AN ENGLISH LANGUAGE NEEDS ANALYSIS OF PREPARATORY CLASS

STUDENTS AT GAZIOSMANPASA UNIVERSITY

A MASTER'S THESIS

by

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DEPARTMENT OF

TEACHING ENGLISH AS A FOREIGN LANGUAGE

BILKENT UNIVERSITY

ANKARA

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AN ENGLISH LANGUAGE NEEDS ANALYSIS OF PREPARATORY CLASS
STUDENTS AT GAZIOSMANPASA UNIVERSITY

The Institute of Economics and Social Sciences
of
Bilkent University

by

FATİH YILMAZ

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TO MY BELOVED FAMILY

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

JUNE 30, 2004

The examining committee appointed by the Institute of Economics and Social

Sciences for the thesis examination of the MA TEFL student

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

Title: An English language needs of preparatory class
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that it is fully adequate, in scope and in quality, as a
thesis for the degree of Master of Teaching English as a
Foreign Language.

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I certify that I have read this thesis and have found
that it is fully adequate, in scope and in quality, as a
thesis for the degree of Master of Teaching English as a
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ABSTRACT

AN ENGLISH LANGUAGE NEEDS ANALYSIS OF PREPARATORY CLASS
STUDENTS AT GAZIOSMANPASA UNIVERSITY

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M. A. , Department of Teaching English as a Foreign Language

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June 2004

This study investigated the English language needs of the students in the
voluntary preparatory classes of Gaziosmanpasa University from the perspectives of
the current students, former students, EFL teachers, and the director of the program,
in the hopes of being able to make needs-based curricular recommendations for
preparatory program.

Data were collected through three different questionnaires from 40 current
students, 81 former students, and seven EFL teachers and through a structured
interview with the director of the program.

The questionnaires were initially analyzed using frequencies and percentages.
Chi-square tests were conducted on one key question. t-tests were also conducted on
the common questions for students 'questionnaires. The interview with the director
of the program was transcribed and analyzed as well, and the data used to answer the
research questions.

The study found that while students are generally satisfied with the program
and felt it meets their needs, there are specific areas that need to be improved. The

results suggest the program goals and objectives need to be clearly identified and communicated to students and faculty. Further, program curriculum and courses need to be aligned with these goals. Students desire the broader use of additional materials and methods in classroom instruction. Although students accept the importance of all language skills, special attention should be paid to the listening and speaking aspects of the program that were identified as being especially weak. Additional English language courses may be given to the students in their own departments after they have completed the program.

ÖZET

GAZİOSMANPAŞA ÜNİVERSİTESİ HAZIRLIK SINIFI ÖĞRENCİLERİNİN İNGİLİZCE

DİL ÖĞRENİM İHTİYAÇLARI ANALİZİ

Yılmaz, Fatih

Yüksek Lisans, Yabancı Dil Olarak İngilizce Öğretimi

Tez Yöneticisi: Dr. Kimberly Trimble

Ortak Tez Yöneticisi: Dr. Julie Mathews Aydınlı

Haziran 2004

Bu çalışma, ihtiyaca dayalı bir müfredat hazırlanması beklentisiyle, Gaziosmanpaşa Üniversitesi isteğe bağlı hazırlık sınıfı öğrencilerinin İngilizce dil öğrenim gereksinimlerini; eski öğrenciler, şu anda okuyan öğrenciler, İngilizce öğretmenleri ve proğram direktörünün perspektiflerinden araştırmıştır.

Bu çalışma için veri, anket ve mülakat aracılığıyla toplanmıştır.Ankete halen programa kayıtlı bulunan 40 hazırlık sınıfı öğrencisi, programdan mezun 81 öğrenci, ve yedi İngilizce Öğretmeni katılmıştır. Mülakat, program yöneticisiyle yapılmıştır.

Anketler ilk olarak frekans ve yüzde analizi yöntemleri ile analiz edilmiştir. Ki-kare yöntemi bir soru üzerinde kullanılmıştır. Daha sonra ise t-test, öğrenci anketlerinde bulunan benzer sorular üzerinde uygulanmıştır. Program yöneticisi ile yapılan mülakat kaydı çözümlenmiş ve incelenmiştir. Elde edilen veri araştırma soruları cevaplanırken kullanılmıştır.

Bu çalışma, öğrencilerin, genel olarak programdan memnun olduklarını ve programın kendi ihtiyaçlarını karşıladığını düşünmelerine rağmen, belirgin alanlarda gelişmeye ihtiyaç

duyulduğunu ortaya çıkarmıştır. Aynı zamanda, program hedef ve amaçlarının net bir şekilde, öğrenci ve öğretmenlerle iletişim kurularak belirlenmesi gerektiğini ortaya çıkarmıştır. Bununla beraber, programın müfredatı ve dersler bu amaçlara uygun olmalıdır. Öğrenciler materyal ve çeşitli metodların geliştirilerek ders işlenmesini istemektedirler. Öğrencilerin bütün dil becerilerinin önemli olduğunu ifade etmelerine rağmen, zayıf oldukları belirlenen dinleme ve konuşma becerilerine müfredatta daha önemli bir yer verilmelidir. Öğrencilere kendi bölümlerinde, programı tamamladıktan sonra, İngilizce dersleri verilebilir.

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CHAPTER 1: INTRODUCTION

Introduction

Because of the developments and innovations in language teaching and curriculum design, the importance of the learners in the educational process has been recognized. The focus in language teaching has changed from the nature of the language to the learner; the learner is seen as the center of learning and teaching. Learners are seen to have different needs and interests, which have an important influence on their motivation to learn and on the effectiveness of their learning (Hutchinson & Waters, 1987). Brindley (cited in Johnson, 1989) points out that teaching programs should pay attention to learners' needs as the principle of a learner-centered system of language learning. In a learner-centered approach to curriculum design, learners are asked what they think about the curriculum, and their wishes and wants are taken into consideration. The resulting curriculum is thus a collaborative effort between teachers and learners, since learners are closely involved in the decision making process regarding the content of the curriculum and even how it is taught (Nunan, 1988). This contribution of students to the curriculum can create a better learning atmosphere, as well as motivating them by involving them in the designing of curriculum. In a learner-centered curriculum, the teacher creates a supportive environment in which learners can take initiative in choosing how and what they want to learn.

Although there have been developments in the literature on curriculum design focusing on learners' needs, many language programs have not adopted this approach. In the preparatory classes at Gaziosmanpasa University (GOP University), for example, the design of the curriculum has not involved students in the curriculum designing process. To address this situation, this study aims at identifying the language needs of students in the preparatory classes of GOP University. A needs analysis will be used to gather information that may serve as the basis for developing an appropriate curriculum to meet the learning needs of the students.

Background of the Study

A curriculum is an organized set of formal educational or training intentions. A number of different elements are often included within what is called a curriculum. Dubin and Olshtain (1986) suggest that a curriculum should encompass what the learners are expected to know at the end of the course, the course objectives, in operational terms; what is to be taught or learned during the course, when it is to be taught and at what rate of progress; how it is to be taught, including procedures, techniques and materials; and how it is to be evaluated. To develop this range of elements, curriculum planners go through a variety of steps. Nearly all curriculum designers start the process with planning and end with evaluation. While there may be some small variations, most theorists agree that curriculum development includes planning procedures, including data collection and needs analysis; content selection; methodology, including the selection of learning activities and materials; and the evaluation of courses, students, materials, teachers, and administrator of the program. (Dubin & Olshtain, 1986; Yalden, 1987; Brown, 1995; Graves, 1996; Richards, 2001; Nunan, 1988; Stoller, 2001; Flowerdew & Peacock, 2001; White, 1988).

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A number of theorists have cited needs analysis as an important tool for identifying learning needs of students and developing a curriculum to meet them. Richards (2001) notes that needs assessment has been used widely for curriculum development purposes and may take place prior to, during, or after a language program, so the curriculum, materials, needs, can be checked. Nunan (1988) also recognizes the important role of needs analysis in providing input to the language program, developing goals and objectives, and providing data for reviewing and evaluating the existing program. According to Brown (1995), there are various groups which may be involved in a needs analysis study, namely the target group, which generally consists of the students, the audience, who will eventually be required to act upon the analysis, the needs analysts, who are the people carrying out the study, and finally various resource groups, who may serve as additional sources of information about the target group.

Despite being aware of its multiple functions, Brown (1995) notes needs analysis' critical role in curriculum planning. He identifies needs analysis as the first step in setting up the goals and objectives for language program. Using information from needs analysis, needs can be stated in terms of goals and objectives, which in turn, can serve as the basis for developing tests, materials, teaching activities, and eventually evaluation activities.

In discussing needs analysis to collect information about students, Graves (1996) makes an important distinction between objective and subjective needs: objective needs are derivable from different kinds of factual information about learners, such as their use of language and language difficulties; subjective needs are the cognitive and affective needs of the learner in the learning situation, derivable from the factors such as personality, attitudes, confidence and wants. In assessing

objective needs for language programs, information about students' hometown, education, particularly former language education, and age may be important. In assessing subjective needs, information about students' attitudes toward the target language and culture is often collected. As Richards (2001) notes, attention to both objective and subjective needs can help teachers make choices as to what to teach and how to teach it.

Within this broad framework, Nunan (1988) makes an important distinction between traditional and learner-centered curriculum development. The traditional teacher-centered approach places control for learning in the hands of the teacher. The teachers use their expertise in content knowledge to help learners make connections. Twenty-first century classrooms challenge traditional, teacher-centered curriculum to meet the increasingly diverse needs of students and make the required increases in achievement gains. However a learner-centered curriculum is a collaborative effort between teachers and learners, since learners are closely involved in the decision-making process. As pointed out in a recent study, Altan and Trombly (2001) focus on positive effects of learner-centeredness in language teaching and offer learner-centeredness as a model for countering classroom challenges because of its possibility for meeting different needs. In learner-centered classrooms students are placed at the center of classroom organization and their learning needs, strategies, and styles are respected. In learner-centered classrooms, students can be observed working individually or in pairs and small groups on distinct tasks and projects. In another study, Chan (2001) argues that while developing language curricula, syllabus design should meet the needs of learners. In this study the learners were shown to know their needs best because they knew what they wanted to do with the target language in the Hong Kong Polytechnic University. The study emphasized how a

needs assessment is necessary to develop the curriculum and to determine whether it meets the students' and teachers' needs.

There have been a number of studies carried out using needs analysis in different institutions in Turkey. These include: an English language needs analysis of management students at the Faculty of Political Sciences at Ankara University carried out by Atay (2000) and an investigation into students' academic and occupational English language needs at the Office Management and Secretarial Studies Departments of Nigde University's Vocational Colleges by Celik (2003). In both of these studies researchers investigated the academic and occupational English needs using the perception of learners and teachers.

This study differs from the previous ones in at least one important way. In both of these institutions, English classes are compulsory, with students required to take these classes. The preparatory program in GOP University, founded in 2001, is a relatively new institution, and enrollment in English preparatory classes is voluntary. This study will provide important data that may be used to design an appropriate curriculum with the involvement of current students, former students, EFL teachers, and the director of the program through the needs analysis study.

Statement of the Problem

A needs analysis aims to describe a current situation, to analyze the deficiencies of the situation and to contribute to plans for improving it. Without such important analyses, a program's real needs, goals, and objectives, may be misidentified and learners, teachers and institutions waste valuable time and energy. While needs analysis are useful for all institutions, they can be especially important for newly founded programs where there may not be a well-established curriculum and students' needs may not have been taken into account.

Voluntary preparatory classes, as opposed to mandatory ones, are rare in universities in Turkey. Voluntary preparatory classes were opened in GOP University in 2001. Students at GOP University either go to the full-time preparatory classes for one year or enter directly into their departments and take only a three-hour weekly compulsory English course. Students who enter the preparatory school are rank ordered at the beginning of the semester according to the results of the preparatory school's own placement test. Despite these attempts to place students in appropriate classes, the students' needs, goals and objectives are different.

The School of Foreign Languages at GOP University has expressed several concerns about the preparatory program. There is still neither any overarching curriculum or syllabus, nor any common teaching approach in the school, with each teacher designing his or her own plans and materials. For each of its three years, the program has used different textbooks, and there has not been a careful study to determine the appropriateness of the texts. Further, the English language needs of the students enrolled in this program have never been clearly defined.

The aim of this study is to determine the English language learning needs of students in the preparatory classes of GOP University based on the perceptions of current students, former students, EFL teachers, and the director of the program. This study will help to clarify the objectives and goals of the program, and assist teachers in planning a curriculum matching students' expectations and needs.

<div align="center">Research Questions</div>

The following constitutes the research questions of the study:

1. What are the English language needs of students in the voluntary preparatory classes of Gaziosmanpasa University?

2. To what degree do the preparatory classes meet the English language needs of students?

3. What are the EFL teachers' expectations from students and their ideas about teaching English?

4. What are the goals and objectives of the program for English language teaching?

Significance of the study

Although many needs analyses have been reported in the literature, including a needs analysis of the freshman reading course (Eng 101) at Middle East Technical University (Akar, 1999) and the English language needs of management students at the Faculty of Political Sciences at Ankara University (Atay, 2000), none, however, have been directly related to the English needs of students in voluntary preparatory classes. This study is important for several reasons. This study will provide information about the needs of voluntary preparatory classes' students in a Turkish medium university. Since students' objectives for attending voluntary programs are likely to be different from those in a compulsory one, there is a need to study why the students choose the voluntary preparatory classes of GOP University.

A second important objective of the study is to provide information for urgently needed revisions in the curriculum for the preparatory classes. Since a needs analysis of English language learning in the School of Foreign Languages at GOP University has never been conducted, it is important to study the needs of students so a curriculum can be designed that addresses them. Students come to this school from different departments with their own needs and language skills, and study English in the same class. The identification of students' needs, and goals, and the success of the program in meeting these expectations will help the teachers in designing a

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curriculum, syllabus, and in choosing course material. The students will take part in curriculum development with the needs analysis and this process may contribute to increasing their motivation and lead them to become more autonomous learners. With the clarification of the program objectives, students joining in the following years will be able to make better-considered decisions about whether or not to enroll in this program.

Key Terms

Needs Analysis: Needs analysis is the sum of the process in collecting information about the learners' current and future language use needs, in order to develop a curriculum which will meet the needs of students.

Curriculum: Curriculum is a process of activities, which aims to strengthen educational programs so that students will have improved learning opportunities.

Curriculum Development: Curriculum development is a process of planning, diagnosing needs, and selecting of content, materials, and method and evaluating the curriculum.

Conclusion

In this chapter, a brief summary of the issues related to curriculum development and needs analysis was given. The statement of the problem, the significance of the study, and the research questions were covered as well. The second chapter is a review of related literature on curriculum, curriculum development, needs analysis, types of needs, steps in needs analysis, and the purposes of needs analysis. In the third chapter, participants, instruments, procedures, and data analysis will be presented. In the fourth chapter, the procedures for data analysis and the findings are presented. In the fifth chapter, the summary of the results with respect to research questions is given and implications,

recommendations, limitations of the study, and suggestions for further study are

stated.

CHAPTER 2: REVIEW OF THE LITERATURE

Introduction

The purpose of this study is to determine the English language needs of

students in preparatory classes of GOP University, based on the perspective of

current students, former students, EFL teachers, and the director of the program. As

background for this study, both the literature on curriculum development and needs

analysis will be reviewed. This chapter has two sections. The first section analyzes

the literature on curriculum, and curriculum development processes. The second

section reviews the definition of needs analysis, types of needs, steps in a needs

analysis, and the purpose of a needs analysis.

Definition of Curriculum

A curriculum is a process of activities, which aims to strengthen educational

programs so that students will have improved learning opportunities (Pratt, 1980). A

curriculum helps students, parents, teachers, and administrators of language

programs to develop learning and teaching activities. The more responsive to the

expectations of learners the curriculum, the better the language program will be.

The term course, curriculum and syllabus have been used interchangeably in

the literature. For example, Nunan (1988) uses curriculum to refer to a product to be

taught, a process for driving materials, a methodology, and the planning of a

program. Hutchinson and Waters (1987) use course as "an integrating series of

teaching learning experiences, whose ultimate aim is to lead the learners to a

particular state of knowledge" (p. 65). Thus syllabus design is a part of course

development, and a course is part of a curriculum. White (1987) uses syllabus as a content of a course. Pratt (1980) uses curriculum as an organized set of formal, educational, and training rules in the program. Dubin and Olshtain (1986) use the curriculum as a process of describing a program currently in operation. Tyler (as cited in Nunan, 1988) uses the curriculum as a content, methodology, and evaluation of a program. Johnson (1989) uses the curriculum to include all the relevant decision making processes of all the participants in the curriculum. Breen (as cited in Carter & Nunan, 2001) uses the syllabus as a plan of what is to be achieved through teaching and learning. What these researchers say with curriculum, syllabus, and the course is similar, so the main issue of the curriculum includes the purposes, implementation, process to promote learning, and evaluation in a language program.

Curriculum should involve the goals of the program, the reasons why the learners should study at this program, the content of the program, what will be taught and by whom will be in the curriculum, and the implementation of the teaching activity, methodology, and textbooks will be included in the curriculum. The last phase in the curriculum is the evaluation of all these issues in the program. Moreover curriculum is an intention about what skills learners will develop, the criteria according to which students will be admitted and assessed, the materials and the quality of teachers at the program, so most researchers define the curriculum as goals, content, implementation, and evaluation of the program (Bellon & Handler, 1982; Brown, 1995; Dubin & Olshtain, 1986; Hutchinson & Waters, 1987; Johnson, 1989; Pratt, 1980; Rodgers, 1989).

In discussion of curriculum, the terms, goals and aims are used interchangeably to refer to a description of the general purposes of a curriculum and objective to refer to a more specific and concrete description of purposes. The aims

of curriculum are to provide a clear definition of the purposes of a program, to provide guidelines for teachers, for learners, and materials writers and to help provide a focus for instruction, and to describe important and realizable changes in learning (Richards, 2001). These aims are generally derived from information gathered through a needs analysis. According to Brown (1995), in driving goals from perceived needs, four points should be remembered. "1. Goals are general statements of the programs purposes. 2. Goals should usually focus on what the program hopes to accomplish in the future and particularly on what the students should be able to when they leave the program. 3. Goals can serve as one basis for developing more precise and observable objectives. 4. Goals should never be viewed as permanent, that is, they should never become set in cement" (p.71-72).

The reason for the last point is that needs of the students may change. Needs assessment and curriculum developments should be ongoing processes. A curriculum will often be organized around the goals of the program. Objectives describe a learning outcome and they should be consistent with the curriculum aim. Thus, objectives should be precise, objectives that are vague and ambiguous are not useful, and objectives should be feasible. A number of sources are available to help formulate objectives from the goals of a program. These include other programs and their curricula, the books and journals that constitute the language teaching literature. (Brown, 1995 & Graves, 2000).

The learner is significant in language programs. In many programs, students are expected to take an active part in the learning process. Students should share responsibilities, make decisions, evaluate their own progress, and develop individual preferences. Learners should take part in all the processes of curriculum issues; so learner-centered curriculum can be achieved. In recent years the importance of the

learner in the curriculum process has become more apparent. If language learning is to be successful, the learners' needs, rather than the structure of the language, must be the basic instrument of curriculum and instruction. All people related to the curriculum should take part in curriculum development process. Current students former students, teachers, administrators will be the main sources of work to help in developing a curriculum. Curriculum development aims to make better programs and meets the needs of students. Since the curriculum is a process there is not big difference between curriculum and curriculum development.

Curriculum Development

Most curriculum theorists agree that the curriculum development process starts with the planning, including goals, objectives, organization, and diagnosis of needs, selection of aims. The second phase is the selection and organization of the content, and syllabus design. The third phase is the application of methodology, developing materials, activities, and implementation. The last phase is the evaluation, and outcomes including testing, and evaluation of all courses, materials, students, teachers, administrators, and the program as a whole (Bellon & Handler, 1982; Breen, 2001; Brown, 1995; Taba, 1962 as cited in Dubin& Olshtain, 1986; Galton as cited in Moyles & Hargreaves, 1998; Graves, 1996; Johnson, 1989; Nunan, 1988; Richards, 199; Stoller, 2001; White, 1988).

Although these researchers name these processes of the curriculum development in different ways, they all agree upon these major phases of the curriculum development.

As mentioned above, the starting point of curriculum development is the collection of information about the learners, teachers, and administrators (Nunan, 1988). The collection and analysis of data is commonly referred to as needs analysis

(Brown, 1995; Nunan, 1988). As Brown (1995) suggests, needs analysis "refers to the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students" (p.35).

For a good planning of the curriculum people in the curriculum process have to make basic decisions about the needs analysis, researchers should gather the information from the related people who are in the learning, teaching process, and they should use these information and analyze it in an appropriate way to develop an appropriate curriculum (Bellon & Handler, 1982; Breen, 2001; Brown, 1995; Taba 1962 as cited in Dubin & Olshtain, 1986; Galton as cited in Moyles & Hargreaves, 1998; Graves,1996; Johnson, 1989; Nunan, 1988; Richards, 1990; Stoller, 2001; White, 1988).

The curriculum designers have to know the learners, teachers, administrators' purposes as well as the sorts of language skills, and content. For successful teaching these needs should be identified and the curriculum should be designed according to them. Following the data collection, the data should be analyzed to obtain the results of the investigation. The analysis and interpretation of the results need to be reported in order to use in curriculum development. After defining the needs, the following step is the selection and organization of the content.

