except for the students in the Electrical Engineering department, the students in all the other departments have significant choices. Analysis of the ranking of means indicate that some departments like Chemistry, International Relations and Maritime rated option 3 (rarely) highly, while it is option 2 (frequently) in Computer and Electronic departments. The across groups chi-square showing that the options were not treated the same across departments.

In item 48 students were asked to rank the sources of their difficulty if their answer question 47 was a, b or c from (1) to the most important, to (5) to the least important.

Option 1: Expressing my ideas clearly in writing in English.

Option 2: Selecting proper vocabulary.

Option 3: Organising information well.

Option 4: Correct use of grammar.

Option 5: Others. Please specify.....

Since no students chose options 5 and 6 these were excluded from the analysis.

Table 36

Students' Views of Their Sources of Difficulty in Writing

| | Com | | Elec | | Inter | | Mar | | Chem | |
|----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|
| <i>n</i> | 16 | | 35 | | 25 | | 11 | | 25 | |
| | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> |
| Opt.1 | 3.19 | .98 | 2.80 | 1.26 | 2.56 | 1.16 | 3.28 | .887 | 2.20 | 1.17 |
| Opt.2 | 1.75 | .86 | 1.71 | .89 | 2.00 | .96 | 1.88 | 1.12 | 1.89 | 0.77 |
| Opt.3 | 3.00 | .89 | 3.14 | .90 | 2.88 | 1.09 | 2.63 | .92 | 3.00 | 1.00 |
| Opt.4 | 2.12 | 1.25 | 2.4 | 1.00 | 2.56 | 1.16 | 2.25 | 1.28 | 2.89 | 1.14 |
| F | 5.61 | | 9.57 | | 2.10 | | 1.81 | | 5.79 | |
| p = | .002 | | .000 | | .108 | | .175 | | .001 | |

Note. *m* = mean, *sd* = standard deviation, *n* = the number of students who answered the question, Opt = option in the item, *p* = significance, F = Fisher value

Kruskal-Wallis Test Results

| | Opt.1 | Opt.2 | Opt.3 | Opt.4 |
|-----|-------|-------|-------|-------|
| K-W | 9.42 | 2.34 | 5.90 | 5.90 |
| p = | .049 | .674 | .724 | .207 |

Note. K-W = Kruskal-Wallis, *p* = significance

Table 36 displays that only students from Computer Science and Electronic departments gave significantly different answers to this question. By looking at means of the options it can be said that majority of the students chose the option 2 (selecting proper vocabulary) as the most important difficulty in writing English. This is similar to

but for the Chemistry Department, it once more is the result of greater divisions among the students in this department, with larger number saying that “some difficulty” is acceptable. Again, the Chemistry department students may perceive the English language requirements at their departments to be lower than other students. The percentages of option 1 (no difficulty) and 2 (little difficulty) are similar to each other. Across the departments but between the groups chi-square show that options were treated differently; however, when we look at percentages, it is obvious that options 1 and 2 were rated highly. The 25 percent of the Chemistry and Maritime department students, who think that writing with some difficulty is acceptable in their own departments may caused this result. Students in other departments in general feel that they will need to write English with no difficulty or little difficulty when they move to their departments.

In general, students from the Electrical Engineering and Computer Sciences departments frequently have problems in writing while International Relations and Maritime departments rarely do. Selecting proper vocabulary is the students’ common problem in writing irrespective of their departments. For students in all departments analysing what they have read is the most important writing skill that they will need at their departments. Chemistry department students feel that that is enough for them if they can write in English with some difficulty in their departments, but students in other departments think that they need to write with no or little difficulty.

Questions 55 through 57 are related to English grammar. Students were asked to give their opinions about the sources of their difficulties in understanding English

grammar, whether they think grammar should be given as a separate course and whether grammar receives emphasis at SOBE.

In item 55 students were asked the sources of their difficulty in understanding English grammar, from (1) to the most important, to (4) to the least important.

Option 1: Memorising complex grammatical structures.

Option 2: Learning grammar deductively instead of inductively.

Option 3: Confusion in choosing appropriate tense forms.

Option 4: Other. Please specify:.....

Since no students chose options 5 and 6 these were excluded from the analysis.

Table 39

Students' Views of The Sources of Difficulty In Understanding English Grammar

| | Com | | Elec | | Inter | | Mar | | Chem | |
|----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|
| <i>n</i> | 17 | | 42 | | 26 | | 12 | | 25 | |
| | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> | <i>m</i> | <i>sd</i> |
| Opt.1 | 1.44 | 0.73 | 2.00 | 0.83 | 1.92 | 0.74 | 2.30 | 0.67 | 2.04 | 0.88 |
| Opt.2 | 2.44 | 0.72 | 2.21 | 0.72 | 2.34 | 0.85 | 1.40 | 0.70 | 2.04 | 0.79 |
| Opt.3 | 2.11 | 0.78 | 1.79 | 0.87 | 1.84 | 0.88 | 2.30 | 0.82 | 2.04 | 0.88 |
| F | 2.80 | | 1.93 | | 1.95 | | 23.29 | | 0.01 | |
| p = | .091 | | .97 | | .152 | | .059 | | 1.00 | |

Note. *m* = mean, *sd* = standard deviation, *n* = the number of students who answered the question, Opt = option in the item, *p* = significance, F = Fisher value

Kruskal-Wallis Test Results

| | Opt.1 | Opt.2 | Opt.3 |
|-----|-------|-------|-------|
| K-W | 2.69 | 5.29 | 3.04 |
| p = | .610 | .258 | .551 |

Note. K-W = Kruskal-Wallis, *p* = significance

According to the within group and between group chi-squares none of the options were ranked significantly. Options were ranked the same way across groups.

Then we can only talk by looking at means, which change across departments. For example, option 1 (memorising complex grammatical structures) and 3 (confusion in choosing appropriate tense forms) are in students' first two ranks. However, students from Chemistry departments have the same means for each option. In reality, these results do not give us so much information about their source of problems. Perhaps, this is because students have problems in all the options and they do not know which one has priority or they could not understand the question.

In Item 56 students were asked to give their opinions about the statement below.

