A NEEDS ASSESSMENT STUDY ON ENGLISH LANGUAGE NEEDS OF
THE TOUR GUIDANCE STUDENTS OF FACULTY OF APPLIED SCIENCES
AT BAŞKENT UNIVERSITY: A CASE STUDY

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

NEŞE EKİCİ

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OF
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Approval of the Graduate School of Social Sciences

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

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ABSTRACT

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Ekici, Neşe

M. S., Department of Educational Sciences
Supervisor: Prof. Fersun Paykoç
September 2003, 166 pages

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The data collection instruments used for the study were the attitude scale and student needs assessment questionnaire administered to forty-five students, ESP Identification Form administered to two curriculum coordinators and English Instructor Questionnaire administered to both of the curriculum coordinators and the three English instructors.

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of students. Paired-Samples T Test results indicated need for most of the skills referring to learning and target needs. The relationship between students' attitude towards English language and their self ratings of learning and target needs came up to be of different values for the seven subdimensions of attitude.

On the basis of the results of the study, it is suggested that speaking, listening and specialist vocabulary be emphasised more in order to fulfill the ESP needs of Tour Guidance students. Applying skill based syllabus as primary and situational and content approaches to syllabus design as subordinate is suggested to be effective as well. Using instructional materials appealing to the subdimensions of attitude is another suggestion presented.

Keywords: Needs assessment, ESP (English for Specific Purposes), learning needs, target needs, program evaluation, attitude.

ÖZ

BAŞKENT ÜNİVERSİTESİ UYGULAMALI BİLİMLER FAKÜLTESİ TUR REHBERLİĞİ BÖLÜMÜ ÖĞRENCİLERİNİN İNGİLİZCE BECERİLERİNE YÖNELİK İHTİYAÇLARININ DEĞERLENDİRİLMESİ: VAKA İNCELEMESİ

Ekici, Neşe

Yüksek Lisans, Eğitim Bilimleri Bölümü
Tez Yöneticisi: Prof. Fersun Paykoç
Eylül 2003, 166 sayfa

Bu çalışmanın amacı Başkent Üniversitesi Uygulamalı Bilimler Fakültesi Tur Rehberliği Bölümü öğrencilerinin İngilizce becerilerine yönelik ihtiyaçlarını öğrenciler, İngilizce hocaları ve program koordinatörlerinin algılarına dayanarak incelemek ve bu öğrenci grubunun İngilizce'ye yönelik tutumları ile özel amaçlı İngilizce içinde belirlenmiş olan öğrenme ve hedef alana yönelik ihtiyaçları arasında bir ilişki olup olmadığını ortaya koymaktır.

Bu çalışmada kullanılan veri toplama araçları kırk beş öğrenciye uygulanan tutum ölçeği ve öğrenci ihtiyaç belirleme anketi, iki program koordinatörüne uygulanan Özel Amaçlı İngilizce Programı Tanımlama Formu ve hem iki program koordinatörü hem de üç İngilizce hocasına uygulanan ihtiyaç belirleme anketidir.

Tanımlayıcı veri analizi, öğrenciler, İngilizce hocaları ve idareciler arasında, öğrencilerin öğrenme ve hedef alana yönelik ihtiyaçları ile ilgili

algılarda hem benzerlikler hem de farklılıklar olduğunu ortaya koymuştur. Eş-Örneklem T Testi sonuçları öğrenme ve hedef alana yönelik beceriler konusunda ihtiyaçların olduğu sonucunu ortaya koymuştur. Korelasyon sonuçları da öğrencilerin İngilizce'ye yönelik tutumları ile öğrenme ve hedef alan ihtiyaçları arasındaki ilişki değerleri açısından, yedi alt boyutun her biri için farklı olarak ortaya çıkmıştır.

Çalışmanın sonuçlarına dayanarak konuşma, dinleme ve alan terminolojisine, öğrencilerin özel amaçlı İngilizce ihtiyaçlarını karşılamak amacıyla ağırlık verilebileceği önerilmiştir. Beceriye dayalı programı temel alıp, içerik ve tutumsal yaklaşımları da ikincil tutarak bir program geliştirmenin de etkili olabileceği ifade edilmiştir. Bir başka öneri de, tutum alt boyutlarına da hitap edecek etkili öğretim materyallerinin kullanımını sağlamaktır.

Anahtar Kelimeler: İhtiyaç incelemesi, özel amaçlı İngilizce, öğrenme ihtiyaçları, hedef alan ihtiyaçları, program değerlendirme, tutum.

To my parents

ACKNOWLEDGEMENTS

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Date: 5 September, 2003   Signature:

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CHAPTER I

INTRODUCTION

This is a study which aims at revealing the perceptions of different participants with respect to English language skills for specific purposes which is Tour Guidance in this context. The study is conducted at Başkent University on students majoring in Applied Sciences Faculty in Tour Guidance Department.

This chapter presents information on the background and purpose of the study by clarifying the ESP (English for Specific Purposes) context at Başkent University for Tour Guidance students. Next, research questions are presented. Finally, definitions of some basic terms used in this study are presented.

1.1 Background to the Study

Twentieth century led to a world of international relations with respect to different aspects of communication; sharing information through science and technology, communicating through commercial activities and also travelling in the world for different reasons. Whatever the reason, the basic need came up to be an international language. English language gained its popularity among different languages by heading science, technology and commerce.

Hutchinson and Waters (1987) state that the expansion of scientific, technical and economic activities in international scale after the end of the Second World War in 1945, led to the importance of English as a result of the economic power gained by the United States.

"As English became the accepted international language of technology and commerce, it created a new generation of learners who knew specifically why they were learning a language" (Hutchinson and Waters,1987,p.6). Rodgers (1969 as cited in Hutchinson and Waters,1987) expresses that developments in educational psychology also contributed to the rise of ESP by emphasising the central importance of the learners and their attitudes to learning. Learners were seen to have different needs and interests, which had an important influence on their motivation to learn and therefore on the effectiveness of their learning. This led to the support of the development of the courses in which relevance to learners needs and interests were of great importance.

However, identification of the needs calls for a systematic way. This systematic way is defined as needs assessment. York (1982) defines needs assessment as "the ordering and prioritization of community needs" (as cited in Reviere,1996). So, two steps need to be followed in order to fulfill the aim of a needs assessment.

Applied to language context, it may be defined as the process of determining the needs for which a learner requires a language and arranging the needs according to priorities.

In another definition of needs assessment, Stufflebeam, McCormick, Brinkerhoff and Nelson point out that it is "the process of determining the things that are necessary or useful for the fulfillment of a defensible purpose" (1985, p.16).

Needs assessment was introduced into language teaching through the English for Specific Purposes (ESP) movement. Hutchinson and Waters (1987) define ESP as "an approach to language teaching, course design and materials development in which all decisons as to context and method are based on learners' reason for learning"(p.19). "By the 1980s, in many parts of the world a "needs-based philosophy" emerged in language teaching, particularly in relation to ESP and vocationally oriented program design" (Brindley, 1984 as cited in Richards, 2001).

1.2 Language Teaching Context at Başkent University

Başkent University has been one of the foundation universities undergoing expansion and developments in the recent years. Although the medium of instruction is Turkish rather than English compared to most of the other foundation universities in Turkey, English courses are offered both at preparatory and undergraduate levels. Students who prove that they are competent enough in General English at the preparatory level continue their education in their academic disciplines in their departments. Along with their departmental courses, they study departmental English courses as well provided by the English Language School of

Başkent University. They are called departmental as a result of their ESP nature. These courses try to serve the students' academic disciplines. Students studying at any department in Başkent University have to take English courses which are ESP based.

Although there was a Vocational School for Tourism and Hotel Services and Tour Guidance departments, undergraduate program for Tour Guidance was put in operation in 2000-2001 Academic Year in the Faculty of Applied Sciences. That was a result of the demand for this department in undergaduate level. Tourism related jobs have become popular among young people due to different reasons. Thus, it is of great importance to qualify young people with the necessary skills and qualities.

Students studying at the Faculty of Applied Sciences, Tour Guidance department take ESP courses in their first and second years during four semesters which stand for four ESP courses.

All ESP courses at Başkent University are organised and run by the English Language School and they are obligatory. The curriculum coordinators state that these ESP courses cater for both academic and job needs of the students. Students in Tour Guidance department receive 6 hours of English instruction a week during all those four ESP courses. Each course lasts 14 to 15 weeks. Each of these four courses have three main components. ESP reading, EAP writing and grammar. During their first two ESP courses they deal with a published textbook called *English for International Tourism*. Along with this book they study a writing booklet prepared by Curriculum Development Unit (CDU) at Başkent

University and *Grammar Dimensions 4*. The booklet and *Grammar Dimensions 4* are studied in their second year as well. However, as ESP reading they study a reading booklet prepared by the CDU. In-house materials are developed as well for the sake of supporting the courses, to achieve objectives especially when it's not possible to teach through a published ESP coursebook. Reading, speaking and vocabulary materials are stated to be developed to revise and develop students' language skills.

Evaluation tools used in order to assess the students' performance are stated to be written midterm and final exam and an oral exam in a format of presentation evaluation for both freshman and sophomore classes. The evaluation tools are stated to cover the stated objectives moderately rather than fully. That is because listening skill is not evaluated during freshman although it is practiced during the classes.

English instructors teaching ESP do not to have any special training or instruction before being required to teach those ESP courses. Some of those ESP instructors have some other duties than teaching such as working for the Testing and Curriculum Development Units. Curriculum coordinators of freshman and sophomore ESP programmes for Tour Guidance express that ESP teachers work in collaboration with the subject lecturers at Başkent University. The goals and objectives are determined according to the feedback received from the department of the students.

The two curriculum coordinators state that there is an ESP materials project going on in the institution for Tour Guidance, which is constant revision of materials, coursebooks and objectives.

Thus, the results of this study will be an aid to the Curriculum Development Unit of English Language School of Başkent University (ELSBU) in deciding on the needs of tour guidance students and improving the already existing program to better meet the needs of those students.

1.3 Purpose of the Study

Observing the growth of tourism sector in Turkey, it becomes apparent that there is a great need for the ones who are involved in this industry to be competent in terms of especially English language. That is a result of the fact that English language has become the means of communication among nations other than English or American as well.

Foreign language courses have been a part of the curricula of different educational institutions in Turkey for many years. Especially, English, as a result of its accommodating the quality of being international, has become the language offered the most. Depending on the mission of the educational institutions, different branches of English language such as General English, English for Specific Purposes or EFL courses are offered.

Tour Guidance is a field of work which requires language skills in order to enabling the professionals work with confidence. Each of the skills which may be required, reading, writing, listening and speaking may be of different value in terms of their use in that specific field in order to enable students function effectively in their workplaces and academic environment.

As ESP courses are mainly designed to equip the students with the language skills which will allow them to function in the target situation or work domain, one step in needs assessment appears to be finding out what the target situation or work domain requires. Hutchinson and Waters (1987) make a distinction between target needs, what the learner needs to do in the target situation, and the learning needs, what the learner needs to do in order to learn. Mackay and Mountford (1978) divide needs of students studying ESP into two categories which are academic needs and job needs. Job needs and target needs refer to the same type of need and academic and learning needs refer to the same type of need. Target needs cannot be fulfiled without satisfying learning needs. So, learning needs appear to be a prerequisite for the target needs' to be fulfilled.

The study aims at collecting data about the ESP needs of Tour Guidance, freshman and sophomore students in 2002-2003 Academic Year. This study, aims at examining the perceptions of different sources; namely students', English language instructors' and curriculum coordinators', regarding the needs of students' English language skills. By comparing the results of importance attached to each skill by students and the results of students' own rating of their

competence level of the items, whether or not there is a need for those skills is tried to be revealed.

Rodgers (1969 as cited in Hutchinson and Waters,1987) expresses that developments in educational psychology also contributed to the rise of ESP by emphasising the central importance of the learners and their attitudes to learning. Learners were seen to have different needs and interests, which had an important influence on their motivation to learn and therefore on the effectiveness of their learning. To get an idea about students' attitude toward English language and to see whether there was any relationship between their attitude and perceived needs constituted another dimension of the study.

The foci of this study were both the target needs and learning needs for the ESP program which is implemented during the first two years of the program. The ESP program applied in the first two years flows in a continuum. This needs assessment study will be useful in improving the already existing curriculum or designing a new needs-based curriculum and choosing more appropriate curricular elements for the ESP classes for Tour Guidance Department.

1.3.1 Research Questions

The purpose of the study was to conduct a needs assessment revealing ESP needs of Tour Guidance students. The following are the research questions this study sought to address:

1. What are the perceptions of Tour Guidance students regarding the reasons for their learning English?

2. What are the perceptions of students regarding the importance of the subskills of the four skills (speaking, listening, reading, writing) referring to learning needs?

   2.1 What are the perceptions of students regarding the importance of the subskills of the speaking skill referring to learning needs?

   2.2 What are the perceptions of students regarding the importance of the subskills of the listening skill referring to learning needs?

   2.3 What are the perceptions of students regarding the importance of the subskills of the reading skill referring to learning needs?

   2.4 What are the perceptions of students regarding the importance of the subskills of the writing skill referring to learning needs?

3. What are the perceptions of students regarding the importance of the four skills (speaking, listening, reading, writing) referring to target needs?

   3.1 What are the perceptions of students regarding the importance of the subskills of the speaking skill referring to target needs?

   3.2 What are the perceptions of students regarding the importance of the subskills of the listening skill referring to target needs?

   3.3 What are the perceptions of students regarding the importance of the subskills of the reading skill referring to target needs?

   3.4 What are the perceptions of students regarding the importance of the subskills of the writing skill referring to target needs?

4. What are the perceptions of English instructors regarding the reasons for students' learning English?

5. What are the perceptions of English instructors regarding the importance of the subskills of the four skills (speaking, listening, reading, writing) referring to learning needs?

    5.1 What are the perceptions of English instructors regarding the importance of the subskills of the speaking skill referring to learning needs?

    5.2 What are the perceptions of English instructors regarding the importance of the subskills of the listening skill referring to learning needs?

    5.3 What are the perceptions of English instructors regarding the importance of the subskills of the reading skill referring to learning needs?

    5.4 What are the perceptions of English instructors regarding the importance of the subskills of the writing skill referring to learning needs?

6. What are the perceptions of English instructors regarding the importance of the four skills (speaking, listening, reading, writing) referring to target needs?

    6.1 What are the perceptions of English instructors regarding the importance of the subskills of the speaking skill referring to target needs?

6.2 What are the perceptions of English instructors regarding the importance of the subskills of the listening skill referring to target needs?

6.3 What are the perceptions of English instructors regarding the importance of the subskills of the reading skill referring to target needs?

6.4 What are the perceptions of English instructors regarding the importance of the subskills of the writing skill referring to target needs?

7. What are the perceptions of curriculum coordinators regarding the reasons for students' learning English?

8. What are the perceptions of curriculum coordinators regarding the importance of the subskills of the four skills (speaking, listening, reading, writing) referring to learning needs?

8.1 What are the perceptions of curriculum coordinators regarding the importance of the subskills of the speaking skill referring to learning needs?

8.2 What are the perceptions of curriculum coordinators regarding the importance of the subskills of the listening skill referring to learning needs?

8.3 What are the perceptions of curriculum coordinators regarding the importance of the subskills of the reading skill referring to learning needs?

8.4 What are the perceptions of curriculum coordinators regarding the importance of the subskills of the writing skill referring to learning needs?

9. What are the perceptions of curriculum coordinators regarding the importance of the four skills (speaking, listening, reading, writing) referring to target needs?

   9.1 What are the perceptions of curriculum coordinators regarding the importance of the subskills of the speaking skill referring to target needs?

   9.2 What are the perceptions of curriculum coordinators regarding the importance of the subskills of the listening skill referring to target needs?

   9.3 What are the perceptions of curriculum coordinators regarding the importance of the subskills of the reading skill referring to target needs?

   9.4 What are the perceptions of curriculum coordinators regarding the importance of the subskills of the writing skill referring to target needs?

10. Which of the four skills and their subskills are needed more by students to fulfil their learning needs?

11. Which of the four skills and their subskills are needed more by students to fulfil their target needs?

12. What are the perceptions of freshman students with respect to the importance of the four main skills (speaking, listening, reading, writing) and the two fundamental areas of knowledge (translation and specialist vocabulary)?

13. What are the perceptions of freshmen students with respect to the skills and areas of knowledge ignored in the already existing ESP program?

14. What are the perceptions of sophomore students with respect to the importance of the four main skills (speaking, listening, reading, writing) and the two fundamental areas of knowledge (translation and specialist vocabulary)?

15. What are the perceptions of sophomore students with respect to the skills and areas of knowledge ignored in the already existing ESP program?

16. What are the perceptions of curriculum coordinators with respect to the need for the the four main skills (speaking, listening, reading, writing) and the two fundamental areas of knowledge (translation and specialist vocabulary)?

17. What are the perceptions of curriculum coordinators with respect to the amount put into practice for each of the four basic skills and two fundamental areas of knowledge?

18. What are the perceptions of English instructors with respect to the need for the four main skills (speaking, listening, reading, writing) and the two fundamantal areas of knowledge (translation and specialist vocabulary)?

19. Is there any relationship between the students' perceptions regarding their perceived learning and target needs and their attitude (enjoyment, anxiety, interest, motivation, confidence, aspiration, importance) toward learning English?

1.4 Signficance of the Study

Richards (2001) states that a needs assessment study is usually carried out for different purposes. Collecting information regarding a specific problem that learners are experiencing, helping to determine if an existing course adequately addresses the needs of potential students, finding out the perceptions of related parties regarding the skills a learner needs in order to perform a specific role such as tour guide, identifying a change of direction that people in a reference group feel is important and identifying a discrepancy between the perceptions about what the students are able to do and what they need to be able to do are the main reasons for needs assessments to be conducted.

This study aims at finding out the perceptions of related parties; namely, Tour Guidance students, English instructors teaching ESP for Tour Guidance and curriculum coordinators of freshman and sophomore ESP programmes for Tour Guidance at Başkent University regarding the skills Tour Guidance students need with respect to learning and target needs. Identifying what the Tour Guidance students are able to do and what they need to be able to do is another concern of this study. Smith (1989) mentions the concept of "severity of needs". So, needs

are not of equal importance. According to Smith (1989) severity or importance of the need is used as a main criterion for prioritizing the needs. There are some needs which are of great necessity and this implies the meaning of how important they are. The concept of "importance" attached to any skill implies the meaning of how necessary the need is.

Holding "the democratic and discrepancy philosophies" (Stufflebeam, 1977 as cited in Brown, 1995) of needs assessment in this study, the results will be made use of in order to recommend changes in the existing curriculum in case such a need is identified according to the data collected from the students, ESP instructors and curriculum coordinators. Information gathered about the learning most desired by those groups will reflect the democratic philosophy and discrepancies between the desired performance from the students and what they are actually doing will reflect the discrepancy philosophy.

Hopefully, suggestions regarding the appropriate curriculum for Tour Guidance will be put forward. The success of a needs-based ESP program cannot be underestimated.

1.5 Definition of Terms

Clarification of the terms which will constitute the backbone of the study is of great importance. Not to allow misunderstanding or misperception, some of the terms need to be defined.

Need: Need is the difference between what a learner can presently do in a language and what he or she should be able to do.

Needs Assessment: A needs assessment is a systematic set of procedures undertaken for the purpose of setting priorities and making decisions about program or organizational improvement and allocation of resources. It is a systematic process for documenting relevant needs (Reviere, 1996).

ESP (English for Specific Purposes): It is an approach to language learning, which is based on learner need. The foundations of all ESP is the simple question: Why does this learner need to learn a foreign language? (Hutchinson and Waters, 1987).

Target Needs: Target needs refer to what the learner needs to do in the target situation (work domain) (Hutchinson and Waters, 1987).

Learning Needs: They refer to what the learner needs to do in order to learn. They show how the learner learns the language items. It refers to the skills that he or she uses (Hutchinson and Waters, 1987).