Decisions about the curriculum content are probably the most basic issue in curriculum development. Content selection, testing, materials, syllabus design, selecting and developing materials and activities, and selection of learning experiences are all the part of the selection and organization of the contend. Richards (2001) mentions about the content as decisions about the curriculum content reflecting the planners' assumptions about the nature of language, language use and

language learning. Curriculum content also needs to address the distribution of content throughout the program. This is known as the scope and sequence of the program, a kind of mapping of the program. Scope deals with the subjects to be studied in the program and sequencing of content deals with ordering the content in the program. Graves (1996) defines this step as the conceptualizing content where is the aspects of language and language learning that will be included, emphasized, and integrated into the course are determined.

Another aspect of selection and organization of the content is the design of the syllabus. In Taba's (as cited in Dubin & Olshtain, 1986) curriculum development process, syllabus design is concerned with the choice and sequencing of instructional content. Clear criteria for content selection give guidance to the selection of materials and learning activities. In the selection and organization of the content Nunan (1988), suggests the importance of involving students and by making explicit the content objectives of the course and by training the learners to set their own objectives the following benefits occur. "Learners come to have a more realistic idea of what can be achieved in a given course and learning comes to be seen as the gradual accretion of achievable goals" (p.5). All these issues about content selection and organization are one of the most important issues of the course and will lead how to teach this content in the program. The third phase of the curriculum development is the application of the method.

Methodology includes the selection, and development of materials, selection of learning experiences, learning activities, and classroom implementation of these (Bellon &Handler, 1982; Brown, 1995; Graves, 1996; Nunan, 1988; Richards, 1990; White, 1988). When surveying the teacher population, their comment of the target language, teachers' educational background, and their teaching experience are

important. Teachers' attitudes and expectations from the learners are important and should match with the learners' goals and objectives. Teachers should not have workload more than their performance and should start to instruct with defining the needs of students. Teachers' population affects the strategy to develop, adopt, and adapt the materials.

In surveying the materials used in the program, materials compatibility with needs, goals and objectives, identified in the first and the second phases are critical. It is easy to adopt, develop, and adapt materials for a program that is well defined in terms of objectives and tests. Most materials provide alternatives to the teachers and learners, so the language skills used in the materials and the authenticity of the materials are important, and the types of materials used in the program are more important than any other elements in a curriculum. While deciding on the textbooks students should take part in the process of choosing the textbooks. Textbooks should be chosen according to the needs of students and the visual and audio tools may be used to help students listen a native speaker where there is not a native speaker. For many teachers, the materials they use are the backbone of the program. Teachers should consider a variety of factors in developing, choosing, or adapting materials, such as students' age, interest, and their educational field. In addition they must also consider their effectiveness in achieving the purposes of the program. Further, materials must be appropriate for the students. Appropriateness includes student comfort and familiarity with the materials, language level, interest, and relevance (Graves, 1996). Developing new materials and activities for using them requires time and a clear sense why they will be used how and by whom. Because of the lack of time teachers often adapt existing materials (Brown, 1995).

Another important aspect of methodology is teaching. Brown (1995) offers three characteristics of good teaching, which are consistency, relevancy and efficiency. Consistent instruction is the first of the qualities important to sound language teaching. He says "a program should be consistent over time and between sections of the same course" (p. 192). The instruction must be effective not some of the time but all the time and throughout the courses thus teachers may deliver same results.

Relevant instruction is the second crucial characteristic of the sound instruction. According to Brown (1995), the relevance of a program's instruction can be defined "as the degree to which a program delivers what it claims to be offering, as well as the degree to which what it is producing reflects sound language teaching practices" (p.192). The aims of the program should be based on the data gathered from students, teachers, and the administrators.

The last important characteristic of good teaching is efficient instruction. Since there is a time limitation in teaching language, efficiency must be considered an important characteristic of teaching. Language preparatory programs in Turkey are one year and there is not language instruction after finishing the preparatory programs so the efficiency of the programs is important. Brown (1995) divides the efficiency into two dimensions. One is program efficiency "as the degree to which a program is efficient in the sense of not being wasteful of the funding, resources, and the energy of people who make it work" and the other is the instructional efficiency "as the degree to which the teaching is efficient in the sense of not wasting the students' money, time and energy" (p.193). The important point in the instruction is whether it is consistent and relevant, as well as reasonably efficient for the learners (Brown, 1995). The programs should meet their expectations and should be

consistent and relevant to their expectations and their time should be spent efficiently.

The last important phase of curriculum development is called evaluation. Evaluation focuses on collecting information about different aspects of a language program in order to understand how the program works, how successfully it works, and whether the program meets learners' needs (Richards, 2001). The evaluation process should be a type of ongoing needs assessment. Brown (1995), divides the evaluation as formative and summative. Formative evaluation takes place during development and implementation of the curriculum for purposes of modifying it as it is being developed and summative evaluation takes place after the curriculum has been implemented.

The evaluation process is different in traditional and learner-centered curricula. In traditional curriculum models, evaluation has been identified with testing and seen as an activity, which is carried out at the end of the learning process, often by someone who is not connected with the course itself. However, in a learner-centered system, evaluation generally takes the form of an informal monitoring during the teaching-learning process by the teachers and learners (Nunan, 1988).

According to Richards (2001), once a curriculum is in place, evaluation is needed to answer a number of important questions. These include:

> Is the curriculum achieving its goals? What is happening in classrooms and schools where it is being implemented? Are those affected by the curriculum (e.g., teachers, administrators, students, and parents) satisfied with the curriculum? Have those involved in developing and teaching a language course done a satisfactory job? (p. 286).

At this stage curriculum evaluation focuses on collecting information about different aspects of a language program in order to understand how the program is working

Graves (1996), focuses on the importance of course evaluation and according to him evaluation means, assessing students' proficiency, progress or achievement for teachers. Such evaluations may not be directly linked to assessment of student progress, but student evaluation and test results can provide feedback on the effectiveness of the course. If the students do well on the tests, the course is effective. But if students do not make progress the effectiveness of the course may be questioned.

Although evaluation is discussed here as the final phase of the curriculum process, evaluation processes affect all the phases of curriculum development. The evaluation of the curriculum should go beyond test results and cover the collecting of information and making judgments about all the phase of the curriculum, from planning to the implementation.

Needs Analysis

In this section a general overview of needs analysis will be given as well as the types of needs. In addition, steps in a needs analysis and the purposes of needs analysis are given as well.

Overview of Needs Analysis

Needs analysis is an important tool for determining the objectives of the curriculum and organizing the content of a program. When the needs of learners have been defined, they can be stated in terms of goals and objectives. Tests, materials, and teaching activities can be designed based on the needs of the students (Brown, 1995; Richterich & Chancerel, 1980). Moreover, analyzing the needs of learners is also a critical means of finding criteria for reviewing and evaluating the existing curriculum (Richards, 1984), because needs analysis is a means of gathering detailed information about students, program, and teachers.

Brown (1995) defines needs analysis as "a process of gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students" (p. 35). Needs analysis is necessary in planning educational programs.

As suggested earlier, needs analysis is the starting point for designing curriculum, materials, and teaching processes. The first task in conducting needs analysis is to decide on what data need to be collected. The starting point for developing a learner-centered curriculum development is generally the collection of various types of student biographical data. These may include current proficiency level, age, educational background, previous language courses, nationality, marital status, and current occupation. It may also include language educational and life goals. Information can also be collected from learners, as the preferred length of course, preferred methodology, learning style and general purpose in coming to class (Nunan, 1988). Before starting a need analysis, several factors should be considered. The collected data is used to design an appropriate curriculum for the learners, the data about the materials will be used to choose or to design authentic materials for the learners and as a general the data collected by the needs analysis will be used for teaching process. Deciding the exact purposes for the curriculum, the time and the performer of the needs analysis, the way of conducting the analysis, and the participants can be listed as important factors. According to Richards (1990), collecting this data serves the purposes of "providing a mechanism for obtaining a wider range of input into the content, design and implementation of a language program and providing data for reviewing and evaluating the current program"(p. 1-2).

Types of Needs Analysis

There are various definitions of types of needs analysis in the literature. Brindley, (1989) claims that the concept of language needs has never been clearly defined and remains ambiguous. Different researchers identify a variety of need within needs analysis, including objective and subjective needs (Brindley, 1989; Ricterich, 1980), target needs and learning needs (Hutchinson & Waters, 1987), situational and communicative needs (Richards, 2001), situation and language needs (Brown, 1995), and felt and perceived needs (Berwick, 1989).

Brindley (1989) and Richterich (1980) as cited in Graves, (1996) distinguish between objective and subjective needs. They define objective needs as derivable from different kinds of factual information about learners, their use of language in real life communication situations and their current language proficiency and difficulty. Subjective needs are the cognitive and affective needs of the learner in the language situation. According to Brindley (1989), the subjective needs are based upon a variety of information including "…affective and cognitive factors such as personality, confidence, attitudes, learners' wants and expectations with regard to the learning of English" (p.70). In assessing subjective needs, researchers can include information about students' attitudes toward the target language and culture, and toward learning. Objective needs, on the other hand include information about the students', which may include country of origin, culture, age, and other personal information.

Hutchinson and Waters (1987) make a distinction between target needs and learning needs. Target needs are what the learner needs to do in the target situation and learning needs are what the learners need to do in order to learn. Needs assessment is clearly a sensible task when students have target needs such as needs to

work abroad or to study at a foreign university, so teachers can assess and define their goals and they can be translated into realistic goals. To analyze learning needs researchers use a checklist of why the learners are taking the course; how the learners learn, and what resources are available.

Situational and communicative needs were defined by Richards (1990). Situational needs focus on the general parameters of a language program and involve the goals, learning styles and proficiency levels of learners. Situational needs involve the teachers' expectations, teaching styles and techniques. Communicative needs refer to learners' requirements in the target situation, such as the ability to communicate while working at a hotel reception, or to present papers in a conference.

Berwick (as cited in Johnson, 1989) distinguishes between felt needs and perceived needs. Felt needs are related to the feelings and thoughts of the learners. They can be defined as wants and desires. Perceived needs are thoughts of experts about the educational gaps in other people's experience. Perceived needs are real and objective because they reflect teachers' outsider perception of learners' needs.

Brown (1995) distinguishes between situation and language needs. Some situational needs are based on the programs' human aspects, such as physical, social, and psychological context in which learning takes place. According to Brown "such needs are related to administrative, financial, logistical, manpower, pedagogic, religious, cultural, personal, or other factors that might have an impact on the program" (p.40). Language needs are about the target linguistic behaviors that the learners will acquire. The information about the language needs are the learners' reasons to learn the target language and details about the situation in which the language will be used.

Steps in Needs Analysis

According to Brown (1995) there are three steps in needs analysis: first, making the basic decisions about the needs analysis; second, gathering information; and third using this information.

Before any needs analysis study takes place, researchers must make certain decisions about the people involving in the needs analysis, and the types of information to be gathered. What will be asked in the needs analysis and how the points of view and program philosophy might interact is important in needs analysis.

Four categories of people may be involved in a needs analysis. These are the target group, the audience, the analysts and the resource group (Brown, 1995). The target group refers to the people about whom information will be collected. In this study, the target group includes EFL teachers, current and former students and the director of the program. The audience refers to all people who will apply the results of analysis, such as teachers and program administrators. The needs analysts are those who responsible for conducting the needs analysis, in this case an EFL teacher. The last group is the resource group, which consists of any people who may serve as sources of information about the target group. Parents of current and former students, EFL and content teachers may be in the resource group (Brown, 1995).

Gathering information is the next step. There are various techniques that can be used for collecting data for a needs analysis. Information may be gathered through existing information, tests, observations, meetings, interviews, and questionnaires. Brown (1995) claims that the first three instruments may leave the needs analysts in the position of being an outsider, but the other three force the needs analysts back into the process of actively gathering information from the participants. Tests can provide information about general ability levels and specific language problems of

students. Observations involve watching individual or group of students and recording their behaviors. Interviews are used to gather personal information and views privately or in small groups with questions that allow more completed response than with questionnaires. Meetings can be useful to reach a consensus among people who have different ideas. The last tool is the questionnaire which is more efficient for gathering information on a large scale requires less effort by the researcher (Brown, 1995; Hutchinson & Waters, 1987). Questionnaires are also easy to prepare and permit open-ended questions to be included.

The last step is using collected data, which will be analyzed with statistical techniques and interpreted by the researcher. Reliability, validity, and usability compose the sound information gathering procedure. Brown (1995) defines reliability "as the consistency with which a procedure obtains information" (P. 51). Reliability must be considered when selecting or creating a procedure for analyzing needs. Reliability can be checked statistically or by commonsense examination of what happens when the procedure is used. If results are the same when it is used repeatedly or by a different analyst, such consistency is an indication that the procedure is fairly reliable. There are two types of reliability one is internal reliability and the other is external reliability. If someone else collects the same data and gets the same results, it means that its internal reliability is high. To check the internal reliability researchers can get someone and have two interpretations, member check, and make sure researchers have all tools accessible. External reliability can be checked by having the procedure replicated by another researcher. If someone applies the procedure in another place and gets the same result, it means that its external reliability is high.

Validity is defined by Brown (1995) as "a degree to which the instrument is measuring what it claims to measure" (P.51). Each procedures involved in a needs analysis should be carefully examined question by question to determine to what degree it appears to measure what it claims to be measuring and to what degree that measurement is appropriate for the particular needs analysis being conducted. If the instrument is consistent with each of these, its internal validity is high. External validity concerns issues of the degree to which the sample studied represents the larger group that the study wishes to generalize to. Brown (1995) defines the usability as "…the degree to which a procedure is practical to use, administer, score, and interpret?" (pp. 51-52). The procedure used in the study should be practical, easy to practice and evaluate. Reliability, validity, and usability are interrelated and they are equally important. A procedure should be reliable, valid, and usable before it is used in a needs analysis.

Collected data should be analyzed to obtain the results of the investigation. The next step in both of these models is the interpretation of the results and the discussion. The analysis and interpretation of the results need to be reported in order to use in curriculum design.

Purpose of Needs Analysis

Needs analysis in language teaching may be used for different purposes. According to Richards (2001), the purposes of needs analysis is to find out what language skills a learner needs, to help in determining whether the existing course address the needs of students, to collect information about students' particular problems, to find out the attitudes of students towards language learning and program, and to provide data to serve as the basis for reviewing and evaluating the existing program. Like Richards, Graves (1996) also focuses on the purposes of

needs analysis, and she claims that the basic goal of a needs analysis is to define the purpose of a language program. Needs analyses in language teaching programs aim to find out language needs of students to help in the design and evaluation of the existing curriculum, to explore the gap between what students need to learn and what teachers expect from students, and to assess the courses and textbooks used in the programs. Brown (1995) emphasizes, the importance of needs analysis "…since sound needs analysis forms a rational basis for all the other components of a systematic language curriculum, examining the aims, procedures and the application of needs assessment will create a sound foundation for further discussion of the curriculum" (p. 35).

Richterich and Chancerel (1980) argue that since needs analysis is an ongoing process, it may be reasonable to conduct a needs analysis during and after the course. This may be necessary to check whether the curriculum is operating in a way that will achieve the predetermined goals and objectives.

<div align="center">Conclusion</div>

In this chapter, literature on curriculum and curriculum development was reviewed. In addition, an overview of needs analysis, types of needs, steps in a needs analysis, and the purposes of needs analysis were discussed The next chapter will outline the methodology used in this study, including participants, instruments, data collection and data analysis procedures.

CHAPTER 3: METHODOLOGY

Introduction

The purpose of the present study was to investigate English language needs of students in preparatory classes at Gaziosmanpasa University (GOP University) and to find out the degree to which the preparatory classes meet these students' needs. In addition, EFL teachers' expectations of students, and the perceived goals and objectives of the program were investigated. GOP University has been providing voluntary English language preparatory classes since 2001. The study was considered as an initial step for developing a curriculum for this recently founded program.

The study, then, focused on the following questions:

1. What are the English language needs of students in the voluntary preparatory classes of Gaziosmanpasa University?

2. To what degree do the preparatory classes meet the English language needs of students?

3. What are the EFL teachers' expectations from students and ideas about teaching English?

4. What are the goals and objectives of the program for English language teaching?

There are 8426 students at GOP. Of these, fifty-eight are currently enrolled in voluntary English preparatory classes. If students chose to take English,they are placed in specific classes based on their University Entrance Examination results.

There are three classes in the preparatory program: one elementary-level class and two pre-intermediate level classes. During the first year of the program (2001-2002), 54 students were successful and received certificates from the preparatory program. Last year 62 students successfully completed courses, with 17 receiving intermediate-level certificates, 37 pre- intermediate level certificates, and 8 elementary-level certificates. One hundred and sixteen students have so far graduated from the preparatory classes (Spring 2004). Students who complete the preparatory classes are not required to take first-year English courses and do not take any English courses in their own departments.

<div align="center">Participants</div>

There were four groups of participants in this study. The first group was made up of all current students studying at the preparatory classes at GOP University. The second group was composed of all former students who have graduated from the program, and are now studying in their chosen departments. The third group was made up of the EFL teachers teaching at the preparatory classes. Finally the director of the program who also teaches at the preparatory classes was included.

There are 58 currently enrolled students in the preparatory classes. Since nine of the students participated in the pilot study, they were not included in the main study, so questionnaires were administered to the remaining 49 students. 40 of the students who received the questionnaires completed and returned them to the researcher.

This present semester (Spring 2004) there are 116 former students studying in their own departments. In order to contact former students, the researcher contacted the director of the program to learn their departments and contacted the advisors of

each student in each department. The researcher learned that some of the former students had left the University, so the researcher was able to contact only 105 students. Each student was given a questionnaire, and 81 of them completed and returned the questionnaires to the researcher.

There are 14 EFL teachers at GOP University; only seven of them teach preparatory classes. All seven of these teachers received questionnaires and all of them completed and returned the questionnaire. The researcher also conducted an interview with the director of the program to determine the goals and objectives of the preparatory programs, as well as the strengths and weaknesses of the program.

Instruments

For this study data were collected using three questionnaires and a structured interview. The first questionnaire was administered to current students to determine their perceived English language needs. A similar though slightly different questionnaire was given to former students who had completed English preparatory classes and were pursuing their studies in their chosen departments. This questionnaire was meant to identify former students' perceived language needs and the degree to which the program addressed them. The third questionnaire was administered to EFL teachers in order to reveal teachers' expectations for students, their ideas about teaching English, and their perceptions of the goals and objectives of the program. Questionnaires were chosen to gather data because they are efficient tool for collecting information on a large scale and require little time or extended writing from the participants (Brown, 1995; Oppenheim, 1993). They are also useful to make group comparisons among large groups, which was appropriate for this study.

Questions on the questionnaires were developed to answer the research questions of this study. They also reflect the researcher's experience teaching English, as well as informal interviews with EFL teachers and former students. The categories in the students' questionnaires were developed by the researcher through readings of literature, especially Brown, (1995); Nunan (1988).

Piloting

The first drafts of the questionnaires were initially prepared in English and then translated into Turkish by two experienced EFL teachers. They were then translated back into English again by two other experienced EFL teachers to check for content accuracy and clarity. The rationale for such a double check was to ensure that the questionnaires did not contain any items that could cause misunderstandings among the study participants. The revised questionnaires for students were piloted with nine preparatory students and with seven former students at GOP University and the questionnaires for EFL teachers were piloted with three experienced EFL teachers. The interview questions were read by an experienced EFL administrator and changes made for clarity and content. Additional minor changes were made after the piloting of the questionnaire. These changes were not about the content but about the wording of sentences to make them clearer. The revised Turkish versions of the questionnaires were used to collect data for the study to ensure that every student, even those who did not know English well, understood the questions and could provide accurate information.

Current Student Questionnaire

In the Current Students' Questionnaires, there were three open-ended questions, 44 Likert-scale questions, and two multiple response questions. The questionnaire consisted of three parts. In the first part, questions solicited information

about students' educational background, including any intensive English language education. Students were also asked to identify the department in which they study in order to track identified English language needs by departments. Students also identified their reasons for studying English.

The second part of the questionnaire was made up of 44 multiple-response questions. These included questions about expectations for language learning, testing, classroom activities, and teaching methods. Additional questions solicited students' opinions on specific aspects of the preparatory program, including the course hours, materials, textbooks, and skills learned in the courses. All questions used a Likert-scale consisting of four different options: strongly disagree (1), disagree (2), agree (3), and strongly agree (4). Students chose among these to indicate the degree to which they agree or disagree with the statement.

In the third part of the questionnaire, one open-ended question was asked to current students in order to give them an opportunity to list their expectations of the preparatory program.

Former Student Questionnaire

In the Former Students' Questionnaires, there were five open-ended questions, 34 Likert-scale questions, and two multiple response questions. As with the Current Students Questionnaire, Former Students Questionnaires were also divided into three parts. In the first part, students were asked about their educational background including whether they had any intensive English language, the department in which they study, and the year they completed the preparatory program. Students were also asked to identify their reasons for learning English.

The second part of the questionnaire consisted of 34 multiple-response questions. As with the Current Students Questionnaire, these questions asked

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students to indicate their level of agreement (strongly disagree, disagree, agree, or strongly agree) with each statement. These questions addressed students' needs and ideas about learning English, including the questions about English language skills, expectations for language learning, testing, classroom activities, the physical environment, methodology, course hours, target language use and textbooks and materials used in the preparatory program.

In the third part of the questionnaire, two open-ended questions were asked to give former students opportunities to discuss their expectations for the preparatory program and the degree to which they were met.