I think that grammar should be taught as a separate skill.

a) strongly disagree b) disagree c) agree d) strongly agree

In the data analysis procedure, the strongly disagree-disagree and strongly agree-agree options were collapsed and treated as total disagree and total agree.

Table 40

Students' Views on Whether Grammar should be Taught Separately

| | Com | | Elec | | Inter | | Mar | | Chem | | Total | |
|--------------------|----------|------|----------|------|----------|------|----------|------|----------|------|----------|------|
| <i>n</i> | 17 | | 44 | | 28 | | 12 | | 32 | | 133 | |
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| TD | 4 | 23.5 | 14 | 31.8 | 4 | 14.0 | 2 | 16.7 | 10 | 31.3 | 34 | 23.5 |
| TA | 13 | 76.5 | 30 | 68.2 | 24 | 86.0 | 10 | 83.3 | 22 | 68.8 | 99 | 76.5 |
| One-way chi-square | | | | | | | | | | | | |
| chi-square | 4.77 | | 5.81 | | 32.34 | | 533 | | 4.50 | | | |
| p = | .029 | | .016 | | .001 | | .021 | | .034 | | | |
| Pearson chi-square | | | | | | | | | | | | |
| chi-square | 7.46 | | | | | | | | | | | |
| p = | .640 | | | | | | | | | | | |

Note. TD = total disagree TA = total agree, n = number of the students who answered the question, p = significance, f = frequency

For item 56, the results of the within groups chi-square indicate that all the departments have significant selected options. And the between groups chi-square

shows that options were treated the same across departments. Percentages clearly show that students mostly chose TA. Students in SOBE feel that grammar should be taught as a separate skill. This may be because this is what they have experienced as language instruction in the past and is what they expect language instruction to be.

In item 57 students were asked whether they think that grammar is emphasised at SOBE.

a) strongly disagree b) disagree c) agree d) strongly agree

In the data analysis procedure, the strongly disagree-disagree and strongly agree-agree options were collapsed and treated as total disagree and total agree.

Table 41

Students' Views of Whether Grammar is Emphasised in SOBE

| | Com | | Elec | | Inter | | Mar | | Chem | | Total | |
|--------------------|----------|------|----------|------|----------|------|----------|------|----------|------|----------|------|
| <i>n</i> | 16 | | 44 | | 29 | | 12 | | 32 | | 133 | |
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>F</i> | % | <i>f</i> | % | <i>f</i> | % |
| TD | 5 | 31.3 | 7 | 15.9 | 7 | 24.1 | 2 | 16.7 | 5 | 15.6 | 26 | 20.7 |
| TA | 11 | 68.8 | 37 | 84.1 | 22 | 75.9 | 10 | 83.3 | 27 | 84.4 | 107 | 79.2 |
| One-way chi-square | | | | | | | | | | | | |
| chi-square | 2.25 | | 20.46 | | 7.76 | | 5.33 | | 15.13 | | | |
| <i>p</i> = | .134 | | .001 | | .005 | | .021 | | .001 | | | |
| Pearson chi-square | | | | | | | | | | | | |
| chi-square | 2.73 | | | | | | | | | | | |
| <i>p</i> = | .640 | | | | | | | | | | | |

Note. TD = total disagree, TA = total agree, number of the students who answered the question, *p* = significance, *f* = frequency

Table 41 shows that except for Computer Science the distinction between options is meaningful in all departments. The reason for non-significant result may be the small number of students in Computer Science department. The options were chosen in the same way in all the departments because the between groups chi-square is significant. Like the students in the other departments, most of the students from Computer Science

department chose option 2, but this number is not significant statistically. As a result we can claim that the majority of the students believe that grammar is emphasised in SOBE.

Students in general feel that they have problems in learning English grammar but they can not rank them according to their importance. They think that in SOBE grammar receives more emphasis compared with other skills. And majority of the students believes that grammar should be taught as a separate lesson. In this sense it may be said that in SOBE the system is satisfying in terms of grammar course but according to my observations I can say that the reason for this situation is that the evaluation system in SOBE which is grammar-based. Since students are evaluated through their grammar knowledge they think that grammar should be thought separately.

The overall results and discussion of the data analysis section are presented in Chapter 5.

CHAPTER 5: CONCLUSION

Overview of the Study

This study investigated the English needs of students at School of Basic English at Karadeniz Technical University. Data was collected from SOBE students, graduates, teachers, administrators, and the students' faculty teachers. I gave questionnaires to SOBE students and graduates. I had interviews with SOBE teachers, administrators, and the students' faculty teachers. This study specifically reports on portions of the data collected in the SOBE students' questionnaires.

In this study Tarone and Yule's (1989) global approach to needs analysis was used. The global approach deals with finding out the learners' purposes in learning the target language. Data was analysed using descriptive and inferential statistics including: frequency, percentages, chi-square, Pearson chi-square, Repeated measure ANOVA and Kruskal-Wallis test.

The research questions in the study were:

- 1- What are the perceptions of students' in the School of Basic English at Karadeniz Technical University of their English needs?
- 2- Do these perceptions differ across the departments served in SOBE?

Results/Discussion

The first research question asked what students at SOBE felt their English needs were. Overall results of the examination of SOBE student questionnaire reveal that generally speaking, the students perceive the requirements of these departments as being higher than what they feel they are being provided at SOBE. The students feel that they need to learn English for their education and for their future jobs. Although they think that what they have learnt at SOBE will be useful at their

departments, they are not happy with learning English at SOBE. They are probably not happy because what they want to learn for studies in their departments and their future jobs does not match with what they are being taught at SOBE. Students feel that they will need speaking and listening in English more than grammar at their departments (see Table 5), whereas the situation is the reverse at SOBE (see Table 6). At SOBE grammar receives more emphasis compared with speaking and listening skills.

Students in all departments would like to be in classes with students from other departments as they think that in this way they can know different people. On the other hand they want to be given technical English related to their departments (see Table 9), but at SOBE they are not getting reading passages including technical English related to their departments (table 27). Students largely think that they need to be proficient in English but they don't like learning English at SOBE. This is a conflict, because these two wishes cannot go together (see the discussion on p.16, Widdowson, 1983). Some of the students are conscious of this issue, so they are not in favour of mixed classes. For them learning technical English is more important because it will be helpful in their courses at their departments.