Attitude: Thurstone's defnition of attitude is "the intensity of positive or negative affect for or against a psychological object. A psychological object is any symbol, person, phrase, slogan or idea toward which people can differ as regards positive or negative affect" (Thurstone,1946 as cited in Robert Gable, 1986, p.4).

CHAPTER II

REVIEW OF LITERATURE

This chapter includes a literature review on different aspects of ESP and needs assessment. An overview to ESP courses, the characteristics and many faces of ESP are presented in addition to needs assessment, reasons for conducting needs assessment, steps in needs assessment and the relationship between ESP and needs assessment.

2.1   An Overview: The Development of ESP Course

It is noticable that ESP has developed at different speeds in different countries. Hutchinson and Waters (1987) provide us with a five stage overview of the development of ESP. At each stage one area of activity appears to be important. Those five stages are the concept of special language:register analysis, rhetorical or discourse analysis, target situation analysis, skills and strategies and learning-centered approach.

The concept of special language took place in 1960s and early 70s. Hutchinson and Waters (1987) state that register analysis stemmed from the basic principle that the English of Electrical Engineering constituted a specific register different from that of Biology or of General English. It requires identifying the grammatical and lexical features of those registers. So, the syllabus supporting

register analysis include teaching materials consisting of those linguistic features. The syllabus gave high priority to the language forms students would come across in their Science studies and would give low priority to forms they would not come across with.

The second stage, rhetorical or discourse analysis emerged as a result of the developments of linguistics in the world. Attention was paid to how sentences were combined in discourse to produce meaning. Identifying the organisational patterns in texts and specifying the linguistic means by which these patterns were signalled was the main concern (Hutchinson and Waters, 1987).

The target situation analysis which is the third stage, aims at establishing procedures for relating language analysis more closely to learners' reasons for learning. In order to enable the learners to function adequately in a target situation, the situation in which the learners will use the language they are learning and the target situation should be identified, an analysis of the specialized language forms needed in that situation which is known as the procedure of needs analysis should be carried out (Hutchinson and Waters,1987).

The fourth stage, the skills and strategies stage "considers not the language itself but the thinking processes that underlie language use" (Hutchinson and Waters, 1987, p.13). The principal idea behind the skill-centered approach is that underlying all language use there are common reasoning and interpreting processes, which, regardless of the surface forms, enable us to extract meaning from discourse. So, the focus should be on the underlying interpretive strategies, which enable the learners to cope with the surface forms, for example guessing

the meaning of words from context, using visual layout to determine the type of text,etc.

The aforementioned stages are all based on the descriptions of language use. The fifth stage, however, engages with language learning. It holds the assumption that a truly valid approach to ESP must be based on an understanding of the processes of language learning.

2.2 ESP Characteristics

Hutchinson and Waters (1987) state that ESP must be seen as an approach not a product. ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. But this whole analysis derives from an initial identified need on the part of the learner to learn a language. ESP, then is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning.

Johns and Dudley-Evans (1991) note that ESP requires the careful research and design of pedagogical materials and activities for an identifiable group of learners within a specific learning context. Strevens (1988 as cited in Johns and Dudley-Evans, 1991) provides a list of characteristics of ESP. He states that in order to define ESP there is a need to distinguish between four absolute and two variable characteristics. According to absolute characteristics, ESP consists of English language teaching which is "designed to meet specified needs of the learner; it is related in content (i.e.., in themes and topics) to particular

disciplines, occupations and activities; and it is centered on the language appropriate to these activities in syntax, lexis, discourse, semantics, etc. And analysis of this discourse and it is in contrast with General English" (Strevens, 1988 as cited in Johns and Dudley-Evans, 1991, p.298).

According to variable characteristics, ESP may be, but is not necessarily "restricted as to the language skills to be learned (e.g. reading only) and it is not taught according to any pre-ordained methodology" (Strevens, 1988 as cited in Johns and Dudley-Evans, 1991, p.298).

2.3   The Many Faces of ESP

There have been a number of attempts to draw up a classification for the different branches of ESP. However, in any classification, English for Specific Purposes is stated to have two main branches which are English for Academic Purposes and English for Occupational Purposes. One such   classification has been   developed by Strevens (1977 as cited in Johns, 1991, p.71) as shown in Figure 2.3.1.

VESL Vocational English

(e.g.,English for Auto

Mechanics)

EOP (English for Occupational Purpose)

PROFESSIONAL ENGLISH

(e.g., English for

Business and

Economics)

ESP

EAP (English for Academic

Purpose)

(e.g.,other than EST)

EAP (English for Academic Purpose)

EST (e.g.,English for

Sciences and Technology
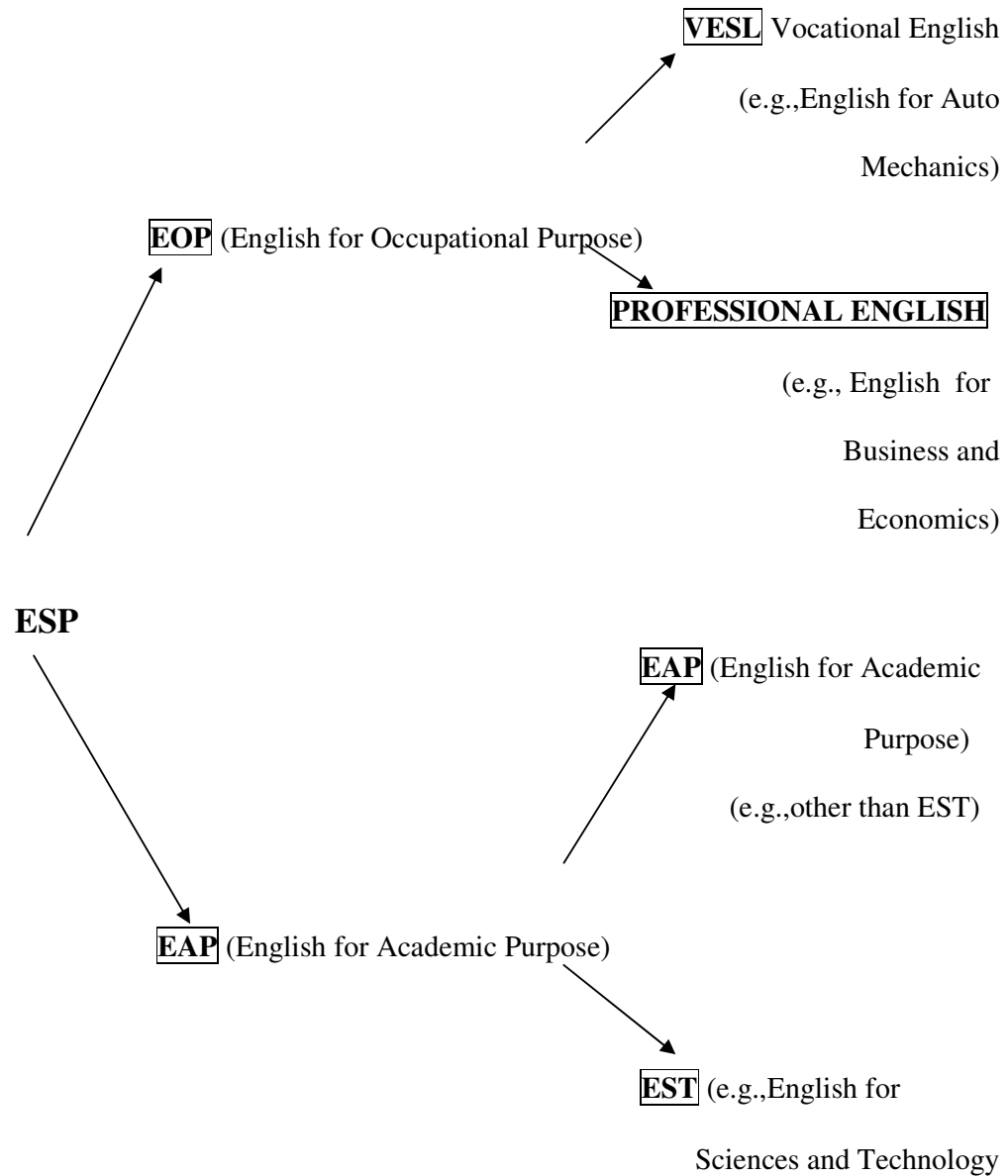
Figure 2.3.1 Subcategories of ESP

2.4 Need and Needs Assessment

It is possible to come across with different definitions of need and needs

assessment in literature. Reviere (1996) defines need as a gap between real and

ideal conditions- that is both acknowledged by community values and potentially amenable to change. This definition has three parts. First, a gap must exist between the real and the ideal conditions in a community. Differences will always exist, and individuals will always be arranged on a continuum from more to less needy. Nonetheless, narrowing the gap is a positive goal.Second, this gap must be perceived and acknowledged as a need by a community.

Reviere (1996) states that few, if any, communities have only one consistent and recognizable set of values. Many agencies and organisations, however, assume that they can and do make life "better" for their clients. One task of a needs assessment is to check this assumption, ensuring that all involved groups agree on the direction in which to move to achieve improvement. Third, the gap must be amenable to change; needs must be potentially satisfiable.

York (1982) stated simply that "needs assessment is a measure of how much of what is needed" (as cited in Reviere, p.6).

Berwick (1996) considers need as a gap or measurable discrepancy in what learners need and what they receive in language programs. He defines gap as the inconsistency between the target situation and the present situation. Determining the learners' needs in order to achieve the desired target situation is seen as the target of any needs assessment process.

Needs assessment is "a systematic process of collection and analysis as inputs into resource allocation decisions with a view to discovering and identifying goods and services the community is lacking in relation to the generally accepted standards, and for which there exists some consensus as to the

community's responsibility for their provision" (United Way of America as cited in Reviere, 1986, p.6).

Kaufman and English (1979 as cited in Soriano, 1995) describe needs assessment in a way that reflects complexity. They call it a tool which leads to determining valid and useful problems which are philosophically as well as practically sound. It is possible to conclude that needs assessment enables us to obtain valid and reliable information which help us to better target our services and efforts.

If a needs assessment is done well, it should lead to actions that will directly benefit those with the needs.

2.5 Four Philosophies of Needs Analysis

According to Stufflebeam (1977 as cited in Brown,1995), four divergent philosophies can arise in a needs analysis: the democratic, the analytic, the diagnostic and the discrepancy. The importance of such philosophies lies in the fact that they will affect the types of information that will be gathered.

The democratic philosophy is one in which a need is defined as any change that is desired by a majority of the group involved. Whether this group consisted of the students themselves, their teachers, program administrators, or the owners of a private school, the democratic philosophy would lead to a needs analysis that would gather information about the learning most desired by the chosen groups (Brown, 1995).

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In the analytic philosophy a need is whatever the students will naturally learn next based on what is known about them and the learning processes involved: that is the students are at stage X in their language development, and they next need to learn X+1 or whatever is next in the hierarchy of language development.

A diagnostic philosophy proposes that a need is anything that would prove harmful if it was missing (Brown,1995).

Finally, the discrepancy philosophy which constitutes the base of this study, is one in which needs are viewed as differences or discrepancies, between a desired performance from the students and what they are actually doing. The discrepancy or gap model is the most straightforward and widely used, especially in education (McKillip,1987). "The model emphasizes normative expectations and involves three phases:

(1) goal setting, identifying what ought to be;

(2) performance measurement, determining what is;

(3) discrepancy identification, ordering differences between what ought to be and what is" (McKillip,1987,p.20).

This study held the democratic and discrepancy philosophies by referring to perceptions of different sources such as the students, English instructors and administrators. By revealing the discrepancy between the students' needs and their self-rating with respect to their competence, discrepancy philosophy has been assumed.

2.6 Necessity for Needs Assessments

The most common reasons for needs assessments to be conducted according to Soriano (1995) are "justification for funding, regulations or laws that mandate needs assessments, resource allocation and decision-making –determining the best use of the limited resources and as part of program evaluations" (p.XV).

Richards (2001) states that needs assesment in language teaching can be used for a number of different purposes, for example:

- "To find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide or university student

- To help determine if an existing course adequately addresses the needs of potential students

- To determine which students from a group are most in need of training in particular language skills

- To identify a change of direction that people in a reference group feel is important

- To identify a gap between what students are able to do and what they need to be able to do

- To collect information about a particular problem learners are experiencing" (p.52)

According to Richards (2001) a needs assessment assures a flexible, responsive curriculum rather than fixed, linear curriculum determined ahead of time by instructors and it provides information to the instructor and learner about

what the learner brings to the course (if done at the beginning), what has been accomplished (if done during the course), and what the learner wants and needs to know next.

Reviere (1996) states that needs assessments are tools designed to identify what a particular group of persons lacks to achieve more satisfactory lives. Formal organisations must know what services and programs will adequately remediate or solve problems. Along these same lines, agencies must know if and how well their programs are working. In addition, because today's population is increasingly diverse, service providers and social scientists can no longer assume what they have done in the past remains appropriate for their present constituency. Data acquired from needs assessment are decisions in planning programs and allocating resources.

2.7 Steps in Needs Assessment

There are certain kinds of models with different steps suggested for needs assessment. To begin with, steps in needs assessment are stated as the following by McKillip (1987):

1. Identify users and the uses of the needs assessment
2. Describe the target population and the service environment
3. Identify needs
   - Describe problems
   - Describe solutions

4. Assess the importance of the needs

5. Communicate results

Richards (2001) suggests that decisions on the practical procedures involved in collecting, organizing, analyzing and reporting the information collected be made. He states that there needs to be a clear reason for collecting different kinds of information and so as to ensure that only information that will actually be used is collected.

Gravatt, Richards, and Lewis (1997, as cited in Richards, 2001) state the following procedures which have been used in investigating the language needs of non-English-background students at New Zealand University:

1. literature survey

2. analysis of wide range of survey questionnaires

3. contact with others who had conducted similar surveys

4. interviews with teachers to determine goals

5. identification of participating departments

6. presentation of project proposal to participating departments and identification of liaison person in each department

7. development of a pilot student and staff questionnaire

8. review of the questionnaires by colleagues

9. piloting of the questionnaires

10. selection of staff and student subjects

11. developing a schedule for collecting data

12. administration of questionnaires

13. follow-up interviews with selected participants

14. tabulation of responses

15. analysis of responses

16. writing up of report and recommendations

The above mentioned procedures apply to this particular study except the one suggesting follow-up interviews with selected participants.

2.8 ESP and Needs Assessment

ESP is defined as an appproach to course design which starts with the question "Why do those learners need to learn English?"

Hutchinson and Waters (1987) state that what distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need. If learners, sponsors, and teachers know why the learners need English, that awareness will have an influence on what will be acceptable as reasonable content in the language course, and on the positive side, what potential can be exploited. Thus, although it might appear on the surface that the ESP course is characterised by its content (Science, Medicine, Tourism,etc.), this is, in fact, only a secondary consequence of the primary matter of being able to specify why the learners need English. Put briefly, it is not so much the nature of the need which distinguishes the ESP from the General English course but rather the awareness of a need.

2.9 Needs Assessment Studies

A great number of needs assessment studies have been carried out in different institutions both in Turkey and different countries.

Enginarlar (1982) conducted a needs assessment study at Middle East Technical University in order to identify the academic needs and lacks of the freshman students studying at social science based departments. Their needs in writing was tried to be revealed. Freshmen students and instructors of different social science based departments participated in the study. Students were given comprehensive questionnaires, whereas the instructors were interviewed. Students' written productions and exam papers were examined as well. The types of activities required in writing and the difficulties students encountered related to writing skill were revealed. The effectiveness of the program at the Preparatory School was evaluated and an important degree of discrepancy between the students' needs when writing and the writing instruction provided in the preparatory school was identified. Recommendations for syllabus design of the writing component of the instruction at the Preparatory School were made.

Elkılıç (1994) carried out a needs assessment study in order to determine the English language needs of the students in the Faculty of Veterinary Medicine at Selçuk University. Students, subject specialists and English instructors were given questionnaires. The results revealed that students considered reading skill as the most important. Listening came up to be the second important skill for the students of Veterinary Medicine. The students, subject specialists and English language instructors stated that reading was important in order to be able to

understand scholarly journals, magazines and reports as well as to translate materials from English into Turkish. Based on these results, recommendations were put forward by the researcher aiming at improving the existing English language curriculum at Selçuk University.

Alagözlü (1994), in his study, revealed the English language skill needs of fourth year Medical students at the Faculty of Medicine in Cumhuriyet University. Students, teachers and administrators were data collection sources. Their perceptions regarding students' learning needs were identified. Questionnaire and interview were data collection instruments. According to the study, reading and translation came up to be the most required language skills for that group of students due to the fact that they needed to deal with a great number of medicine-related readings which were available only in English. The results showed that there were differences among the perceptions of teachers, students and administrators with respect to students' needs. The already existing curriculum did not fulfill the needs of the students. Recommendations for the improvement of the curriculum were put forward.

Baştürkmen (1998) carried out a needs assessment study in the College of Petroleum Engineering at Kuwait University to assess the communicative language needs of the students. She collected data from instructors and students via structured questionnaires. Classroom observations and examinations of student materials and samples were other tools of data collection. Perceptions of the students and instructors regarding the importance of language skills were

different. Students considered listening as more difficult than speaking, reading and writing. However, the instructors considered the four skills as of the same level of difficulty. The results of the study were used in revising the English course.

Işık (2002) conducted a needs assessment study at Başkent University with International Relations and Political Science students in order to find out their needs with respect to writing skill. Students, English instructors, departmental instructors, professionals and administrators took part in the study. The data collection tools were questionnaire for students, structured interview with departmental instructors, English instructors, professionals and administrators. Written productions of students in different tasks in the English course and their departmental courses were analyzed as well. Some recommendations were put forward with respect to syllabus development and methodology in order to fulfill the needs of the students with respect to their writing skill.

Edwards (2000) carried out a needs assessment study to identify the language needs of the German bankers in order to design an ESP course for the bank personnel. Four skills were explored. Interview with the director of the bank's language department was conducted and a questionnaire was given to the participants of the course to reveal the institutional and personal objectives. Students' past learning experience could be reflected through the questionnaire as well. Especially writing and specialist vocabulary in banking came up to be

specific needs. An ESP course was designed and guidelines for teaching method were set.

Chan (2001) conducted a research on English language needs of students at Hong Kong Polytechnic University. Students' perceptions with respect to their needs and wants, their self ratings of their competence in academic and professional domain were revealed. Their opinions were compared with those of their English instructors. A survey of 701 tertiary learners and 47 English instructors at the university was conducted. There was consistency regarding the responses of teachers and students. The cosistency was interpreted as the students being able to state their opinions on various skills and being conscious in terms of their competence.

Thus, literature reveals that systematic needs assessments are necessary in order to examine the skills which are needed by a group of learners through different data collection instruments from different sources. The results of such studies lead to useful decisions regarding the improvement of basic curricular elements.

CHAPTER III

METHOD

In this chapter, first the overall design of the study is presented. The participants of the study and the development of the data collection instruments are explored. Finally, administration of data collection instruments and data analysis methods are presented.

3.1 Overall Design of the Study

The purpose of this study was to reveal the importance attached to the four main skills (speaking, listening, reading, writing) by students, English instructors and curriculum coordinators with respect to target needs and learning needs. The relationship between students' attitude toward English language (enjoyment, anxiety, interest,motivation, confidence, aspiration, importance) and their perceived learning and target needs were revealed.

Both qualitative and quantitative data were collected through the questionnaires for students, ESP instructors and curriculum coordinators. Students were administered an attitude scale and a needs assessment questionnaire. English instructors and curriculum coordinators were administered a needs assessment

questionnaire. The curriculum coordinators were administered an ESP Program Identification Form as well.

The design was based on three data sources who were the students, the ESP instructors and curriculum coordinators. Their perceptions regarding the ESP target needs and learning needs of Tour Guidance students formed the backbone of the study.