EFL Teacher Questionnaire

The EFL Teachers Questionnaire consisted of 39 open-ended and multi-response questions. As with both the Current Students and Former Students Questionnaires, this questionnaire was divided into three parts. In the first part, teachers were asked five questions to solicit information about aspects of their teaching English in the preparatory program. These included the number of years teaching, their teaching load, and their contact with their colleagues. An additional multiple-response question asked to identify students' reasons for learning English.

The second part of the questionnaire contained questions to determine teachers' expectations for students and their perceptions of students' English language needs. These questions also used Likert-scale responses (strongly disagree, disagree, agree, and strongly agree) to ask teachers to indicate their level of agreement with each of the 28 statements.

In the third part, teachers were asked five open-ended questions to determine teachers' attitudes towards using English in class, the goals of the program, and the perceived strengths and weaknesses of the program.

<u>Interview Questions</u>

A structured interview consisting of eight questions was conducted with the director of the program. The questions were about the placement procedures of the program, students' attitudes towards the voluntary aspect of the program, how the program determined the needs of the students, the textbook selection procedure, general goals and objectives of the program, and the strengths and the weaknesses of the program. The interview was tape recorded and transcribed by the researcher.

Procedures

Permission to administer the questionnaires to the students and EFL teachers and to conduct an interview with the director of the program for this study was obtained from the director of the School of Foreign Languages on 26 January 2004. The questionnaires for current and former students were piloted on 16 March 2004. Based on information from the pilot study, small changes were made in the questionnaires to increase clarity. The revised questionnaires for current, former students and for EFL teachers were administered at GOP University on 29 March 2004 by an English Instructor from the preparatory classes. The researcher conducted the interview with the director of the program on 29 March 2004 in his office.

Data Analysis

In analyzing the data, the Statistical Package for Social Sciences (SPSS 10.0) was used. Initially the data were analyzed using descriptive statistical techniques, including frequencies, and percentages. Frequencies and percentages were calculated to have a general view about the participants of the study. Means were calculated for each item to provide a standard way of comparing answers across items. In addition to these, standard deviations were also calculated to identify the extent of agreement in the participants' responses to the questions. A secondary analysis was carried out

on items common to the three questionnaires. Pearson Chi-square was applied just to one question to examine the similarities and dissimilarities in responses to the same question included on three questionnaires. Standard significance values larger than 0.05 ($p < 0.05$) were considered to be non-significant in this study. *T*-tests were also applied to the Likert-scale questions to compare the results of current and former students' questions. The rationale behind the *t*-test was to compare two groups with the same questions. There are 34 identical Likert-scale questions both in current and former students' questionnaires.

The interview was transcribed from the tape and analyzed with qualitative analysis techniques by dividing the transcription. The data was used to supplement data from the students' and teachers' questionnaires.

Conclusion

In this section, background information about the participants of the study and the development of the instruments used to collect data were given. The data collection and analysis procedures in the process of data collection were also discussed by the researcher. The following chapter will discuss the results of the data analysis process.

CHAPTER 4: ANALYSIS OF THE DATA

Introduction

The aim of this study was to investigate the English language needs of

students in preparatory classes at Gaziosmanpasa University (GOP) and the degree to

which preparatory classes meet the English language needs of students, EFL

teachers' expectations of students, and the goals and objectives of the program. In

this chapter the questionnaire data from 40 current students, 81 former students, and

seven EFL teachers and the interview data from the director of the program are

presented.

In analyzing the data from students' and teachers' questionnaires, first the

frequencies and percentages for each response were calculated for each item. Then,

the chi-square value and the significance level were calculated for two items on part

II in order to see whether there were significant differences among their choices. For

the Likert-scale items in current and former students' questionnaires, *t*-tests were

conducted for the 34 identical questions. The teachers' questionnaire was not

included in comparing the results of the data because there was a limited number of

EFL teachers (seven) in this study.

The questionnaire for the current students consisted of 49 questions, 41

questions for the former students, and 39 questions for the EFL teachers. There were

also questions asking for general information, and open-ended questions on the

questionnaires. There were eight questions in the structured interview with the

director of the program. The interview was transcribed and is discussed together with the results of the questionnaires.

The calculations for each item are displayed in tables and explained. For parallel questions in the students' and teachers' questionnaires, the tables are displayed and explained together for the 34 questions in order to compare the perceptions of current students and former students. In this section, the 34 questions are grouped into five categories: the questions about the preparatory program, course hours, materials, skills, and method. The additional 10 questions which were asked only of the current students were analyzed separately (See Table 1).

Table 1

Types and numbers of questions on current, former students', and EFL Teachers' questionnaires

Respondents	General Info	Program	Course Hours	Materials	Skills	Method	Open-ended Qs	Other
	n	n	n	n	n	n	n	n
Current Students N 40	4	6	5	8	8	7	1	10
Former Students N 81	5	6	5	8	8	7	2	0
EFL Teachers N 7	6	3	2	5	8	7	5	3

Note: N= number of participants   n: number of questions

In this section of the study, the results of the students' and teachers' questionnaires will be analyzed. The results of the questions are presented according to the types of questions. Data from the open-ended questions on the students' and teachers' questionnaires and the data from the interview with the director of the program will be analyzed separately. The data from the interview and open-ended

questions however are included in an appropriate discussion of the results of questionnaires.

Data Analysis Procedure

A quantitative analysis was done for the questionnaires except for the open-ended questions and interview. Questions on all three questionnaires were analyzed using chi-square, *t*- test, percentages, and frequencies. The Statistical Packages for Social Sciences (SPSS 10.0) was used to compute these analyses. Frequencies and percentages were found for all the questions on the entire questionnaire except for open-ended questions, and chi-square was calculated for one question on Part II. Independent *t*-tests were used to compare responses of current and former students in order to see whether there were any significant differences in their responses. Since the study is intended to investigate the English language needs of the students, frequencies and percentages were the most important statistical value for this study. The interview results were analyzed by coding the data according to the categories as the researcher prepared the questions for the questionnaire.

Results of the Questionnaires

Analysis of Part I

Questions in Part I intended to collect general background information on both current and former students and EFL teachers. There were 63 male students and 58 female students. The number of students presently studying (former students) or planning to study (present students) in each department can be seen in Table 2.

Table2

Types of departments in which students are studying

Department	No of Students	Percentage (%)
Agriculture	22	18.5
Physics	7	5.9
Chemistry	6	5.0
Biology	6	5.0
Mathematics	2	1.7
History	2	1.7
Literature	1	.8
Economics	19	16.0
Administration	20	16.8
Tourism	21	17.6
Electricity	1	.8
Textile	3	2.5
Accounting	4	3.4
Management	2	1.7
Secretary	2	1.7
Midwifery	1	.8

Most of the students are either from the Economics and Administration Faculty (32.8 %) or Tokat Vocational School (Tourism, Electricity, Textile, Accounting, Management, and Secretary Department (28.5 %)). The rationale behind asking the participants' department is that it is assumed that students from different schools and departments might have different language needs.

Table 3

The type of high schools students graduated from

Type of High School	No of Students	Percentage(%)
General High School	82	68.3
Commercial High School	9	7.5
Industry and Occupation High School	10	8.3
High School with Intensive English	11	9.2
Other	8	6.7

The type of high schools students graduated from can be seen in Table 3. General High schools, Commercial, Industry and Occupation High schools are state schools, where foreign languages are often not taught and classes are held in Turkish. High schools with intensive English, such as Anatolian High Schools, have a reputation for educating students successfully in a foreign language. Their language of instruction is English. Others include state schools where the instruction is in Turkish. Table 3 shows that most students who participated in these questionnaires graduated from General High Schools where instruction is in Turkish and foreign language instruction is not intensive. Most students participating in this study began learning English for the first time at the Preparatory School of Gaziosmanpasa University.

The last question in Part 1 of the former students' questionnaire asked for the year former students graduated from the Preparatory Program. The results are shown in Table 4. Most of the former students who participated in this study were 2002-2003 graduates.

Table 4

Graduation year of former students

Graduation year	No. of Students	Percentage (%)
2001-2002	24	32.4
2002-2003	50	67.6

In Part I, EFL teachers were asked their level of teaching experience, their work load, and how often they come together to discuss classes. Most of the teachers are experienced, as shown in Table 5. Most of the teachers teach 21 to 25 hours a week. They have a heavy workload but nonetheless come together at least once in a month to talk about the teaching and learning related issues.

Table 5

Years of experience of EFL teachers

Years of Teaching	No of Teachers	Percentage (%)
1-3 Years (Novice)	1	14.3
5- More than 5 (Experienced)	6	85.7

Analysis of Part II

Part II contained 45 questions on the Current Students' Questionnaire, 35 on the Former Students' Questionnaires, and 29 on the EFL Teachers' Questionnaires. These included one multiple-response question with the rest being Likert-scale questions. The multiple-response question, which asked participants to identify up to two reasons for studying English, was common to all three questionnaires. The responses to this question were treated separately. That is, participants' first choice was treated as one question and participants' second choice as a distinct question. Frequencies and percentages of the responses are presented in Table 6 and 7. Chi-square results are presented in Table 8 and 9.

The multiple-response question asked for the students and teachers to identify their reasons for studying English. The options for this question were: to pass the English course (O1), for future career (O2), to continue with MA or PhD studies (O3), to get a certificate (O4), and other (O5). The participants' first choice for learning English, for each of the groups is shown in Table 6.

Table 6

First choice for studying English: Current students, Former students, and EFL teachers

Options	Current Students		Former Students		EFL Teachers	
	F	P	F	P	F	P
O1 (To pass)	1	2.5	5	6.2	2	28.6
O2 (Career)	36	90.0	69	85.2	5	71.4
O3 (MA/ PhD)	2	5.0	5	6.2	0	0
O4 (Certificate)	1	2.5	0	0	0	0
O5 (Other)	0	0	2	2.5	0	0

Note: Question: Why do the students need English in General? F: Frequency P: Percentage

For all groups, future career was the first choice. The second most important reason to learn English is shown in Table 7. For both current and former students, the most frequent second choice to learn English was to continue with their MA or PhD studies.

Table 7

Second choice for studying English: Current students, Former students, and EFL teachers

Options	Current Students		Former Students		EFL Teachers	
	F	P	F	P	F	P
O1 (To pass)	0	0	0	0	0	0
O2 (Career)	1	2.5	5	10.0	2	28.6
O3 (MA/ PhD)	17	42.5	27	54.0	1	14.3
O4 (Certificate)	5	12.5	10	20.0	3	42.9
O5 (Other)	5	12.5	8	16.0	1	14.3

Note: Question: Why do the students need English in General? F: Frequency P: Percentage

To compare the results of the questionnaires the researcher conducted a chi-square and gets the following results as displayed in Tables 8 and 9. The chi-square analysis results on the first choice for learning English (Table 8) show no significance. In other words, currents students, former students, and EFL teachers all generally agreed on the most important reason for students studying English. For the second choice of reasons for learning English, the results show that there is a significant difference between the results of EFL teachers and students' questionnaires. For teachers, the second most important reason was to get a certificate. Since the number of teachers is small (seven) however, the statistical results may misleading.

Table 8

Differences among the three groups for studying English: First choice

Groups	To Pass		Career		MA/PhD		Certificate		Other		χ^2
	F	P	F	P	F	P	F	P	F	P	
Current S	1	2.5	36	90.0	2	5.0	1	2.5	0	0	
Former S	5	6.2	60	85.2	5	6.2	0	0	2	2.5	
EFL Teachers	2	28.6	5	71.4	0	0	0	0	0	0	
											10.57

Note: Question: Why do the students need English in General?
F: Frequency   P: Percentage χ^2: chi-square   *p<.05

Table 9

Differences among the three groups for studying English: Second choice

Groups	To Pass		Career		MA/PhD		Certificate		Other		χ^2
	F	P	F	P	F	P	F	P	F	P	
Current S	0	0	1	3.6	17	60.7	5	17.9	5	17.9	
Former S	0	0	5	10.0	27	54.0	10	20.0	8	16.0	
EFL Teachers	0	0	2	28.6	1	14.3	3	42.9	1	14.3	
											7.87*

Note: Question: Why do the students need English in General?
F: Frequency   P: Percentage χ^2 : chi-square   *p<.05

The next questions in the questionnaires were the Likert-scale questions.

There were 34 such questions divided into five categories. These were identical in

the current and former students' questionnaires, and 17 of these were identical to

those on the teachers' questionnaire. Since these were only seven teachers'

questionnaires, however the researcher did not compare these with the student

questionnaires in analyzing the data. In this section, those questions that are parallel

in the two different questionnaires are analyzed and compared, frequencies,

percentages were calculated and t-tests were calculated for these questions.

There were four options for students and teachers to choose from to show

their level of agreement with the statements. "Strongly disagree" was assigned a

value of 1; "Disagree" a value of 2; "Agree" a value of 3; "Strongly agree" a value of

4. Means were calculated using these values. The Likert-scale questions are

discussed in groups of related questions: program issues, course hours, materials,

skills, method, and other questions, which were not common to all questionnaires.

In Table 10, the questions related to the program are analyzed and compared

according to the perceptions of current students and former students. In this table,

means and t-test results are shown. There are six questions related to the program.

Frequencies, percentages, and t-test results of questions related to the program are

shown in Table 10.

Table 10

Perceptions of current students and former students towards the program

Questions/Item	Data Source	N	M	sd	t
Q2 I like studying English in this program	Current Students	40	3.02	.70	-2.17
	Former Students	81	3.29	0.6	
Q12 Additional Courses after program	Current Students	40	3.42	.71	-.82
	Former Students	81	3.53	.65	
Q13 Program should be compulsory	Current Students	40	2.85	1.17	-.72
	Former Students	81	3.00	1.04	
Q14 Program is successful	Current Students	40	3.02	.66	-1.12
	Former Students	81	3.16	.63	
Q15 Students are happy at the program	Current Students	40	3.08	.88	-2.24

	Former Students	81	3.39	.60	
Q19 Students would like to continue studying English	Current Students	40	3.62	.62	-1.54
	Former Students	81	3.78	.45	

Note: N: Number of participant group   M: Mean   sd: Standard Deviation   *t*: *t*-test value

For all the questions asking about the program, analysis results showed that both current and former students' perceptions about the program were similar. Students would like to continue studying English after finishing the program. Especially former students think that there should be courses after they finish the preparatory program. This is probably because former students do not have any English courses after the program. Former students suggested in the open-ended questions that they were concerned that they might begin to forget what they had learned from the program. In the open-ended questions, most students also stated that they would like to go on studying English. Some students stated that the preparatory program should be at the end of the university education in order not to forget English.

Three of the questions related to the program were asked to the EFL teachers. The responses to these questions were similar to the students' responses. Frequencies and the percentages of the results are shown in table 11.

Table 11

Perceptions of EFL teachers towards the program

Questions/Item	Data Source	N	SA	A	D	SD	M
Q16 Additional courses after program would be useful	EFL Teachers	7	2	5	0	0	3.29
Q17 Program should be compulsory	EFL Teachers	7	6	1	0	0	3.86
Q18 Program is successful	EFL Teachers	7	1	6	0	0	3.14

Note: N: Number of participant group M: Mean   SA: Strongly agree A: Agree   D: Disagree   SD: Strongly Disagree

As can be seen in Table 11, teachers' responses were similar to the students' responses. When the overall results are observed, both students and teachers think that there should be additional English courses after this program. Students and teachers also think that the program should be a compulsory, though former student and current students feel much less strongly than teachers about this.

There were additional issues about the program that came from the open-ended questions and the director's interview. Both students and teachers found the program to be successful. Students seem quite happy to be studying in this program. The director of the program stated that the program was newly founded and a "developing program". He also said that students were not involved in the program evaluation process, but teachers came together to discuss and evaluate the program.

In Table 12, the questions related to the course hours are analyzed and compared according to the perceptions of current students and former students. In this table, means and *t*-test results are shown.

Table 12

Perceptions of current students and former students towards the course hours

Questions/Items	Data Source	N	M	sd	t
Q11 The number of the course hours is enough to learn English	Current Students	40	2.83	1.06	.93
	Former Students	81	2.67	.77	
Q21 The number of grammar courses is adequate	Current Students	39	2.80	.92	-.12
	Former Students	81	2.81	.97	
Q22 The number of reading courses is adequate	Current Students	40	3.07	.76	3.90*
	Former Students	81	2.51	.73	
Q23 The number of listening and speaking courses is adequate	Current Students	40	3.43	.87	6.83*
	Former Students	81	2.25	.90	
Q24 the number of writing courses is adequate	Current Students	40	3.02	.86	3.53*
	Former Students	81	2.47	.79	

Note: N: Number of participant group   M: Mean   sd: Standard Deviation   *t*: *t*-test value   *p<.05

For the first question (Q11) asking about the number of course hours (28 per week) in the program, both current and former students think that the number of ourse hours is enough to learn English. The mean value for this question is 2.83 (current students) and 2.67 (former students). For the second question (Q21) asking about whether the grammar courses are adequate, the result was similar to the first question. Both current and former students think that grammar course hours are adequate to learn English. On the other hand, for the questions about reading, listening and speaking, and writing courses, the mean values are different and the results point out a significant difference between the current and former students. The greatest difference occurs on the question asking about the listening and speaking course. The means for current students is 3.43 and for the former students the mean is 2.25, with a level significance of .000. Although current students are quite happy with the number of course hours, they are not happy with the course itself. Open-ended questions reflected that current students are not happy with the listening and speaking course. During the six hours of instruction per week they do not practice listening and speaking activities in the class. They also complain that the course instruction was similar to instruction in the grammar course. A similar difference can be seen for the question about the writing course hours with a value of 3.02 (current students), and 2.47 (former students). It should be noted that, this year students have four hours for writing but the former students had just two hours instruction for writing course. Former students think that two hours instruction for writing is not adequate. For all the course hours current students think that, it is adequate but former students think it is not adequate the reason may be that if the former students could have had more course hours they would have learned more.

Table 13

Perceptions of EFL teachers about course hours

Questions/Items	Data Source	N	SA	A	D	SD	M
Q15 The number of course hours is enough.	EFL Teacher	7	2	3	1	1	2.86
Q34 The number of my course is adequate	EFL Teachers	7	7	0	0	0	4.00

Note: N: Number of participant group   M: Mean   SA: Strongly agree   A: Agree   D: Disagree   SD: Strongly Disagree

As shown in Table 13, teachers agree with students that there are enough course hours for students to learn English. The mean value for this question was 4.00, which may suggest that all the teachers strongly agree on this question. It should be noted, however, that due to a typographical error on the questionnaire, teachers may have interpreted the question as referring to the number of classes they taught instead of the number of hours.

Table 14

Perceptions of current students and former students about the materials used in the program.

Questions/Items	Data Source	N	M	sd	t
Q20 Teachers provide additional materials	Current Students	38	2.08	1.05	-3.67*
	Former Students	80	2.75	.86	
Q25 We use the language laboratory	Current Students	40	1.38	.74	-7.56*
	Former Students	81	2.66	.93	
Q26 We only use textbooks in the courses	Current Students	40	3.33	.89	2.89*
	Former Students	81	2.83	.89	
Q27 Extra materials should be used	Current Students	39	3.72	.46	1.47
	Former Students	81	3.56	.61	
Q31 I like using the language laboratory	Current Students	33	3.28	.98	-.07
	Former Students	81	3.29	.62	
Q33 The grammar textbook helps me learn English	Current Students	40	3.20	.85	.53
	Former Students	81	3.10	.88	
Q34 The writing textbook helps me learn English	Current Students	39	2.57	1.07	-.69
	Former Students	81	2.67	.89	
Q35 The reading textbook helps me learn English	Current Students	40	3.05	.81	-1.19
	Former Students	81	3.20	.63	

In table 14, the questions related to the materials are analyzed and compared according to the perceptions of the current and former students. For the first three questions (Q20, Q25, 26), the results point out a significant difference between the current and former students. The mean value for the question (Q20) about teachers providing additional materials in courses is 2.08 (current students) and 2.75 (former students), indicating that current students are less likely than former students to think that teachers provide extra materials in the courses. In the open-ended questions, most current students complained about the lack of extra materials. One student stated that "We do not have any extra materials. We do not watch and listen to any materials in the courses. Teachers should give us stories to read and we should summarize them and report on them in class as homework".

For the second question (Q25) about the use of laboratories, there is also a significant difference between the current and former students. The mean value for this question is 1.38 (current students) and 2.66 (former students). The results show that current students do not use the laboratory as part of the course. Responses to the open-ended questions also support this, with current students complaining about not using the laboratory. Former students' responses seem to suggest a higher level use of the laboratory for courses but they did not use it efficiently and former students were not completely happy with using the laboratory. For the question asking whether the students only use textbooks in courses, there is again a significant difference between the current and former students. Current students report that they only use the textbook, not extra materials. On the other hand former students slightly disagree on this. Former students used more extra materials than the current students. For question (Q31) asking whether students like using the language laboratory, all

students agree that they like using language laboratories, with the mean value of 3.28 (current students) and 3.29 (former students), suggesting both current and former students like and want to use the laboratories. One of the current students in the open-ended question stated that "We never use the laboratory, but I would like to watch films and use the laboratory in the courses". For the next three questions (Q33, 34, 35) about the textbooks, the results suggest, that both current and former students are generally happy with the textbooks they use in courses.