In speaking English, students are more interested in speaking fluently rather than speaking accurately. Except for the Chemistry department, the majority of the students in all the other departments feel that they will need to speak/write/listen/read with no or little difficulty when they start to study in their own departments. For students in Chemistry department "some or little difficulty" is acceptable in these skills (see Table 20, 26, 33, 38).

Lack of vocabulary is the main problematic area in four skills for the majority of the students. They see this problem as an obstacle on the way being competent in these language skills.

Students feel that grammar should be taught as a separate skill (see Table 40). As far as I have observed SOBE students, I can say that this probably results from having a grammar based testing system. Students are being evaluated on their grammar knowledge. For this reason, they think that they must learn grammar better but actually they do not think that they will need grammar so much at their departments (see Table 5).

The second research question asked whether students' perceptions differ across departments. There are differences across departments, some of which are minor, but others of which reflect more general distinctions.

All the departments are concerned with improving speaking skills in English but students in the International Relations and Maritime departments are more concerned. This is quite legitimate because their future jobs will require them to speak English.

The majority of the students responded to the questions asking (see Table 19, 25, 32, 37) how well they speak/write/read/listen in English by claiming some or little difficulty. However, students in the International Relations consistently gave higher assessments of their abilities in these skills. In contrast students in Electrical Engineering department have lower assessment. Whether these perceptions are true or not can be checked by looking at their test scores or asking their teachers. The reason of this situation is may be because students in the International Relations department are more aware of their needs to learn English. In the future they will be

using English very actively in their future jobs. Grammar was ranked as the 5th option by the majority of the students in the departments except for the students in the Chemistry department where it was ranked as the 2nd option. These students feel that in their departments they will need English grammar more than other skills in their courses.

Students from Chemistry department seem differ from the other departments in their view of what their department will require in terms of English language ability. They think that the demand in their departments will not be as high as the other departments do (see Table 20, 26, 33, 38). The reason for this situation may be because these students will spend more time in laboratories doing research. They will not read English but the English of Chemistry. This result can only be confirmed by consulting teachers in Chemistry department.

Students from all the departments have unclear responses to the questions asking whether they get enough practice in reading/speaking/listening/writing in English at SOBE. This probably results from their having different perceptions in their minds related to the word “enough”.

In some questions, students have unclear responses such as the source of their difficulty in understanding English grammar and having difficulty when listening in English. Actually students believe that they have problems, but they cannot distinguish the major problematic areas (see Table 30, 39).

Pedagogical Implications

First of all SOBE administrators should talk to students at the beginning of the first term and inform them about to the extent SOBE can meet students expectations and to what level they can improve their English in SOBE. And while

arranging the syllabus and determining the content of the courses, students' language needs should be taken into consideration. However, a curriculum cannot be developed or changed entirely based on students' or teachers' needs (see the discussion pp.10, 15, Tarone and Yule, 1989; Yalden, 1987; Smith, 1990).

For example students are more concerned with speaking English rather than learning its grammar, whereas in SOBE both the evaluation system and the contents of the courses are grammar-based (see Table 5 and 6). The courses in SOBE could be more communicatively oriented by giving less attention to teaching complex grammar rules. Grammar can be given as a separate lesson as it is now, but more interaction can be provided in the content of this lesson.

Vocabulary is considered a main problem by students irrespective of their departments. In SOBE more attention should be given to improve students' vocabulary. Current mixed classes can be kept. However, at the advanced level, students may be given some reading passages including specific terminology related to their departments. Mixed classes would be a problem at this stage, but for this lesson students from the same department can be gathered.

However, these recommendations are based on only a partial analysis of all the data collected. Further analysis of the remaining data is necessary to confirm that was found here and to see if there are any conflicts with the perspectives. Major curriculum changes should await a more complete analysis.

Limitations of the Study

Since there was not enough time I could not analyse all the data I collected. To make a stronger and whole analysis, the interviews and graduate students' questionnaires should be analysed as well. The perceptions of faculty teachers and

SOBE administrators and teachers of students' English needs are very important to make more meaningful changes in the curriculum.

During the analysis process I came across some questions including vague concepts. For example, for the word "enough" I should have determined a criterion. In some questions, students could not understand some choices or words, although the questionnaire was in Turkish. For example, the word "integrated" confused some students. Their responses were "We already have an integrated course book lesson". I should have clarified this word (see Table 12).

Implications for Further Research

The remaining data can be analysed for explaining differences and similarities across departments more accurately. Depending only on students' perceptions of their own needs would not be enough for determining or making changes in the curriculum. Also, for the Electrical Engineering and International Departments, tests' scores can be checked to see whether questionnaire results reflect actual abilities of these students. Another analysis can be done on the testing system of SOBE to see whether it really measures students' English knowledge on the basis of the things they should know.

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Appendix A
QUESTIONNAIRE

Dear students,

I work at School of Basic English at Karadeniz Technical University as a lecturer. Being an MATEFL student at Bilkent University now I am analysing the needs of students in the School of Basic English (SOBE) for my thesis. Your answers to the questions below will contribute to my research and your responses will be kept confidential.

Thank you very much for your corporation.

Emine Çuvalcı

SECTION 1

Demographical Information

- 1) Age:.....
- 2) Department:.....
- 3) Gender: () female () male
- 4) Which type of high school did you graduate from?
 - () Anatolian high school
 - () Private college
 - () Vocational high school
 - () State high school
 - () Super Lycee
 - () Science School
- 5) How long have you been studying English?
 - () 1-4 years () 5-8 years () 9-12 years () 12- above
- 6) What is your level in SOBE?
 - () Pre-intermediate () Intermediate () Advanced

SECTION 2

Questions related to the departments and SOBE

7) When you start studying at your department, which skills in English do you think will be more important? (Please put the following in order of importance assigning number (1) to the most important, number (5) to the least important).

- Reading
- Writing
- Listening
- Speaking
- Grammar

8) Which skills receive more emphasis in your classes in SOBE? (Please put the following in order of importance assigning number (1) to the most important, number (5) to the least important).