CONTEXT ANALYSIS
↓
DATA COLLECTION

PARTICIPANTS	INSTRUMENTS
Students (n=45)	Students Needs Assessment Questionnaire (target needs+learning needs) Attitude scale
English Instructors (n=3)	English Instructor Questionnaire (target needs+learning needs)
Curriculum coordinators (n=2)	English Instructor Questionnaire (target needs+learning needs) ESP Program Identification Form

↓
ANALYSIS OF THE DATA
↓
RECOMMENDATIONS

Figure 3.1.1 Overall Design of the Case Study

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3.2 Participants

Three groups were involved in this study. As this study deals with students' perceptions regarding their own English language needs and the perceptions of students' needs from English instructors' and curriculum coordinators' point of view, triangulation was achieved with respect to data collection sources.

3.2.1 The Students

The first group consisted of fourty-five students studying at Tour Guidance Department at Başkent University. Twenty-three out of 45 students were freshmen and 22 out of 45 students were sophomores. Total number of the students studying at this department as freshmen and sophomores were 45 in 2002-2003 Academic Year. As the number was not so high, there was no need for selection of participants who would be administered questionnaires.So, the whole student population was involved in the study. As ESP courses are being studied by first and second year students, they were chosen as the source. Thirty of the students were females and 15 of them were males. Their ages ranged from 18 to 26. Thirty-eight out of 45 students attended the Preparatory School at Başkent University. Seven out of 45 students did not attend the Preparatory School at Başkent University. Twelve out of 38 students attended B stream, whereas 26 of them attended C Stream. Sixteen of those who attended Preparatory School scored

a grade between 60-70, 13 of them scored between 71-85 and 9 of them scored between 86-100. Both the freshmen and sophomores were administered the same questionnaire. They were given the questionnaire in the second term in 2002-2003 Academic Year. By then they were already familiar with the ESP courses they were taking.

3.2.2 The English (ESP) Instructors

The second group consisted of 3 English instructors who were teaching English for Tour Guidance for at least one year. The most experienced one in terms of teaching English for Tour Guidance had an experience of three years. Two of those instructors were teaching English for Tour Guidance at Vocational School of Başkent University with different instructional materials. However, as a result of their valuable experience, they were administered the questionnaire as well.

3.2.3 The Curriculum Coordinators

The third group consisted of the curriculum coordinators of the ESP Program students were studying. They were involved in the teaching process as well. They were teaching English for Tour Guidance. So, they may be considered both instructors and curriculum coordinators. One of the coordinators had the

experience of six months and the other one had the experience of one and a half

year one and a half year as curriculum coordinators for Tour Guidance.

3.3 Data Collection Instruments

In this study four data collection instruments were employed: An ESP Program Identification Form was administered to curriculum coordinators, a questionnaire to English language instructors and curriculum coordinators was administered and an attitude scale and a needs assessment questionnaire were administered to students.

3.3.1 ESP Program Identification Form

At the beginning of the second term, curriculum coordinators were given an ESP Program Identification Form (See Appendix A) which was adapted from the Identification Form by R. Mackay, 1978. Some items were excluded from the form, whereas some adittions were also made in order to appeal to the context of this study. The aim of the Identification Form was both to identify the nature of the ESP courses for Tour Guidance at Başkent University and to find out the perceptions of the curriculum coordinators with respect to the ESP courses in more general terms. It consisted of 31 questions some of which were open-ended and some of which were choice-based.

3.3.2 English Instructor Questionnaire

The questionnaire which was distributed to English instructors and curriculum coordinators (See Appendix B) was a part of the needs assessment questionnaire administered to students. It consisted of three main parts.

Learning needs and target needs parts which involved a five–point Likert scale aimed at finding out the perceptions of English instructors regarding the importance of the four main skills and subskills.

The first part, learning needs part included 55 items, 14 of which were speaking based, 13 of which were listening based, 17 of which were reading based and 11 of which were writing based. The scale consisted of the following descriptors: 1: Unimportant, 2: Of little importance, 3: Moderately important, 4: Important and 5: Very important.

Second part, target needs part, consisted of 64 items, 15 of which were related to the speaking skill, 13 of which were related to the listening skill, 21 of which were related to the reading skill and 15 of which were related to the writing skill. The scale consisted of the following descriptors: 1: Unimportant, 2: Of little importance, 3: Moderately important, 4: Important and 5: Very important.

The third part consisted of a section which asked for the opinion of the instructors regarding the importance of the four main skills (speaking, listening, reading, writing) and two fundamental areas of knowledge (translation, specialist vocabulary). They were asked to rank the skills according to their importance.

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All of the items in this questionnaire were the same as the items included in the student needs assessment questionnaire. One of the curriculum coordinators'opinion was taken for the sake of content and face validity check.

3.3.3 Attitude Scale for Students

In order to see whether there was any relationship between student-perceieved learning needs and target needs and their attitude toward English, an attitude scale (See Appendix C) was first administered to the students. This independent variable was assessed by the instrument developed by Küçüksüleymanoğlu (1997) and then revised by Berberoğlu (2001). It consisted of 30 items. Berberoğlu (2001), as part of factor analysis, ran a varimax rotation of the questionnaire and the results indicated that the scale was multidimensional with seven factors. "When item factors were evaluated closely, it was observed that the first factor clustered the items related to *enjoyment* in learning English, the second factor clustered the items related to *anxiety* in learning English, the third factor clustered the items related to *interest* in learning English, the fourth factor clustered the items related to *motivation* in learning English, the fifth factor clustered the items related to *confidence*, the sixth factor clusterd the items related to *aspiration* to learn and use English, and finally the seventh factor clustered the items related to *importance* of English" (Berberoğlu, 2001,p.24).

Some items were loaded on more than one factor. As a result of this varimax rotation, the questionnaire was accepted to consist of seven subdimensions and the questions were grouped according to those subdimensions when checking the correlation coefficient alpha.

The instrument was not piloted for this study but expert opinion was taken. Berberoğlu (2001), who piloted the instrument, had a Cronbach alpha reliability estimate of 0.90 for the whole attitude scale. In this scale indicative items were coded as 5 for the 'Completely Agree', 4 for the 'Agree', 3 for the 'Undecided', 2 for the 'Disagree', and 1 for the 'Completely Disagree' alternatives. For the contraindicative items this scoring was reversed. So, a high score indicates positive attitude in the subdimension, whereas a low score indicates negative attitude.

The Cronbach alpha reliability estimate was 0.85 for the attitude scale after the administration of the attitude scale for this particular study.

3.3.4   Student Needs Assessment Questionnaire

This questionnaire (See Appendix D) was designed in a form that both qualitative and quantitative data were collected. The students' needs assessment questionnaire consisted of four parts. The first part aimed at collecting personal information from the students regarding their English language background and their perceptions regarding the necessity of English for their future and the

reasons why they consider it to be important. Whether or not they liked English was another question an answer for which was required from the students.

The second part consisted of a two-scale format. One of the 5 point Likert scale aimed at finding out the perceptions of the students regarding the importance of the learning needs which consisted of 55 items related to the four skills. The other five point Likert scale required the students to rate themselves with respect to the items included in the learning needs. Learning needs part included 55 items, 14 of which were speaking based, 13 of which were listening based, 17 of which were reading based and 11 of which were writing based. The importance scale consisted of the following descriptors: 1: Unimportant, 2: Of little importance, 3: Moderately important, 4: Important and 5: Very important. The rating scale consisted of the following descriptors: 1: Extremely poor, 2: Below average, 3: Average, 4: Above average, 5: Excellent.

In the third part, students were asked to rank basic skills besides translation and specialist vocabulary from 1 to 6. They were also asked a question the aim of which was to evaluate the already existing program with respect to the skills. The perception of students with respect to ignorance of any of those skills in the existing program was examined.

The fourth part of the questionnaire consisted of a two-scale format. One of the 5 point Likert scale aimed at finding out the perceptions of the students regarding the importance of the target needs which consisted of 64 items related to the four skills. The other five point likert scale required the students to rate

themselves with respect to the items included in the target needs. Target needs part included 64 items, 15 of which were a part of the speaking skill, 13 of which were a part of the listening skill, 21 of which were a part of reading skill and 15 of which were a part of writing skill. The scale consisted of the following descriptors: 1: Unimportant, 2: Of little importance, 3: Moderately important, 4: Important and 5: Very important. The rating scale consisted of the following descriptors: 1: Extremely poor, 2: Below average, 3: Average, 4: Above average, 5: Excellent.

3.3.4.1 Translation of the Student Needs Assessment Questionnaire

The questionnaire items were designed by the researcher after revealing the target needs and learning needs for ESP through the course descriptions in their department, library research and internet search. The content of the questionnaire was checked with two instructors at Başkent University. The target needs part was checked with an academic at the Vocational School for Tour Guidance and who also had Tour Guidance experience. The learning needs part was checked with an ELT expert and Assistant Director at English Language School of Başkent University. Necessary omissions and additions were made accordingly.

The original version of the students' needs assessment questionnaire was prepared in English (See Appendix E). In order to be able to administer it to students, it needed to be translated into Turkish. That was to avoid the fact that

students would not be able to understand every word in the questionnaire so they would have difficulty in providing reliable data. With the assistance of a graduate student in M.A. program at Translation and Interpretation Department at Hacettepe University, the questionnaire was translated into Turkish. The researcher translated it into Turkish as well. The two versions were compared and a new one was formed. Afterwards, it was back-translated. No problem was faced during the translation process.

3.3.4.2 Piloting of the Student Needs Assessment Questionnaire

After the completion of the translation process, the student needs assessment questionnaire was piloted on 19 students, 7 of who were freshmen and 12 of who were sophomores studying at Vocational School of Tour Guidance at Başkent University. It was an advantage for the researcher to have been able to include another group of Tour Guidance students during the piloting. Students were reminded of the fact that it was possible for them to ask about any item unclear to them. The piloting session was very beneficial. There were slight changes in the wording of some items.

3.3.4.3   Reliabilty of the Student Needs Assessment Questionnaire

The reliability coefficient of each item and of each subskill of target and learning needs were calculated for the student needs assessment questionnaire. The reliability coefficient of the questionnaire after piloting ranged from   .75 to

.97 . The reliability coefficient for the whole questionnaire was .85. The reliability coefficient of the student needs assessment questionnaire which was administered to the students after the changes ranged from .80 to .97. The reliability coefficient for the whole questionnaire was .87.

3.4   Data Collection Procedure

The whole data was collected in the Spring Semester in 2003. Firstly, the two curriculum coordinators of the ESP program, the coordinator of ENG 165-166 and the coordinator of ENG 265-266 received their ESP Program Identfication Forms and each of the coordinators filled in the form for the specific ESP courses they were responsible for planning and coordinating.

At the end of March, the ESP instructors and curriculum coordinators were administered the questionnaire. At the end of March, the students received their attitude scales. One week after the attitude scale, students filled in the needs assessment questionnaire. Due to time and effort required from the students, the two scales were administered separately. They were asked to put their initials or just a symbol which they would write on both questionnaires so that the researcher would not have difficulty in matching the two questionnaires for each student. They were offered to put symbols just to avoid the fact that they would feel themselves under pressure if they would write their names. No problem was faced regarding this aspect. By the end of first week of April, all the data had been collected from ENG 166 and ENG 266 students.

3.5 Data Analysis

Both qualitative and quantitative data was obtained through the data collection instruments in this study.

The ESP Program Identification Form Form which was filled in by the curriculum coordinators provided some information regarding the nature of the ESP course given to ENG 166 and 266 students. Some of the answers to the questions in this form were utilised for clarifying the ESP context for Tour Guidance and some of the items were used for getting the perceptions of the curriculum coordinators.

The English Instructor questionnaire was administered to both the three English instructors and the two curriculum coordinators who were teaching ENG 166 and 266 as well. The statistical analysis of the questionnaires were carried out through SPSS. Frequencies and percentages for each item reflecting the learning needs and target needs were calculated in order to have the opportunity to compare their perceptions with the students' perceptions.

The most detailed tool was the students' needs assessment questionnaire. Percentages for importance scales were calculated and descriptive analysis was conducted. In order to examine the discrepancy between the importance of each need and the self perceptions of the learning and target needs, paired samples T-test was conducted.

Correlation coefficient values for the seven subdimensions of the attitude scale and students' self ratings of learning needs and target needs were calculated to see whether there was a relationship.

CHAPTER IV

RESULTS

In this chapter, results gained from the data collection instruments are presented. Firstly, students' perceptions, secondly, English instructors' perceptions and finally curriculum coordinators' perceptions are presented.

4.1 Perceptions of Students

Perceptions of students regarding the reasons for their learning English, their perceptions with respect to importance of learning needs and target needs are examined.

4.1.1   Perceptions of Students Regarding the Reasons for Learning English

Thirty-eight out of 45 students stated that they liked learning English and 43 out of 45 students stated that English was necessary for them. Students were also asked about their opinions with respect to the reasons for learning English. (See Table 4.1.1.1). They were provided with some alternatives and they were able to choose more than one alternative. They were also able to state some

reasons other than the alternatives provided for learning English. The most important reason revealed by the students was to work as a tour guide. 39 out of 45 students stated that as a reason. To be able to work with English speaking colleagues was another reason stated by 26 students. Correspondence to be conducted in English was another reason stated by 22 of the students. Written or printed materials' being connected with the job being English and conveying information or instructions from English language sources to non-English/English speakers were stated by 20 students each. Having to follow training courses in English received the least frequency. Fourteen out of 45 students stated that as a reason.

Table 4.1.1.1 Students' Reasons for Learning English

Reasons	f	%	N=45
The main language of the job is English	39	87%	
To work with English speaking colleagues	26	57%	
Some/most/all correspondence has to be conducted in English	22	49%	
Some/most/all of the written or printed materials connected with the job are in English	20	44%	
To convey information or instructions from English language sources to non-English/English speakers	20	44%	
To follow training courses conducted in English	14	31%	

Other reasons stated by some of the students were English being a universal language and having to communicate with other people all over the world.

"Working not only in tourism sector but also in other sectors require English" was stated as another reason. In order to exploit the original versions of printed or audio materials and working as an academician were stated as other reasons.

4.1.2 Perceptions of Students Regarding the Importance of Items Referring to Speaking Skill as Learning Needs

Perceptions of students regarding the importance of the subskills of speaking referring to learning needs are presented. Table 4.1.2.1 shows the percentages of students attaching importance to each item in speaking skill as learning needs.

The range of means of items in table rated according to their importance are 4.71-3.76. The subskills with highest importance were producing correct pronunciation (100%), answering questions (97.8%), expressing oneself (93.4%), solving problems (93.3%), asking questions (84.5%) and reacting to speech and lecture (88.9%). The subskills with the lowest importance were describing (62.2%) and criticising (66.7%).

Table 4.1.2.1 Importance of Subskills of Speaking Regarded as Learning Needs by Students (in Percentages and Means)

	1	2	3	4	5	**Mean**	N
			Degree of importance				
Asking questions	-	-	15.6	35.6	48.9	**4.33**	45
Answering questions	-	-	2.2	37.8	60	**4.58**	45
Expressing oneself	-	-	6.7	15.6	77.8	**4.71**	45
Summarising	-	-	8.9	55.6	35.6	**4.27**	45
Describing	-	4.4	33.3	44.4	17.8	**3.76**	45
Comparing-contrasting	-	6.7	20	48.9	24.4	**3.91**	45
Solving problems	-	-	6.7	40	53.3	**4.47**	45
Reasoning	-	2.2	13.3	42.2	42.2	**4.25**	45
Making presentations	-	4.4	8.9	48.9	37.8	**4.20**	45
Criticising	-	4.4	28.9	46.7	20	**3.82**	45
Reacting to speech and lecture	-	2.2	8.9	42.2	46.7	**4.34**	45
Producing correct pronunciation	-	-	-	42.2	57.8	**4.58**	45
Wording quickly	-	-	22.2	31.1	46.7	**4.25**	45
Using appropriate intonation and stress patterns	-	4.4	20	42.2	33.3	**4.05**	45

1: Unimportant, 2: Of little importance, 3: Moderately important, 4: Important, 5: Very important

4.1.3 Perceptions of Students Regarding the Importance of Items Referring to Listening Skill as Learning Needs

Perceptions of students regarding the importance of the subskills of listening referring to learning needs are presented. Table 4.1.3.1 shows the percentages of students attaching importance to each item in listening skill as learning needs.

Table 4.1.3.1 Importance of Subskills of Listening Regarded as Learning Needs by Students (in Percentages and Means)

	Degree of importance						
	1	**2**	**3**	**4**	**5**	**Mean**	**N**
Obtaining gist	-	-	2.2	42.2	55.6	**4.54**	45
Obtaining specific information	**-**	-	-	42.2	57.8	**4.58**	45
Listening for summarising	-	-	4.4	53.3	42.2	**4.38**	45
Listening for taking notes	2.2	8.9	13.3	42.2	33.3	**3.96**	45
Listening for translating	4.4	6.7	17.8	33.3	37.8	**3.94**	45
Recognising language structure	-	11.1	22.2	33.3	33.3	**3.89**	45
Understanding complex sentences	2.2	-	15.6	51.1	31.1	**4.09**	45
Deducing the meaning of or word groups	2.2	-	13.3	37.8	46.7	**4.27**	45
Evaluating the importance of information	-	4.4	22.2	55.6	17.8	**3.87**	45
Extracting the information not explicitly stated	-	2.2	13.3	44.4	40	**4.22**	45
Recognising the speaker's attitude	-	8.9	17.8	37.8	35.6	**4.00**	45
Listening for discriminating intonation and stress patterns	-	6.7	13.3	42.2	37.8	**4.11**	45
Recognising speech organisation patterns (lecture, announcement, etc.)	-	2.2	28.9	35.6	33.3	**4.00**	45

The range of means of items in table are 4.58-3.87. The subskills with the highest importance were obtaining specific information (100%), obtaining gist (97.8%), listening for summarising (95.5%), deducing the meaning of unfamiliar words or word groups (84.5%) and extracting the information not explicitly stated (84.4%). The subskills with the lowest importance were evaluating the importance of information (73.4%) and recognising language structure (66.6%).

4.1.4 Perceptions of Students Regarding the Importance of Items Referring to Reading Skill as Learning Needs

Perceptions of students regarding the importance of subskills of reading referring to learning needs are presented. Table 4.1.4.1 shows the percentages of

Table 4.1.4.1 Importance of Subskills of Reading Regarded as Learning Needs by Students (in Percentages and Means)

	Degree of importance						
	1	2	3	4	5	Mean	N
Prediciting	-	2.2	17.8	55.6	24.4	**4.02**	45
Scanning	2.2	6.7	15.6	42.2	33.3	**3.98**	45
Skimming	4.4	-	20	44.4	31.1	**3.98**	45
Reading intensively	-	-	17.8	37.8	44.4	**4.27**	45
Guessing the meaning of unknown words from context	2.2	2.2	2.2	31.1	62.2	**4.49**	45
Referencing (focusing on pronons, numbers,etc.)	2.2	2.2	33.3	40	22.2	**3.78**	45
Analysing	-	-	20	62.2	17.8	**3.98**	45
Synthesizing	-	-	31.1	46.7	22.2	**3.91**	45
Making inferences	-	-	-	48.9	51.1	**4.51**	45
Reading for note-taking	8.9	11.1	20	44.4	15.6	**3.47**	45
Identifying main ideas	-	-	8.9	40	51.1	**4.42**	45
Finding supporting ideas	-	2.2	13.3	48.9	35.6	**4.18**	45
Paraphrasing	2.2	2.2	17.8	20	57.8	**4.29**	45
Summarising	-	2.2	15.6	44.4	37.8	**4.18**	45
Transferring information	-	2.2	8.9	40	48.9	**4.36**	45
Responding critically	-	6.7	31.1	40	20	**3.75**	44
Speed reading	6.7	11.1	37.8	22.2	20	**3.39**	44

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students attaching importance to each item in reading skill as learning needs.

The range of means of items in table are 4.51-3.39. The subskills with the highest importance were making inferences (100%), guessing the meaning of unknown words from context (93.3%), identifying main ideas (91.1%), transferring information (88.9%) and paraphrasing (77.8%). The subskills with the lowest importance were speed-reading (42.2%) and reading for note-taking (60%).