Table 15

Perceptions of EFL teachers about the materials used in the program

Questions/Item	Data Source	N	SA	A	D	SD	M
Q20 I provide additional materials	EFL Teachers	7	6	1	0	0	3.86
Q24 Audio-visual materials are important tools for students	EFL Teachers	7	4	3	0	0	3.58
Q28 I can provide enough materials	EFL Teachers	7	4	3	0	0	3.58
Q30 The textbook is important tool for helping students	EFL Teachers	7	2	5	0	0	3.29
Q33 The textbook I use helps to teach	EFL Teachers	7	2	4	1	0	3.14

Note: N: Number of participant group   M: Mean   SA: Strongly agree   A: Agree   D: Disagree   SD: Strongly Disagree

As shown in Table 15, teachers think that they provide additional materials for the students, but the students' responses did not match the teachers' responses. Teachers think that audio-visual materials are important tools for learning English (mean value of 3.58) which shows that teachers feel strongly about the importance of the materials. While the researcher cannot statistically compare the results of students' and teachers' responses and the questions are not exactly the same, there seems to be an important difference between the groups. For the students, the mean

value is 1.38 for the question about laboratory use (Q25) which shows that students

feel these materials are not frequently used. Open-ended questions also support these

results.

In Table 16, the questions related to the skills are analyzed and compared

according to the perceptions of current students and former students. In this table

means and *t*-test results are shown.

Table 16

Perceptions of current students and former students about the skills

Questions/Item	Data Source	N	M	sd	*t*
Q3 Reading is important in learning English for me	Current Students	40	3.16	.77	-2.33
	Former Students	81	3.44	.59	
Q4 Speaking is important in learning English for me	Current Students	40	3.08	.76	-5.64
	Former Students	81	3.74	.52	
Q5 Grammar is important in learning English for me	Current Students	38	3.79	.41	2.20
	Former Students	81	3.56	.59	
Q6 Writing is important in learning English for me	Current Students	39	3.49	.56	1.30
	Former Students	80	3.33	.67	
Q7 Listening is important in learning English for me	Current Students	40	2.73	.93	-3.96*
	Former Students	81	3.35	.74	
Q8 Translation is important in learning English for me	Current Students	40	3.48	.75	-.29
	Former Students	80	3.51	.64	
Q9 Vocabulary is important in learning English for me	Current Students	40	3.63	.54	.01
	Former Students	80	3.63	.56	
Q10 Pronunciation is important in learning English for me	Former Students	40	3.05	.93	-2.92
	Current Students	81	3.46	.59	

Note: N: Number of participant group   M: Mean   sd: Standard Deviation   *t*: *t*-test value   *p<.05

Only for Question 7, the importance of listening to learn English, do the

results point out a significant difference between the current and former students.

The mean value for current students was 2.73 and 3.35 for former students. The

results show that current students think that listening is less important than the

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former students think. Most of the current students stated in the open-ended questions that they do not like the listening course because students never listen to English conversations in class. For the rest of the skills are important for both current and former students.

Table 17

Perceptions of EFL teachers about the skills.

Questions/Item	Data Source	N	SA	A	D	SD	M
Q7 Reading is important to learn English for my students	EFL Teachers	7	5	2	0	0	3.71
Q8 Speaking is important to learn English for my students	EFL Teachers	7	0	7	0	0	3.00
Q9 Grammar is important to learn English for my students	EFL Teachers	7	5	2	0	0	3.71
Q10 Writing is important to learn English for my students	EFL Teachers	7	1	6	0	0	3.14
Q11 Listening is important to learn English for my students	EFL Teachers	7	1	6	0	0	3.14
Q12 Translation is important to learn English for my students	EFL Teachers	7	2	5	0	0	3.29
Q13 Vocabulary is important to learn English for my students	EFL Teachers	7	6	1	0	0	3.86
Q14 Pronunciation is important to learn English for my students	EFL Teachers	7	1	6	0	0	3.14

Note: N: Number of participant group M: Mean SA: Strongly agree A: Agree D: Disagree SD: Strongly Disagree

As shown in Table 17, as for the questions about the skills, teachers think that reading, speaking, grammar, writing, listening, translation, vocabulary, and pronunciation are all important for students in learning English. For the question about listening, there is a small but a noticeable difference between current students' (2.73) and teachers (3.14).

Table 18

Perceptions of current students and former students about the method

Questions/Item	Questionnaire Type	N	M	sd	t
Q16 The number of the students is appropriate to promote learning	Current Students	40	3.03	.95	1.60
	Former Students	81	2.75	.84	
Q17 Teachers should tell about the content of tests	Current Students	40	3.58	.71	4.35
	Former Students	81	2.85	.92	
Q18 Teachers should tell about the content of the courses	Current Students	40	3.60	.67	1.65
	Former Students	81	3.40	.63	
Q28 In learning a foreign language it is important to practice a lot	Current Students	40	3.80	.46	-.86
	Former Students	81	3.86	.34	
Q29 I like working in small groups	Current Students	40	3.53	.75	1.28
	Former Students	81	3.35	.71	
Q30 Whole class work is the most effective way to learn English	Current Students	38	3.34	81	1.36
	Former Students	80	3.13	.85.	
Q32 The English courses are boring	Current Students	39	1.69	.73	.17
	Former Students	81	1.67	.77	

Note: N: Number of participant group   M: Mean   sd: Standard Deviation   *t*: *t*-test value   *p<.05

In Table 18, the questions related to teaching methods are analyzed and compared according to the perceptions of the current and former students. For all the questions related to the materials, both current and former students' responses are similar. Only for the first question (Q16), does there seem to be a small difference between the current and former students. The question asked whether the number of students in the courses was appropriate to promote learning. The mean value for this question is 3.03 (current students) and 2.75 (former students). This may reflect the smaller class size this year as compared to previous years. For the last question (Q32), the results show that both current and former students think that the English courses are not boring. The mean value for this question is 1.69 (current students)

and 1.67 (former students). Responses to open-ended questions support this result.

Most students agreed with this comment "I am happy to study in this program, and

the more I learn the better I like English".

Table 19

Perceptions of EFL teachers about the method

Questions/Item	Data Source	N	SA	A	D	SD	M
Q19 The number of students is appropriate to promote learning	EFL Teachers	7	3	3	1	0	3.29
Q21 I think students learn well in small groups	EFL Teachers	7	7	0	0	0	4.00
Q22 Whole class work is the most effective way of learning	EFL Teachers	7	0	3	4	0	2.43
Q25 I think it is important to use only the target language	EFL Teachers	7	3	3	1	0	3.29
Q27 I feel confident in preparing appropriate exams	EFL Teachers	7	4	3	0	0	3.57
Q31 It is more important to be grammatically accurate than fluent	EFL Teachers	7	5	2	0	0	3.71
Q32 It is more important to be fluent than grammatically accurate	EFL Teachers	7	1	3	3	0	2.71

Note: N: Number of participant group   M: Mean   SA: Strongly agree   A: Agree D: Disagree   SD: Strongly Disagree

As shown in Table 19, teachers broadly agree with the students' questions

about the method although there are some important differences. Teachers think that

the number of the students is appropriate to promote learning (Q19). The numbers of

students in class influences the methods teachers apply in the class, so the researcher

included this question in the methodology section. For the question asking whether

students learn well in small groups (Q21), the mean value is 4.00, which means that

all the teachers strongly agree that students learn well in small groups. Not

surprisingly for the question about whole class learning, the mean value is 2.43,

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which means that teachers disagree on whole class learning as the most effective way for students to learn. This contrasts somewhat with students' responses. While students say they enjoy working in small groups, with current students (3.53) more positive than former students (3.35), both groups also view whole-class instruction as effective (current students 3.34; former students 3.13). For the open-ended questions, however, current students complained about not practicing English in class much, perhaps suggesting the reliance on whole-class instruction to the exclusion of other methods. For the next question (Q25), teachers think that using the target language is important in learning. Teachers also feel confident in preparing the appropriate exams (Q27). Questions 31and 32 about grammatical accuracy show that being grammatically accurate is more important than being fluent in English according to the teachers. These questions are asked to find out, what type of methodology and activities teachers apply in classes. This suggests that teachers pay a great deal of attention to grammar in their teaching. Responses to open-ended questions support this idea, and the director of the program also mentioned in the interview that the first goal of the program is to prepare students for the UDS exam, a grammar and reading-based exam, for master and PhD studies in Turkey. When asked about the goals and objectives of the program, the director said that:

> When our students graduate from university they apply to post graduate programs and in Turkey you know that they have to get a score from the exam given by OSYM named UDS. The expectations of this exam are clear: a good knowledge of vocabulary, grammar, and reading comprehension, So I believe this firstly should be the goal of the program.

Both teachers and the director of the program pay more attention to accuracy than fluency. In Table 20, the questions which are not parallel between current and former students' questionnaire are analyzed. These questions were asked only to the

current students because the former students did not have separate speaking,

listening, vocabulary and pronunciation courses.

Table 20

Perceptions of just current students about materials, course hours and method

Questions/Item	Data Source	N	M	sd
Q36 The listening textbook helps me learn English	Current Students	40	2.40	1.01
Q37 The speaking textbook helps me learn English	Current Students	40	2.56	.90
Q38 The vocabulary textbook helps me learn English	Current Students	40	3.50	.72
Q39 The pronunciation textbook helps me learn English	Current Students	39	2.54	1.02
Q40 I like having courses early in the morning	Current Students	40	2.53	1.13
Q41 The tests are too difficult	Current Students	40	2.20	.69
Q42 We have homework everyday	Current Students	40	3.13	.85
Q43 I am comfortable when speaking English	Current Students	39	2.28	1.05
Q44 The number of vocabulary and pronunciation course is adequate	Current Students	40	2.90	.98
Q45 The number of translation course is adequate	Current Students	40	2.18	1.20

Note: N: Number of participant group   M: Mean   sd: Standard Deviation

Questions about the listening and speaking textbooks (Q36, 37), show that the

listening and speaking textbooks are not felt to be helpful to students. The mean

value for these questions is 2.40 and 2.56. The responses to Question 38 suggests

students think the vocabulary textbook helps them to learn English, but they are not

happy with the pronunciation textbook (Q39). Students have a separate pronunciation

textbook, and they stated in open-ended questions that the pronunciation textbook is

quite difficult for them. Some students also complain about the pronunciation textbook as being "boring".

For the responses to the Question 40, students would like to have courses early in the morning. Responses for the question 41 suggest that students do not think that tests are too difficult (mean 2.20). Students also indicated that they have homework everyday (Q42). Perhaps a more important issue emerged from Question 43, students' comfort level in speaking class. The mean value for this question (Q43) is 2.28, which shows that students do not feel comfortable in speaking English in class. In the open-ended questions the students stated that they would like to speak English in class but they have difficulty in speaking English.

The mean value for Question 44 (2.90) seems to indicate that the students think that the number of vocabulary and pronunciation course is adequate. The current students have six hours of pronunciation and vocabulary courses in a week. The mean value for Question 45 (2.18), however, indicates that the students think that the number of translation course hours is not adequate. The current students presently have two hours for translation courses a week. In the open-ended questions, one student stated that "I would like more translation courses, the number of translation course is not adequate and I would like to have translation courses instead of listening and speaking course".

Analysis of part III

Part III contained open-ended and yes/no questions. The researcher asked one open-ended question to the current students about their expectations from the program. Two open-ended questions were asked the former students about their expectations and how their expectations were met by the program. EFL Teachers were asked two yes/no questions about using English in class and about whether

teachers used students' needs to plan courses. Three additional open-ended questions were asked about the goals, strengths and weaknesses of the program.

Question 46 asked current students their expectations of the program. The responses were transcribed and analyzed question by question. Since the program is voluntary, it was not surprising that students were satisfied with the program. Most students restated their most desire to learn English was to assist them in future career. Students' responses to the open-ended questions reinforced much of the information from the other questions on the questionnaires. There were additional topics that students mentioned in the open-ended questions. Most students would like to continue to have English courses after the program, as they are afraid they will forget English after they graduate from the program. The students expected to be able to practice what they learned in class and complained about the listening and speaking course, not providing these opportunities. They also complained about the limited use of the language laboratory. They expressed a desire to watch films and use videos in classes. Further students said that they would like extra materials such as stories, film, English CDs, and games to be used in class. Students want more translation courses and less listening and speaking courses.

For the former students, questions Q36 and 37 asked them about their expectations of the program and whether their expectations were met. The responses show that most of the students thought that the program did not meet all their expectations, but they thought this program was a good start to learn English. Like the current students they desired more speaking and listening activities in class and more extra materials for courses. Most of the former students would have liked to use the language laboratory as part of their class. In looking back on their experiences, the former students have several specific suggestions about the program. Some said

that they had learned English well, but they were unable to speak English. The students thought that the teachers were the strengths of the program. Most of the students felt that additional English courses after they graduate from this program would be useful and they complained about not having chances to study English in their own departments. Some students from departments with additional English classes thought that the preparatory program helped for them in these classes. Some students believed the program would be improved by having courses by native speakers. As students had only three level courses, some students felt more levels, including advanced level, would be helpful.

In responding to the open-ended questions, the EFL teachers provided additional information about their planning and teaching courses. The question about the use of English shows that all the teachers said they used Turkish in class in order to explain and clarify (Q35). For the next question (Q36) about whether teachers use students' needs to plan their courses or not is asked. Most teachers also said they planned their courses based on their assumptions about the needs of students. Expressing a common sentiment, one of the teachers said "I have chosen subjects that my students will need, such as phonetic symbols, intonation, word stress, sentence stress".

For the open-ended questions, the teachers provided information about the program. When asked to identify the goals of the program, teachers responded in a variety of ways. These included teaching English for students' future career, to prepare students for post-graduate studies, to enable students to use the target language, to have the basic knowledge of English, and to prepare them for academic purposes.

Teachers also identified several deficiencies of the program (Q38). They mentioned the lack of in-service training, lack of native speakers, lack of communication among teachers in discussing and sharing ideas about students, lack of authentic materials, lack of testing specialists, and the need for a needs analysis. In outlining program strengths (Q39) teachers felt that students in the program developed a good understanding of grammar. They also believed the program benefited from being level-based, and utilizing placement tests for placing students according to their levels.

Conclusion

In this chapter, the data collected from current students, former students, EFL teachers, and the director of the program were analyzed according to appropriate statistical tests. Frequencies, descriptive, chi-square, and *t*-tests were conducted in this study. In the next chapter, the findings revealed in the data analysis section will be discussed in reference to the research questions. Pedagogical implications, limitations of the study, and suggestions for the further studies will be given.

CHAPTER 5: CONCLUSION

Overview of the Study

This study investigated the English language needs of the preparatory students at Gaziosmanpasa University (GOP). Four groups were involved in this study. The first group consisted of 40 current students in the preparatory program. The second group of participants consisted of 81 former students, who are studying in their own departments. The third group of participants was the seven EFL teachers teaching at the preparatory program and the last participant was the director of the program.

This was a descriptive study in which data related to the perceptions of the participants were collected through questionnaires and an interview. Questionnaires consisting of parallel questions were administered to the current students, former students, and EFL teachers. In addition to the parallel questions, some questions on the current student and teacher questionnaires were answered only by one group of participants. The director of the program was interviewed and tape-recorded.

In analyzing the data in the questionnaires, the first step was calculating the frequencies and the percentages of the responses for each item. Chi-square tests were conducted and a chi-square value and significance level were calculated for the common question on the student and teacher questionnaires in order to compare the results and to see whether the choices in each item were significantly different. For the identical questions on the current and former student questionnaires, t-tests were conducted and t-test values and significance levels were calculated. Because of the

limited number of teacher questionnaires (seven), the researcher could not statistically compare the results of teacher questionnaire with the student questionnaires, and only frequencies and percentages were discussed. The open-ended questions on the student and teacher questionnaires were analyzed and compared, though no statistical analysis was used. The interview with the director of the program was transcribed and discussed with the results of the questionnaires.

The research questions to be answered in the study were:

1. What are the English language needs of students in the voluntary preparatory classes of Gaziosmanpasa University?

2. To what degree do the preparatory classes meet the English language needs of students?

3. What are the EFL teachers' expectations from students and ideas about teaching English?

4. What are the goals and objectives of the program on English language teaching?

In this chapter, the research questions will be answered by discussing the results of the questionnaires and the interview.

<div align="center">Discussion of the Results</div>

Research question 1: What are the English language needs of students in the voluntary preparatory classes of Gaziosmanpasa University?

An important source for determining the language needs of students is the students themselves. In both multiple-choice questions and open-ended questions, students provided detailed information about what they perceived as their language needs. These seem to fall into two categories: reasons or goals for studying English

and skills to be learned. Although these are related, they will be discussed separately here.

Both the current students (90%) and former students (85.2%) were clear on their primary goals in studying English; they want to learn English for their future career. In the open-ended questions students expanded upon this. Students said that they would like to find a good job and they are aware of the importance of English when looking for a job.

A second important goal for many current students (42.5%) and former students (54%) was to go on to MA or PhD studies. These students are aware that for entry into an advanced degree program, they must pass the UDS and KPDS foreign languages proficiency exams, which are a grammar and vocabulary, based exam. The English preparatory program seems as an important step towards passing these exams

The importance of these exams is reinforced by the director of the program. In the interview with him he mentioned that he gave "information to the students about what will happen and the role of the exams, when they graduate from this university about post-graduate studies."

The skills students see as important are closely related to their goals for studying English. While all students say all four major skills are necessary, grammar (current students) and speaking (former students) were identified as the most important. These are consistent with the goals of learning English for their future careers and further university graduate studies. The emphasis upon grammar is also reinforced by the nature of the preparatory program. The exams and tests in the program are mainly based on grammar. Even for the listening and speaking course, listening and speaking ability are not tested. In addition, the foreign language

proficiency exams required for entry into graduate schools (UDS and KPDS) are largely grammar, reading, and vocabulary based. Students' goals for learning English for these two distinct reasons create challenges for the program.

<u>Research question 2: To what degree do the preparatory classes meet the English language needs of students?</u>

In general students and teachers are satisfied with the English preparatory program, though they have some concerns about specific aspects of it. Most of the students think that the program is successful (Question, 14) and are generally happy with the number of the course hours. Most of the students also satisfied with the EFL teachers in the program. The comments of one former student are typical "…our teachers teach well and they try their best to teach us and they help both in class and out of the class". This satisfaction does not extend to all elements of the program.

While students were happy with the course hours for most courses, they did not think the correct balance had been struck for the translation and listening and speaking courses. According to the students listening and speaking course hours (6 in a week) should be decreased and translation course hours (2 in a week) should be increased. The dissatisfaction with listening and speaking course extended beyond the course hours. Current students think the listening and speaking courses are boring, perhaps explaining why they want fewer hours for the course. In the open-ended questions, students complain about not being able to speak and understand what they hear. One of the current students said that "Grammar, reading, and vocabulary courses are helpful but not the listening, speaking, and pronunciation courses". The generally negative view of the listening and speaking course (Q7, 23) was reinforced by other specific complaints. When asked whether they were

comfortable when speaking English (Q43), the current students generally were not (see Table 20).

Many students seemed especially dissatisfied with both the activities and the materials used in the listening and speaking classes. In the open-ended questions current students complained that they never listen to or watch any English videos in the classroom. One student complained that "we never use language laboratory, we do not watch films and other language programs", another student said that "the number of the course (listening and speaking) hours should be reduced and we do not learn anything from this course and we just use textbook and we do not watch films and never use computers".

In the current and former students' questionnaires, the responses to questions about the materials used in classrooms (Table 14, 20) were also revealing. The results show that students do not think that the speaking, listening, and pronunciation textbooks help them to learn English. The mean value for the listening textbook is 2.40, for the speaking textbooks are 2.56, and for the pronunciation textbook 2.54. These concern the broader issue of curriculum in the program. According to Graves (2000) the materials used in a program should match the goals and objectives of the program. Textbooks should be chosen according to the needs of students and the audio-visual tools may be used to help students to listen a native speaker where there is not a native speaker. For many teachers, however, the materials they use are the backbone of the program. Teachers at the preparatory program adopt the materials and make few changes to the textbooks. As the director noted, "we (EFL teachers) base our decisions to Headway syllabus", suggesting that teachers use the textbook as a syllabus and do not prepare their own syllabus. Current students' observations

on question 20 about teachers' use of additional instructional materials (mean value of 2.08) seem to support this "textbook as syllabus" interpretation

Despite these criticisms, however, students seem to feel the program holds value for them. Most current students would like the program to be compulsory (mean value of 2.85 on question 13), with former students feeling more strongly (3.00). Most students also think that there should be additional courses after the program (Question 12). Current students strongly agree with this idea (3.42) and former students expressed their agreement even more strongly (3.53). Students seem to think that they will soon forget what they have learned in the program. As one of the students said, "… unfortunately I am losing my English because I do not have chance to practice and study English". Other students agreed, with another saying " I believe that I learned the basic issue of English, but I am about to lose what I learn".

Research Question 3: What are the EFL teachers' expectations from students and ideas about teaching English?

The teachers in the study were asked questions covering essentially the same content as the students. In responding to these questions, the teachers revealed that they have many of the same issues as the students, though with some important differences. Most of the teachers (71.4%) thought that their students wanted to learn English to assist them in their future career. Differing somewhat from the students, they identified the second reason for learning English as being to receive the certificate. This option was chosen by very few students in their questionnaire (17.9%). Instead, students indicated that in addition to their future careers, they were studying English to assist them in possible graduate work. Only one teacher suggested this as an important motivation for studying English. It is not entirely clear what this difference means. On the questionnaire, teachers indicated that they

planned their courses based on students' needs. If teachers have a different perception of students' motivations for attending the program, however, it suggests a probable mismatch between the courses and students' needs.