- Reading
- Writing
- Listening
- Speaking
- Grammar

Please give your opinion about the statement below.

9) a) Classes are made up of students from different departments in SOBE, but I would prefer taking classes only with students from my department.

a) strongly disagree b) disagree c) agree d) strongly agree

b) Could you explain your answer briefly.

10) Why are you learning English? (Please put the following in order of importance assigning number (1) to the most important, number (9) to the least important)

- To be successful in my school courses.
- For further education (MA /PhD).
- To get a good job.
- To go abroad.
- Interest in English- speaking cultures.
- To interact with people from other countries.
- To read the related literature in my field.
- Because it is obligatory.
- Others. Please specify.....

Please give your opinion about the statements below.

11) I think SOBE should teach me technical vocabulary in English related to my field.

- a) strongly disagree b) disagree c) agree d) strongly agree

b) Could you explain your answer briefly.

12) I think that the English knowledge I have gained in SOBE will be very useful in my department.

- a) strongly disagree b) disagree c) agree d) strongly agree

13) When I chose my department at the university exam, the fact that it has preparatory classes was an important factor since I would need English very much when I graduate.

- a) strongly disagree b) disagree c) agree d) strongly agree

14) a) At SOBE, skills are taught separately (grammar, reading, writing), I would prefer to have integrated courses (like in course book lesson).

- a) strongly disagree b) disagree c) agree d) strongly agree

b) Could you explain your answer briefly.

15) How necessary is it for you to become proficient in English? (Please circle one).

- a) very necessary b) necessary c) somewhat necessary d) not necessary at all

16) Do you enjoy learning English at SOBE?

- a) No b) Yes X

SECTION 3

Language Skills

SPEAKING

17) Which of the following speaking skills do you think will be more essential in your own department ? (Please put the following in order of importance assigning number 1 to the most important, number 6 to the least important).

- () Participating in class discussions.
 () Asking and answering questions in lectures.
 () Preparing and presenting oral reports.
 () Communicating with native speakers outside class.
 () Other. Please specify:.....
 () None.

18) How often do you have difficulty in speaking English?.

- a) Always b) Frequently c) Rarely d) Never

19) If your answer to 18 is a, b or c, what are the sources of your difficulty? (Please put the following in order of importance assigning number (1) to the most important, number (5) to the least important).

- Speaking grammatically.
- Speaking fluently.
- Using vocabulary or phrases relevant to the given topic.
- Pronouncing words correctly.
- Others. Please specify.....

Please give your opinion about the statement below

20) In my courses I have enough opportunities to practice speaking in English.

- a) strongly disagree b) disagree c) agree d) strongly agree

21) In which situations do you need to speak English out of the classroom? (You may circle more than one).

- Speaking with foreign instructors.
- Speaking to my friends.
- Speaking to tourists.
- Others. Please specify.....
- Never.

22) Which of the following speaking skills do you practice in SOBE? (You may circle more than one).

- Using appropriate registers.
- Using cohesive devices.
- Using short answers.
- Being able to start and end a conversation.
- Using English stress patterns.
- Using pauses, self corrections, backtracking of the message to clarify the message.
- None.

23) How well do you speak in English?

- | | |
|-------------------------|---------------------------|
| a) with no difficulty | b) with little difficulty |
| c) with some difficulty | d) with great difficulty |

24) How well do you think you will need to speak in English to succeed in your department?

- | | |
|-------------------------|---------------------------|
| a) with no difficulty | b) with little difficulty |
| c) with some difficulty | d) with great difficulty |

25) In your department in which situations do you think you will have to speak in English? (You may circle more than one).

- Interacting with foreign instructors.
- Interacting with other students.
- Presenting oral reports.
- Class discussions
- Asking and answering questions.
- Others. Please specify.....
- Never.

READING

26) Which of the following reading skills do you think will be the most essential in your own department? (Please put the following in order of importance assigning number (1) to the most important, (6) to the least important).

- Reading to get the general idea.
- Reading to get detailed information.
- Making inferences.
- Reading quickly to absorb large amounts of material in a given time.
- Others. Please specify.....
- None.

27) How often do you have difficulty in reading English?

- a) Always b) Frequently c) Rarely d) Never

28) If your answer to 27 is a, b or c, what are the sources of your difficulty? (Please put the following in order of importance assigning number (1) to the most important number (6) to the least important).

- Lack of vocabulary.
 Reading too slowly.
 Not being able to guess unknown vocabulary correctly.
 Interpreting passages (making inferences).
 Difficulty in finding the main idea.
 Others. Please specify.....

Please give your opinion about the statements below

29) In our courses I have enough opportunity to read in English.

- a) strongly disagree b) disagree c) agree d) strongly agree

30) What do you read in English out of the classroom? (You may circle more than one).

- a) Literature.
b) Magazines.
c) Web pages and chat rooms.
d) Other. Please specify:.....
e) None.

31) Which of the following reading skills do you practice in SOBE? (You may circle more than one).

- Skimming
 Scanning
 Guessing vocabulary
 Making inferences
 Rapid reading
 Interpreting passages.
 None.

32) How well do you read in English?

- a) with no difficulty b) with little difficulty
c) with some difficulty d) with great difficulty

33) How well do you think you will need to read in English to succeed in your department?

- a) with no difficulty b) with little difficulty
c) with some difficulty d) with great difficulty

34) In your department what do you think you will have to read in English? (You may circle more than one).

- Textbooks.
 Journal articles.
 Technical reports.
 General literature.
 Other. Please specify:.....
 Nothing.

35) Are you given reading passages related to your own field in SOBE?

- a) Yes b) No

36) a) If your answer to 35 is yes, do you have difficulty in reading them?

- a) always b) frequently c) rarely d) never

b) Could you explain your answer briefly.

LISTENING

37) Which of the following listening skills do you think will be the most essential in your own department? (Please put the following in order of importance assigning number (1) to the most important, number (5) to the least important).

- Understanding lectures.
- Understanding one on one conversations with instructors.
- Understanding daily conversations between native speakers.
- Understanding recorded speech.
- None.

38) How often do you have difficulty in understanding when listening in English?