4.1.5 Perceptions of Students Regarding the Importance of Items Referring to Writing Skill as Learning Needs

Perceptions of students with respect to the importance of the subskills of writing referring to learning needs are examined. Table 4.1.5.1 shows the percentages of students attaching importance to each item in writing skill as learning needs.

The range of means of items in table are 4.67-3.85. The subskills with the highest importance were expressing clearly (95.6%), using appropriate vocabulary (93.3%), structuring sentences (93.3%), addressing topic (91.1%) and developing ideas (97.8%). The subskills with the lowest importance were using correct punctuation (66.7%) and spelling correctly (66.7%).

Table 4.1.5.1 Importance of Subskills of Writing Regarded as Learning Needs by Students (in Percentages and Means)

	Degree of importance						
	1	2	3	4	5	**Mean**	<u>N</u>
Structuring sentences	-	-	6.7	28.9	64.4	**4.58**	45
Addressing topic	-	-	8.9	28.9	62.2	**4.54**	45
Developing ideas	-	-	2.2	51.1	46.7	**4.45**	45
Grouping ideas	-	2.2	15.6	44.4	37.8	**4.18**	45
Linking ideas	-	2.2	11.1	31.1	55.6	**4.40**	45
Organising the product	2.2	-	20	26.7	51.1	**4.25**	45
Using appropriate vocabulary	-	-	6.7	28.9	64.4	**4.58**	45
Expressing clearly	2.2	-	2.2	20	75.6	**4.67**	45
Using correct punctuation	2.2	6.7	24.4	37.8	28.9	**3.85**	45
Spelling correctly	2.2	4.4	26.7	40	26.7	**3.85**	45
Adapting appropriate tone and style	2.2	2.2	13.3	42.2	40	**4.16**	45

4.1.6 Perceptions of Students Regarding the Importance of Items Referring to Speaking Skill as Target Needs

Perceptions of students regarding the importance of the items of speaking referring to target needs are examined. Table 4.1.6.1 shows the percentages of students attaching importance to each item in speaking skill as target needs.

The range of means of items in table are 4.82-3.27. The items with the highest importance were speaking with customers (100%), speaking with native speakers (100%). Speaking abroad (97.8%) as linguistic context was rated high as

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well. Speaking in travel agencies (93.3%) and speaking in tour operations (91.1%) were the physical settings which were rated high. The items with the lowest importance were speaking in their own country (40%) and speaking in the office (62.2%).

Table 4.1.6.1 Importance of Items for Speaking Regarded as Target Needs by Students (in Percentages and Means)

	1	2	3	4	5	Mean	N
Speaking with native speakers	-	-	-	26.7	73.3	**4.74**	45
With non-native speakers	-	8.9	33.3	37.8	20	**3.69**	45
With colleagues	4.4	15.6	22.2	42.2	15.6	**3.49**	45
With customers	-	-	-	17.8	82.2	**4.82**	45
In the office	2.2	15.6	20	42.2	20	**3.62**	45
In hotels	-	2.2	4.4	37.8	55.6	**4.47**	45
In restaurants	-	-	20	42.2	37.8	**4.18**	45
At the airports	-	-	6.7	42.2	51.1	**4.45**	45
In banks for money matters	2.2	6.7	20	33.3	37.8	**3.98**	45
In travel agencies	-	2.2	4.4	24.4	68.9	**4.60**	45
In tour operations	-	2.2	6.7	26.7	64.4	**4.54**	45
In transportation contexts	-	-	17.8	37.8	44.4	**4.27**	45
In social settings	-	6.7	13.3	42.2	37.8	**4.11**	45
In your own country	4.4	20	35.6	24.4	15.6	**3.27**	45
Abroad	-	-	2.2	20	77.8	**4.76**	45

1: Unimportant, 2: Of little importance, 3: Moderately important, 4: Important, 5: Very important

4.1.7   Perceptions of Students Regarding the Importance of Items Referring to Listening Skill (Understanding) as Target Needs

Perceptions of students with respect to the importance of the items of listening referring to target needs were examined. Table 4.1.7.1 shows the percentages of students attaching importance to each item in listening skill as target needs.

Table 4.1.7.1 Importance of Items for Listening Regarded as Target Needs by Students (in Percentages and Means)

	Degree of importance						
	1	**2**	**3**	**4**	**5**	**Mean**	<u>N</u>
Understanding native speakers	-	-	2.2	22.2	75.6	**4.74**	45
Non-native speakers	-	6.7	13.3	40	40	**4.14**	45
The radio	-	11.1	24.4	35.6	28.9	**3.82**	45
TV programmes	-	6.7	24.4	33.3	35.6	**3.98**	45
Announcements at different places	-	2.2	11.1	44.4	42.2	**4.27**	45
Films	2.2	6.7	31.1	33.3	26.7	**3.76**	45
Presentations	-	-	13.3	53.3	33.3	**4.20**	45
Meetings	-	-	8.9	53.3	37.8	**4.29**	45
Conferences	-	-	11.1	51.1	37.8	**4.27**	45
Seminars	-	2.2	15.6	46.7	35.6	**4.16**	45
Discussions	-	-	11.1	60	28.9	**4.18**	45
Conversations on the phone	-	-	6.7	42.2	51.1	**4.45**	45
Face-to-face conversations	-	-	2.2	26.7	71.1	**4.69**	45

The range of means of items in Table 4.3.7.1 are 4.74-3.76. The items with the highest importance were understanding native speakers (97.8%), face-to-face conversations (97.8%) and conversations on the phone (93.3%). Understanding meetings (91.1%), conferences (88.9%) and announcements at different places (86.6%) were rated high as well. The items with the lowest importance were understanding films (60%) and listening to the radio (64.5%).

4.1.8 Perceptions of Students Regarding the Importance of Items Referring to Reading Skill as Target Needs

Perceptions of students regarding the importance of reading items referring to target needs are presented. Table 4.1.8.1 shows the percentages of students attaching importance to each item in reading skill as target needs.

The range of means of items in table are 4.42-3.60. The items with the highest importance were reading itineraries (91.1%), business letters (84.5%), tickets (82.2%), e-mail messages (84.4%) and fax messages (75.6%) as text types. The items with the lowest importance were reading maps (57.8%) and reading the minute of a meeting (66.7%).

Table 4.1.8.1 Importance of Items for Reading Regarded as Target Needs by Students (in Percentages and Means)

			Degree of importance				
	1	**2**	**3**	**4**	**5**	**Mean**	**N**
Academic texts	-	4.4	22.2	42.2	31.1	**4.00**	45
Manuals	2.2	-	20	48.9	28.9	**4.02**	45
Newspapers	-	2.2	20	42.2	35.6	**4.11**	45
Business letters	2.2	-	13.3	37.8	46.7	**4.27**	45
Fax messages	-	2.2	22.2	35.6	40	**4.14**	45
Magazines/periodicals	-	8.9	17.8	44.4	28.5	**3.94**	45
Reports	2.2	2.2	33.3	33.3	28.9	**3.85**	45
Maps	2.2	13.3	26.7	37.8	20	**3.60**	45
E-mail messages	**-**	**-**	**15.6**	**53.3**	**31.1**	4.16	**45**
Brochures	-	4.4	20	48.9	26.7	**3.98**	45
Dictionary entries	-	6.7	24.4	51.1	17.8	**3.80**	45
Memos	-	2.2	22.2	53.3	22.2	**3.96**	45
Instruction booklets	-	2.2	20	48.9	28.9	**4.05**	45
Legal documents	-	8.9	20	37.8	33.3	**3.96**	45
The agenda of a meeting	-	2.2	26.7	46.7	24.4	**3.94**	45
The minutes of a meeting	2.2	11.1	20	48.9	17.8	**3.69**	45
Newsletters	-	2.2	17.8	48.9	31.1	**4.09**	45
Catalogues	-	6.7	15.6	60	17.8	**3.89**	45
Tickets	-	2.2	15.6	40	42.2	**4.22**	45
Itineraries	-	-	8.9	40	51.1	**4.42**	45
Invoices	-	8.9	22.2	37.8	31.1	**3.91**	45

4.1.9 Perceptions of Students Regarding the Importance of Items Referring to Writing Skill as Target Needs

Perceptions of students regarding the importance of items of writing referring to target needs are presented. Table 4.1.9.1 shows the percentages of students attaching importance to each item in writing skill as target needs.

Table 4.1.9.1 Importance of Items for Writing Regarded as Target Needs by Students (in Percentages and Means)

	Degree of importance						
	1	2	3	4	5	Mean	N
Business letters	-	-	8.9	31.1	60	**4.51**	45
Memos	-	2.2	15.6	51.1	31.1	**4.11**	45
Minutes	-	6.7	20	35.6	37.8	**4.05**	45
Agendas	-	6.7	20	42.2	31.1	**3.98**	45
Notices	-	4.4	15.6	46.7	33.3	**4.09**	45
E-mail messages	-	-	11.1	57.8	31.1	**4.20**	45
Fax messages	-	2.2	24.4	44.4	28.9	**4.00**	45
Notes	-	2.2	22.2	46.7	28.9	**4.02**	45
Reports	-	4.4	13.3	40	42.2	**4.20**	45
Itineraries	-	-	13.3	31.1	55.6	**4.42**	45
Tour commentaries	-	-	15.6	42.2	42.2	**4.27**	45
Legal documents	2.2	11.1	17.8	33.3	35.6	**3.89**	45
User manuals	-	4.4	15.6	42.2	37.8	**4.14**	45
Brochures	-	2.2	15.6	42.2	40	**4.20**	45
Leaflets	-	4.4	22.2	40	33.3	**4.02**	45

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The range means of items in table are 4.51-3.89. The items with the highest importance were writing business letters (91.1%), itineraries (86.7%), tour commentaries (84.4%), brochures (82.2%) and e-mail messages (88.9%). The items with the lowest importance were writing legal documents (68.9%) and writing agendas (73.3%).

4.2 Perceptions of English Instructors

Perceptions of English instructors regarding the reasons for students to learn English and their perceptions with respect to the importance of learning needs and target needs are examined.

4.2.1 English Instructors' Perceptions Regarding the Reasons for Students to Learn English

English instructors stated "to work as a tour guide", "most of the written or printed materials connected with job are in English", "they have to convey information or instructions from English language sources to non-English/English speakers", "some correspondence has to be conducted in English", "they have to follow training courses conducted in English" as reasons for students' necessity to learn English.

Another reason stated was passing the English exam to receive a certificate for Tour Guidance which is an extension for the reason "to work as a tour guide" above.

4.2.2 Importance of Subskills of Speaking Regarded as Learning Needs by English Instructors

Perceptions of English instructors regarding the importance of subskills of speaking referring to learning needs are examined. The subskills with the highest importance were expressing oneself, answering questions, solving problems and reasoning. The subskill with the lowest importance was making presentations (See Table 4.2.2.1).

4.2.3 Importance of Subskills of Listening Regarded as Learning Needs by English Instructors

Perceptions of English instructors regarding the importance of subskills of listening referring to learning needs are examined. The subskills with the highest importance were obtaining gist, obtaining specific information, listening for translating, understanding complex sentences and recognising speaker's attitude. The subskills with the lowest importance were recognising language structure and listening for summarising (See Table 4.2.3.1).

Table 4.2.2.1 Importance of Subskills of Speaking Regarded as Learning Needs by English Instructors (in Frequencies)

	Degree of importance					
	1	**2**	**3**	**4**	**5**	**N**
Asking questions	-	-	-	2	1	3
Answering questions	-	-	-	1	2	3
Expressing oneself	-	-	-	-	3	3
Summarising	-	-	1	1	1	3
Describing	-	-	-	1	2	3
Comparing-contrasting	-	-	1	1	1	3
Solving problems	-	-	-	1	2	3
Reasoning	-	-	-	1	2	3
Making presentations	-	-	2	-	1	3
Criticising	-	-	1	2	-	3
Reacting to speech and lecture	-	-	1	-	2	3
Producing correct pronunciation	-	-	1	2	-	3
Wording quickly	-	-	1	1	1	3
Using appropriate intonation and stress patterns	-	-	1	-	2	3

  1: Unimportant, 2: Of little importance, 3: Moderately important, 4: Important, 5: Very important

Table 4.2.3.1 Importance of Subskills of Listening Regarded as Learning Needs by English Instructors (in Frequencies)

	Degree of importance					
	1	**2**	**3**	**4**	**5**	**N**
Obtaining gist	-	-	1	1	1	3
Obtaining specific information	-	-	-	3	-	3
Listening for summarising	-	1	-	2	-	3
Listening for taking notes	-	-	2	1	-	3
Listening for translating	-	-	1	1	1	3
Recognising language structure	-	2	1	-	-	3
Understanding complex sentences	-	-	1	1	1	3
Deducing the meaning of unfamiliar words or word groups	-	-	-	1	2	3
Evaluating the importance of information	-	-	2	1	-	3
Extracting the information not explicitly stated	-	1	1	-	1	3
Recognising the speaker's attitude	-	1	-	-	2	3
Listening for discriminating intonation and stress patterns	-	1	-	1	1	3
Recognising speech organisation patterns (lecture, announcement, etc.)	-	-	-	-	3	3

4.2.4   Importance of Subskills of Reading Regarded as Learning Needs by English Instructors

Perceptions of English instructors regarding the importance of subskills of reading referring to learning needs are examined. The subskills with the highest importance were scanning, skimming, reading intensively, making inferences and

transferring information. The subskill with the lowest importance was predicting

(See Table 4.2.4.1).

Table 4.2.4.1 Importance of Subskills of Reading Regarded as Learning Needs by English Instructors (in Frequencies)

	Degree of importance					
	1	**2**	**3**	**4**	**5**	N
Prediciting	-	-	2	1	-	3
Scanning	-	-	-	1	2	3
Skimming	-	-	-	1	2	3
Reading intensively	-	-	-	1	2	3
Guessing the meaning of unknown words from context	-	-	-	1	2	3
Referencing (focusing on pronons, numbers,etc.)	-	-	1	-	2	3
Analysing	-	-	1	2	-	3
Synthesizing	-	-	1	1	1	3
Making inferences	-	-	-	1	2	3
Reading for note-taking	-	-	-	2	1	3
Identifying main ideas	-	-	-	1	2	3
Finding supporting ideas	-	-	1	2	-	3
Paraphrasing	-	-	1	2	-	3
Summarising	-	-	-	2	1	3
Transferring information	-	-	-	1	2	3
Responding critically	-	-	1	1	1	3
Speed reading	-	-	-	2	1	3

4.2.5 Importance of Subskills of Writing Regarded as Learning Needs by English Instructors

Perceptions of English instructors regarding the importance of subskills of writing referring to learning needs are examined. The subskills with the highest importance were developing ideas, linking ideas, structuring sentences, addressing topic and grouping ideas. The subskill with the lowest importance was using correct punctuation (See Table 4.2.5.1).

Table 4.2.5.1 Importance of Subskills of Writing Regarded as Learning Needs by English Instructors(in Frequencies)

	Degree of importance					
	1	**2**	**3**	**4**	**5**	<u>N</u>
Structuring sentences	-	-	1	1	1	3
Addressing topic	-	-	1	1	1	3
Developing ideas	-	-	1	-	2	3
Grouping ideas	-	-	1	1	1	3
Linking ideas	-	-	-	1	2	3
Organising the product	-	-	-	3	-	3
Using appropriate vocabulary	-	-	-	3	-	3
Expressing clearly	-	-	1	2	-	3
Using correct punctuation	-	1	1	1	-	3
Spelling correctly	-	-	2	1	-	3
Adapting appropriate tone and style	-	-	1	2	-	3

4.2.6 Importance of Items of Speaking Regarded as Target Needs by English Instructors

Perceptions of English instructors regarding the importance of items of speaking skill referring to target needs are examined. The items with the highest importance were speaking with native speakers and speaking with customers.

Table 4.2.6.1 Importance of Items for Speaking Regarded as Target Needs by English Instructors (in Frequencies)

	Degree of importance					
	1	2	3	4	5	N
Speaking with native speakers	-	-	-	1	2	3
With non-native speakers	-	-	1	1	1	3
With colleagues	-	2	-	-	1	3
With customers	-	-	-	1	2	3
In the office	-	-	1	2	-	3
In hotels	-	-	-	1	2	3
In restaurants	-	-	-	2	1	3
At the airports	-	-	-	1	2	3
In banks for money matters	-	-	1	2	-	3
In travel agencies	-	-	-	1	2	3
In tour operations	-	-	-	1	2	3
In transportation contexts	-	-	-	2	1	3
In social settings	-	-	-	1	2	3
In your own country	-	-	-	1	2	3
Abroad	-	-	-	1	2	3

Speaking abroad and in their own country as linguistic context were rated high as well. Speaking at the airports, in tour operations and social settings were the physical settings which were rated high. The items with the lowest importance were speaking with colleagues (See Table 4.2.6.1).

4.2.7   Importance of Items of Listening Regarded as Target Needs by English Instructors

Perceptions of English instructors regarding the importance of items of listening skill referring to target needs are presented. Table 4.2.7.1 presents the frequencies for each of the item.

The items with the highest importance were understanding native speakers. Understanding face-to-face conversations and conversations on the phone were the items rated high as channel. Understanding meetings was the item rated high as human context. The items with the lowest importance were listening to the radio and understanding films .

4.2.8   Importance of Items of Reading Regarded as Target Needs by English Instructors

Perceptions of English instructors regarding the importance of items of reading skill referring to target needs are examined. The items with the highest importance were reading business letters, brochures, catalogues and itineraries as

text types. The items with the lowest importance were reading manuals (See Table 4.2.8.1).

Table 4.2.7.1 Importance of Items for Listening Regarded as Target Needs by English Instructors (in Frequencies)

	Degree of importance					
	1	**2**	**3**	**4**	**5**	**N**
Understanding native speakers	-	-	-	1	2	3
Non-native speakers	-	-	1	1	1	3
The radio	1	-	1	1	-	3
TV programmes	-	-	1	1	1	3
Announcements at different places	-	-	-	2	1	3
Films	-	1	1	1	-	3
Presentations	-	-	2	1	-	3
Meetings	-	-	-	3	-	3
Conferences	-	-	1	1	1	3
Seminars	-	-	1	1	1	3
Discussions	-	-	1	1	1	3
Conversations on the phone	-	-	-	2	1	3
Face-to-face conversations	-	-	-	-	3	3

Table 4.2.8.1 Importance of Items for Reading Regarded as Target Needs by English Instructors (in Frequencies)

	Degree of importance					
	1	**2**	**3**	**4**	**5**	N
Academic texts	-	-	1	-	2	3
Manuals	1	-	1	1	-	3
Newspapers	-	-	3	-	-	3
Business letters	-	-	-	1	2	3
Fax messages	-	-	-	2	1	3
Magazines/periodicals	-	-	1	2	-	3
Reports	-	-	-	3	-	3
Maps	-	1	-	-	2	3
E-mail messages	**-**	**-**	**1**	**2**	**-**	**3**
Brochures	-	-	-	1	2	3
Dictionary entries	-	-	2	1	-	3
Memos	-	-	1	2	-	3
Instruction booklets	-	-	1	1	1	3
Legal documents	-	1	-	1	1	3
The agenda of a meeting	-	-	2	1	-	3
The minutes of a meeting	-	-	2	1	-	3
Newsletters	-	-	2	-	1	3
Catalogues	-	-	-	1	2	3
Tickets	-	-	1	1	1	3
Itineraries	-	-	-	1	2	3
Invoices	-	-	1	1	1	3

4.2.9 Importance of Items of Writing Regarded as Target Needs by English Instructors

Perceptions of English instructors regarding the importance of items of writing skill referring to target needs are examined (See Table 4.2.9.1). The items with the highest importance were writing e-mail messages, tour commentaries, business letters, itineraries and brochures. The item with the lowest importance

Table 4.2.9.1 Importance of Items for Writing Regarded as Target Needs by English Instructors (in Frequencies)

	Degree of importance					
	1	**2**	**3**	**4**	**5**	<u>N</u>
Business letters	-	-	-	1	2	3
Memos	-	-	-	3	-	3
Minutes	-	-	3	-	-	3
Agendas	-	-	1	2	-	3
Notices	-	-	1	1	1	3
E-mail messages	-	-	-	-	3	3
Fax messages	-	1	-	-	2	3
Notes	-	-	1	2	-	3
Reports	-	1	-	2	-	3
Itineraries	-	-	-	1	2	3
Tour commentaries	-	-	-	-	3	3
Legal documents	-	1	1	-	1	3
User manuals	-	-	2	1	-	3
Brochures	-	-	-	1	2	3
Leaflets	-	-	1	1	1	3

was writing minutes of a meeting.