Teachers generally think that all the skills are important for students (Table 17), and results of the mean values support this idea. Teachers are aware that students should be proficient in all the skills. As a related issue, however, teachers believe that it is more important to be grammatically accurate than fluent. This discrepancy reinforces the importance of the need for clarity of the goals and objectives of the program. The students have to know the goals and objectives of the program before they are enrolled. The goals and objectives of the program and syllabus should be given to the students when they come to enroll in the university. Another contradiction occurred in teachers' responses to the issue of methods and materials. Teachers indicated that whole-class instruction was not the preferred instructional strategy (Q22). Students, however, were occasionally critical of the teachers in the open-ended questions. One student, for example, said, "our teachers should be more active". In addition, teachers must know the program goals and objectives in order to make curriculum decisions that align the course activities with student expectations. Teachers also claim that they provide additional materials, and they believe that audio-visual materials are important tools to learn English (Table 15). On the other hand students complain that teachers provide few extra materials.

<u>Research question 4: What are the goals and objectives of the program on English language teaching?</u>

Both the EFL teachers and the director of the program were asked to identify the goals and objectives of the program. Several teachers identified broad goals, such as to teach a basic knowledge of English and to encourage students to learn English.

Another teacher was more specific, saying the program should prepare students for post-graduate studies, and their future career, prepare them to communicate in the target language, to make them fluent in speech, accurate in grammar, and prepare them for academic purposes. These data suggest that there is not a shared set of goals and objectives for the program. The teachers each have their own goals and objectives that they use to plan and teach. Clearly EFL teachers and the director of the program should come together and evaluate the program and set the goals and objectives of the program according to the needs of the students. This study is a first step in helping to develop the curriculum. Language programs should be centered on learners' needs and learners themselves should exercise their own responsibility in the choice of learning objectives, content and methods and evaluation (Nunan, 1988). The curriculum, which will be developed for this program, will be learner-centered, because the needs of the students are taken into consideration. All language curriculums have the same process, including planning, implementation, and evaluation. If language learning is to be successful, the learners' needs, rather than the structure of the language should be focused (Brown, 1995). In a learner centered curriculum, the individual needs of learners, the role of individual experience, and the need to develop awareness, self reflection, critical thinking, learner strategies, and other qualities and skills that are believed to be important for learners to develop (Richards, 2001).

<center>Pedagogical Implications</center>

This study suggests several important steps that need to occur in the English Preparatory Program at Gaziosmanpasa University. In order to address the students' English language needs, clear cut objectives should be set for the preparatory students and the courses should be planned and organized based on the goals and

objectives set for each course. In order to develop a learner-centered curriculum, first, students' needs and interests should be taken into consideration. If the students' needs are not taken into consideration, the apparent mismatch, which presently exists in the program, will continue and learners will not be successful. This study is a first step in moving towards developing such a curriculum. Students should also be informed about their English language needs. Before students enroll in the preparatory programs they should know what the goals and objectives of the program so they make informed decisions about their participation in the program. The next phase for the curriculum development is the selection of content and materials. The method and the materials used in the program should match with the goals and the objectives. A Materials Development Unit and Testing Offices are crucial for preparatory programs. Tests should match the goals and objectives of the courses, as evaluation is one of the most important processes of learning and teaching English. The Testing Office should assume a much more active role in aligning learning goals and objectives with evaluation. The last phase is the evaluation, which has to be an ongoing process in each phase. Testing should match with the goals and objectives of the courses. The English language curriculum should be revised according to the current needs of students.

If speaking should be an important goal of the program, teachers should consider making significant changes in their teaching methodology. Students made clear on the questionnaires that they are not comfortable speaking English and feel they have few opportunities to practice speaking either in or outside the classroom. Teachers should be trained to use and develop classroom speaking and listening activities that provide students with practice to build these language skills. Workshops that focus upon these pedagogical skills, including cooperative learning

and using audio, video, and music in the classroom, might be offered to help teachers begin to modify their teaching. Students reported very limited usage of the language laboratory and limited usage of materials that supplement the textbooks. Once again, teachers would benefit from training on how to effectively integrate the language laboratory into classes to meet the course objectives. In addition, workshops and adapting and developing materials would also be useful to teachers trying to build students' skills. The Materials Development Unit within the program could play a leading role in this.

Since there are not any English courses following the preparatory program Teachers should promote students' learning autonomy and assist students in discovering their own learning style. Learning a language is a continuous process so students at the university may wish to consider additional English courses to address students continuing need to learn English.

Teachers and the director of the program have to come together to talk about the needs of the students and to evaluate the syllabus and courses to in order to make necessary modifications. Most of the teachers mentioned that meeting and talking about teaching and learning processes would be useful. The director of the program may also wish to develop a structured means to gather feedback from teachers and students about the courses and the program. The evaluation could then be discussed with the faculty of the program.

Limitations of the Study

One limitation of the study emerged in the data analysis process. Since the number of the teachers was small (7), this number was not sufficient to conduct any statistical analysis, so the researcher was unable to compare the results with the

students' results statistically. The researcher was only able to analyze the frequency and descriptive statistics and compare them with the means of the results.

Suggestions for Further Research

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

This study can be a model for the voluntary English language preparatory programs and the results can be compared with the compulsory English language programs.

Using information from the present study, program evaluation can be done to assess ongoing functioning of the program. Additionally, case studies which look at important issues related to materials, method, and courses could be carried out. Students' and teachers' attitudes towards the voluntary aspect of programs might also be investigated. Experimental studies could also be done on teaching methodologies and instructional materials. Further, studies that look at student and teacher motivation within the voluntary preparatory program could also be done. Studies on differences between students' and teachers' perceptions on teaching and learning English might also provide important information about the program.

Conclusion

As defined by Brown, (1995) and Jordan, (1997) this study attempted to determine the English language needs of the target group by considering a wide

range of audiences such as current students, former students, EFL teachers, and the director of the program Various types of needs of the learners as defined in the needs analysis literature were sought.

In this study, first the literature on needs analysis was reviewed to make the reader aware of the role of needs in language teaching. Then, information about how the study was prepared and conducted was given in the methodology section. The data were reported and analyzed. Possible explanations were made on those results replying to the research questions. Limitations are mentioned and some pedagogical implications and further research were presented based on the results of the study.

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A: QUESTIONNAIRE FOR CURRENT STUDENTS

My name is Fatih Yılmaz and I am a student in the Master's of Art in the Teaching of English as a Foreign Language Program at Bilkent University. For my thesis, I am doing an analysis of English language needs of students at the preparatory classes of the School of Foreign Languages at Gaziosmanpasa University. To obtain the necessary information I am asking you to respond to the questionnaire below carefully. This information will help me to determine the English language needs of the students at the preparatory program. Cooperation is, of course, voluntary. Your completion of the questionnaire is assumed to grant permission to use your answers for this study. No other use of the information will be made without your permission. Thank you for taking the time to answer the questions fully and thoughtfully.

If you have any questions or concerns about this study, please feel free to contact:

Fatih YILMAZ	OR	Kim TRIMBLE, Director
MA TEFL Program		MA TEFL Program
Bilkent University		Bilkent University
Ankara		Ankara
fatihy@bilkent.edu.tr		trimble@bilkent.edu.tr
312 2906256		312 2902746

PART I: Please answer the following questions below:
Sex:........................…
Department:…………………………………………..
Which of the following high school types did you graduate from?
( ) General high school
( ) Commercial high school
( ) Industry and Occupation high school
( ) High school with intensive English education, such as Anatolian high
school.
( ) Other

PART II:
1-Why do you need English? (You may choose up to two options)
( ) To pass my English course.
( ) For my future career.
( ) To continue with my MA or Ph. D. studies.
( ) To get a certificate from the program.
( ) Other, please specify……………………………………………

Put a tick (☑) inside the bracket that corresponds to your answer.
(1) Strongly disagree   (2) disagree   (3) agree   (4) strongly agree

2- I like studying English in this program.
    1 ( )   2 ( )   3 ( )   4 ( )

3- Reading is important for me in learning English.
    1 ( )   2 ( )   3 ( )   4 ( )

4- Speaking is important for me in learning English.
    1 ( )   2 ( )   3 ( )   4 ( )

5-Grammar is important for me in learning English.
    1 ( )   2 ( )   3 ( )   4 ( )

6- Writing is important for me in learning English.
    1 ( )   2 ( )   3 ( )   4 ( )

7- Listening is important for me in learning English.
    1 ( )   2 ( )   3 ( )   4 ( )

8-Translation is important for me in learning English.
    1 ( )   2 ( )   3 ( )   4 ( )

9-Vocabulary is important for me in learning English.
    1 ( )   2 ( )   3 ( )   4 ( )

10- Pronunciation is important for me in learning English.
    1 ( )   2 ( )   3 ( )   4 ( )

11- The number of the course hours in the preparatory classes is enough for me to
    learn English.
    1 ( )   2 ( )   3 ( )   4 ( )

12- Additional English courses following the preparatory program in my department
    would be useful.
    1 ( )   2 ( )   3 ( )   4 ( )

13- The preparatory program should be compulsory.
    1 ( )   2 ( )   3 ( )   4 ( )

14- I believe the preparatory program is successful in teaching me English.
    1 ( )   2 ( )   3 ( )   4 ( )

15- I am happy I attend the preparatory classes.
    1 ( )   2 ( )   3 ( )

16- The number of students in my class is appropriate to promote learning.
    1 ( )   2 ( )   3 ( )   4 ( )

17- Teachers should tell us about the content of tests before the test is administered.
    1 ( )   2 ( )   3 ( )   4 ( )

18- Teachers should tell us about the content of the courses at the beginning of the
    semester.
    1 ( )   2 ( )   3 ( )   4 ( )

19- I would like to continue studying English.
    1 ( )   2 ( )   3 ( )   4 ( )

20- The teachers provide additional materials in my courses.
    1 ( )   2 ( )   3 ( )   4 ( )

21- The number of grammar courses in the preparatory classes is adequate.
    1 ( )   2 ( )   3 ( )   4 ( )

22-The number of reading courses in the preparatory classes is adequate.
    1 ( )   2 ( )   3 ( )   4 ( )

23-The number of listening and speaking courses in the preparatory classes is adequate.
    1 ( )   2 ( )   3 ( )   4 ( )

24- The number of writing courses in the preparatory classes is adequate.
    1 ( )   2 ( )   3 ( )   4 ( )

25- We use the language laboratory as part of my courses.
    1 ( )   2 ( )   3 ( )   4 ( )

26- We only use textbooks in the courses.
    1 ( )   2 ( )   3 ( )   4 ( )

27- Materials in addition to the textbook should be used in my courses.
    1 ( )   2 ( )   3 ( )   4 ( )

28- In learning a foreign language it is important to practice a lot.
    1 ( )   2 ( )   3 ( )   4 ( )

29- I like working in small groups in class.
    1 ( )   2 ( )   3 ( )   4 ( )

30- Whole class work is the most effective way for me to learn English.
    1 ( )   2 ( )   3 ( )   4 ( )

31- I like using the language laboratory for learning English.
    1 ( )   2 ( )   3 ( )   4 ( )

32- The English courses are boring.
    1 ( )   2 ( )   3 ( )   4 ( )

33- The grammar textbook helps me learn English.
    1 ( )   2 ( )   3 ( )   4 ( )

34- The writing textbook helps me learn English.
    1 ( )   2 ( )   3 ( )   4 ( )

35- The reading textbook helps me learn English.
    1 ( )   2 ( )   3 ( )   4 ( )

36- The listening textbook helps me learn English
    1 ( )   2 ( )   3 ( )   4 ( )

37- The speaking textbook helps me learn English.
    1 ( )   2 ( )   3 ( )   4 ( )

38- The Vocabulary textbook helps me learn English.
    1 ( )   2 ( )   3 ( )   4 ( )

39- The Pronunciation textbook helps me learn English.
    1 ( )   2 ( )   3 ( )   4 ( )

40- I like having courses early in the morning.
    1 ( )   2 ( )   3 ( )   4 ( )

41- The tests are too difficult.
    1 ( )   2 ( )   3 ( )   4 ( )

42- We have homework everyday.
    1 ( )   2 ( )   3 ( )   4 ( )

43- I am comfortable when speaking English in class.
    1 ( )   2 ( )   3 ( )   4 ( )

44- The number of vocabulary and pronunciation courses in the preparatory classes
    is adequate.
    1 ( )   2 ( )   3 ( )   4 ( )

45- The number of translation courses in the preparatory classes is adequate.
    1 ( )   2 ( )   3 ( )   4 ( )

PART III:

46- What are your expectations from the preparatory program?…………………….
……………………………………………………………………………………………….…
……………………………………………………………………………………..
…………………………………………………………………………………………………...
……………………………………………………………………………………..

B: QUESTIONNAIRE FOR FORMER STUDENTS

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MA TEFL Program   MA TEFL Program
Bilkent University   Bilkent University
Ankara   Ankara
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PART I: Please answer the following questions below:
Sex:.......................…
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When did you graduate from the preparatory program…………………….(year).
Which of the following high school types did you graduate from?
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        ( ) Commercial high school
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1-Why do you need English? (You may choose up to two options)
        ( ) To pass my English course.
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        ( ) To get a certificate from the program.
        ( ) Other, please specify…………………………………………

Put a tick (✓) inside the bracket that corresponds to your answer.
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12- Additional English courses following the preparatory program in my department
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13- The preparatory program should be compulsory.
    1 ( )   2 ( )   3 ( )   4 ( )

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    1 ( )   2 ( )   3 ( )   4 ( )

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   1 ( )   2 ( )   3 ( )   4 ( )

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26- We only used textbooks in the courses.
   1 ( )   2 ( )   3 ( )   4 ( )

27- Materials in addition to the textbook should be used in my courses.
   1 ( )   2 ( )   3 ( )   4 ( )

28- In learning a foreign language it is important to practice a lot.
   1 ( )   2 ( )   3 ( )   4 ( )

29- I like working in small groups in class.
   1 ( )   2 ( )   3 ( )   4 ( )

30- Whole class work is the most effective way for me to learn English.
   1 ( )   2 ( )   3 ( )   4 ( )

31- I like using the language laboratory for learning English.
   1 ( )   2 ( )   3 ( )   4 ( )

32- The English courses were boring.
   1 ( )   2 ( )   3 ( )   4 ( )

33- The grammar textbook helped me learn English.
   1 ( )   2 ( )   3 ( )   4 ( )

34- The writing textbook helped me learn English.
   1 ( )   2 ( )   3 ( )   4 (

35- The reading textbook helped me learn English.

   1 ( )   2 ( )   3 ( )   4 ( )

PART III:

36- What were your expectations from the preparatory program?…………………….
……………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
………………………………………………………………………….

37- How your expectations from the preparatory program were meet?……………….
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
…………………………………………………………………………….

C: QUESTIONNAIRE FOR EFL TEACHERS

My name is Fatih Yılmaz and I am a student in the Master's of Art in the Teaching of English as a Foreign Language Program at Bilkent University. For my thesis, I am doing an analysis of English language needs of students at the preparatory classes of the School of Foreign Languages at Gaziosmanpaşa University. To obtain the necessary information I am asking you to respond to the questionnaire below carefully. This information will help me to determine the English language needs of the students at the preparatory program. Cooperation is, of course, voluntary. Your completion of the questionnaire is assumed to grant permission to use your answers for this study. No other use of the information will be made without your permission. Thank you for taking the time to answer the questions fully and thoughtfully.

If you have any questions or concerns about this study, please feel free to contact:

Fatih YILMAZ	OR	Kim TRIMBLE, Director
MA TEFL Program		MA TEFL Program
Bilkent University		Bilkent University
Ankara		Ankara
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PART I: Please answer the questions below:

1- Which course do you teach in preparatory program?……………………………………….

2- How long have you been teaching English?……………………………………….(years)

3- How long have you been teaching English at the preparatory program?…………….(years)

4- How many hours do you teach in a week?…………………………………

5- How often do you meet with colleagues to discuss classes?……………………….

PART II:

6- Why do your students need English in general? (You may choose up to two options)
( ) To pass their English course.
( ) For their future career.
( ) To continue with their MA or Ph. D. studies.
( ) To have a certificate from the program.
( ) Other, please specify……………………………………………

Put a tick (✎) inside the bracket that corresponds to your answer.
(1) Strongly disagree (2) disagree   (3) agree   (4) strongly agree

7- Reading is important for my students in learning English.
   1 ( )   2 ( )   3 ( )   4 ( )
8- Speaking is important for my students in learning English.
   1 ( )   2 ( )   3 ( )   4 ( )

9-Grammar is important for my students in learning English.
   1 ( )   2 ( )   3 ( )   4 ( )

10- Writing is important for my students in learning English.
   1 ( )   2 ( )   3 ( )   4 ( )

11- Listening is important for my students in learning English.
   1 ( )   2 ( )   3 ( )   4 ( )

12-Translation is important for my students in learning English.
   1 ( )   2 ( )   3 ( )   4 ( )

13-Vocabulary is important for my students in learning English.
   1 ( )   2 ( )   3 ( )   4 ( )

14- Pronunciation is important for my students in learning English.
   1 ( )   2 ( )   3 ( )   4 ( )

15- The number of the course hours in the preparatory classes is enough for my students to learn English.
   1 ( )   2 ( )   3 ( )   4 ( )

16- Additional English courses following the preparatory program in this would be useful.
   1 ( )   2 ( )   3 ( )   4 ( )

17- The preparatory program should be compulsory.
   1 ( )   2 ( )   3 ( )   4 ( )

18- I believe the preparatory program is successful in teaching English.
   1 ( )   2 ( )   3 ( )   4 ( )

19- The number of students in my class is appropriate to promote learning.
   1 ( )   2 ( )   3 ( )   4 ( )

20- I provide additional materials in my courses.
   1 ( )   2 ( )   3 ( )   4 ( )

21- I think students learn well in small groups.
   1 ( )   2 ( )   3 ( )   4 ( )

22- Whole class learning is the most effective way for students to learn English.
   1 ( )   2 ( )   3 ( )   4 ( )

23-I give homework everyday
   1 ( )   2 ( )   3 ( )   4 ( )

24-I think audio-visual materials are an important tool for helping students learns English.
   1 ( )   2 ( )   3 ( )   4 ( )

25- I think it is important to use only the target language in the classroom.
    1 ( )   2 ( )   3 ( )   4 ( )

26- My most important goal is to prepare students for the examinations.
    1 ( )   2 ( )   3 ( )   4 ( )

27- I feel confident in preparing appropriate examinations for my courses.
    1 ( )   2 ( )   3 ( )   4 ( )

28- I feel I can provide my students with enough materials for my classes.
    1 ( )   2 ( )   3 ( )   4 ( )

29- I know what the students want to learn.
    1 ( )   2 ( )   3 ( )   4 ( )

30- The textbook is an important tool for helping students to learn English.
    1 ( )   2 ( )   3 ( )   4 ( )

31- It is more important for students to be grammatically accurate than fluent in English.
    1 ( )   2 ( )   3 ( )   4 ( )

32- It is more important for students to be fluent than grammatically accurate in English
    1 ( )   2 ( )   3 ( )   4 ( )

33- I think the textbook I use in the class helps to teach English
    1 ( )   2 ( )   3 ( )   4 ( )

34- I think the number of my course is adequate.
    1 ( )   2 ( )   3 ( )   4 ( )

PART III:

35- I use ONLY English in the classroom.
a) Yes   b) No
If no, why not?
……………………………………………………………………………………….
……………………………………………………………………………………….
……………………………………………………………………………………….
………………………………………………………………………………………….
……………………………………………………………………………

36- Do you use your students' needs to plan your course and lessons?
a) Yes   b) No
If yes, how?……………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
………………………………………………………………………………………….
……………………………………………………………………………

37- In your opinion what are the goals of the program?..............................…………...
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………………….
……………………………………………………………………………

38- What deficiencies, if any, do you see in the program.………………..……………
……………………………………………………………………………………
……………………………………………………………………………………
………………………………………………………………………………………….
……………………………………………………………………………

39- What strengths do you see in the program?………………………………..……...
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………….……….
……………………………………………………………………………

APPENDIX B QUESTIONNAIRES IN TURKISH

A. HAZIRLIK ÖĞRENCİLERİ İÇİN ANKET

Adım Fatih Yılmaz ve Bilkent Üniversitesi'nde Yabancı Dil Olarak İngilizce Öğretimi programında yüksek lisans öğrencisiyim. Yüksek lisans tezim için, GOP ÜniversitesiYabancı Diller Yüksekokulu Hazırlık sınıflarında okuyan öğrencilerin İngilizce dil gereksinimleri konusunda araştırma yapmaktayım. Gerekli bilgileri elde etmek için sizden aşağıdaki soruları dikkatlice doldurmanızı rica ediyorum. Bu bilgiler hazırlık sınıflarında okuyan öğrencilerin İngilizce dil ihtiyaçlarını belirlemede bana yardımcı olacaktır. Ankete katılmak isteğinize bağlıdır. Anketi doldurmanız cevaplarınızın bu çalışmada kullanılmasına izin verdiğiniz anlamına gelmektedir.Sizin izniniz olmadan bu bilgiler başka yerlerde kullanılmayacaktır. Soruları eksiksiz ve dikkatli bir şekilde cevaplandırmak için zaman ayırdığınızdan dolayı teşekkür ederim.

Bu çalışma ile ilgili soru veya merak ettiğiniz bir konu varsa aşağıda isim ve adresleri olan kişileri lütfen arayınız.