- a) Always b) Frequently c) Rarely d) Never

39) If your answer to 38 is a, b, or c, what are the sources of your difficulty? (Please put the following in order of importance assigning number (1) to the most important, number (4) to the least important).

- When the teacher speaks too fast.
- When the subject is unfamiliar to me.
- Listening from tape recorder, video or TV.
- Others. Please specify.....

Please give your opinion about the statements below.

40) In our courses at SOBE I think we have enough opportunity to listen in English.

- a) strongly disagree b) disagree c) agree d) strongly agree

41) What do you listen to in English out of the classroom? (You may circle more than one).

- Music.
- Films.
- Foreign TV channels.
- Others. Please specify.....
- None.

42) Which of the listening skills do you practice in SOBE? (You may circle more than one).

- Discriminating sounds in English.
- Processing speech containing pauses, errors, correction etc.
- Processing speech in daily conversation.
- Recognising cohesive devices.
- None.

43) How well do you listen in English?

- a) with no difficulty
- b) with little difficulty
- c) with some difficulty
- d) with great difficulty

44) How well do you think you will need to listen in English to succeed in your department?

- a) with no difficulty
- b) with little difficulty
- c) with some difficulty
- d) with great difficulty

45) In your department what do you think you will have to listen in English? (You may circle more than one).

- Lectures taught in English.
- Foreign instructors out of the classroom.
- Recorded speech.
- Others. Please specify.....
- None.

WRITING

46) Which of the followings writing skills do you think will be the most essential for your department. (Please put the following in order of importance assigning number (1) to the most important, number (4) to the least important).

- Analysing what you have read.
- Summarising.
- Writing compositions.
- Writing in English in exams.
- Writing class assignments.
- None.

47) How often do you have difficulty in writing in English.

- a) Always b) Frequently c) Rarely d) Never

48) If your answer to 47 is a, b or c, what are the sources of your difficulty? (Please put the following in order of importance assigning number (1) to the most important, number (5) to the least important).

- Expressing my ideas clearly in writing in English.
- Selecting proper vocabulary.
- Organising information well.
- Correct use of grammar.
- Others. Please specify).....

Please give your opinion about the statements below

49) In our courses at SOBE I think we have enough opportunity to write in English.

- a) strongly agree b) agree c) disagree d) strongly disagree

50) What do you write in English out of classroom? (You may circle more than one).

- Writing letters.
- Writing diaries.
- Writing messages or chatting on the Internet.
- Others. Please specify).....
- Nothing.

51) Which of the following writing skills do you practice in SOBE? (You may circle more than one).

- Using correct grammatical systems.
- Using cohesive devices.
- Organising writing well.
- Producing writing at an efficient rate of speed to suit your purpose.
- Others. Please specify.....
- None.

52) How well do you write in English?

- a) with no difficulty
- b) with little difficulty
- c) with some difficulty
- d) with great difficulty

53) How well do you think you will need to write in English to succeed in your department?

- a) with no difficulty
- b) with little difficulty
- c) with some difficulty
- d) with great difficulty

54) In your department what do you think you will have to write in English? (You may circle more than one).

- Exams.
- Class assignments.
- Summarising or analysing what you have read.
- Compositions about a given topic.
- Other. Please specify:.....
- None.

GRAMMAR

55) What are the sources of your difficulty in understanding English grammar?(Please put the following in order of importance assigning number (1) to the most important, number (5) to the least important).

- Memorising complex grammatical structures.
- Learning grammar deductively instead of inductively.
- Confusion in choosing appropriate tense forms.
- Other. Please specify:.....
- None.

Please give your opinion about the statements below

56) I think that grammar should be taught as a separate skill.

- a) strongly agree b) agree c) disagree d) strongly disagree

57) I think that grammar is emphasised in SOBE.

- a) strongly agree b) agree c) disagree d) strongly disagree

58) What were your expectations about SOBE and do you think that they were fulfilled?

59) What do you perceive to be the strengths of SOBE?

60) What do you perceive the weaknesses of SOBE?

61) What are your suggestions for SOBE to improve the teaching of English?

Appendix B
ANKET

Sevgili Öğrenciler,

Karadeniz Teknik Üniversitesi, Hazırlık bölümünde öğretim görevlisi olarak çalışmaktayım. Halen Bilkent Üniversitesinde Yabancı Dil Olarak İngilizce Öğretimi (TEFL) programında yüksek lisans öğrenimi görmekteyim. Karadeniz Teknik Üniversitesi Hazırlık sınıflarındaki (SOBE) öğrencilerin İngilizce ihtiyaçları üzerine bir araştırma yapmaktayım. Siz öğrencilerin ankete vereceği cevaplar çalışmama büyük bir katkıda bulunacaktır. Vereceğiniz cevaplar saklı tutulacaktır.

Katkılarınız için şimdiden teşekkürler.

Emine Çuvalcı

1. BÖLÜM

Kişisel Bilgiler

1) Yaş:.....

2) Bölüm:.....

3) Cinsiyetiniz: () Bayan () Bay

4) Hangi tür liseden mezun oldunuz?

- a) Anadolu Lisesi
- b) Özel Kolej
- c) Meslek Lisesi
- d) Düz Lise
- e) Süper Lise
- f) Fen Lisesi

5) Kaç yıldır İngilizce öğreniyorsunuz?

() 1-4 yıl () 5-8 yıl () 9-12 yıl () 12- ve yukarısı

6) SOBE' deki İngilizce seviyeniz şu anda nedir?

() Intermediate () Upper- Intermediate

2. BÖLÜM

SOBE' ye ve Bölümlere Dair Sorular

7) Kendi bölümünüze geçtiğinizde sizce İngilizce'de aşağıdaki hangi dil becerileri daha önemli olacaktır? (Lütfen en önemlisinden (1), en az önemlisine (5) kadar yazmak suretiyle önem sırasına koyunuz).

- Okuma
- Yazma
- Dinleme
- Konuşma
- Gramer

8) SOBE' de İngilizce derslerinde hangi dil becerileri üzerinde daha fazla duruluyor? (Lütfen en önemlisinden (1), en az önemlisine (5) kadar yazmak suretiyle önem sırasına koyunuz).