4.3 Perceptions of Curriculum Coordinators

Perceptions of curriculum coordinators regarding the reasons for students to learn English and their perceptions with respect to importance of learning needs and target needs were examined.

4.3.1 Curriculum Coordinators' Perceptions Regarding the Reasons for Students to Learn English

Curriculum coordinators stated "to work as a tour guide", "most of the written or printed materials connected with job are in English", "they have to convey information or instructions from English language sources to non-English/English speakers", "some correspondence has to be conducted in English", "they have to follow training courses conducted in English" as reasons for students' necessity to learn English.

4.3.2 Importance of Subskills of Speaking Regarded as Learning Needs by Curriculum Coordinators

Both of the curriculum coordinators rated asking questions, answering questions, describing,   comparing-contrasting,   solving problems, making

presentations, producing correct pronunciation, wording quickly and using appropriate intonation and stress patterns as very important. These were the subskills with the highest importance.

Both of them rated criticising and reacting to speech and lecture as important. Curriculum coordinator one (freshman- CC1) rated expressing oneself and reasoning as very important and curriculum coordinator two (sophomore- CC2) as important. CC2 evaluated summarising as very important and CC1 as moderately important. Summarising was the subskill with the lowest importance.

4.3.3 Importance of Subskills of Listening Regarded as Learning Needs by Curriculum Coordinators

Both of the curriculum coordinators selected listening for translating, understanding complex sentences and deducing the meaning of unfamiliar words, as very important. Recognising speech organisation patterns and obtaining specific information were evaluated as important by both curriculum coordinators.

CC1 rated obtaining gist, listening for note-taking, evaluating the importance of information, recognising the speaker's attitude and listening for discriminating intonation and stress patterns as very important and CC2 as important.

CC1 evaluated listening for summarising and recognising language structure as important, whereas CC2 as moderately important. These were the subskills with the lowest importance.

4.3.4 Importance of Subskills of Reading Regarded as Learning Needs by Curriculum Coordinators

Both of the curriculum coordinators rated identifying main ideas, transferring information and responding critically as very important. They were the subskills with the highest importance for reading skill.

CC1 rated predicting, scanning, skimming, reading intensively, guessing the meaning of unknown words from context, prediciting, analysing, synthesizing, making inferences, reading for note-taking, paraphrasing, speed reading as very important, whereas CC2 as important.

CC1 rated finding supporting ideas and summarising as very important, whereas CC2 as moderately important. CC1 evaluated referencing as important, whereas CC2 as moderately important. Referencing was the subskill with the lowest importance.

4.3.5 Importance of Subskills of Writing Regarded as Learning Needs by Curriculum Coordinators

Both of the curriculum coordinators rated developing ideas, organising the product, using appropriate vocabulary, spelling correctly and adapting appropriate tone and style as very important.

CC2 evaluated structuring sentences, addressing topic and linking ideas as very important and CC1 as important. CC2 evaluated expressing clearly and using

correct punctuation as very important, whereas CC1 as moderately important. CC1 evaluated grouping ideas as important and CC2 evaluated it as moderately important. Grouping ideas was the subskill with the lowest importance.

4.3.6 Importance of Items of Speaking Regarded as Target Needs by Curriculum Coordinators

Both of the curiculum coordinators evaluated speaking with native speakers, speaking with customers, speaking in hotels, speaking at the airports, speaking in banks for money matters, speaking in travel agencies, speaking in tour operations, speaking in social settings as very important. These were the subskills with the highest importance.

CC2 evaluated speaking with non-native speakers, speaking in restaurants, speaking in transportation contexts as very important and CC1 as important. CC1 evaluated speaking abroad as very important, whereas CC2 as moderately important. CC2 evaluated speaking with colleagues and speaking in the office as important and CC1 as moderately important. CC2 evaluated speaking in their own country as important, whereas CC1 evaluated it of little importance. Speaking in their own country was the item with the lowest importance.

4.3.7 Importance of Items of Listening Regarded as Target Needs by Curriculum Coordinators

Both of the curriculum coordinators evaluated understanding native speakers, listening to the radio, understanding TV programmes, understanding announcements at different places, understanding presentations, understanding discussions, understanding conversations on the phone and understanding face-to-face conversations as very important and understanding films as important.

CC2 evaluated understanding meetings, understanding conferences and understanding seminars as very important and CC1 as important. CC1 evaluated understanding non-native speakers as very important and CC2 as moderately important. Understanding non-native speakers was the item with the lowest importance.

4.3.8 Importance of Items of Reading Regarded as Target Needs by Curriculum Coordinators

Both of the curriculum coordinators evaluated reading manuals, reading newspapers, reading business letters, reading fax messages, reading magazines and periodicals, reading maps, reading e-mail messages, reading brochures and reading itineraries as very important. These were the items with the highest importance.

CC1 evaluated reading academic texts, reading reports and reading catalogues, reading tickets as very important, whereas CC2 evaluated it as important. CC1 evaluated reading instruction booklets, reading legal documents, reading newsletters and reading invoices as very important and CC2 as moderately important. CC2 evaluated reading dictionary entries, reading memos, reading the agenda of a meeting and reading the minutes of a meeting as important and CC1 as moderately important. Reading dictionary entries, memos, the agenda of a meeting and the minutes of a meeting were the items with the lowest importance.

4.3.9 Importance of Items of Writing Regarded as Target Needs by Curriculum Coordinators

Both of the curriculum coordinators evaluated writing business letters, writing notices, writing itineraries, writing tour commentaries, writing brochures and writing leaflets as very important and writing fax messages as important. These were the items with the highest importance.

CC1 evaluated writing memos, writing minutes, writing e-mail messages, writing notes, writing reports, writing legal documents, writing user manuals and writing agendas as very important and CC2 as moderately important.

4.4   Learning Needs and Target Needs

The data reflecting how important students perceived learning needs and target needs and how they rated themselves in those specific skills were further analysed to find out how difference existed in importance given to the skills and self-ratings. In order to see if the mean scores for the importance of the skills were significantly different from the mean scores for self-ratings in each skill, a paired-samples T test was used. The results are presented in tables.

4.4.1 Learning Needs for Speaking Skill

As it is observed in Table 4.4.1.1 there was a significant mean difference between the importance given and self-ratings for all the speaking subskills. A significant mean difference can be interpreted as a need or necessity in those skills for those students. The difference between the ideal and the exsting rated by students indicated need for those skills.

"Producing correct pronunciation", "reacting to speech and lecture", "asking questions" and "reasoning" were rated above average. "Describing" was rated below average. "Using appropriate intonation and stress patterns", "comparing-conrasting", "wording quickly", "solving problems", "summarising" and "making presentations" were rated average.

Table 4.4.1.1 Means and Standard Deviation Scores of the Importance Given to Subskills of Speaking Considered as Learning Needs and Students' Self Ratings of those Subskills

SPEAKING	IMPORTANCE		SELF RATING		
	Mean	SD	Mean	SD	T-test
Asking questions	4.33	.74	3.40	1.10	T(44)=5.83, p= .000
Answering questions	4.58	.54	3.33	1.00	T(44)=7.66, p= .000
Expressing oneself	4.71	.59	3.38	1.01	T(44)=8.08, p= .000
Summarising	4.27	.62	3.22	1.00	T(44)=5.73, p= .000
Describing	3.76	.80	2.78	1.00	T(44)=5.40, p= .000
Comparing-contrasting	3.91	.85	3.05	1.09	T(44)=5.10, p= .000
Solving problems	4.47	.63	3.10	1.01	T(44)=7.72, p= .000
Reasoning	4.25	.77	3.40	1.01	T(44)=4.94, p= .000
Making presentations	4.20	.79	3.27	.86	T(44)=6.35, p= .000
Criticising	3.82	.81	3.02	1.08	T(44)=5.42, p= .000
Reacting to speech and lecture	4.33	.74	3.78	1.09	T(44)=2.75, p= .009
Producing correct pronunciation	4.58	.50	3.80	1.01	T(44)=5.63, p= .000
Wording quickly	4.25	.80	3.05	1.11	T(44)=6.00, p= .000
Using appropriate intonation and stress patterns	4.05	.85	3.00	1.09	T(44)=5.73, p= .000

4.4.2   Learning Needs for Listening Skill

Table 4.4.2.1 shows that the mean difference is significant for all items except for "listening for translating". The difference between the importance given and students' self-rating did not reveal a need in that specific item only. Need for the item "listening for translating" was not observed.

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Table 4.4.2.1 Means and Standard Deviation Scores of the Importance Given to Subskills of Listening Considered as Learning Needs and Students' Self Ratings of those Subskills

LISTENING	IMPORTANCE		SELF RATING		
	Mean	SD	Mean	SD	T-test
Obtaining gist	4.53	.55	3.64	.86	T(44)=5.68, p= .000
Obtaining specific information	4.58	.50	3.53	.76	T(44)=7.55, p= .000
Listening for summarising	4.38	.58	3.40	.94	T(44)=5.98, p= .000
Listening for taking notes	3.96	1.02	3.22	1.15	T(44)=4.12, p= .001
Listening for translating	3.93	1.12	3.49	1.08	T(44)=1.83, p= .074
Recognising language structure	3.89	1.01	3.27	.99	T(44)=3.45, p= .001
Understanding complex sentences	4.09	.82	2.96	1.07	T(44)=6.25, p= .000
Deducing the meaning of unfamiliar words or word groups	4.27	.86	3.11	1.01	T(44)=7.00, p= .000
Evaluating the importance of information	3.87	.76	3.29	.87	T(44)=3.41, p= .001
Extracting the information not explicitly stated	4.22	.77	3.09	1.02	T(44)=7.19, p= .000
Recognising the speaker's attitude	4.00	.95	3.24	.99	T(44)=3.90, p= .000
Listening for discriminating intonation and stress patterns	4.11	.88	3.20	1.00	T(44)=5.00, p= .000
Recognising speech organisation patterns	4.00	.85	3.47	.81	T(44)=3.79, p= . 000

"Understanding complex sentences" was rated below average. All of the items except "obtaining gist" were rated as average. "Obtaining gist" was rated close to above average.

4.4.3 Learning Needs for Reading Skill

Table 4.4.3.1 indicates that only the "predicting" item does not reveal any need because p= 0.267 > 0.05 . There was a significant mean difference between the importance given and self-ratings for all the reading subskills.

"Predicting", "making inferences" and "identifying main ideas" were rated close to above average.

Table 4.4.3.1 Means and Standard Deviation Scores of the Importance Given to Subskills of Reading Considered as Learning Needs and Students' Self Ratings of those Subskills

READING	IMPORTANCE		SELF RATING		T-test
	Mean	SD	Mean	SD	
Predicting	4.02	.72	3.87	.81	T(44)=1.12, p= .267
Scanning	3.98	1.00	3.42	.99	T(44)=3.95, p= .000
Skimming	3.98	.97	3.33	.98	T(44)=3.63, p= .001
Reading intensively	4.27	.76	3.67	.85	T(44)=4.29, p= .000
Guessing the meaning of unknown words from context	4.49	.85	3.24	1.03	T(44)=7.38, p= .000
Referencing	3.78	.84	3.00	.95	T(44)=4.55, p= .000
Analysing	3.98	.90	3.29	.90	T(44)=4.64, p= .000
Synthesizing	3.91	.62	3.11	.83	T(44)=6.37, p= .000
Making inferences	4.51	.73	3.76	.91	T(44)=5.30, p= .000
Reading for note-taking	3.47	.51	3.16	1.15	T(44)=2.20, p= .033
Identifying main ideas	4.42	1.16	3.76	.91	T(44)=4.69, p= .000
Finding supporting ideas	4.18	.66	3.49	.94	T(44)=4.87, p= .000
Paraphrasing	4.29	.75	3.31	1.06	T(44)=5.32, p= .000
Summarising	4.18	.99	3.38	1.03	T(44)=4.28, p= .000
Transferring information	4.36	.78	3.33	.90	T(44)=6.50. p= .000
Responding critically	3.75	.87	3.10	1.03	T(44)=4.66, p= .000
Speed reading	3.39	1.15	3.11	1.02	T(44)=1.50, p= .000

4.4.4 Learning Needs for Writing Skill

Table 4.4.4.1 shows that the mean difference is significant between the importance given and self-ratings for all the writing subskills. All of the items were rated as average.

Table 4.4.4.1 Means and Standard Deviation Scores of the Importance Given to Subskills of Writing Considered as Learning Needs and Students' Self Ratings of those Subskills

WRITING	IMPORTANCE		SELF RATING		
	Mean	SD	Mean	SD	T-test
Structuring sentences	4.58	.62	3.40	.94	T(44)=7.52, p= .000
Addressing topic	4.53	.66	3.47	.87	T(44)=7.62, p= .000
Developing ideas	4.44	.55	3.31	.79	T(44)=7.67, p= .000
Grouping ideas	4.18	.78	3.24	.88	T(44)=5.51, p= .000
Linking ideas	4.40	.78	3.31	.90	T(44)=7.90, p= .000
Organising the product	3.84	.95	3.33	1.07	T(44)=2.69, p= .010
Using appropriate vocabulary	4.24	.93	3.38	.91	T(44)=5.10, p= .000
Expressing clearly	4.58	.62	3.40	.86	T(44)=8.23, p= .000
Using correct punctuation	4.67	.74	3.31	1.04	T(44)=9.06, p= .000
Spelling correctly	3.84	1.00	3.31	1.10	T(44)=2.99, p= .005
Adapting appropriate tone and style	4.16	.90	3.16	1.00	T(44)=5.95, p= .000

4.4.5 Target Needs for Speaking Skill

Table 4.4.5.1 indicates that the items except speaking "with non-native speakers", "with colleagues", "in the office" and "in their own country" reveal needs. The item "speaking in their own country" revealed a negative result which means that their self-rating was higher than the importance given to it.

Table 4.4.5.1 Means and Standard Deviation Scores of the Importance Given to Items of Speaking Considered as Target Needs and Students' Self Ratings of those Items

SPEAKING	IMPORTANCE		SELF RATING		
	Mean	SD	Mean	SD	T-test
Speaking with native speakers	4.73	.45	3.02	.81	T(44)=14.08, p= .000
With non-native speakers	3.69	.90	3.56	.99	T(44)= .63, p= .528
With colleagues	3.49	1.08	3.24	1.03	T(44)=1.12, p= .269
With customers	4.82	.39	3.13	1.00	T(44)=10.67, p= .000
In the office	3.62	1.05	3.27	.96	T(44)=1.63, p= .110
In hotels	4.47	.69	3.42	.97	T(44)=5.91, p= .000
In restaurants	4.18	.75	3.33	.95	T(44)=4.70, p= .000
At the airports	4.44	.62	3.40	.96	T(44)=6.11, p= .000
In banks for money matters	3.98	1.03	3.16	1.02	T(44)=3.61, p= .001
In travel agencies	4.60	.69	3.29	.97	T(44)=8.28, p= .000
In tour operations	4.53	.73	3.24	.93	T(44)=7.72, p= .000
In transportation contexts	4.27	.75	3.47	.92	T(44)=4.16, p= .000
In social settings	4.11	.88	3.27	.94	T(44)=4.26, p= .000
In your own country	3.27	1.10	3.53	.97	T(44)= -1.27, p= .209
Abroad	4.76	.48	3.02	.99	T(44)=10.61, p= .000

4.4.6 Target Needs for Listening Skill

All of the items in table 4.4.6.1 indicate needs with respect to listening skill because the mean difference between the importance given and self ratings by students are significant for all of the items.

All of the items except "understanding face-to face conversations" and "non-native speakers" were rated as average. Those two items were rated as close to above average.

Table 4.4.6.1 Means and Standard Deviation Scores of Importance Given to Items of Listening Considered as Target Needs and Students' Self Ratings of those Items

LISTENING	IMPORTANCE		SELF RATING		
	Mean	SD	Mean	SD	T-test
Understanding native speakers	4.73	.50	3.11	.91	T(44)=10.81, p= .000
Non-native speakers	4.13	.89	3.60	.91	T(44)= 2.94, p= .005
The radio	3.82	.98	2.96	.82	T(44)=5.39, p= .000
TV programmes	3.98	.94	3.02	.87	T(44)=5.69, p= .000
Announcements at different places	4.27	.75	3.29	.87	T(44)=6.49, p= .000
Films	3.76	1.00	2.91	.90	T(44)=4.31, p= .000
Presentations	4.20	.66	2.96	.80	T(44)=8.51, p= .000
Meetings	4.29	.63	2.91	.82	T(44)=9.87, p= .000
Conferences	4.27	.65	2.89	.75	T(44)=10.43, p= .000
Seminars	4.16	.77	2.91	.76	T(44)=7.97, p= .000
Discussions	4.18	.61	2.89	.75	T(44)=9.95, p= .000
Conversations on the phone	4.44	.62	3.00	1.07	T(44)=8.99, p= .000
Face-to-face conversations	4.69	.51	3.42	.89	T(44)=8.82, p= .000

4.4.7 Target Needs for Reading Skill

All of the items in table 4.4.7.1 indicate needs with respect to reading skill.

All of the items are rated as close to average.

Table 4.4.7.1 Means and Standard Deviation Scores of the Importance Given to Items of Reading Considered as Target Needs and Students' Self Ratings of those Items

	IMPORTANCE		SELF RATING		
READING	**Mean**	**SD**	**Mean**	**SD**	**T-test**
Academic texts	4.00	.85	2.82	.89	T(44)=6.15, p= .000
Manuals	4.02	.84	3.22	1.00	T(44)=4.28, p= .000
Newspapers	4.11	.80	3.00	1.07	T(44)=5.09, p= .000
Business letters	4.27	.86	3.00	.88	T(44)=6.43, p= .000
Fax messages	4.13	.84	3.00	.98	T(44)=5.74, p= .000
Magazines/periodicals	3.93	.91	2.91	.93	T(44)=5.18, p= .000
Reports	3.84	.95	2.93	.84	T(44)=4.93, p= .000
Maps	3.60	1.03	2.96	.98	T(44)=3.76, p= .001
E-mail messages	4.16	.67	3.29	.92	T(44)=5.39, p= .000
Brochures	3.98	.81	3.31	.97	T(44)=3.65, p= .001
Dictionary entries	3.80	.81	3.18	.89	T(44)=3.82, p= .000
Memos	3.96	.74	3.31	.87	T(44)=3.97, p= .000
Instruction booklets	4.04	.77	3.20	1.01	T(44)=5.03, p= .000
Legal documents	3.96	.95	2.82	.96	T(44)=6.06, p= .000
The agenda of a meeting	3.93	.78	3.04	.98	T(44)=4.85, p= .000
The minutes of a meeting	3.69	.97	2.80	.76	T(44)=4.65, p= .000
Newsletters	4.09	.76	2.93	.75	T(44)=7.14, p= .000
Catalogues	3.89	.78	3.24	.96	T(44)=3.69, p= .001
Tickets	4.22	.79	3.47	1.01	T(44)=4.56, p= .000
Itineraries	4.42	.66	3.40	.91	T(44)=6.50, p= .000
Invoices	3.91	.95	3.31	1.04	T(44)=3.01, p= .004

4.4.8 Target Needs for Writing Skill

All of the items in table 4.4.8.1 indicate needs with respect to writing skill.
All of the items except "writing legal documents" were rated as close to average.
"Writing legal documents" were rated as below average.