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Bölüm I : Lütfen aşagıdaki soruları cevaplayınız.
Cinsiyet:...............................
Bölüm:..................................

Aşağıdaki lise türlerinden hangisinden mezun oldunuz?
( ) Genel Lise
( ) Ticaret Lisesi
( ) Endüstri ve Meslek Lisesi
( ) Yabancı dille eğitim veren lise (örnek: Anadolu Lisesi)
( ) Diğer..

Bölüm II

1. Neden İngilizce öğreniyorsunuz? (En fazla 2 seçenek işaretleyiniz).
( ) İngilizce dersinde başarılı olmak için
( ) Gelecekteki kariyerim için
( ) Yüksek Lisans veya doktora yapmak için
( ) Program bitince sertifika almak için
( ) Diğer, lütfen belirtiniz...

Sizin için doğru olan seçeneği aşağıdaki ölçeğe göre (🖐)işaretleyiniz.
(1) Hiç katılmıyorum   (2) Katılmıyorum   (3) Katılıyorum   (4) Tamamen katılıyorum.

2. Bu proğramda İngilizce öğrenmek hoşuma gidiyor.
    1 ( )   2 ( )   3 ( )   4 ( )

3. Reading (Okuma Becerileri), İngilizce öğrenmede benim için önemlidir.
    1 ( )   2 ( )   3 ( )   4 ( )

4. Speaking (Konuşma Becerileri), İngilizce öğrenmede benim için önemlidir.
    1 ( )   2 ( )   3 ( )   4 ( )

5. Grammar (Dil Bilgisi), İngilizce öğrenmede benim için önemlidir.
    1 ( )   2 ( )   3 ( )   4 ( )

6. Writing (Yazılı Anlatım Becerileri), İngilizce öğrenmede benim için önemlidir.
    1 ( )   2 ( )   3 ( )   4 ( )

7. Listening (Dinleme Becerileri), İngilizce öğrenmede benim için önemlidir.
    1 ( )   2 ( )   3 ( )   4 ( )

8. Translation (Çeviri), İngilizce öğrenmede benim için önemlidir.
    1 ( )   2 ( )   3 ( )   4 ( )

9. Vocabulary (Kelime Bilğisi), İngilizce öğrenmede benim için önemlidir.
    1 ( )   2 ( )   3 ( )   4 ( )

10. Pronunciation (Telaffuz), İngilizce öğrenmede benim için önemlidir.
    1 ( )   2 ( )   3 ( )   4 ( )

11. Hazırlık sınıfındaki ders saati İngilizce öğrenmem için yeterli.
    1 ( )   2 ( )   3 ( )   4 ( )

12. Bölümümde hazırlık okulunu takip eden İngilizce derslerinin olması faydalı olur.
    1 ( )   2 ( )   3 ( )   4 ( )

13. Hazırlık programı zorunlu olmalıdır.
    1 ( )   2 ( )   3 ( )   4 ( )

14. Hazırlık programının bana İngilizce öğretmede başarılı olduğuna inanıyorum.
    1 ( )   2 ( )   3 ( )   4 ( )

15. Hazırlık programına katıldığım için memnunum.
    1 ( )   2 ( )   3 ( )   4 ( )

16. Sınıftaki öğrenci sayısı öğrenmemi kolaylaştırırıyor.
    1 ( )   2 ( )   3 ( )   4 ( )

17. Öğretmenler sınav yapılmadan önce sınav içeriği ile ilğili bilği vermelidir.
1 ( )   2 ( )   3 ( )   4 ( )

18. Öğretmenler dönem başında derslerin içeriği ile ilğili bilgi vermelidir.
1 ( )   2 ( )   3 ( )   4 ( )

19. İngilizce öğrenmeye devam etmek isterim.
1 ( )   2 ( )   3 ( )   4 ( )

20. Öğretmenler, sınıfta ekstra materyal kullanıyorlar.
1 ( )   2 ( )   3 ( )   4 ( )

21. Hazırlık sınıfındaki (Grammar) dilbilgisi ders saati yeterli.
1 ( )   2 ( )   3 ( )   4 ( )

22. Hazırlık sınıfındaki (Reading) okuma becerileri ders saati yeterli..
1 ( )   2 ( )   3 ( )   4 ( )

23. Hazırlık sınıfındaki (Listening and Speaking) dinleme ve konuşma ders saatleri yeterli.
1 ( )   2 ( )   3 ( )   4 ( )

24. Hazırlık sınıfındaki (Writing) yazılı anlatım ders saati yeterli.
1 ( )   2 ( )   3 ( )   4 ( )

25. Derslerimizin bir kısmını dil labaratuvarında yapıyoruz
1 ( )   2 ( )   3 ( )   4 ( )

26. Derslerde sadece ders kitabı kullanıyoruz.
1 ( )   2 ( )   3 ( )   4 ( )

27. Derslerde ders kitabı dışında materyallerde kullanılmalı.
1 ( )   2 ( )   3 ( )   4 ( )

28. Yabancı dil öğrenmede pratik yapmak önemlidir.
1 ( )   2 ( )   3 ( )   4 ( )

29. Sınıfta küçük gruplar halinde çalışmak hoşuma gider.
1 ( )   2 ( )   3 ( )   4 ( )

30. Bütün sınıfla birlikte yapılan aktiviteler, İngilizce öğrenmede benim için en etkili yoldur.
1 ( )   2 ( )   3 ( )   4 ( )

31. İngilizce öğrenmek için dil labarotuvarını kullanmak hoşuma gidiyor.
1 ( )   2 ( )   3 ( )   4 ( )

32. İngilizce dersleri sıkıcı.
1 ( )   2 ( )   3 ( )   4 ( )

33. Dilbilgisi (Grammar) kitabı İngilizce öğrenmemde bana yardımcı oluyor.
1 ( )   2 ( )   3 ( )   4 ( )

34. Yazılı anlatım (Writing) kitabı İngilizce öğrenmemde bana yardımcı oluyor.
1 ( )   2 ( )   3 ( )   4 ( )

35. Okuma becerileri (Reading) kitabı İngilizce öğrenmemde bana yardımcı oluyor.
1 ( )   2 ( )   3 ( )   4 ( )

36. Dinleme (Listening) kitabı İngilizce öğrenmemde bana yardımcı oluyor.
1 ( )   2 ( )   3 ( )   4 ( )

37. Konuşma (Speaking) kitabı İngilizce öğrenmemde bana yardımcı oluyor.
1 ( )   2 ( )   3 ( )   4 ( )

38. Kelime Bilgisi (Vocabulary) kitabı İngilizce öğrenmemde bana yardımcı oluyor.
1 ( )   2 ( )   3 ( )   4 ( )

39. Telaffuz (Pronunciation) kitabı İngilizce öğrenmemde bana yardımcı oluyor.
1 ( )   2 ( )   3 ( )   4 ( )

40. Derslerin sabah erkenden olmasını seviyorum.
1 ( )   2 ( )   3 ( )   4 ( )

41. Sınavların çok zor olduğunu düşünüyorum.
1 ( )   2 ( )   3 ( )   4 ( )

42. Öğretmenler hergün ödev verir.
1 ( )   2 ( )   3 ( )   4 ( )

43. Sınıfta İngilizce konuşurken kendimi rahat hissederim.
1 ( )   2 ( )   3 ( )   4 ( )

44. Hazırlık sınıfındaki (Vocabulary and Pronunciation) Kelime ve Telaffuz ders saati yeterli.
1 ( )   2 ( )   3 ( )   4 ( )

45. Hazırlık sınıfındaki (Translation) Çeviri ders saati yeterli.
1 ( )   2 ( )   3 ( )   4 ( )

BÖLÜM III:

46. Hazırlık programından beklentileriniz neler?..
....
....
……………………………………………………………………………………………...…
……………………………………………………………………………………………..

B. PROGRAMI BİTİREN ÖĞRENCİLER İÇİN ANKET

Adım Fatih Yılmaz ve Bilkent Üniversitesi'nde Yabancı Dil Olarak İngilizce Öğretimi programında yüksek lisans öğrencisiyim. Yüksek lisans tezim için, GOP ÜniversitesiYabancı Diller Yüksekokulu Hazırlık sınıflarında okuyan öğrencilerin İngilizce dil gereksinimleri konusunda araştırma yapmaktayım. Gerekli bilgileri elde etmek için sizden aşağıdaki soruları dikkatlice doldurmanızı rica ediyorum. Bu bilgiler hazırlık sınıflarında okuyan öğrencilerin İngilizce dil ihtiyaçlarını belirlemede bana yardımcı olacaktır. Ankete katılmak isteğinize bağlıdır. Anketi doldurmanız cevaplarınızın bu çalışmada kullanılmasına izin verdiğiniz anlamına gelmektedir. Sizin izniniz olmadan bu bilgiler başka yerlerde kullanılmayacaktır. Soruları eksiksiz ve dikkatli bir şekilde cevaplandırmak için zaman ayırdığınızdan dolayı teşekkür ederim.

Bu çalışma ile ilgili soru veya merak ettiğiniz bir konu varsa aşağıda isim ve adresleri olan kişileri lütfen arayınız.

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Bölüm I : Lütfen aşağıdaki soruları cevaplayınız.

Cinsiyet:.............................
Bölüm:................................
Hangi yıl hazırlık sınıfını bitirdiniz...(Yıl)
Aşağıdaki lise türlerinden hangisinden mezun oldunuz?
( ) Genel Lise
( ) Ticaret Lisesi
( ) Endüstri ve Meslek Lisesi
( ) Yabancı dille eğitim veren lise (örnek: Anadolu Lisesi)
( ) Diğer...

Bölüm II

1. Neden İngilizce öğreniyorsunuz? (En fazla 2 seçenek işaretleyiniz).
( ) İngilizce dersinde başarılı olmak için
( ) Gelecekteki kariyerim için
( ) Yüksek Lisans veya doktora yapmak için
( ) Program bitince sertifika almak için
( ) Diğer, lütfen belirtiniz...

Sizin için doğru olan seçeneği aşağıdaki ölçeğe göre (🖑)işaretleyiniz.
(1) Hiç katılmıyorum   (2) Katılmıyorum   (3) Katılıyorum   (4) Tamamen katılıyorum.

2. Bu proğramda İngilizce öğrenmek hoşuma gitti.
    1 ( )   2 ( )   3 ( )   4 ( )

3. Reading (Okuma Becerileri), İngilizce öğrenmede benim için önemlidir.
   1 ( )   2 ( )   3 ( )   4 ( )

4. Speaking (Konuşma Becerileri), İngilizce öğrenmede benim için önemlidir.
   1 ( )   2 ( )   3 ( )   4 ( )

5. Grammar (Dil Bilgisi), İngilizce öğrenmede benim için önemlidir.
   1 ( )   2 ( )   3 ( )   4 ( )

6. Writing (Yazılı Anlatım Becerileri), İngilizce öğrenmede benim için önemlidir.
   1 ( )   2 ( )   3 ( )   4 ( )

7. Listening (Dinleme Becerileri), İngilizce öğrenmede benim için önemlidir.
   1 ( )   2 ( )   3 ( )   4 ( )

8. Translation (Çeviri), İngilizce öğrenmede benim için önemlidir.
   1 ( )   2 ( )   3 ( )   4 ( )

9. Vocabulary (Kelime Bilgisi), İngilizce öğrenmede benim için önemlidir.
   1 ( )   2 ( )   3 ( )   4 ( )

10. Pronunciation(Telaffuz), İngilizce öğrenmede benim için önemlidir.
    1 ( )   2 ( )   3 ( )   4 ( )

11. Hazırlık sınıfındaki ders saati İngilizce öğrenmem için yeterliydi.
    1 ( )   2 ( )   3 ( )   4 ( )

12. Bölümümde hazırlık okulunu takip eden İngilizce derslerinin olması faydalı olur.
    1 ( )   2 ( )   3 ( )   4 ( )

13. Hazırlık programı zorunlu olmalıdır.
    1 ( )   2 ( )   3 ( )   4 ( )

14. Hazırlık programının bana İngilizce öğretmede başarılı olduğuna inanıyorum.
    1 ( )   2 ( )   3 ( )   4 ( )

15. Hazırlık programına katıldığım için memnunum.
    1 ( )   2 ( )   3 ( )   4 ( )

16. Sınıftaki öğrenci sayısı öğrenmemi kolaylaştırdı.
    1 ( )   2 ( )   3 ( )   4 ( )

17. Öğretmenler sınav yapılmadan önce sınav içeriği ile ilğili bilği vermelidir.
    1 ( )   2 ( )   3 ( )   4 ( )

18. Öğretmenler dönem başında derslerin içeriği ile ilğili bilgi vermelidir.
    1 ( )   2 ( )   3 ( )   4 ( )

19. İngilizce öğrenmeye devam etmek isterim.
    1 ( )   2 ( )   3 ( )   4 ( )

20. Öğretmenler, sınıfta ekstra materyal kullanırlardı.
1 ( )   2 ( )   3 ( )   4 ( )

21. Hazırlık sınıfındaki (Grammar) dilbilgisi ders saati yeterliydi.
1 ( )   2 ( )   3 ( )   4 ( )

22. Hazırlık sınıfındaki (Reading) okuma becerileri ders saati yeterliydi.
1 ( )   2 ( )   3 ( )   4 ( )

23. Hazırlık sınıfındaki (Listening and Speaking) dinleme ve konuşma ders saatleri yeterliydi.
1 ( )   2 ( )   3 ( )   4 ( )

24. Hazırlık sınıfındaki (Writing) yazılı anlatım ders saati yeterliydi.
1 ( )   2 ( )   3 ( )   4 ( )

25. Derslerimizin bir kısmını dil labaratuvarında yapardık.
1 ( )   2 ( )   3 ( )   4 ( )

26. Derslerde sadece ders kitabı kullanıyorduk.
1 ( )   2 ( )   3 ( )   4 ( )

27. Derslerde ders kitabı dışında materyallerde kullanılmalı.
1 ( )   2 ( )   3 ( )   4 ( )

28. Yabancı dil öğrenmede pratik yapmak önemlidir.
1 ( )   2 ( )   3 ( )   4 ( )

29. Sınıfta küçük gruplar halinde çalışmak hoşuma gider.
1 ( )   2 ( )   3 ( )   4 ( )

30. Bütün sınıfla birlikte yapılan aktiviteler, İngilizce öğrenmede benim için en etkili yoldur.
1 ( )   2 ( )   3 ( )   4 ( )

31. İngilizce öğrenmek için dil labarotuvarını kullanmak hoşuma giderdi.
1 ( )   2 ( )   3 ( )   4 ( )

32. İngilizce dersleri sıkıcıydı.
1 ( )   2 ( )   3 ( )   4 ( )

33. Dilbilgisi (Grammar) kitabı İngilizce öğrenmemde bana yardımcı oldu.
1 ( )   2 ( )   3 ( )   4 ( )

34. Yazılı anlatım (Writing) kitabı İngilizce öğrenmemde bana yardımcı oldu.
1 ( )   2 ( )   3 ( )   4 ( )

35. Okuma becerileri (Reading) kitabı İngilizce öğrenmemde bana yardımcı oldu.
1 ( )   2 ( )   3 ( )   4 ( )

BÖLÜM III:

36. Hazırlık programından beklentileriniz nelerdi?...
....
....
....
....

37. Hazırlık proğramı beklentilerinizi ne ölçüde karşıladı?...
....
....
....
....

APPENDIX C INTERVIEW QUESTIONS

INTERVIEW QUESTIONS

1- As far as I know the preparatory program is completely voluntary, Could you tell me how you choose and place your students in this program?

2- Could you tell me about the students' general attitudes towards the voluntary aspect of the program?

3- How does your faculty determine the needs of students?

4- How does your faculty plan the courses?

5- Could you please tell me how the faculty determines which textbooks to use?

6- What are the general goals and objectives of the program?

7- What do you see as the strengths and weaknesses of the program?

8- Is there anything you would like to add?

Interview Transcriptions

F: Hello Mr. Oncu thank you very much for taking part in this interview your ideas about your program will help to determine the English language needs of students at this program. I know that you are the director of this program ok as far as I know the prep program is completely voluntary, could you tell me how you choose and place your students in this program?

O: now as you told me in your question there are two steps one is choosing and the other is placing the students. In the first step our students fill a form and in this form mmmmmmm they are required to answer such questions as their names their departments, faculties faculty numbers and the most important is the score of university entrance exam and we choose our students according to this score we sort the scores of students in a descending order I mean from high to low and from this list we choose about 75 students from different departments as determined beforehand and there is a quota from departments and in the second step we give a placement test to our students and we divide our students into three groups 25 in each group and we have three classes.

F: Thank you very much; what are the general attitudes of students towards the voluntary aspect of the program. They choose it

O: Yes, they choose they come here they start learning English and the program is voluntary not compulsory but our students know the meaning of voluntary and they know that voluntary does not mean studying is voluntary as well they know they have to study here harder and harder than any other students in other departments. However towards the end of the course we lose about twenty percent of our students who think that just coming to school sitting in the classroom and listening to teacher will be enough to learn English. That is the case

F: You are right how does your faculty determine the needs of students?

I mean do you determine the needs of students?

O: Yes. now we are as foreign languages department of Gaziosmanpaşa University we are new appliers of this program at the end this is the first year of my responsibility year as an administrator now we ask our students their expectations what they expect from learning English and we enlighten them about what is beyond this education what is waiting and what will happen when they graduate from university what does post graduate study mean we enlighten them then the needs we review the needs and we try to prepare a syllabus according to this.

F: Do you mean you ask the students orally you ask questions?

O: Yes

F: Is it formal?

O: Yes this is not a formal study of course as I told you before this is a new program and the yeah I don't think we are experienced enough this does not mean that we are rediscovering America but when students change when environment changes so do the so are the needs of the students

F: And Ok how does your faculty plan the courses? How do you plan your courses?

O: Now at the beginning of the term we the staff of our department the teachers come together and we discuss the course types I mean should it be heavily based on a main course or should it be skilled based program we discuss the hours of the course as well and we decide it together at the beginning of the term we as teachers.

F: when do you come together when you discuss

O: We do it we do it at the end of the term in fact when the term finishes. we discuss the deficiencies of the last term and we try to be ready for the next term.

F: Ok could you please tell me how the faculty determines which textbooks to use?

O: Now this is our third year and we have been using main course book headway for three years. and I believe headway is a good text book our decisions is based firstly on whether the it reflects students understanding or not I mean if it is available to students' ages or not and then we have other textbooks also we based on our decisions to headway syllabus.

F: Ok what are the general goals and objectives of the program?

O: Now of course what somebody expects from preparatory program is not different from what we do here there is a general objective to teach our students English. Apart from this year I decided to give our students an ESP course ı mean ı want our course to be an ESP course because when our students graduate from university they apply to post graduate programs and in Turkey you know they have to get a score from the exam given by OSYM its name is UDS the expectations of this exam is clear a good knowledge of vocabulary grammar and reading comprehension so ı believe this firstly should be the goal of my program

F: And ok you mentioned about the ESP program. What do you mean with ESP program?

O: Of course there is a general understanding of what an ESP program is however by saying a program of academic purposes ı especially based my ideas on the expectations of the exam UDS that's all.

F: In this process do the students take part in deciding or determining the goals and objectives of the program you mentioned about the ESP and the general goals

O: Of course as ı told you before though it is not a formal way ı ask my students about the expectations of the program and ı give information to them about what will happen when they graduate from this university about postgraduate studies. And it is their decision to say yes or no for such a program

F: Your students are lucky what do you see as the strengths and weaknesses of the program?

O: Now yes of course there are weaknesses and may be there are strengths however ı don't want to mention these as strengths or weaknesses of deficiency because ı see my program on development ı mean we are a developing department yes we have some deficiencies but this doesn't mean there are things going wrong. This means we are developing

F: As I understand you are working you are studying on developing your program and you are on the right track ok Mr Oncu yes is there anything you would like to add?

O: Ok thank you very much for applying my ideas it was chance for me to state my ideas to take part in such a study. I wish you luck that's all ı can say

F: Ok thank you very much for your precious ideas on determining your students' needs of learning English. Thank you very much Mr. Oncu

O: You are welcome.

Note: F: Fatih Yılmaz O: Osman Öncü

A. Transcription of Open-ended Questions on Current Students Questionnaires (Question 35)

1.Derslerin daha eğlenceli hiç sıkmadan işlenmesini isterim. Translation ders saati çok az ama listenimg ve speaking dersi saati çok fazla.

2.Ben hazırlık sınıfına geldiğim için asla pişman olmadım. Ne öğrenirsem kardır diye düşünüyorum. Fakat hazırlık sınıfını daha farklı hayal etmiştim. Örneğin biz h-2 sınıfı olarak hiçbir zaman ortak bir çalışma yapmadık, yapamayacagızda. Sınıfta insanların birbiri ile yarışmaları hoşuma gitmiyor. Hiç kimse bilgisini başkası ile paylaşmak istemiyor. Birlik diye birşey yok bizim sınfta. Ama öğretmenlerden çok memnunum. Onlar ellerinden gelenin en iyisini yapmaya çalışıyorlar.keşke sınıf ortamı daha farklı olsaydı. Belki o zaman daha eğlenceli bir yıl geçirebilirdik. Ben lisede iken ingilizceden nefret ederdim çünki hacamızı sevmezdim bence bir öğretmen öğrencinin psikolojisinde çok önemli. Dersleri biraz daha eğlenceli hale getirebiliriz. Meesela dil laboratuvarını pek kullanmıyoruz. Film, değişik eğitici proğramlar izleyemiyoruz. Bunlarıda umarım yaparız. Burada oşduğum için herşeye rağmen çok memnunum. Hiçbir zaman pişmanlık duymadım.