- Okuma
- Yazma
- Dinleme
- Konuşma
- Gramer

Aşağıdaki cümle hakkındaki düşüncenizi işaretleyiniz.

9) a) SOBE' de sınıflar farklı bölümlerden öğrencilerin bir araya gelmesiyle oluşmuştur; ama ben sadece kendi bölümümden öğrencilerden oluşan bir sınıfta ders almak isterdim.

a) kesinlikle katılmıyorum b) katılmıyorum c) katılıyorum d) kesinlikle katılıyorum

b) Lütfen cevabınızı kısaca açıklayınız.

10) Neden İngilizce öğreniyorsunuz? (Lütfen en önemlisinden (1), en az önemlisine (10) kadar yazmak suretiyle önem sırasına koyunuz).

- Bölümümde İngilizce alacağım derslerde.
- Daha ileri bir eğitim görmek için (mastır, doktora gibi).
- İyi bir iş bulmak için.
- Yurt dışında eğitim görmek için.
- Yurt dışında çalışmak için.
- İngilizce konuşan ülkelerin kültürlerine duyduğum ilgiden dolayı.
- Diğer ülkelere insanlarla iletişim kurabilmek için.
- Kendi alanımla ilgili İngilizce kaynaklardan faydalanabilmek için.
- Zorunlu olduğu için.
- Diğer. Lütfen belirtiniz:.....

Aşağıdaki 5 cümle hakkındaki düşüncelerinizi işaretleyiniz.

- 11) a) SOBE' de bana kendi alanımla ilgili İngilizce kelimelerin öğretilmesi gerektiğini düşünüyorum.
a) kesinlikle katılmıyorum b) katılmıyorum c) katılıyorum d) kesinlikle katılıyorum

b) Lütfen cevabınızı kısaca açıklayınız.

- 12) SOBE' de öğrendiğim İngilizce bilgisinin kendi bölümümde çok yararlı olacağını düşünüyorum.
a) kesinlikle katılmıyorum b) katılmıyorum c) katılıyorum d) kesinlikle katılıyorum

- 13) Mezun olduğumda ihtiyacım olacağı için üniversite sınavında bölümümün İngilizce hazırlık sınıfının olması seçimimde önemli bir rol oynadı.
a) kesinlikle katılmıyorum b) katılmıyorum c) katılıyorum d) kesinlikle katılıyorum

- 14) a) SOBE ' de gramer, okuma, yazma gibi dersleri ayrı ayrı almak yerine tüm bu becerilerin bir arada verildiği bir dersin olmasını isterdim (Course Book dersi gibi).
a) kesinlikle katılmıyorum b) katılmıyorum c) katılıyorum d) kesinlikle katılıyorum

b) Lütfen cevabınızı kısaca açıklayınız.

- 15) Sizce bölümünüzdeki, başarınız açısından İngilizce' yi bilmeniz ne kadar gerekli?
a) çok gerekli b) biraz gerekli c) gerekli d) gerekli değil

- 16) a) SOBE' de İngilizce öğrenmekten hoşlanıyor musunuz?
a) Evet b) Hayır

b) Cevabınızı kısaca açıklayınız.

3.BÖLÜM

Dil Becerileri

KONUŞMA

17) Aşağıdaki İngilizce konuşma becerilerinden hangilerinin bölümünüz için daha gerekli olacağını düşünüyorsunuz? (Lütfen en önemlisinden (1), en az önemlisine (6) kadar yazmak suretiyle önem sırasına koyunuz).

- () Sınıf tartışmalarına katılmak.
 () Derslerde soru sorup cevap verme.
 () Sözlü sunular hazırlayıp sunmak.
 () Sınıf dışında yabancı uyruklu kişilerle veya hocalarla konuşmak.
 () Diğer. Lütfen belirtiniz:.....
 () Hiçbiri.

18) İngilizce konuşurken zorluk çekiyor musunuz?

- a) Her zaman b) Sık sık c) Nadiren d) Hiç bir zaman

19) 18. soruya cevabınız a, b veya c ise, probleminizin kaynağı nedir? (Lütfen en önemlisinden (1), en az önemlisine (5) kadar yazmak suretiyle önem sırasına koyunuz).

- () Gramer kurallarına uygun konuşmak.
 () Akıcı konuşmak.
 () Konuya uygun terim deyim ve ifadeler kullanmak.
 () Kelimeleri doğru telafuz etmek.
 () Diğer. Lütfen belirtiniz:.....

Aşağıdaki cümle hakkındaki düşüncenizi işaretleyiniz.

20) Derslerde yeterince İngilizce konuşma fırsatım var.

- a) kesinlikle katılmıyorum b) katılmıyorum c) katılıyorum d) kesinlikle katılıyorum

21) Sınıf dışında hangi durumlarda İngilizce konuşmak gereği duyuyorsunuz? (Birden fazla şıkkı işaretleyebilirsiniz).

- () Yabancı hocalarla konuşmak.
 () Arkadaşlarla konuşmak.
 () Turistlerle konuşmak.
 () Diğer. Lütfen belirtiniz:.....
 () Hiçbiri.

22) Aşağıdaki konuşma becerilerinden hangilerini SOBE' de pratik yapıyorsunuz? (Birden fazla

şikkı işaretleyebilirsiniz).

- Ortama uygun konuşmak.
- Bağlaçların doğru kullanımı.
- Kısa cevaplar vermek.
- Bir konuşmayı başlatıp sona erdirebilmek.
- İngilizce' deki vurguları doğru olarak kullanmak.
- Konuşurken duraksamalar ve düzeltmeler yapmak.
- Hiçbiri..

23) Ne kadar iyi İngilizce konuşabiliyorsunuz?

- a) Hiç zorluk çekmeden konuşabiliyorum.
- b) Biraz zorluk çekerek konuşabiliyorum.
- c) Zorluk çekerek konuşabiliyorum.
- d) Oldukça zorluk çekerek konuşabiliyorum.

24) Kendi bölümünüzde ne kadar iyi İngilizce konuşmanız gerekeceğini düşünüyorsunuz?