Table 4.4.8.1 Means and Standard Deviation Scores of the Importance Given to
Items of Writing Considered as Target Needs and Students' Self Ratings of those
Items

	IMPORTANCE		SELF RATING		
WRITING	**Mean**	**SD**	**Mean**	**SD**	**T-test**
Business letters	4.51	.66	3.04	.93	T(44)=9.71, p= .000
Memos	4.11	.75	3.11	.93	T(44)=7.22, p= .000
Minutes	4.04	.93	2.58	.81	T(44)=7.43, p= .000
Agendas	3.98	.89	2.67	.90	T(44)=7.82, p= .000
Notices	4.09	.82	3.16	1.02	T(44)=5.08, p= .000
E-mail messages	4.20	.63	3.29	1.06	T(44)=5.34, p= .000
Fax messages	4.00	.80	3.07	.96	T(44)=5.08, p= .000
Notes	4.02	.78	3.44	.99	T(44)=3.19, p= .003
Reports	4.20	.84	2.93	.91	T(44)=6.80, p= .000
Itineraries	4.42	.72	2.96	1.07	T(44)=8.21, p= .000
Tour commentaries	4.27	.72	3.02	1.08	T(44)=6.51, p= .000
Legal documents	3.89	1.09	2.33	.88	T(44)=7.50, p= .000
User manuals	4.13	.84	2.67	1.02	T(44)=8.08, p= .000
Brochures	4.20	.79	2.98	1.03	T(44)=7.42, p= .000
Leaflets	4.02	.87	3.18	1.07	T(44)=4.94, p= .000

4.5   Evaluation of the Already Existing ESP Program by the Students

The perceptions of both freshmen and sophomores with respect to the
ranking of the four basic skills (reading, writing, listening, speaking) and the two

fundamental areas of knowledge (vocabulary and translation) and the ignorance of any of those revealed results with respect to the evaluation of the already existing ESP Program. It reflected students' perceptions regarding the skills they attached the most importance to and the skills they thought were ignored during the ESP Program they are undergoing.

4.5.1   Comparison of Freshmen and Sophomore Students' Perceptions with respect to the Importance of the Four Basic Skills and Two Fundamental Areas of Knowledge

Both freshmen and sophomore students ranked speaking, listening, reading, writing, vocabulary and translation from 1 to 6. 1 referred to the most important, whereas 6 referred to the least important one.

Table 4.5.1.1 Comparison of the Ranking

Freshmen	Mean N(20)	Sophomore	Mean N(19)
Speaking	1.74	Speaking	2.18
Listening	3.42	Listening	2.94
Specialist vocabulary	3.58	Specialist vocabulary	3.41
Writing	3.74	Translation	3.53
Reading	4.21	Reading	4.18
Translation	4.32	Writing	4.88

The most important skill was evaluated to be speaking for freshmen students. Listening followed speaking. Specialist vocabulary was considered to be the third important. Writing came next. Reading succeeded writing and translation was evaluated to be the least important one.

The most important skill was evaluated to be speaking by sophomore students as well. Listening followed speaking. Specialist vocabulary was considered to be the third in terms of importance. Translation came next. Reading followed translation and writing was evaluated to be the least important skill.

4.5.2 Comparison of Freshmen and Sophomore Students' Perceptions with respect to the Skills Ignored

Although freshmen students attached the greatest importance to speaking and listening, they were the skills mostly ignored according to them. Although reading and writing were not attached as much importance as speaking and listening, they were the skills stated to be mostly practiced. Translation and specialist vocabulary were also among the skills stated to be ignored (See Table 4.5.2.1).

In addition to the data given above, 11 out of 23 freshmen students stated that none of the skills were ignored. Most of the freshman students stated that the number of hours of English classes were insufficient and that grammar was focused on too much. Those were stated to be the possible reasons for the ignorance of the skills mentioned above.

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Although sophomore students attached the greatest importance to speaking and listening as did the freshmen, they were the skills mostly ignored according to them as well. Although reading and writing were not attached as much importance as speaking and listening, they were the skills mostly practiced as they were not stated to be ignored. Translation and specialist vocabulary were also stated to be ignored.

Four out of 22 sophomore students stated that none of those skills were ignored. Most of the sophomore students stated that the number of hours of English classes were insufficient and that grammar was focused on too much as did freshman students. Some of them stated that there was no published coursebook they were studying. This may indicate that the ESP booklet is not as effective as a published coursebook.

Table 4.5.2.1 Skills Ignored in the Already Existing ESP Program

Freshmen	**f**	**N(23)**	**Sophomore**	**f**	**N(22)**
Speaking	11		Speaking	16	
Listening	6		Listening	8	
Translation	4		Specialist vocabulary	8	
Specialist vocabulary	4		Translation	6	
Reading	-		Reading	-	
Writing	-		Writing	-	

4.5.3 Curriculum Coordinators' Perceptions with respect to the Need for the Four Basic Skills and Two Fundamental Areas of Knowledge

Curriculum coordinator of the freshman ESP program, stated that speaking, listening, reading, writing and specialist vocabulary were basic needs for Tour Guidance students. She expressed that translation was not a need for those students.

The curriculum coordinator of the sophomore ESP program, stated that not only speaking, listening, reading, writing and specialist vocabulary but also translation was a need for those students.

The curriculum coordinator for freshman ESP program stated that speaking, writing and reading skills were fully practiced. Listening was stated to be practiced moderately. Translation, however, was stated not to be included in the program. Vocabulary was stated to go along with the skills practiced.

The curriculum coordinator for sophomore ESP program stated that reading and writing were fully practiced. Speaking was stated to be practiced moderately. Listening and translation, however, were stated not to be included in the program.

4.5.4 English Instructors' Perceptions with respect to the Need for the Four Basic Skills and the Two Fundamental Areas of Knowledge

Two of the instructors stated that speaking and listening were the most important two skills for Tour Guidance students. The other one stated speaking and reading skills as the most important two skill for those students. Translation was usually stated to be of fourth importance. Writing, however, was stated to be the least important skill by all of the English instructors. Specialist vocabulary was stated to be of third importance.

4.6 The Relationship between the Students' Self Rating of Learning Needs and their Attitude toward English Language

The relationship between the students' self rating of learning needs and the seven subdimensions of attitude toward English language (aspiration, enjoyment, anxiety, interest, motivation, confidence and importance) were revealed.

The correlation between students' self rating of learning needs and the subdimension of importance was insignificant, $r(43)= .24$, $p= ,109> .01$. There was a low relationship. The correlation between students' self rating of learning needs and the subdimensions of aspiration, enjoyment, interest and motivation was significant and there was a moderate relationship. The values were $r(43)= .51$, $p= ,000< .01$ for aspiration, $r(43)= .58$, $p= ,000< .01$ for enjoyment, $r(43)= .46$, $p= ,002< .01$ for interest and $r(43)= .42$, $p= ,004< .01$ for motivation.

The correlation between students' self rating of learning needs and the subdimensions anxiety and confidence was significant. There was a high relationship. The values were r(43)= .80, p= ,000<.01 for anxiety and r(43)= .73, p= ,000< .01 for confidence.

4.7 The Relationship between the Students' Self Rating of Target Needs and their Attitude toward English Language

The relationship between the students' self rating of target needs and the seven subscales of attitude toward English language (aspiration, enjoyment, anxiety, interest, motivation, confidence and importance) were revealed.

The correlation between students' self rating of target needs and the subdimensions motivation and importance was insignificant. There was a low relationship. The values were r(43)= .36, p= ,016< .01 for motivation and r(43)= .23, p= ,107> .01 for importance.

The correlation between students' self rating of target needs and the subdimensions aspiration, enjoyment, interest was significant. There was a moderate relationship. The values were r(43)= .45, p= ,002< .01 for aspiration, r(43)= .51, p= ,000< .01 for enjoyment and r(43)= .50, p= ,001< .01 for interest. The correlation between students' self rating of target needs and the subdimensions anxiety and confidence was significant. There was a high

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relationship. The values were r(43)= .73, p= ,000<.01 for anxiety and r(43)= .69, p= ,000< .01 for confidence.

Thus, perceptions of students, English instructors and curriculum coordinators with respect to the importance of the four main skills, speaking, listening, reading and writing, were examined. Students' learning needs and target needs were also examined by referring to the mean difference between the importance given to the subskills and their self-ratings of these subskills. Besides those four main skills, two fundamental areas of knowledge, translation and specialist vocabulary were asked to be ranked by all the three groups of participants in order to see their perceptions with respect to the most important and least important skills and fundamental areas of knowledge. Students were also asked about their opinions regarding the skills ignored in their ESP Program. As a result of the relationship between educational psychology and ESP movements, in order to see the relationship between the subdimensions of attitude towards English language and students' self-ratings, correlation coefficient for each subdimension were calculated.

CHAPTER V

CONCLUSIONS AND DISCUSSIONS

In this chapter, first, an overview of the study is presented. Summary of the results preceed a discussion of the results. Finally, implications for practice are presented as recommendations in accordance with the results. Suggestions for further research are presented as well.

5.1 Overview of the Study

The aim of this study was to reveal what different parties in the teaching and learning process; namely, English instructors, curriculum coordinators and students perceive the English language needs of Tour Guidance students to be. The first group consisted of 45 freshman and sophomore students in Tour Guidance Department. The second group consisted of 3 English instructors teaching English for Tour Guidance and the third group consisted of the curriculum coordinators who were the curriculum coordinators of ESP Program for Tour Guidance for freshman and sophomore classes. Both of them were teaching English for Tour Guidance as well.

This was a descriptive study in which data related to the perceptions of groups involved were collected through questionnaires. Questionnaires consisting of parallel questions were administered to the students, English instructors and curriculum coordinators. In addition to the parallel questions answered by the three groups of participants, there were some questions in the student needs assessment questionnaire which were answered only by them. Curriculum coordinators were administered a different questionnaire which was in a format of ESP Program Identification Form.

To reveal the relationship between the students self-rating of the learning needs and target needs and their attitude toward English language, an attitude scale was also administered to students.

5.2 Summary of the Results

The summary of the results are presented in line with the research questions for the students, English instructors and curriculum coordinators.

5.2.1 Results of the Tour Guidance Students Perceptions of their English Language Needs

Perceptions of students regarding the reasons for learning English varied. Most of the students stated more than one reponse as reasons. The idea that the main language of the job is English was expressed by the students as the most

important reason. Having to work with English speaking colleagues was stated as the second popular reason.

The speaking subskills which were attached the greatest importance as learning needs were asking questions, answering questions, expressing oneself, producing correct pronunciation, solving problems, asking questions and reacting to speech and lecture. The listening subskills which were attached the greatest importance as learning needs were obtaining specific information, obtaining gist, listening for summarising, deducing the meaning of unfamiliar words and extracting information not explicitly stated.

The reading subskills which were attached the greatest importance as learning needs were making inference, guessing the meaning of unfamiliar words, identifying main ideas, transferring information and paraphrasing. The writing subskills which were attached the greatest importance as learning needs were expressing clearly, using appropriate vocabulary, structuring sentences, addressing topis and developing ideas.

The speaking subskills which were attached the greatest importance as target needs were speaking with customers, with native speakers, abroad, in travel agencies and in tour operations. The listening subskills which were attached the greatest importance as target needs were understanding native speakers, understanding face-to-face conversations, conversations on the phone, understanding meetings, conferences and announcements at different places.

The reading subskills which were attached the greatest importance as target needs were reading itineraries, business letters, tickets, e-mail messages and fax messages. The writing subskills which were attached the greatest importance as target needs were writing business letters, itineraries, tour commentaries, brochures and e-mail messages.

Most of the subskills for the four skills regarded as learning needs and target needs came up to be the skills needed more of by the students. The mean difference between the importance attached to each skill and the existing performance of the students revealed need for those skills.

Thus, the mean difference between the ideal and exisiting considered by the students were regarded as needs for those skills. Only listening for translating and predicting regarded as learning needs and speaking with non-native speakers, with colleagues, in the office and in their own country regarded as target needs did not result in needs for students.

Both freshman and sophomore students ranked speaking and listening as the most important two skills and specialist vocabulary as the most important area of knowledge they needed for their target situation. Freshman students considered translation as the least important area of knowledge, whereas sophomore students considered writing skill as the least important one.

Although both groups thought that speaking, listening and specialist vocabulary were the most important ones, a great number of students in both groups stated that in their ESP Program those two skillls and the fundamental area

of knowledge were the ignored ones. None of the students stated that reading and writing were ignored.

The relationship between students self rating of the skills regarded as learning needs and their attitude toward English language was observed for aspiration, enjoyment, anxiety, interest, motivation, confidence and importance subdimensions. The degree of relationship ranged from a low relationship for importance subdimension to high relationship for anxiety and confidence subdimensions.

The relationship between students self rating of the skills regarded as target needs and their attitude toward English language was observed for aspiration, enjoyment, anxiety, interest, motivation, confidence and importance subdimensions. The degree of relationship ranged from low relationship for importance and motivation subdimensions to high relationship for confidence and anxiety subdimensions.

5.2.2 Results of English Instructors' Perceptions of Tour Guidance Students' English Language Needs

English instructors stated more than one response as reasons for tour guidance students to learn English. The idea that the main language of the job is English was expressed by the English instructors as the most important reason. Correspondence to be conducted in English, written or printed materials' being in English, conveying information from English to non-English/English speakers and following training courses conducted in English were other reasons stated by

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the instructors. One more reason stated by the instructors was passing the English Proficiency Exam that those who want to work as tour guide sit.

The subskills which were attached the greatest importance for speaking skill regarded as learning needs were expressing oneself, answering questions, solving problems and reasoning. The subskills which were attached the greatest importance for listening skill regarded as learning needs were obtaining specific information, obtaining gist, listening for translating, understanding complex sentences and recognising the speaker's attitude.

The subskills which were attached the greatest importance for reading skill regarded as learning needs were scanning, skimming, reading intensively, making inference and transferring information. The subskills which were attached the greatest importance for writing skill regarded as learning needs were developing ideas, linking ideas, structuring sentences, addressing topic and grouping ideas.

The subskills which were attached the greatest importance for speaking skill regarded as target needs were speaking with customers, with native speakers, abroad and in their country, at airports, in tour operations and social settings. The subskills which were attached the greatest importance for listening skill regarded as target needs were understanding native speakers, understanding face-to-face conversations, conversations on the phone and understanding meetings.

The subskills which were attached the greatest importance for reading skill regarded as target needs were reading business letters, brochures, catalogues and itineraries. The subskills which were attached the greatest importance for writing

skill regarded as target needs were writing business letters, itineraries, tour commentaries, brochures and e-mail messages.

Two of the instructors stated that speaking and listening were the most important two skills for Tour Guidance students. The other one stated speaking and reading skills as the most important two skill for those students. Translation was usually stated to follow speaking, listening and specialist vocabulary. Writing, however, was stated to be the least important skill by all of the English instructors. Specialist vocabulary was stated to go along with those skills.

5.2.3 Results of Curriculum Coordinators' Perceptions of Tour Guidance Students' English Language Needs

Curriculum coordinators stated more than one response as reasons. The idea that the main language of the job is English was voiced by the curriculum coordinators as the most important reason. Correspondence to be conducted in English, written or printed materials' being in English, conveying information from English to non-English/English speakers and following training courses conducted in English were other reasons stated by the curriculum coordinators.

The subskills which were attached the greatest importance for speaking skill regarded as learning needs were asking questions, answering questions, describing, comparing-contrasting, solving problems, making presentations, producing correct pronunciation, using appropriate intonation and stress patterns and for listening skill regarded as learning needs, obtaining specific information,

listening for translating, understanding complex sentences, deducing the meaning of unfamiliar words and recognising speech organisation patterns were of great importance.

The subskills which were attached the greatest importance for reading skill regarded as learning needs were identifying main ideas, transferring information and responding critically and for writing skill regarded as learning needs they were developing ideas, organising product, using appropriate vocabulary, spelling correctly and adapting appropriate tone and style.

The subskills which were attached the greatest importance for speaking skill regarded as target needs were speaking with customers, with native speakers, in hotels, at airports, in banks for money matters, in travel agencies, in tour operations and social settings. The subskills which were attached the greatest importance for listening skill regarded as target needs were understanding native speakers, understanding face-to-face conversations, conversations on the phone, listening to the radio, understanding TV programmes, announcements at different places, presentations and discussions.

The subskills which were attached the greatest importance for reading skill regarded as target needs were reading business letters, brochures, itineraries, catalogues, fax messages, newspapers, magazines and periodicals, maps and e-mail messages as text types. The subskills which were attached the greatest importance for writing skill regarded as target needs were writing business letters, notices, itineraries, tour commentaries, brochures and leaflets.

Curriculum coordinator of the freshman ESP program stated that speaking, listening, reading, writing and specialist vocabulary were basic needs for Tour Guidance students. She expressed that translation was not a need for those students. The curriculum coordinator of the sophomore ESP program, stated that not only speaking, listening, reading, writing and specialist vocabulary but also translation was a need for those students.

The curriculum coordinator for freshman ESP program stated that speaking, listening and reading skills were fully practiced. Listening was stated to be practiced moderately. Translation, however, was stated not to be included in the program. Vocabulary was stated to go along with the skills practiced. The curriculum coordinator for sophomore ESP program stated that reading and writing were fully practiced. Speaking was stated to be practiced moderately. Listening and translation, however, were stated not to be included in the program.

Summary of the results are presented in Table 5.2.4.

Table 5.2.4 Summary of the Results

	Students	English Instructors	Curriculum Coordinators
Reasons for Students to Learn English	• to work as a tour guide • to work with English speaking colleagues • correspondence to be conducted in English • printed or written material connected with the job is English • to convey information or instructions from English language sources to non-English speakers • to follow training courses in English • English being a universal language • to work in other sectors requiring English language competence • to exploit the original versions of printed or audio materials • to work as an academician	• to work as a tour guide • some correspondence to be conducted in English • most of the printed or written material connected with the job is English • to convey information or instructions from English language sources to non-English speakers • to follow training courses in English • to pass the English exam to receive a certificate for Tour Guidance	• to work as a tour guide • most of the printed or written material connected with the job is English • to convey information or instructions from English language sources to non-English speakers • some correspondence to be conducted in English • to follow training courses in English
Importance of Subskills of Speaking Skill as Learning Needs	• producing correct pronunciation • expressing oneself • asking questions • answering questions • solving problems	• expressing oneself • answering questions • solving problems • reasoning	• asking questions • answering questions • describing • comparing-contrasting • solving problems

Table 5.2.4 continued)

	Students	English Instructors	Curriculum Coordinators
Importance of Subskills of Listening Skill as Learning Needs	• obtaining specific information • obtaining gist • listening for summarizing • deducing the meaning of unfamiliar words	• obtaining specific information • obtaining gist • listening for translating • understanding complex sentences	• listening for translating • obtaining specific information • understanding complex sentences • deducing the meaning of unfamiliar words
Importance of Subskills of Reading Skill as Learning Needs	• making inferences • guessing the meaning of unknown words from context • identifying main ideas • transferring information	• scanning • skimming • reading intensively • making inferences	• identifying main ideas • transferring information • responding critically
Importance of Subskills of Writing Skill as Learning Needs	• expressing clearly • using appropriate vocabulary • structuring sentences • addressing topic	• developing ideas • linking ideas • structuring sentences • addressing topic	• developing ideas • organizing the product • using appropriate vocabulary • spelling correctly
Importance of Subskills of Speaking Skill as Target Needs	speaking; • with customers • with native speakers • abroad • in travel agencies • in tour operations	speaking; • with customers • with native speakers • abroad • in their own country • at the airports • in tour operations	speaking; • with customers • with native speakers • in hotels • at the airports • in banks for money matters • in travel agencies
Importance of Subskills of Listening Skill as Target Needs	• native speakers • face-to-face conversations • on the phone • meetings • announcements at different places	• native speakers • face-to-face conversations • on the phone • meetings	• native speakers • TV programmes • announcements at different places • presentations • listening to the radio

(Table 5.2.4 continued)

	Students	English Instructors	Curriculum Coordinators
Importance of Subskills of Reading Skill as Target Needs	reading; • itineraries • business letters • tickets • e-mail messages • fax messages	reading; • business letters • brochures • catalogues • itineraries	reading; • newspapers • business letters • fax messages • maps • e-mail messages • brochures
Importance of Subskills of Writing Skill as Target Needs	writing; • business letters • itineraries • tour commentaries • brochures • e-mail messages	writing; • e-mail messages • tour commentaries • business letters • itineraries • brochures	writing; • business letters • notices • itineraries • tour commentaries • brochures
Learning Needs for Speaking Skill	All items are significant		
Learning Needs for Listening Skill	All items except "listening for translating" are significant		
Learning Needs for Reading Skill	All items except "predicting" are significant		
Learning Needs for Writing Skill	All items are significant		
Target Needs for Speaking Skill	All items except "speaking with non-native speakers", "with colleagues", "in the office", "in their own country" are significant		
Target Needs for Listening Skill	All items are significant		
Target Needs for Reading Skill	All items are significant		
Target Needs for Writing Skill	All items are significant		

(Table 5.2.4 continued)

	Students Freshman - Sophomore		English Instructors	Curriculum Coordinators
Importance of Four Basic Skills and Two Fundamental Areas of Knowledge (Ranking)	1. Speaking 2. Listening 3. Specialist vocabulary	Speaking Listening Specialist Vocabulary	1. Speaking 2. Listening 3. Reading	1. Speaking 2. Listening 3. Reading
Skills and Areas of KnowledgeIgnored	Speaking Listening Translation Specialist vocabulary	Speaking Listening Translation Specialist vocabulary		**Freshman-listening and translation** Sophomore- speaking, listening and translation
Relationship between Students' self Ratings of Learning Needs and their Atttitude towards English Language	• **Self ratings - importance=low relationship** • **Self ratings - aspiration/ enjoyment/ interest/motivation =moderate relationship** • **Self ratings - anxiety/ confidence = high relationship**			
Relationship between Students' self Ratings of Target Needs and their Atttitude towards English Language	• **Self ratings - motivation/ importance=low relationship** • **Self ratings - aspiration/ enjoyment/ interest =moderate relationship** • Self ratings - anxiety/ confidence = high relationship			

5.3 Discussion of the Results

Considering the data collected from three groups of participants, it can be concluded that there are both similarities and differences among the perceived

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learning and target needs of students, English instructors and curriculum coordinators at the Faculty of Applied Sciences at Başkent University.