3............................

4. ....

5. Yabancı dili geliştirebilecek çeşitli aktiviteler öğrencilere çeşitli roman yada hikaye okutturup özet istemeleri ve bunun gibi.

6. Emeğimin karşılığını albilmek ve ingilizcemi genişletmek uluslararası bir dil oldugundan ve kariyerim için gerektiğinden hayatımın bir parçası olarak görğyorum.

7. ....

8. Listening ve speaking derslerinin bir faydası olduğunu düşünmüyorum umarım hazırlık ilerde kariyerim için bana faydalı olur.

9. Translation saati artmalı

10. Bana düzgün bir şekilde ingilizce gramer, listening ve speaking dersleri verilsin yeterli. Benim için sertifika önemli değil önemli olan ingilizceyi konuşmak konuşurken de anlamak. Hocalarımda bunu çok güzel başarıyor. Kendilerine teşekkürü bir borç bişlip huzurunuzda onlara teşekkür ediyorum. Thank you very much.

11. İnsan düşündüğü ve uygulamaya koydugu birşeyden medet umar. Ve o beklentilerini almaya çalışır. Benim hazırlık programından beklentim zorlaşan hayat şartlarına bir nebze olsa su serpmektir. İleriki hayatımda daha rahta iş bulma imkanı saglamaktır. Diğer yandan yeni bir dil öğrenmek çünki her lisan bir insandır.

12. ....

13. Dökümaların artırılıp tek taraflı ders yapılmaması biz sadece kitaptan ders işliyoruz. Ayrıca arda birde olsa oyunlar oynayıp dersler daha eğlenceli hale gelebilir. Örneğin listening dersinde film izlenebilir ve zornlu olarak bize 10 günde bir kitap okutturulup bunun özetini istemeliler çünki olayı mecbur kılmak öğrencilere her zaman avantajlı şeyler yapmaya yöneltir. Başta ne kadar sıkıcı gelsede. Teşekkürler.

14. ....

15........................

16. Dili telaffuzu konuşmasıyla grameriyle tam öğrenme becerisi edinmek. Kendimi geliştirebilecegim tek başıma ilerletebileceğim aşamaya gelmek. Listening dersini çok sevmek istedim ama malesef beni ingilizceden suguttuğunu düşünüyorum.görsel efektler

kullanılmalı bu ders için, yoksa kendimizi berbat hişssediyoruz. Gerekiyorsa para toplanıp yinede inglizce görsellige dayanan şeyler(film ve bunun gibi şeyler yapıolmalı)

17.Grammar reading vocabulary derslerinin faydalı olmasıyla birlikte speaking ve pronunciation dersinin şu aşamada gereksiz olduğunu düşünüyorum. İleri seviyede bu derslerin yararı kesinlikle olacaktır. Fakat yeterli gramer bilğisine sahip olmasdan iyi bir telaffuzla konuşamayacagımı biliyorum. Burada bulunduğum hazırlık sınıfında umduğumu bulabildim. Yeteri kadar olmasada en azından iyi bir gramer bilgisi ile bu yılı tamamlayacagım. Süreyi daha iyi değerlendirmeyi ve bilğilerimi konuşmaylada ifade edebilmeyi umardım. Ama yeteri kadar çalışmadığım için ingilizce konuştuğumu söyleyemiyorum. Bize verilen eğitim yeterli ve doğruydu. Fakat daha iyisi ileriki senelerde olacaktır. Ayrıca aldığımız eğitimin yararlı hale gelebilmesi için bizlere imkan sağlanması gerektiğini düşünüyorum. Bölümlerimizde staj imkanınız var bence bu sınıf içinde olmalı bence asıl önemli olan yeni bir dili kullanabilme becerisidir.

18. Ben bu programda 3. kura geçtiğim takdirde tüm deslşerde hacaların öğretme açısından daha çok şeyler vermesini istiyorum. Artık küçük ingilizce oyunlar oynamka ve ingilizce gazete çıkarmak istiyorum. Ayrıca bu program bittilten sonra bölümümdede ingilizce almak istiyorum. Çünki uzak kalırsam bilğilerimi untacagımı düşünüyorum.

19.Öncelikle hazırlık sınıfında video dersleri olmalıydı. O zaman ingilizceyi çok daha kolay öğreniridk. İngilizce öğrenmek için dsadece derslere bağlı kalmak yeterli değildir. Farklı aktiviteler yapılmalı yani öğrendiklerimizi uygulamaya geçirmeliyiz.

20. Bu programı iyi bir derece ile bitirmek istiyourum. Bunun için derslerde ders kitabından başka materyallerde kullanılmalı bence. Dil laboratuvarınında kullanılmamasıda çok kötü.

21. Liselerdeki hazırlık programlarını düşündüğümde üniversitedi programşların yetersiz olduğunu düşünüyorum. Kelimelerin daha akılda kalıcı olması için kelimeleri 15-20 defa yazılması daha akılda kalıcı olduğunu düşünüyorum. Bunu öğrencilerin kendilerinin yaptığınada inanmıyorum. Öğretmen konrolunde olmas daha faydalı olacagı tarftarıyım bilgisayar ile ülkeler arası chatleşmek bir şeyler üretmemiz bakımından faydalı olur bence.hazırlık sınıfının okulun bitiminde yani 4. sınıftan sonra olması daha iyi olurdu çünki öğrenciler üniversiteye gelince ders çalışmak istemiyorlar üniversite sınavından sonra üniversiteyi tatil yeri gibi düşünüyorlar. Tabiri caiz ise ayrıca doktora ve mastır yapacaklar için ise iyi olur. Bir çoğumuz mezun olana kadar öğrendiğimizi unutacagımız kanısındayız. Şu an öğrencilerin bir çoğu yeteri kadar ders çalışmıyor, hazırlık sınıfının kıymetini bilmiyoruz sanırım 4 sene sonra bunu anlayacagız. Şu ana kadarki ingilizce eğitiminin bana çok faydalı olduğuna inanıyorum.

22. Bence listening dersi çok fazlalistening ders saati azaltılmalı zaten bu derrsten pek birşey öğrenemiyoruz .birde eksik çok şey var sadece ders kitaplarından kopnu işleniyor . hiç ekstra birşey yok mesela filim izlenmiyor, bilgisayarlarla ilğili hiçbir aktivite yok.

23. İngilizce öğrenmemiz için daha fazla eğitim verilmeli.

24.....................................

25. Derslerin biraz daha eğlenceli hale getirilerek yapılmasını ve ödevlerin biraz daha az verilmesini istiyorum dil laboratuvarına inilmesini ve hazırlık sınıfları için bilgisayar odasını açılmasını istiyoruz.

26. Ben translation ve pronunciation derslerinin üzerinde daha iyi durulmasını ve ders saatleriin artırılmasını istiyorum.

27.....................................

28. Tam ingilizce konuşabilmeyi isterdim ama bu öğrenim sisteminde bunun gerçekleşeceğine inanmıyorum.

29. Okuduğum ingilizce metinleri veya kitapları daha rahat anlamak kendimi ingilzce olarak daha rahat anlatmak ve ileriki kariyerimde araştırmalarımı daha geniş kapsamlı yapabilmek.

30. Beklediğimden daha iyi bir öğretmen kadrosu ve ders müfredatı buldum.

31. İngilizce öğrenmemizi kolaylaştırmak için derslerimizde kitap haricinde materyallerde kullanmamız iyi olur. İngilizceyi pratiğe uygularsak daha faydalı olur.

32. Listening dersinin kaldırılması.

33. Gelecekteki kariyerim için daha iyi bir eğitim verilmesi ve ve ingilizce hazırlık programının zorunlu kılınması ayrıca ingilizce derslerinin bölümdede 4 sene boyunca devam etmesini istiyorum. Haftada 3-4 saat olsada yeterli.

34. Sadece listening dersinin gereksiz olduguna inanıyorum. Bu dersin yerine diğer ders saatlerinin artırılmasını istiyorum.

35. Programa devam edebilmek ve ileride önümdeki ingilizce engelini aşabilmek kariyer ve iş için yurtdışında staj ve iş bulabilmek için.

36. Hazırlık okulunun daha resmi olmasını istiyorum. Örneğin kimlik kartımızın olması. Ayrıca dil laboratuvarını kullanamıyoruz bununbir an önce aktif hale getirilmesini istiyorum.

37. İngilizcenin gün geçtikçe önem kazandığına inanıyorum ve ingilizce öğrenmenin benim için önemli olduğunu düşünüyorum. Bu yüzden hazırlık sınıflarında verilen eğitimde daha fazla döküman verilmeli ve verilen dökümanlar konuların önemli yerlerinden olmalı tek tek sınıfta incelenmeli ve ingilizce diline yönelik daha fazla aktiviteler olmalı örneğin bir bilgisayardan kesinlikle yararlanılmalı öğrenciler kitaplara bağımlı kalmamalıdır.

38. Listening dersinin hiçbir yararı olduğunu düşünmüyorum. Bu yüzden kaldırılması iyi olur. Hazırlık programının gelecekteki işime yararı olmasını bekliyorum.

39. Listening ve speaking derslerinin öğrenciye bir katkısı bulunmadığını ve kaldırılması gerktiğini düşünüyorum. Umarım hazırlık programı geleceğim için iyi bir temel oluşturacak.

40. Vocabulary ve pronunciation, grammar, translation derslerinin arttırılmasını istiyorum. İngilizce pratik yapmada zorlanıyoruz. Listening ve speaking dersi çok sıkıcı oluyor. Hocamız iyi anlatıyor ama işlenen program sıkıcı çok basık. Translation çok yetersiz. Bize gelecekte en yararlı olacak dersler translation, vocabulary ve pronunciation dır.

1.a-Hazırlık programı üniversite kapsamında gerekli. GOP Üniversitesi'nde daha fazla imkan tanınacağına eski hazırlık sınıfı öğrencisi olarak inanıyorum. Ayrıca öğrencinin sadece sene geçirmek için değil gerçekten öğrenmesi ve aktif hale getirilmesini bekliyorum.

b- Geçen yıl sınavlardan başarılı olamayan öğrenciler için 2. bir fırsat tanınması beni çok memnun etti.

2.a-Hazırlık programına katılmamın amacı daha önceki yıllarımda çok az bir ingilizce bilgisine sahiptim. Kendimi geliştirip daha sonraki yıllarda ders programlarımda başarılı olmak için girdim. Sertifika almak istiyorum.

b- Tam anlamıyla karşılayamadım. Ama yinede bilgi düzeyimin arttığını biliyorum.

3.a- Hocaların daha samimi olması ve kaliteli bir eğitim için özveri.

b- 70 % karşılandı.

4.a- Daha fazla pratik yapılabilirdi. Hocalar çok çabalıyor ama yeterli değil.

b- büyük ölçüde karşıladı.

5.a- Hazırlık programında beklentilerim hazırlık sınıfına gitmeden önce ingilizcem yetersizdi ve inglizcemi geliştirip sevmeyi öğrendim daha da faydalı olması ve devamının gerçekleşmesi şahsımın elinde.

b- İngilizceyi kavram ave sevmeyi öğrendim bilmiyorum diyemiyorum yada pasif kalmıyorum.

6.a- Ortaokul ve lise yıllarımdan öğrendiğim ingilizceyi daha da geliştirmekti ayrıca ileriki iş hayatımda kendimi ingilizce alanında ispatlamaktı

b- Tam olarak karşıladı diyemem tabiki. Programın ilk öğrencileri olduğumuz için programın eksik yönleri bize rastladı. Ama herşeye rağmen ingilizce öğrenmek benim için ayrıcalıktı.

7.a- İngilizceyi en iyi şekilde öğrenebilmek ve gelecekte kariyerimde başarılı olabilmek için ingilizceyi ilerletmek. Hazırlık programından beklentilerimden biride gerek hocalarımızla gerekse sınıftaki arkadaşlarımızla kurulan dostluklardı.

b- Benim için hazırlık programında okumak büyük bir şanstı. GOP Üniversitesindeki en güzel yılımı ve en güzel dostluklarımı hazırlık sınıfında yaşadım. Ben bir turizm ci olarak GOP Üniversitesinmin hazırlık programında okudugum için çok memnun ve kendimi çok şanslı görüyorum.

8.a- Çok iyi derecede ingilizce öğrenmek. Almış oldugumuz egitimi geliştirmek.

b- İngilizce hazırlık sınıfına başlamadan önce hiç temelim yoktu. Hiç sevmediğim bir dersti. Fakat şu anda en çok sevdiğim derslerden biri haline geldi. İstediğimi aldığıma inanıyorum.

9.a- Şu an ingilizcemin çok kötülediğini görüyorum. Bu konuda yani hazırlık sınıfı sonrası önerilerle öğrencilere sertifika verilsydi unutma oranımız düşerdi.

b- Sıkı çalışmaya zaman ayırabilirsem çok başarılı olabilirim. Bu inancı kendimde buluyorum. Çünki alt yapım var.

10.a- Beklentilerim herkesin eşit şekilde eğitim görmesi.1. yılımın boş yere gitmemesini önlemesi idi.

b- Hiçbirşekilde karşılamadı ve 1 yılım boş yere gitti. Pişmanım.

11.a- Biz hazırlık okudugumuzda ilk defa hazırlık uygulanıyordu. Bu yüzden eksikleri vardı. Burada kaldığım zamanla eksikliklerin gittikçe azaldığını görüyorum. Bence yapılması gereken sınıf içindeki ingilizceyi sevdirmeye yönelik çalışmalar olmalı ve sınıf içerisinde birlik kurulmasına yardımcı olunmalıdır. Böylece toplu olarak yapacagımız alıştırmalarr ve günlük ingilizce kelimeler öğrenmemize yardımcı olur.

b- Ben sınıftaki eksiklikler yönünden çok iyi derece ingilizce öğrendiğime inanmıyorum fakat bir temel oluşturmama yardımcı oldu . sınıfta durumu iyi olan bir öğrenci olarak görünüyordum ama bu sınıf seviyesine göreydi. Ben benim gibi olanlarla aynı sınıfta olmak isterdim. Ama anlayanlarla anlamayanlar aynı sınıfta olunca geri kalıyordum bu da derste n sılmamıza sogumamıza neden oldu. Dersler çok yavaş ilerledi ve gelebileceğimiz seviyeden çok geri kaldık. Normal ders kitaplarını bile bitiremedikkiş başka aktiviteler yapalım. Beklentilerimi karşılamadı ama tamamen yararsız oldu diyemem. Daha iyi olabilirdi. Bence öğrenciye dersi sevdirmek dersin akışını hızlandırmak, dayanışmayı sağlamak öğretmenlere aittir ama öğretmenler herşeyi öğrenciden bekliyor.

12.a- Bir yabancıyla karşı karıya kaldığımda omun ne demek istediğini anlamak ona cevap vereblieck bir ingilizce seviyemin olmasını istedim.

b- İngilizce bilgimin geliştiğine ve artık konuşulanları anlayıp cevap verebilir bir seviyeye geldiğimi düşünüyorum fakat hazırlıktan sonra ingilizce derslerindeki yetersizlik yüzünden ve pratik yapamadığımdan dolayı unuttuğum bir çok nokta var.

13.a- İngilizce yi öğrenebilmekti. Kariyerim için gerekli

b- Alt yapıyı aldım tam anlamıyla öğrenemedim ama şu anda mesleki yabancı dil dersim için faydalı oldu.

14.a- En büyük beklentim doğru telaffuzlu dil konuşabilmekti elimden geleni yapıp0 en iyisini sağlayabilmekti konuşmada ve tercümede

b- Programda son kurla ilgili problemler vardı. Onun dışındaki ilk iki kur çok verimli idi. Şu anda ise pasif kaldığımı düşünüyorum.

15.a- Düşünebilecek şekilde ingilizce öğrenmek

b- Kendi eksiklerimden dolayı tam karşılayamadım.

16.a- İngilizceyi konuşabilecek ve yabancıların söylediklerini anlayabilecek kadar ingilizce öğrenmiş olmaktı ve heryerde geçerliliği olacak bir sertifika sahibi olabilmekti

b- Bizim başladığımız sene yeni açıldığı için bize fazla bir katkısı olmadı.yeni uygulanan sistem hakkında fazla bilgim yok. Ama hazırlık sınıfından anladığım kadarıyla ingilizceyi öğrenirken özellikle gramer yapılarında türkçedeki krşılığı olan dilbilgisi konusundaki eksiklerimizden dolayı konuları kavrayamadığımızı gördüm. Eğer ingilizce derslerinin yanında dilbilgisi dersi de konursa ingilizcedeki gramer dersiyle konuların uyumlu bir şekilde işlenmesiyle konuları kavrama hızının artacagundan eminim.

17.a- Öncelikle bu hazırlık kursuna katılmadan önce ingilizce hakkında pek fazla bilgim olmadığını söylemek isterim. Ama bu hazırlık kursundan sonra ingilizce hakkında birşeyler öğrendiğimi sanıyorum. Beklentimde bu idi zaten ingilizce hakkında birşeyler öğrenmek ve bunu kazandığımı düşünüyorum.

b- Yukarıdaki açıklamadan sonra daha fazla birşey söylemeye gerek varmı bilmiyorum. Ama beklentilerimi karşıladığına inanıyorum.

18.a- Hazırlık programı ingilizceyi çok iyi derecede olmasada orta derecede öğretmeli konuşulanları anlamamızı saglamalıdır. Ve orta derecede konuşabilmeliyiz.

19.a- İngilizce öğrenimimde bana temel oluşturmasıydı. Kendimi en azından ifade edebilecek ve hiç bilmeyenlere öğretebilmemdi.

b- Yukarıdaki beklentilerim aynen gerçekleşti.

20.a- Daha etkili yapılmalı bilğisayarlı eğitim yapılmalıdır. Anadili ingilizce olan hocalar belli bir düzeyden sonra gelmelidir.

b- İngilizce temel atmamda büyük bir katkısı oldu.

21.a-Dil öğrenme konusundaki gayretim belki fazla değildi ama hocalarımızın bizi bir şekilde derse yogunlaştırmasını isterdim.ayrıca ingilizce öğrenmeyi çok istiyordum hem geleceğim hem meslek yaşantım hemde sosyal hayatta başarılı olmak için ancak yeterince memnun kaldığım söylenemez. Ders veren hocaların biraz daha teşvikçi dersi sevdiren , derslerin hem zevkli hemde öğretici olmasını isterdim ama olmadı.

b- Yukarıdada belirttiğim gibi beklentilerimin karşılandığını düşünmüyorum. Özellikle hocaların biraz daha özverili ve yansız olmalarını düşünüyorum. Hiç dersle sınavlarla alakası olmayanlar 3. seviyeden sertifika alırken , sürekli dersi takip eden ancak birkaç eksiğinden dolayı sertifika almayan birçok arkadaşımız var.. son olarakta derslerde daha fazla materyalin olmasını isterdim. Teşekkürler.

22.a- Çok iyi ingilizce konuşabilmek.

b- Yeterli olmadı.

23.a....................

b- Beklediğim gibi değildi.

24.a- Aslında

b- Pek karşılamadı.

25.a- İyi ingilizce öğrenmek.

b- Çok iyi olabilirdi fazla olmadı.

26.a- İngilizceyi en iyi şekilde öğrenmek.

b- İngilizce konusunda bir alt yapı oluşmasına yardımcı oldu. Bu konuda çok şey öğrendiğime inanıyorum.

27.a- İnglizceyi tam olarak yada tam olmasa bile temelini atmaktı.

b- sadece 3. kura kadar geldik. Ben 4. kura devam etmek isterdim.

28.a- Yabancı dilim almancaydı ingilizceyi hiç bilmeden hazırlık sınıfına başladım. Sınıftaki arkadaşlarım ingilizceyi önceden biliyordu.. ben sadece dersleri dinleyerek ve derslere sürekli katılarak ingilizceyi öğrendim.

b- Pre- İntermediate seyiyede ingilizce öğrendim.

29.a- İngilizceyi bilmiyordum ve aldığım derslerle ingilizceyi öğrendim. Daha çok geliştirdim.

b-Yeterli derecede ingilizce öğrendim.

30.a- İngilizce öğrenmek istedim.

b- Yeterli oldu.

31.a- Binkere her bölüme hazırlık verilmesi beni hayal kırıklığına uğrattı. Öğrencilerin bölümlerine göre ingilizce dersi verilmeliydi. Gerçi üniversitemizin öğrenci kapasitesi bunun için yeterli değil.

b-yinede ingilizce dersi gördüm diyebiliyorum en azından bir turistle tanışabilecek durumdayım.

32.a- İngilizce öğrenme adına pratik yapabileceğim ortamlar hazırlanmasını isterdim.

b- Tabiki yeterli ölçüde katkı sağladı fakat hazırlıktaki tek sorun speak (konuşma) yeteneğini vermemesiydi sadece gramer (dilbilğisi) geliştirdi.

33.a- ilk başta hiç ingilizce bilmediğim için azda olsa öğrenmem gerektiğini düşündüm ayrıca bölümdeki sınavlarda başarılı olmak için ve gerçekten bilmem gerektiğini düşündüğm için hazırlık aldım. Şimdi ise ingilizce öğrenimime devam etmek istiyorum.

b- Önceden ingilizce hakkında hiçbir bilğim yoktu şu anda az da olsa birşeyler yapabilirim konuşabilirim. Kesinlikle herkesin öğrenmesi gerektiğini düşünüyorum.