- a) Çok iyi.
- b) İyi.
- c) Çok iyi olmasına gerek yok.
- d) İyi olmasına hiç gerek yok.

25) Kendi bölümünüzde hangi durumlarda İngilizce konuşmak gerekeceğini düşünüyorsunuz?

(Birden fazla şikkı işaretleyebilirsiniz).

- Yabancı öğretmenlerle konuşurken.
- Diğer öğrencilerle konuşurken.
- Sınıf sunuları olduğunda.
- Sınıf tartışmalarında.
- Soru sorup cevap verirken.
- Hiçbiri.

OKUMA

26) Aşağıdaki İngilizce okuma becerilerinden hangilerinin bölümünüzde daha gerekli olacağını

düşünüyorsunuz? (Lütfen en önemlisinden (1), en az önemlisine (6) kadar yazmak suretiyle önem sırasına koyunuz).

- Metnin ana fikrini anlayabilmek için okuma.
- Metindeki detaylı bilgiyi anlayabilmek için okuma.
- Metinden çıkarımlar yapabilme.
- Metinleri belirli bir zaman diliminde hızlı okuyabilme.
- Diğer. Lütfen belirtiniz:.....
- Hiçbiri.

27) İngilizce metinleri okurken zorluk çekiyor musunuz?

- a) Her zaman b) Sık sık c) Nadiren d) Hiç bir zaman

28) 27. soruya cevabınız a, b veya c ise, probleminizin kaynağı nedir? (Lütfen en önemlisine (1), en az önemlisine (5) yazmak suretiyle önem sırasına koyunuz).

- () Kelime eksikliği.
 () Çok yavaş okuma.
 () Bilinmeyen kelimeleri doğru tahmin edememek.
 () Metni yorumlayamamak.
 () Metinden çıkarımlar yapamamak.
 () Ana fikri bulmada zorluk çekme.

Aşağıdaki cümle hakkındaki düşüncenizi işaretleyiniz.

29) Derslerde yeterince İngilizce okuma fırsatım var.

- a) kesinlikle katılmıyorum b) katılmıyorum c) katılıyorum d) kesinlikle katılıyorum

30) Sınıf dışında İngilizce neler okuyorsunuz? (Birden fazla şıkkı işaretleyebilirsiniz).

- () Edebiyat eserleri.
 () Dergiler.
 () Web sayfaları ve bilgisayarda chat yaparken.
 () Diğer. Lütfen belirtiniz:.....
 () Hiçbirşey.

31) Aşağıdaki okuma becerilerinden hangilerini SOBE' de pratik yapıyorsunuz. (Birden fazla şıkkı işaretleyebilirsiniz).

- () Metindeki temel fikri anlayabilme.
 () Metni ayrıntılı olarak anlayabilme.
 () Kelime tahmin etme.
 () Metinden çıkarımlar yapabilme.
 () Hızlı okuma.
 () Metni yorumlayabilme.
 () Hiçbiri.

32) Ne kadar iyi İngilizce okuyabiliyorsunuz?

- a) Hiç zorluk çekmeden okuyabiliyorum.
 b) Biraz zorluk çekerek okuyabiliyorum.
 c) Zorluk çekerek okuyabiliyorum.
 d) Oldukça zorluk çekerek okuyabiliyorum.

33) Kendi bölümünüzde ne kadar iyi İngilizce okumanız gerekeceğini düşünüyorsunuz?

- a) Çok iyi.
 b) İyi.
 c) Çok iyi olmasına gerek yok.
 d) İyi olmasına hiç gerek yok.

34) Kendi bölümünüzde İngilizce ne gibi kaynaklar okuyacağınızı düşünüyorsunuz? (Birden fazla şıkkı işaretleyebilirsiniz).

- () Ders kitapları.
 () Makaleler.
 () Teknik raporlar.
 () Bilimsel yayınlar.
 () Diğer. Lütfen belirtiniz:.....
 () Hiçbiri.

35) SOBE de' size kendi bölümünüzle ilgili okuma pasajları veriliyor mu?

- a) Hayır b) Evet

36) a) 35. soruya cevabınız evet ise bu pasajları okumakta zorluk çekiyor musunuz?

- a) Her zaman b) Sık sık c) Nadiren d) Hiç bir zaman

b) Lütfen cevabınızı kısaca açıklayınız.

DİNLEME

37) Aşağıdaki İngilizce dinleme becerilerinden hangilerinin bölümünüzde daha gerekli olacağını düşünüyor sunuz? (Lütfen en önemlisinden (1), en az önemlisine (5) kadar yazmak suretiyle önem sırasına koyunuz).

- () Dersleri anlayabilme.
 () Yabancı öğretmenler ile bire bir konuşmaları anlama.
 () Yabancı konuşmacılar arasında geçen günlük konuşmaları anlama.
 () Kasete kaydedilmiş konuşmaları anlama.
 () Hiçbiri.

38) İngilizce dinlerken anlamada zorluk çekiyor musunuz?

- a) Her zaman b) Sık sık c) Nadiren d) Hiç bir zaman

39) 38. soruya cevabınız a), b) veya c) ise, probleminizin kaynağı nedir? (Lütfen en önemlisine (1), en az önemlisine (5) yazmak suretiyle önem sırasına koyunuz).

- () Öğretmen hızlı konuştuğunda.
 () Konunun yabancı olduğu.
 () Teyp veya televizyondan İngilizce dinlediğimde.
 () Diğer. Lütfen belirtiniz:.....

Aşağıdaki cümle hakkındaki düşüncenizi işaretleyiniz.