One of the similarities among those three groups was with respect to the reasons for those students to learn English. Working as a tour guide came up to be the most important reason in all groups. Thus, it can be a result of students' desire to work in their field of study after graduation. All the other reasons stated were similar but having to work with English speaking colleagues was stated only by the group of students. That may be a result of their views on working abroad or in contexts which accommodate English speaking colleagues.

Speaking, listening as two basic skills and specialist vocabulary as a fundamental area of knowledge were stated to be the most important ones by the three groups. There were differences in perceptions regarding translation as a narea of knowledge. One of the curriculum coordinators held the view that translation was not necessary for those students, whereas most of the students and English instructors stated translation to be necessary as well.

ESP is usually stated to be goal-directed. Students study English for study or work purposes. "This has implications for the kind of activities and topics on the course" (Robinson, 1991, p.2). The starting point, however, are the skills to be emphasized. This study revealed a result based on communicative aspect of language, by especially considering speaking and listening as the most important skills.

Students' and curriculum coordinators' views are in line with each other regarding the practice put into for each skill. Those two groups' views are similar both in terms of the most important skills and the skills ignored during the ESP program these students underwent. Although they view speaking, listening and specialist vocabulary as the most important ones, a great number of students stated that in their ESP program those three were ignored. None of the students, neither freshman nor sophomore, stated that reading and writing were ignored. This evaluation was in accordance with the curriculum coordinators' views on how much practice is put on each skill. Reading and writing were stated to be practiced fully both in freshman and sophomore classes, speaking and listening were stated to be practiced moderately in freshman. Speaking was stated to be practiced moderately in sophomore as well. However, listening was stated not to be included in the program during sophomore classes. Translation was also not a part of the ESP program.

In speaking subskills regarded as learning needs asking questions, answering questions and solving problems came up to be subskills common for all groups. The other most important subskills regarded by instructors and curriculum coordinators were higher level of subskills in cognitive domain. This shows that "speaking skills materials should start from the premise that a communicative purpose can be established in the classroom by means of the information gap" (McDonough and Shaw, 1993, p.164). Learners are asked to share the information that their group has acquired with other groups in order to build up a complete picture of a particular situation.

In relation to listening, obtaining specific information, obtaining gist were common needs for students and English instructors as listening subskills regarded as learning needs. Making inference and transferring information as reading subskills were common for all groups.

For writing skill, English instructors were especially concerned with primary issues such as developing, linking, grouping ideas, structuring sentences and addressing topic. Students and curriculum coordinators, however, came up to be attaching more importance to using appropriate vocabulary, spelling correctly, adapting appropriate tone and style and organising the product. English instructors, involved in the teaching process, seem to be more concerned with "discourse coherence", the ways in which a text forms a thematic whole (McDonough and Shaw, 1993, p.181).

Perceptions with respect to target needs are more similar among these three groups. They are of the same opinion in terms of human context and physical setting they will be working. Speaking with native speakers, customers, abroad, in travel agencies and tour operations are the common items with respect to the most popular answers. English instructors and curriculum coordinators regarded speaking at airports, social settings as important as the aforementioned items. Curriculum coordinators considered speaking in banks for money matters and in hotels also as important as the other items.

The common items among the most popular ones with respect to listening skill were understanding native speakers and face-to-face conversations,

conversations on the phone and understanding meetings between students and English instructors. Curriculum coordinators voiced listening to the radio, understanding TV programmes, understanding presentations and discussions important as well.

Brochures, business letters, itineraries were common for the three groups with respect to reading skill. Business letters, itineraries, tour commentaries, brochures and e-mail messages were the common items among the most popular responses of students, English instructors andcurriculum coordinators. Leaflets and notices were attached great importance by curriculum coordinators besides the common responses.

Learners should be assisted to do in class what they will need to be able to do outside and the materials should reflect the outside world. "They should have a degree of authenticity" (Nunan, 1988, p.99). This authenticity should relate to the text sources as well as to student activities and tasks.

Furthermore, the results showed that students consider the importance of most of the skills provided in this study as necessary and important. However, they rated themselves below average and average the most. This shows a lack or need in terms of the ideal competency in their mind and their competence level. Whether or not the learners need instruction in doing these will depends on how well they can do them already. According to Hutchinson and Waters (1987) the target proficiency needs to be matched against the existing proficiency of the learners.

The correlation results between students' self rating (achievement) and their attitude toward English indicated that there are moderate and high relationships besides lower ones. Thus, "learning, particularly the learning of a language, is an emotional experience, and the feelings that the learning process evokes will have a crucial bearing on the success or failure of the learning" (Hutchinson and Waters, 1987, p.47).

5.4 Implications for Practice

The results of the study may be an aid to the Curriculum Development Unit of English Language School at Başkent University in deciding on the English language needs of Tour Guidance students and improving the already existing program to better meet the needs of the students.

The results of the study revealed that students are not as competent as they ought to be in most of the skills. The mean difference between the importance they give and they rate themselves is significant in most of the items. Although the already existing ESP program consists of skills-based objectives, it seems that they are not practiced as effectively as they should be.

When the skills are concerned, more emphasis should be given to presentation and practice of listening and speaking skills. Results of the data analysis suggested that students need more practice in speaking and listening skills and they are the ignored skills. Reading and writing skills are stated to be practiced fully. However, the self ratings indicated that the students are in need of more effective activities for those two skills as well.

According to White (1988) "the realisation that equal weighing for all four skills is not appropriate to all learners is one of the insights provided by ESP and needs analysis" (p.69).

White (1988) states that different levels of performance in the four skills can be opted for. Thus, it is not necessary to achieve uniformity in all of the four skills. These perceptions apply to the results of this study as well. Prioritizing the improvement of the speaking, listening and specialist vocabulary may be one of the concerns according to the results of this study.

In language teaching the syllabus has traditionally been the starting point in planning a language program, rather than an activity which occurs midway in the process. The concept of a language syllabus has been fundamental in the development of language teaching practices in the twentieth century (Richards, 2001). A syllabus is a "document which says what will (or at least what should) be learnt (Hutchinson&Waters, 1987, p.80).

In practice, a combination of approaches to syllabus design is often used as stated by Johnson (1981 in Richards,2001).

"Many parallel syllabuses there are for a course, one is likely to be primary, the organising principle for the course, with the other syllabuses subordinate to it" (Robinson, p.41).

Keeping the skill-based syllabus comprising of the learning needs in Student Needs Assessment Questionnaire primary, content and situation approaches may also be adapted subordinate to it. The already existing skill based objectives

referring to the learning needs items in this study may be kept. Content and situation based approaches may be used in the decision of which content to include and what methodology to put into practice for basic skills students, English instructors and curriculum coordinators agree on students' needs.

One of the main approaches to syllabus design, situational syllabus can be taken as a base in order to prepare some activities for students to develop especially their communicative skills.

The use of the term "situational" refers to the contexts in which language and behavior occur in the real world, outside the classroom. It refers to the relationship between language and context (White, 1988).

According to White (1988) considering the various aspects of situations, concerns are the setting (where?), the participants (who?) and relevant objects within the setting (what?). E.g. setting:airport, participant: tour guide and customer, relevant object: ticket, announcement.

A series of situations may form the main organising principle of the activities. Some amount of language may be covered, some attention may be given to grammar, maybe just to the extent that it is helpful to generate further utterances (White, 1988).

Once the situations have been selected, a range of activities can be devised, based on the language associated with the situations concerned. Role-plays, case studies and discussions can be created in order to create relation to

those situations. The basis for grading and sequencing the activities can be chronological sequence based on arriving, staying, departing or group situations.

The amount of direct communication practice (See Appendix F) can be enhanced through the choice to set activities up as individual, pair or group work. Using a variety of approaches gives students a change of environment and provides for different learning styles in class (Peterson,1986).

Listening skill is stated to be practiced during freshman and not at all during sophomore. However, perceptions of all the three participant groups lead to the need for practice of listening skill as well.

For the development of listening skill, providing language instructors with effective instructional materials, appropriate to the learners' needs is recommended. Any approach to the listening comprehension materials and classroom activities reflects a view of the nature of listening and the process it involves. (Richards,p.50).

According to Richards (2001) bottom-up and top-down processing are referred to be two distinct kinds of processes in listening comprehension. Bottom-up processing refers to the use of incoming data as a source of information about the meaning of a message. From this perspective, the process of comprehension begins with the message received, which is analyzed at successive levels of organisation- sounds, words, clauses and sentences- until the intended meaning is arrived at. Examples of bottom-up processes in listening include: scanning the input to identify familiar lexicon items, segmenting the stream of speech into

constituents, using phonological cues to identify the crucial information in an utterance, using grammatical cues to organise the input into constituents.

Top-down processing refers to the use of background knowledge in understanding the meaning of a message. Background knowledge may take several forms. It may be situational or contextual knowledge stored in long-term memory in the form of plans about the overall structure of events and the relationship between them. The following are examples of top-down processes: inferring cause and effect relationships, anticipating outcomes, inferring sequence between events and inferring missing details.

Listening skill to be included in the ESP courses of sophomore appears to be a basic need as well. Including translation as a skill to be improved in the ESP program requires further research and consultation with curriculum coordinators and instructors.

Hutchinson (as cited in Brumfit, 1988) states that learners are both thinking and feeling beings. As the cognitive capacities are engaged in learning so are the affective qualities. Language learning is usually considered to be stressful activity. Learners usually feel themselves secure when it is in their mother tongue. However, in language learning they may not be sure they have made themselves completely understood or they have understood. This breeds a sense of insecurity.

Hutchinson (as cited in Brumfit,1988) suggests that good teachers try to minimize the negative effects of the learner's emotional reactions to learning and try to boost the positive emotions. This may involve :

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- using pair or group work to minimize the stress of speaking in front of the whole class

- structuring tasks so as to enable learners to show what they do know and what they do not

- giving learners time to think and work out answers

- putting more emphasis on the process of getting the answer rather than the product of the right answer

- making interest, fun and variety primary considerations in the design of tasks and activities, not just an added bonus

Most of the emotional considerations, such as interest, motivation, anxiety and confidence can be dealt with through those tips.

Brumfit (1988) states that it is essential to see the links between the cognitive and affective sides of learning although they have been dealt with separately. Learning starts with thinking. However, in order to think about something, the learner must first want to think about it. The cognitive engagement in learning depends on the primary emotional reaction to the thing to be learnt. "It is this link that demonstrates the power of motivation both to generate and to inhibit learning. Motivation, which can be regarded as the willingness or unwillingness to engage in learning indicates the inseparability of the cognitive and affective sides of the learner"(Brumfit,1988, p.74).

Cronbach (1963 as cited in Peterson,1986) mentions two functions of motivation. Firstly, motivation provides a source of energy which leads to the

awakening of the students' interests and desire to learn. By giving the learner direction, it helps the learner to focus his efforts and activities in a given direction and thus towards specific objectives (See Appendix G for A General Model of Learning Motivation).

Roman (as cited in Brumfit,1988) puts forward the idea that in ESP programmes, the problem of motivation has been dealt with by using texts which reflect either the structures or content of specialisms. Purpose-orientation is stated to lead to high motivation. As the results for target needs indicate, motivation can be increased by dealing with field specific text types. The target needs identified in this study can be included as content in order to tackle the motivation issue.

Classroom activities should lead to satisfactions. In an ESP setting, learning activities should not be closely related but also applicable to real-life situations. This will also develop the importance subdimension of attitude toward English language learning. Thus, the feeling of aspiration will grow.

Besides in-class activities out-class activities can be designed in order to increase the amount of practice students will put into with respect to the skills they need.

5.5 Implications for Further Research

Assessing the needs of students will lead to other studies such as syllabus design, materials development and design, implementation and evaluation of the courses in the program.

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According to Reviere (1996) "needs of target populations will almost always change over time-some slowly, others quite rapidly- needs assessment should ideally be an ongoing process rather than a one time endeavor. Needs are not fixed, but are relative to context" (p.215).

A variety of factors, including resources and the target population, can influence the decision of when to conduct another needs assessment. Regularly revisiting the data from a prior needs assessment in light of changing conditions helps signal when the earlier information becomes seriously outdated or is no longer appropriate for characterizing the target population. Using a variety of needs assessment techniques and instruments and including stakeholders; especially those involved in tourism and travel business; namely, tour guides, travel agents, tour operators and hotel managers as data collection sources may enhance the quality of a needs assessment study.

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APPENDICES
APPENDIX A
ESP PROGRAM IDENTIFICATION FORM

Your institution runs courses which are regarded as courses in ESP for Tour Guidance Department students studying in Applied Sciences Faculty. In order to be able to identify the nature of these specific courses, where applicable please tick √ on line provided. Where a broken line is provided please write answer. *Please answer* all the questions, except those in parentheses which may be omitted if not applicable.

1. Are the needs which these English courses meet principally academic needs or job needs? Why? Please explain in a few statements.

___ Academic   ___ Job

……………………………………………………………………………………………
……………………………………………………………………………………………
…………………………………………………………………………………....

2. What is the medium of instruction in that special field?

…………………………………………………………………………………...

3. Are there institutional goals or policies which encourage English Language teaching programmes to include ESP courses?

___ Yes   ___ No

(If yes, please specify)

....

4. Why do students require English? Because

(   ) The main language of the job is English
(   ) They are working with English speaking colleagues
(   ) Some/most/all of the written or printed materials connected with the job are in English
(   ) They have to convey information or instructions from English language sources to non-English/ English speakers
(   ) Some/most/all correspondence has to be conducted in English

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(   ) They have to follow training courses conducted in English

(   ) Other (Please specify)

…………………………………………………………………………………

5. At work, do they require English for

(   ) Understanding (Listening)

(   ) Reading

(   ) Speaking

(   ) Writing

(   ) Translation

Other purposes (Please specify)

…………………………………………………………………………………

6. Are the ESP courses in your institution organised and run by

(a) A central 'service' department e.g. A Language Centre?

(b) The English Department?

(c) Separate departments for their own students?

(d) Others?

    (Please specify)

………………………………………………………………......................

7. In what year/years of their studies do students receive ESP courses?

…………………………………………………………………………………

8. How many ESP courses do they receive in total during the ESP program?

………………………………………………………………………….....

9. Is attendance at these English classes obligatory?

___ Yes   ___ No

10. Do the students attend classes regularly?

___ Yes   ___ No

(If no, please explain why?)

…………………………………………………………………………………………
…………………………………………………………………………………………
……

11. How many hours of English instruction a week do they receive?

………………………………………………………………………………………

12. How many weeks per year do the English classes last?

………………………………………………………………………………………

13. How many years of English instruction have the students had before attending
    these courses?

………………………………………………………………………………………

14. Are the students tested for proficiency before being admitted to the ESP
    courses?

___ Yes   ___ No

15. You are given a list of English language skills below. For each skill please mark the degree of emphasis in each course. E.g: If you believe that the skill is moderately emphasized in ENG 165, please put 2 under the related course.

Degree of emphasis

Not at all		*Moderately*		*Fully*	
1		2		3	

		COURSES			
SKILLS	**ENG 165**	**ENG 166**	**ENG 265**	**ENG 266**
Listening	____	____	____	____
Speaking	____	____	____	____
Reading	____	____	____	____
Writing	____	____	____	____
Translation	____	____	____	____

16. Are any of these skills ignored due to not being relevant to the students needs?

___ Yes   ___ No

(If yes, which? Why? Please explain.)

(   ) Listening

(   ) Speaking

(   ) Reading

(   ) Writing

(   ) Translation

……………………………………………………………………………………………
……………………………………………………………………………………………
…………………………… .

17. Are published textbooks used on these courses?

___ Yes   ___ No

(If yes, give the title, author's name and pulisher of each of these textbooks.)
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………

18. Are teaching materials specially prepared in your institution?

___ Yes   ___ No

(If yes, why?)

………………………………………………………………………………….....

19. Do they cover the needs of the courses?

(   ) Not at all
(   ) Moderately
(   ) Fully

20. Are there supplementary materials?

___ Yes   ___ No

(If yes, describe briefly the purpose and content of the materials.)

…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………

21. Who prepared them? How?

…………………………………………………………………………………………

22. Is there any ESP materials project going on in your institution for Tour Guidance?

___ Yes   ___ No

(If yes, describe it. Name those involved/ hours per week/aims.)

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

23. Are there any other materials used in your ESP courses which have not been mentioned?

___ Yes   ___ No

(If yes, please specify.)

…………………………………………………………………………………………

24. What are the assessment methods (evaluation tools) used in order to assess the students' performance? Please explain.

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
……………

25. Do the evaluation tools cover the stated objectives?

(   ) Not at all
(   ) Moderately
(   ) Fully

26. Are the evaluation tools complete enough to evaluate the desired skills? Please explain in a few statements.

…………………………………………………………………………………………
…………………………………………………………………………………………

…………………………………………………………………………………………
………
27.How many English teachers are involved in ESP courses for Tour Guidance in your institution? Please state.

………………………………………………………………………………

28. Do these teachers have any special training or instruction before being required to teach these ESP courses?

___ Yes   ___ No

(If yes, please specify.)
……………………………………………………………………………………
……………………………………………………………………………………
……

29.Do these teachers have any other duties within your institution?

(   ) All of them
(   ) Most of them
(   ) Some of them
(   ) None of them

(If any of them does, please specify.)
……………………………………………………………………………………
…………………………………………………………………………………

30. Do the ESP teachers work in collaboration with the subject teachers/lecturers, e.g. the lecturers in the special field of study of the students.

___ Yes   ___ No

(If yes, what kind of cooperation is involved?)

……………………………………………………………………………………
…………………………………………………………………………………....