34.a- Hazırlık programından beklentilerim daha çok pratik olmalıydı ve hazırlık programının zorunlu olması grekmekteydi.

b- İngilizce dersimden muaf olmamı sağladı. Bölümüm için gerekli olduğu için ingilizce öğrenmem ban aavantaj sağladı.

35a- Daha fazla eğitim süresi.

b- 100 basamaklı bir mrredivenin 20. basamağında tuttu.

36.a- İleride ingilizcemi geliştirmek için bana sağlam bir gramer temeli oluşturmasıydı.

b- İstediğim oldu temel gramer kurallarını öğrendim.bu gerçekleştikten sonrada gerisi zaten öğrenciye kalmış..Geliştirmek veya unutmak tamamen bizim elimizde . iyiki hazırlık almışım.

37.a- Hazırlık programında bence yazılı materyal kullanılmalı kullanılmalı ama daha çok görsel materyal kullanılmalı. Dil laboratuvarını daha fazla kullanmalıyız. Çeviri dersleride her kurda konulmalı. Bizdeyken sadece 3. kurda çeviri dersleri vardı.

b-Tamamen karşılamadı. Tabiki bunda hazırlık programından değil kendim çalışmadığımdandı.. bence bizim hazırlık programındaki hocalarımız çok iyi eğitim veriyorlar. Bize birşeyler öğretmek için ellerinden geleni yaptılar. Sadece derslerde değil ders dışında bizlerle ilgilenip derdimizi paylaştılar.

38.a-Derslerde daha çok speaking yapılmalıdır. Dersi öğretirken hocalarımız daha aktif olmalıdır. Öğrenilenlerin akılda daha kalıcı olması için listening derslerinde video daha çok izlenmelidir. Gördüğümüz 3 kur yeterli değildi 4 kur olmalıydı.

b-...
39.a- İngilizceyi iyi bir şekilde öğrenebilmekti.

b- Tam olarak karşıladı denemez çünki ders çalışmaya yeterince teşvik edilemedim.

40.a- İngilzceyi mükemmel şekilde öğrenmekti.

b- Konuşmada pratik yapamadım. Kelime hazinem çok az kaldı. Grameri biraz daha iyi öğrendim. Kelime daha çok ezberleme ve daha çok pratik (yazma ve konuşmada) yapılması iyi olur.

41.a-Ben hazırlık programına ingilizce hakkında hiçbirşry bilmeden başladım. Beklentim elbette ingilizceyi dilbilgisi ile konuşabilmekti.

b-Beklentilerimi tam alorak karşıladığını söyleyemem. Bunun nedeninin benden kaynaklandığını düşünüyorum. Beklentilerin tam olrak karşılanabilmesi öğrencinin kişsel çabasına bağlı diye düşünüyorum.

42.a-İngilizceyi en iyi şekilde öğrenebilmekı gerektiği yerlerde dilimi en iyi şekilde kullanabilmek ileriki meslek hayatımda hayatımda bana yardımcı olabilmesi için gerekli şekilde yararlanmak.

b-Tam olmasada kendimi bir ölçüde geliştirdim.ingilizceyi tam olarak değilde ama genede bana lazım olması gerktiği biçimde faydalandım.

43.a-İngilizceyi öğrenmek ve en önemlisi ingilizce konuşabilmek.

b- ingilizce temelini aldığıma inanıyorum. Fakat benden de kaynaklanan birşeyler olmalıgı için unutmaya başlıyoruz. Kendi bölümümde ingilizce ders saatlerinin artırılması gerektiğini düşünüyorum.

44.a-Hazırlık programına gelmeden önce hiç ingilizce bilmiyordum. Bu yüzden beklentim ingilizcenin temel yapılarını öğrenmekti. Bunun yanında çok iyi düzeyde ingilizce konuşmak isterdim.

b- Çok ileri düzeyde ingilizce öğrenemesemde ingilizcenin temel yapısını öğrendiğime inanıyorum. Fakat neyazıkki pratik yapmadığım için unutmaya başladım.

45.a- İngilizceyi tam anlamıyla öğrenmek istiyordum. Kariyerim için bu gerekliydi.

b-Tam karşılayamadı çünki istediğim düzeye ulaşamadım. Bunun içinde yeterli zaman yoktu sosyal aktiviteler yoktu.

46.a-İngilizceyi düşüncelerimi akıcı bir şekilde ifade edebilecek kadar rahat konuşabilmekti.

b- İngilizceden korkuyordum. Kendimi güvenimi kazanmama yardımcı oldu. Ama maksimum verimi alabileceğimiz bir hazırlık dönemi olmadı.

47.a-İngilizceyi öğrenmek.

b- ingilizceden temel oluşturdum. Bunun ileride iş hayatıma faydası olacagına inanıyorum.

48.a- Bana iyi bir şekilde ingilizce öğretilmesiydi.

b- Beklentilerim tamamen karşılandı.

49.a-Temeli olmayan biri olarak ban aingilizce temel vermesi yönünden iyiydi.

b-Hemen hemen bütün beklentilerimi karşıladı.

50.a-Üniversitede gösterilen ingilizce programının bu derecede basit ve sıradan olması gereklidir. Daha ileri düzeyde daha sıkı ve mesleki düzeyde olmasını isterdim.

b-Yeterli düzeyde ingilizce öğrendiğime inanmıyorum. Fakat sağlam bir temem oluşturduğum kanaatindeyim.

51.a-Çok iyi bir ingilizce eğitimi almak gibi bir beklentim yoktu. Sadece ingilizcenin temelini oluşturmak amacındaydım.

b-Hazırlık beklentilerimi fazlasıyla karşıladı. İngilizce konusunda kendimi fazlasıyla geliştirmemi sağladı.

52.a-İngilizceyi büyük ölçüde unuttuğumdan dolayı tekrar etmek ve aslında upper seviyede ingilizce görmek beklentisindeydim.

b-Upper olmasakta ingilizcemin çok geliştiğine inanıyorum.ayrıca hazırlıkta ingilizce öğrenirken hocalarımızla diyaloglarımız çok iyiydi. İyiki hazırlık okumuşum.

53.a -Bulundugum düzeyden daha iyi bir seviyeye ingilizcemi çıkarmaktı.

b-Hazırlık sınıfının mecburi olmaması ve buna bağlı olarak öğrenci sayısındaki azlık nedeniyle seviye tespit sisteminin kullanılmaması zaten var olan bilğileri tekrar ederek zaman kaybı yaşamamıza neden oldu bu düzeltileebilsydi 3 kur yerine 4 kur ders alarak mezun olabilecekti buda beklentilerimi daha tatmin edecekti.

54.a-Temelim olmadığı için daha fazla ingilizce temeli lazımdı. Yani ilk konular tensler daha etkili ve yavaş işlenmeliydi. Tabiki bunda hocalardan çok bizim suçumuz daha fazla.

b-Daha önce böyle uzun süreli ingilizce görmdiğim için çok fazla faydası oldu.

55.a-İyi bir yabancı dil konuşabilmek, zevkli ve çabuk öğrenmek istiyordum.

b-Çok iyi bir şekilde öğrenemesemde kendimi karşıdaki kişiye anlatacak kadar öğrendim. Okuduklarımı anlayabilecek düzeye geldim. Bu programdan zevk aldım ama çok hızlı öğrenemedim.

56.a-Ben hazırlık programını 4 kur üzerinden alacagımı sanıyordum.3 kur olunca yeterli olmadığına inandım. Bence extra aktiviteler yapılarak 4 kur olmalı.

b- Ben daha iyi bir ingilizce (speaking) dersinin olacagını düşünüyordum bence daha çok gramere ağırlık verildi. Konuşmamın yeterli olmadığını düşünüyorum.

57.a-Daha iyi bir ingilizce eğitimi alacağımı tahmin ediyordum. Bölüm ikincisi olarak hazırlık programını bitirdim ancak yeterli değil.

b-Yeterli bulmuyorum öğrenci sayısı daha az olmalı.

58.a-Sınıftaki öğreci seviyeleri arasında çok fark vardı. En azından orta seviyede bir sınıftan başlasaydım şu an ingilizcem çok daha iyi olurdu. Hiç bilmeyenlerle ortanın üstündekiler malesf aynı sınıfı paylaştı. Bana göre en büyük eksiklik buydu. Konuşma, çeviri yeteneğinin üğzerinde daha fazla durulmalıydı.

b-Lisede aldığım ingilizceye biraz gramer bilğisi ekledim. Okuma ve çeviri yeteneğim eskisine göre daha iyi.

59.a-İngilizceyi hiç bilmediğim için tam anlamıyla ingilizce öğrenmeyi bekliyordum. Kelime dagarcığımın ve gramer bilgimin en azından bir metni çevirmeme yeterli olmasını isterdim ve bir turistle az da olsa sohbet edebilmek isterdim.

b-Hazırlık programı beklentilerimi çok iyi karşılamadı. Şu an ingilizce bilgim sıfır olmasada sıfıra biraz yakın.

60.a-........................

b-Beklediğimi aldım çünki benim ingilizcem çok kötüydü. Bazı derslerden verim alamasamda dersimiz çok faydalı oldu. Benim için gelecekte yaralı olacaktır. Ama şu anda da tekrar edilmesi için dersler yapılmalı.

61.a-Akıcı bir şekilde ingilizce konuşabilmek ve ben ingilizce biliyorum demek istiyorum.

b-Sonuçlar pek öyle değil. Hazırlıkta bize pratik eğitimi verilmediği kanısındayım. Kendimi ingilizce konuşmakta yeterli bulmuyorum. Turistlerden kaçıyorum.

62.a-Gelecekte kariyerim için aldım ama ingilizceyi sevmek istiyorum ve ilerisi için tabiki geliştirmek istiyorum.

b-İngilizce konuşamıyorum. Anlayabiliyorum ama konuşabilmek insanın kendisini geliştirmesine bağlı ben yazın ingilizceye ağırlık verecem . hazırlık programından benim zaten fazla bir beklentim yoktu. Alacağımı aldım. Bundan sonrası bana bağlı.

63.a-Günümüz teknolojiyi takip etmek ve kullanmak için ve yurtdışındaki insanlarla ileyişimi sağlamak için ve de sertifika almaktı.

b-Büyük ölçüde beklentilerimi karşıladı. Buda beni fazlasıyla memnun etti.

64.a-İngilizceyi öğrenmek ve ileriki yıllarda çalışma hayatımda bana başarı sağlamasını düşünerek tercih ettim. Daha önceden korkarak baktığım ingilizceyi şimdi seviyorum.(çok iyi öğrenememişsem bile).

b-İngilizce hazırlık benim için gerçek anlamda hazırlık oldu. İngilizce fobim artık hobi. Devam edersem başarabileceğimi düşünüyorum.

65.a-Öğrencilere daha kaliteli bir dil öğretilebilirdi.öğrencilere pratik ağırlık yapılabilirdi. Her kur sonucu speaking dersi yapılması daha iyi olurdu çünki bizim zamanda çogu kopya çekip kuru geçtiler ama bir üst kurda anlamadılar çünki bilmiyorlardı.

b-Hiç bir ölçüde karşılamadı. Bütün hocalarımızın hanife yorulmaz hocamız gibi ders işlemeleri çok uygun olur. Sınıfa girdin mi dont speak Turkish olması gerektiğini düşünüyorum nitekim sadece Hanife yorulmaz hocamız bunu uyguladı şu an biraz da olsa ingilizce konuşabiliyorsak veya anlayabiliyorsak onun sayesindedir diyebilirim. Kendi adıma tabiki.

66.a-Öğrencilere daha sağlıklı dil öğretebilmeleri ve kitaplar dışında kaynaklar kullanıp öğrencilere daha kalıcı ingilizce öğretmeleri pratik konuşma kazandırmalarını isterdim.

b- Beklediğim gibi olmadı ben daha iyi ingilizce öğrenmek isterdim ama olmadı.

67.a-Hazırlıkta sosyal aktişviteler ve diyalog olanagı kısıtlıydı örnek olarak ben söylenenleri anlıyordum ama konuşamıyordum yani diyalog olanagı kısıtlıydı.

b- Hiç bir şekilde karşılamadı.

68.a-Görülen 3 kur 4 kur olmalıdır. Derslerde akılda kalıcı şekilde işlenmelidir. Daha çok speaking ve listening uygulamaları yapılmalıdır.

b- Öğrendiğim grammar beni tatmin edici idi writing de öyle.

69.a- İyi bir ingilizce öğrenmek ingilizcenin tüm seviyelerinin gösterilmesi.

b- %60 karşıladı.

70.a-İngilizceyi tamamen kavramak ama benim için ne kadar önemli olduğunu sonradan farkına vardım.

b-Pek iyi değerlendiremediğim için pişmanım. Şu anda bütün derslerimin ağır olması nedeniyle pek zaman ayıramıyorum. Konuşmada zorluk çektiğim gerçek grammaer konusunda hiç bir sıkıntım yok.

71.a-Benim ingilizcemi bir turist ile konuşabilecek duruma getirebilmek onu anlayabilmekti ve buda oldu diye düşünüyorum.

b-Büyük bir ölçüde karşıladı benim için çok faydalı oldu hiç ingilizcem yoktu. Bunun sayesinde bana yararlı oldu diye düşünüyorum.

72.a-İyi bir ingilizce eğitimi almak ve konuşabilmek.

b-Bana göre ingilizce eğitimi iyi geçti ve beklentilerimi karşıladığını açıklayabilirim.

73.a-Hazırlık programından beklentim iyi bir ingilizce öğrenmek konuşmak okumak yazmak konuşulanları anlamak gibi.

b-Hazırlık programından istediğim başarıyı elde edemedim ben konuşmak okuduklarımı anlamak yazmak isterdim ama bunları tam olarak yapamıyorum yinede ingilizcem gelişti.

74.a-Kur sayısı artırılsaydı daha verimli olurdu. Belki dönem başında bir seviye sınavı yapılsaydı ve o kurdan başlansaydı daha iyi oludu, böylece kur seviyesi yükselebilirdi.ve diğer kurlara daha çok zaman kalırdı.

b-Öğretim verimliydi. Fakat kur sayısı biraz yetersizdi sanırım. Kurlar seviye sınavı yapılıp başlansaydı dönem başında diğer kurlara zaman kalacaktı. Onun dışında bence iyiydi.

75.a-Hazırlık sınıfında uygulama alanında daha çok beklentim vardı. Pratik açısından biraz daha etkin olsa daha iyi olurdu.seviye tespit sınavına tabi tutulup alınsa ve ona göre ders verilse daha iyi olurdu. Yani hiç bilmeyenlerle bilenler aynı tutulmamalı dersler açısından.

b- Hazırlık sınıfındaki ortam benim derslere olan bağlılığımı dahada artırdı. Birikimimi biraz daha ilerletti. Ayrıca aldığım seretifikaylada kariyerime etkisi oldu. Dahada pekişti bilğilerimi pratik ve kelime bilğim gelişti. Hemen hemenistedişğimden fazlası oldu. Teşekkürler.

76.a- İngilizceyi en iyi şekilde öğrenmek istiyordum.

b-Hazırlık okumadan önceki ingilizcem çok zayıftı fakat şu anda normal düzeydeyim. Beklediğimden çok daha iyi durumdayım.

77.a-İngilizceyi öğrenmek için hazırlık sınıfı bence yol gösteriyor. Öğrencinin kendi gayreti ve öğrenme isteği önemli hazırlık sınıfı bittikten sonra öğrencinin devam etmesi gerekiyor.

b-İngilizceyi hiç bilmediğim için biraz öğrendim. Şu anda hazırlıktaki bilğilerimle çalışıyorum. Speaking dersinin fazla olması gerekiyor. Kelime bildiğim halde çok fazla konuşamıyorum.

78.a- Öncelikle iyi bir dil öğrenimi gelecekte yardımcı olabilmesi için sertifika.

b-Derslerimde ingilizce öğrenimimi kolaylaştırdı. Başarımı yükseltti.

79.a-Bu programdan beklentilerim eğitimin daha kaliteli olmasıydı. İngilizceyi en az orta düzeyde konuşmaktı.

b-Beklentilerimi tamamen karşılamadı yani umduğum gibi olmadı.

80.a-Gerçekten ingilizceyi öğrenmek okuldan ayrılacağımı düşünmüştüm. Fakat ingilizceyi kullanamadığım için çok çabuk unutuyoruz.

b-Beklentilerimi tam karşıladığını söyleyemem. Fakat bizim için çok fazla olmasada yararlı olduğunu düşünüyorum.

81. a-Yeterli derecede ingilizce öğrenebilmek ve gelecek kariyerim için faydalı olmasıydı.

b-Kısmen karşılayamadı fakat artık kendi kendime çalışabiliyorum.

C. Transcription of Open-ended Questions on EFL Teachers Questionnaires
(Questions 35, 36, 37, 38, 39)

1

35. No: sometimes I have to use mother tongue in order to understand their learning accuracy of the subject, especially about abstract subjects.

36. Yes: as I have taught writing skill this term I have tried to give importance to the subjects that will be useful for their future career academically.

37. To establish a Basic English language at least, to help them improve English and encourage them self- studying English.

38. They forget their English knowledge after finishing the program and they do not have the habit of self studying English.

39. One of the most strengths of the program is its teachers but the lack of relation between the teachers makes this program weaker.

2.

35. No: since I teach grammar, I sometimes need a bit of mother tongue however I do not mean that you cannot teach grammar without using students' mother tongue.

36. yes: when our students graduate from their departments they will apply for post- graduate programs then the first requirement is to bring a score from UDS exam. I want to prepare my students for such an exam which requires a good knowledge of grammar reading and vocabulary, so when planning the course I take this into consideration.

37. As I explained the goal of the program is to prepare the students for post graduate studies.

38. As it is our only third year in the program, we need more experience to make the program match the needs of our students. I think some of the course hours need to be changed.

39. I think we are developing our students' reading abilities, and giving a good understanding of grammar.

3.

35. No: sometimes you have to make sure that students have understood correcting what they are supposed to do e.g. while doing exercises or doing pair/group works. In addition there are some abstract terms which at times make it necessary to use the native language. In translation courses of course, you have to make use of the mother tongue to see if the students have correctly understood the structure and the word/s.

36. Yes: I have taught vocabulary and pronunciation this term. In pronunciation course I have chosen subjects that my students will need such as phonetic symbols, intonation word stress sentences stress. I have not devoted my class time to the theories which may possibly bore the students.

37. The goals of the program as follows: to teach students English, which will help them in their future studies/career. To show them how to improve their English on their own.

38. The program cannot provide students self-study facilities in its own premises.

39. Teachers are good and a great resource to the students. The teaching staff does their best in order to teach and help the students learn English. This I think is the most important strength of the program.

4.

35. Yes:

36. Yes: my Students' needs: communicative performance, that is the use of the language by individuals in speech, knowing what topics may be talked about in different types of speech events. Knowing how to begin and end conversation, knowing how to use and respond to different types of speech ACTS, such as requests, apologies, thanks and invitations. In short we can say that my students need to know how to use the target language appropriately. My course and lesson plans are based on these components.

37. To enable the students to use to communicate the target language pragmatically, sociolinguistically appropriate manner. The goals of the program: acquisition, rich context rich fluid, learner centered classes.

38. As speaking is a productive skill learners find it difficult. In fact doing homework such as discussions topics writing dialogues is a bit difficult for them. I know my duty is to facilitate the learning process.

39. Our textbook and supplementary materials are really enjoyable and relevant to the students' age. Discussion topics are interesting, so the students are really interested.

5.

35. No: I teach grammar and translation to elementary level and pre- intermediate. Elementary level students aren't fluent enough to follow me and in translation course we sometimes use Turkish to discuss.

36. Yes: I focus on the topics according to my students' needs and motivation. I try to prepare tests according to their needs. I have some exam-centered class for KPDS, Toefl. My methods are arranged according to their needs.

37. To make students speak fluent English, to make them accurate in grammar. To provide comprehension.

38. since the prep. Program is not compulsory it is not well organized. It is not an exact prep class of university. The program is (as if) in high school. The success and motivation of students I teach are low.

39. Some of my colleagues are very well- disciplined and experienced.

6.

35. No: in order to benefit from the intersection of the languages and to prevent misunderstandings resulting from fake similarities.

36. No: by preparing plans in accordance with the needs and targets of students.

37. To have the basic knowledge of English in order to communicate with others and to benefit from scientific texts.

38...................................

39..................................

7.

35. No: they (Ss) do not understand.

36. Yes: By adapting or adopting materials. By preparing supplementary materials.

37. To prepare them for their academic purposes. To teach them general English for their future career.

38. 1) our students do not have any chance to use English outside the class. 2) Lack of native speaker teachers. 3) Lack of communication discussions about Ss and their needs, exchange of information among colleagues. 4) Lack of in-service training. 5) Lack of authentic materials. 6) Since the program is voluntary some students (want to) force themselves to study more when they meet a challenge. 7) Since the students do not have any English lessons after this program, they easily forget many of the things the acquired in prep classes. 8) Low attendance of some students. 9) Lack of evaluation. 10) Goals and objectives of the program are not clearly known by the teachers. 11) Needs analysis is not done at any stage. 12) Teachers are not included in the decision making process. 13) Lack of testing specialists. So, some teachers teach some skills, but only test grammar in the exams. 14) Grammar and translation are over emphasized. 15) Speaking and listening are neglected.

39. 1) its being level based. 2) Doing placement test and thus putting students into classes according to their levels at the beginning of the year.