- 40) Derslerde yeterince İngilizce dinleme fırsatım var.
 a) kesinlikle katılmıyorum b) katılmıyorum c) katılıyorum d) kesinlikle katılıyorum
- 41) Sınıf dışında İngilizce neler dinliyorsunuz? (Birden fazla işaretleyebilirsiniz).
 Yabancı müzik.
 Yabancı filmler.
 Yabancı TV kanalları.
 Diğer. Lütfen belirtiniz:.....
 Hiçbirşey.
- 42) Aşağıdaki dinleme becerilerinden hangilerini SOBE' de pratik yapıyorsunuz. (Birden fazla
 sıkı işaretleyebilirsiniz).
 İngilizcede ki sesleri ayırt edebilme.
 İçinde duraksamalar, hatalar ve düzeltmeler olan konuşmaları anlayabilmek.
 Günlük konuşmaları anlayabilmek.
 Bağlaçların kullanımını anlayabilme.
 Hiçbiri.
- 43) İngilizce dinlediğiniz şeyleri ne kadar iyi anlayabiliyorsunuz?
 a) Hiç zorluk çekmeden anlayabiliyorum.
 b) Biraz zorluk çekerek anlayabiliyorum.
 c) Zorluk çekerek anlayabiliyorum.
 d) Oldukça zorluk çekerek anlayabiliyorum.
- 44) Kendi bölümünüzde dinleyeceğiniz İngilizce' yi ne kadar anlamanız gerekeceğini
 düşünüyorsunuz?
 a) Çok iyi.
 b) İyi.
 c) Çok iyi olmasına gerek yok.
 d) İyi olmasına hiç gerek yok.
- 45) Kendi bölümünüzde İngilizce neler dinlemeniz gerekeceğini düşünüyorsunuz? (Birden
 sıkı fazla işaretleyebilirsiniz).
 İngilizce anlatılan dersler.
 Ders dışında yabancı öğretmenleri.
 Kasete kaydedilmiş konuşmaları.
 Diğer. Lütfen belirtiniz:.....
 Hiçbiri.

YAZMA

46) Aşağıdaki İngilizce yazma becerilerinden hangilerinin bölümünüzde daha gerekli olacağını düşünüyorsunuz? (Lütfen en önemlisinden (1), en az önemlisine (6) kadar yazmak suretiyle önem sırasına koyunuz).

- Okuduğunuzu analiz etme.
- Özet çıkarma.
- Verilen bir konu hakkında kompozisyon yazma.
- İngilizce sınavları cevaplayabilme.
- Sınıf ödevlerini yazma.
- Hiçbiri.

47) İngilizce yazarken zorluk çekiyor musunuz?

- a) Her zaman b) Sık sık c) Nadiren d) Hiç bir zaman

48) 47. soruya cevabınız a, b veya c ise, probleminizin kaynağı nedir? (Lütfen en önemlisinden (1), en az önemlisine (5) kadar yazmak suretiyle önem sırasına koyunuz).

- İngilizce yazarken fikirlerimi ifade edebilmek.
- Uygun kelimeleri seçebilmek.
- Yazıyı iyi organize edebilmek.
- Gramer kurallarını doğru kullanmak.
- Diğer. Lütfen belirtiniz:.....

Aşağıdaki cümle hakkındaki düşüncenizi işaretleyiniz.

49) Derslerde yeterince İngilizce yazma fırsatım var.

- a) kesinlikle katılmıyorum b) katılmıyorum c) katılıyorum d) kesinlikle katılıyorum

50) Sınıf dışında İngilizce neler yazıyorsunuz? (Birden fazla işaretleyebilirsiniz)

- Mektup.
- Günlük.
- İnternette mesaj yazma ya da chat yapma.
- Diğerleri. Lütfen belirtiniz:.....
- Hiçbirşey.

51) Aşağıdaki yazma becerilerinden hangilerini SOBE' de pratik yapıyor sunuz. (Birden şikkı fazla işaretleyebilirsiniz).

- Gramer kurallarını doğru kullanma.
- Bağlaçları doğru kullanma.
- Yazıyı organize etmek.
- Amacınıza uygun olarak verilen belirli bir zamanda yazı yazabilmek.
- Diğer. Lütfen belirtiniz:.....
- Hiçbiri.

52) Ne kadar iyi İngilizce yazabiliyorsunuz?

- a) Hiç zorluk çekmeden yazabiliyorum.
b) Biraz zorluk çekerek yazabiliyorum.
c) Zorluk çekerek yazabiliyorum.
d) Oldukça zorluk çekerek yazabiliyorum.

- 53) Kendi bölümünüzde ne kadar iyi İngilizce yazmanız gerekeceğini düşünüyorsunuz?
 a) Çok iyi.
 b) İyi.
 c) Çok iyi olmasına gerek yok.
 d) İyi olmasına hiç gerek yok.
- 54) Kendi bölümünüzde hangi durumlarda İngilizce yazmanız gerekeceğini düşünüyorsunuz?
 (Birden fazla şıkkı işaretleyebilirsiniz).
 Sınavlarda.
 Sınıf ödevlerini.
 Okuduğumuzu analiz etme veya özet çıkarma.
 Verilen bir konu hakkında kompozisyon yazma.
 Diğerleri. Lütfen belirtiniz.....
 Hiçbiri.

GRAMER

- 55) İngilizce grameri anlamakta karşılaştığınız zorluklar nelerdir.(Lütfen en önemlisinden (1), en az önemlisine (5) kadar yazmak suretiyle önem sırasına koyunuz).
 Gramer kurallarını ezberlememizin istenmesi.
 İngilizce gramer' ini pratik yapılmaksızın direk kurallarından başlayarak öğretilmesi.
 Türkçe' de olmayan gramer yapılarını öğrenmek.
 Diğer. Lütfen belirtiniz:.....
 Hiçbiri.

Aşağıdaki cümleler hakkındaki düşüncenizi işaretleyiniz.

- 56) Gramerin ayrı bir ders olarak verilmesi gerekir.
 a) kesinlikle katılmıyorum b) katılmıyorum c) katılıyorum d) kesinlikle katılıyorum
- 57) SOBE' deki gramer derslerine fazla önem verildiğini düşünüyorum.
 a) kesinlikle katılmıyorum b) katılmıyorum c) katılıyorum d) kesinlikle katılıyorum
- 58) SOBE de İngilizce eğitimine başlamadan önceki beklentileriniz nelerdi? Bunların ne ölçüde karşılandığını düşünüyorsunuz?

59) Sizce SOBE'de verilen İngilizce eğitiminin olumlu yönleri nelerdir?

60) Sizce SOBE'de verilen İngilizce eğitiminin olumsuz yönleri nelerdir?

61) SOBE de verilen İngilizce eğitiminin daha iyi olması için önerileriniz nelerdir?