31. Please state if you have any other comments related to meeting and assessing the needs in the ESP Program.

……………………………………………………………………………………
……………………………………………………………………………………
…………………………………………………………………………………

APPENDIX B

ENGLISH INSTRUCTOR QUESTIONNAIRE

Dear Colleague,

Doing M.A. at METU, Educational Sciences –Curriculum and Instruction Department, this questionnaire constitutes an essential part of my thesis on needs assessment for Tour Guidance students with respect to the English language skills. The results are also likely to be used for curriculum development at English Language School of Başkent University.

Let me assure you that any information given to me will be confidential and be used for research purposes only. I appreciate your cooperation and hope you will seriously consider taking part in this study. Thank you in advance.

<div align="right">

Neşe Ekici
English Language School
Başkent   University

</div>

PART 1.

LEARNING NEEDS

Please mark each item by using the following scale.

1=Unimportant
2= Of little importance
3=Moderately important
4=Important
5=Very important

LANGUAGE

SKILLS

How would you rate the **importance of learning the following skills for your students?**

I. SPEAKING	**1**	**2**	**3**	**4**	**5**

1. asking questions   —   —   —   —   —

2. answering questions   —   —   —   —   —

3. expressing yourself   —   —   —   —   —

4. summarising   —   —   —   —   —

5. describing   —   —   —   —   —

6. comparing-contrasting   —   —   —   —   —

7. solving problems   —   —   —   —   —

8. reasoning   —   —   —   —   —

9. making presenations   —   —   —   —   —

10. criticising   —   —   —   —   —

11. reacting to speech and lecture

12. producing correct pronunciation   —   —   —   —   —

13. wording quickly   —   —   —   —   —

14. using appropriate intonation and stress   —   —   —   —   —

II.LISTENING	1	2	3	4	5
15. obtaining gist	—	—	—	—	—
16. obtaining specific information	—	—	—	—	—
17. listening for summarising	—	—	—	—	—
18. listening for taking notes	—	—	—	—	—
19. listening for translating	—	—	—	—	—
20. recognising language structure	—	—	—	—	—
21. understanding complex sentences	—	—	—	—	—
22. deducing the meaning of unfamiliar words or word groups	—	—	—	—	—
23. evaluating the importance of information	—	—	—	—	—
24. extracting the information not explicitly stated	—	—	—	—	—
25. recognising the speaker's attitude	—	—	—	—	—
26. listening for discriminating intonation and stress patterns	—	—	—	—	—
27. recognising speech organisation patterns (lecture, announcement)	—	—	—	—	—

III. READING	1	2	3	4	5

28. prediciting   —   —   —   —   —

29. scanning   —   —   —   —   —

30. skimming   —   —   —   —   —

31. reading intensively   —   —   —   —   —

32. guessing the meaning of unknown words from context   —   —   —   —   —

33. referencing (focusing on pronouns, numbers)   —   —   —   —   —

34. analysing   —   —   —   —   —

35. synthesizing   —   —   —   —   —

36. making inferences   —   —   —   —   —

37. reading for note-taking   —   —   —   —   —

38. identifying main ideas   —   —   —   —   —

39. finding supporting ideas   —   —   —   —   —

40. paraphrasing   —   —   —   —   —

41. summarising   —   —   —   —   —

42. transfering information   —   —   —   —   —

43. responding critically   —   —   —   —   —

44. speed reading   —   —   —   —   —

IV. WRITING

	1	2	3	4	5

45. structuring sentences

46. addressing topic

47. developing ideas

48. grouping ideas

49. linking ideas

50. organising the product

51. using appropriate vocabulary

52. expressing clearly

53. using correct punctuation

54. spelling correctly

55. adapting appropriate tone and style

PART 2.

TARGET NEEDS

1=Unimportant
2=Of little importance
3=Moderately important
4=Important
5=Very important

I. SPEAKING

Students will use the language;

How would you rate **the importance of your students' being involved in** each of the following for their target needs?

1	2	3	4	5

1. with native speakers
 — — — — —
2. with non-native speakers
 — — — — —
3. with colleagues — — — — —
4. with customers — — — — —
5. in the office — — — — —
6. in hotels — — — — —
7. in restaurants — — — — —
8. at the airports — — — — —
9. in banks for money matters
 — — — — —
10. in travel agencies
 — — — — —
11. in tour operations
 — — — — —
12. in transportation contexts
 — — — — —
13. in social settings — — — — —
14. in my own country
 — — — — —
15. abroad — — — — —

II.LISTENING

1	2	3	4	5

Understanding;

16. native speakers   — — — — —
17. non-native
     speakers   — — — — —
18. the radio   — — — — —
19. TV
     programmes   — — — — —
20. announcements
     at different
     places   — — — — —
21. films   — — — — —
22. presentations   — — — — —
23. meetings   — — — — —
24. conferences   — — — — —
25. seminars   — — — — —
26. discussions   — — — — —
27. conversations on
     the phone   — — — — —
28. face-to-face
     conversations   — — — — —

	1	2	3	4	5

II.   READING

29. academic texts   —   —   —   —   —
30. manuals   —   —   —   —   —
31. newspapers   —   —   —   —   —
32. business letters   —   —   —   —   —
33. fax messages   —   —   —   —   —
34. magazines/perio
dicals   —   —   —   —   —
35. reports   —   —   —   —   —
36. maps   —   —   —   —   —
37. e-mail messages   —   —   —   —   —
38. brochures   —   —   —   —   —
39. dictionary
entries   —   —   —   —   —
40. memos   —   —   —   —   —
41. instruction
booklets   —   —   —   —   —
42. legal documents   —   —   —   —   —
43. the agenda of a
meeting   —   —   —   —   —
44. the minutes of a
meeting   —   —   —   —   —
45. newsletters   —   —   —   —   —
46. catalogues   —   —   —   —   —
47. tickets   —   —   —   —   —
48. itineraries   —   —   —   —   —
49. invoices   —   —   —   —   —

III.   WRITING

	1	2	3	4	5
50. business letters	—	—	—	—	—
51. memos	—	—	—	—	—
52. minutes	—	—	—	—	—
53. agendas	—	—	—	—	—
54. notices	—	—	—	—	—
55. e-mail messages	—	—	—	—	—
56. fax messages	—	—	—	—	—
57. notes	—	—	—	—	—
58. reports	—	—	—	—	—
59. itineraries	—	—	—	—	—
60. tour commentaries	—	—	—	—	—
61. legal documents	—	—	—	—	—
62. user manuals	—	—	—	—	—
63. brochures	—	—	—	—	—
64. leaflets	—	—	—	—	—

PART 3.

Please answer the following question.

1. Considering the target situation (work domain) of your students, rank the following skills and areas of knowledge from 1 to 6 according to their importance. 1 refers to the most important and 6 refers to the least important choice.

Reading   (   )

Writing   (   )

Listening   (   )

Speaking   (   )

Translation   (   )

Specialist Vocabulary   (   )

APPENDIX C
ÖĞRENCİ ANKETİ (TUTUM ÖLÇEĞİ)

Bu anket okulumuzdaki öğrencilerin İngilizce'ye yönelik duygu ve düşüncelerini anlamak için araştırma amacıyla hazırlanmıştır. Bu ankete vereceğiniz cevapların doğru ve samimi olması elde edilen bilgilerin araştırmaya verimli bir şekilde yansımasını sağlayacaktır. Bu nedenle her soruyu dikkatle okuyarak size en uygun gelen yalnız bir seçeneği işaretleyiniz. Her soruyu boş bırakmadan cevaplayınız. <u>Ankete verdiğiniz bilgiler araştırmacı tarafından kesinlikle gizli tutulacaktır.</u>

Yardımlarınız için teşekkür ederim.

Adınız ve Soyadınızın başharfleri: _____

Aşağıda İngilizce konularına yönelik bir dizi cümle vardır. Bunların her birini okuyarak size en uygun gelen seçeneğe X işareti koyunuz.

	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
1. İngilizce öğrenmek zevklidir					
2. İngilizce dersi sıkıcıdır					
3. İngilizce derslerinde kendimi rahat hissederim					
4. Boş zamanlarımda İngilizce kitaplar okurum					
5. İngilizce dersinde başarılı olacağım konusunda kuşkularım var					
6. İngilizce çalışmak için istekli değilim					
7. İngilizceden nefret ediyorum					
8. İngilizce ile ilgili yeni şeyler öğrenmek istiyorum					
9. İngilizce derslerine korku ve endişe içinde giriyorum					
10. İngilizce dersindeki etkinliklere istekli bir şekilde katılıyorum					
11. İngilizce konuşmayı <u>sevmem</u>					
12. İngilizcemi ilerletmek için daha çok zaman harcamak istiyorum					
13. İngilizce bilmek gelecekte bana yarar sağlayacaktır					
14. İngilizce yazı yazmaktan hoşlanıyorum					
15. İngilizce ile ilgili yeni yayınları takip ediyorum					
16. İngilizce ile ilgili her tür etkinlik hoşuma gider					
17. Televizyonda İngilizce yayın yapan kanalları izlerim					

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	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
18. İngilizce bilgimi geliştirmek ve bu konuda daha çok çalışmak istiyorum					
19. İngilizce çalışırken rahat ve sakinimdir					
20. İngilizce dersleri ilginç değildir					
21. Daha az İngilizce dersi almak istiyorum					
22. İngilizce korkulu rüyamdır					
23. İngilizceyi iyi bir şekilde öğrenmek için elimden geleni yapıyorum					
24. İngilizce dersinde verilen ödevleri yapmaktan zevk alıyorum					
25. Ders kitapları dışında başka İngilizce kaynaklar okurum					
26. İngilizce çalışmayı sevmiyorum					
27. İngilizce bilmeseler de insanların hayatta başarılı olacağına inanıyorum					
28. İngilizceyi anlamaya çalışmak beni endişelendiriyor					
29. İngilizce gündelik yaşam için önemlidir					
30. İngilizce genel kültürün gelişmesinde önemlidir					

Not: Prof. Giray Berberoğlu vasıtasıyla Sayın Dilek Berberoğlu'ndan izin alınarak kullanılmıştır.

ÖĞRENCİ ANKETİ

Sevgili Öğrenciler;

Bu anket, siz Tur Rehberliği öğrencilerinin mesleki İngilizce programında var olması gereken beceriler konusundaki algılamalarınızı ve önceliklerinizi saptamak, gerek İngilizce öğrenirken gerekse eğitimini aldığınız meslek alanında çalışırken hangi dil becerilerine ihtiyaç duyacağınızı belirlemek üzere hazırlanmıştır.

Ankette sunacağınız bilgiler gizli kalacak ve yalnızca araştırma amaçları doğrultusunda kullanılacaktır. Elde edilen bilgiler kişisel düzeyde kullanılmayacaktır.

Katkılarınız için şimdiden teşekkür ederim. Saygılarımla.

Neşe Ekici
Başkent Üniversitesi
İngilizce Hazırlık Okulu

BÖLÜM 1.

KİŞİSEL BİLGİLER

Lütfen aşağıdaki soruları okuyarak boş satırın verildiği yerlere gerekli yanıtı yazınız ve uygun olan yerlere bir (√) işareti koyunuz.

1. Adınız ve soyadınızın baş harfleri: _____
2. Yaşınız: _____
3. Cinsiyetiniz: _____
4. Başkent Üniversitesi Hazırlık Okulunda okudunuz mu?

   ( ) Evet   ( ) Hayır

   Eğer yanıtınız evetse, Hazırlık Okulunda tamamladığınız grup nedir?

   ( ) a. B- grubu

   ( ) b. C- grubu

   Hazırlık Okulundaki bitirme (yeterlik sınavı) notunuz nedir?

   ( ) a. 60 – 70

   ( ) b. 71 – 85

   ( ) c. 86 – 100

5. İngilizce bilmenin gerekli olduğuna inanıyor musunuz?

   ( ) Evet   ( ) Hayır

Yanıtınız evetse, İngilizce öğrenmek sizce neden gereklidir? Aşağıdaki ifadelerin yanına bir (√) işareti koyunuz. Birden fazla ifadeyi seçebilirsiniz.

( ) Tur rehberi olarak çalışabilmek için

( ) İngilizce konuşan meslektaşlarla beraber çalışabilmek için

( ) İşle ilgili yazılı veya basılı belgelerin bazılarının/çoğunun/tümünün İngilizce olmasından ötürü

( ) İngilizce kaynaklardaki bilgi veya açıklamaları diğer dillere çevirebilmek için

( ) Kimi/çoğu/tümü İngilizce olan yazışmaları gerçekleştirmek için

( ) İngilizce yürütülen eğitim programlarını takip edebilmek için

( ) Diğer (Lütfen Belirtiniz)

_____
_____

6. İngilizce öğrenmeyi seviyor musunuz?

( ) Evet   ( ) Hayır

Yanıtınızın nedenini lütfen açıklayınız.

_____
_____

BÖLÜM 2.

Lütfen her madde için sütun 1 ve sütun 2'nin altındaki ölçeği kullanarak işaretleyiniz.

	Sütun 1	**Sütun 2**
ÖĞRENME GEREKSİNİMLERİ	Solda verilen becerilerinin her birini İngilizce öğrenmek için **ne derece önemli** gördüğünüzü belirtiniz.	Solda verilen becerilerin her birinde **kendinizi ne derece yeterli** gördüğünüzü belirtiniz.

DİL BECERİLERİ	Önemsiz	Az önemli	Orta derecede önemli	Önemli	Çok önemli	Yetersiz	Az yeterli	Orta	Yeterli	Tamamen yeterli
	1	2	3	4	5	1	2	3	4	5

I. KONUŞMA

İngilizce konuşurken;

1. soru sormak	__	__	__	__	__	__	__	__	__	__
2. soruları yanıtlamak	__	__	__	__	__	__	__	__	__	__
3. kendini ifade etmek	__	__	__	__	__	__	__	__	__	__
4. konuyu özetlemek	__	__	__	__	__	__	__	__	__	__
5. betimleme yapmak	__	__	__	__	__	__	__	__	__	__
6. kıyaslamak-fark bulmak	__	__	__	__	__	__	__	__	__	__
7. sorunlara çözüm getirmek ve bunu ifade etmek	__	__	__	__	__	__	__	__	__	__
8. akıl yürütmek	__	__	__	__	__	__	__	__	__	__
9. sunum yapmak	__	__	__	__	__	__	__	__	__	__
10. eleştiri yapmak	__	__	__	__	__	__	__	__	__	__
11. konuşmalara ve derslere katılmak	__	__	__	__	__	__	__	__	__	__
12. doğru telaffuz yapabilmek	__	__	__	__	__	__	__	__	__	__
13. hızlı cümle kurmak	__	__	__	__	__	__	__	__	__	__
14. uygun seslem ve vurguyu kullanabilmek	__	__	__	__	__	__	__	__	__	__

	Öğrenmenin Önemi					Yeterlik Seviyeniz				
	Önemsiz	Az Önemli	Orta derecede önemli	Önemli	Çok önemli	Yetersiz	Az yeterli	Orta	Yeterli	Tamamen yeterli
	1	2	3	4	5	1	2	3	4	5

II. DİNLEME
İngilizce dinlerken ya da dinleyerek;

15. ana fikri edinmek	—	—	—	—	—	—	—	—	—	—
16. ihtiyaç duyulan bilgiye ulaşmak	—	—	—	—	—	—	—	—	—	—
17. konuyu özetleyebilmek	—	—	—	—	—	—	—	—	—	—
18. not almak	—	—	—	—	—	—	—	—	—	—
19. Türkçe'ye çeviri yapmak	—	—	—	—	—	—	—	—	—	—
20. dil yapısını kavramak	—	—	—	—	—	—	—	—	—	—
21. karmaşık cümleleri anlamak	—	—	—	—	—	—	—	—	—	—
22. bilinmeyen sözcük veya sözcük öbeklerinin anlamını çıkarmak	—	—	—	—	—	—	—	—	—	—
23. bilginin önem derecesini saptamak	—	—	—	—	—	—	—	—	—	—
24. dolaylı verilmiş bilgiye çıkarım yaparak ulaşmak	—	—	—	—	—	—	—	—	—	—
25. konuşmacının tavrını algılamak	—	—	—	—	—	—	—	—	—	—
26. ayırt edici seslem ve vurgu biçimlerini yakalamaya çalışmak	—	—	—	—	—	—	—	—	—	—
27. farklı amaçla yapılan konuşmaların yapısını kavramak (dersler, duyurular gibi)	—	—	—	—	—	—	—	—	—	—

	Öğrenmenin Önemi					Yeterlik Seviyeniz				

III. OKUMA

	Önemsiz	Az Önemli	Orta derecede önemli	Önemli	Çok önemli	Yetersiz	Az yeterli	Orta	Yeterli	Tamamen yeterli
	1	2	3	4	5	1	2	3	4	5

İngilizce okurken ya da okuyarak;

28. bir okuma parçasının konusunu başlıklar, altbaşlıklar vs. yardımıyla önceden tahmin etmek	—	—	—	—	—	—	—	—	—	—
29. belirli bir bilgi ya da bilgilere ulaşmak için hızlı bir şekilde tarama yapmak	—	—	—	—	—	—	—	—	—	—
30. okuma parçasını genel olarak kavrayabilmek için hızlı bir şekilde gözden geçirmek	—	—	—	—	—	—	—	—	—	—
31. ana düşünceyi destekleyen, açıklayan ve geliştiren düşünceleri anlamak için ayrıntılı okumak	—	—	—	—	—	—	—	—	—	—
32. bilinmeyen bir kelimenin anlamını metinden çıkarmak	—	—	—	—	—	—	—	—	—	—
33. metin içinde kelime ya da cümle bazında ilişki kurmak (adıllara, sayılara odaklanma yoluyla)	—	—	—	—	—	—	—	—	—	—
34. okuma parçasını analiz etmek	—	—	—	—	—	—	—	—	—	—
35. sentez yapmak	—	—	—	—	—	—	—	—	—	—
36. sonuç veya anlam çıkarmak	—	—	—	—	—	—	—	—	—	—
37. not almak	—	—	—	—	—	—	—	—	—	—
38. ana düşünceyi tespit etmek	—	—	—	—	—	—	—	—	—	—
39. ana düşünceyi destekleyen fikirleri tespit etmek	—	—	—	—	—	—	—	—	—	—
40. anladığını farklı cümlelerle ifade etmek	—	—	—	—	—	—	—	—	—	—
41. özetlemek	—	—	—	—	—	—	—	—	—	—
42. elde edilen bilgiyi kullanmak	—	—	—	—	—	—	—	—	—	—
43. düşüncelere eleştirel yaklaşmak	—	—	—	—	—	—	—	—	—	—
44. hızlı okumak	—	—	—	—	—	—	—	—	—	—

IV. YAZMA	Öğrenmenin Önemi					Yeterlik Seviyeniz				
	Önemsiz	Az Önemli	Orta derecede önemli	Önemli	Çok önemli	Yetersiz	Az yeterli	Orta	Yeterli	Tamamen yeterli
	1	2	3	4	5	1	2	3	4	5

İngilizce yazarken;

45. doğru yapıda cümleler oluşturmak — — — — — — — — — —

46. konuyu ortaya koymak — — — — — — — — — —

47. fikirleri geliştirmek — — — — — — — — — —

48. düşünceleri gruplandırmak — — — — — — — — — —

49. düşünceler arasında bağlantıyı sağlamak — — — — — — — — — —

50. yazılı ürüne son şeklini vermek — — — — — — — — — —

51. uygun sözcükleri kullanmak — — — — — — — — — —

52. anlatmak istediğini net ve açık bir biçimde yazıya aktarmak — — — — — — — — — —

53. noktalama işaretlerini doğru yerde kullanmak — — — — — — — — — —

54. imla hatası yapmamak — — — — — — — — — —

55. dili yazının çeşidine göre uygun ton ve tarzda kullanmak — — — — — — — — — —

BÖLÜM 3.

Lütfen aşağıdaki soruları okuyarak dikkatle yanıtlayınız. Gerekli durumda (√) işareti kullanınız.

1. İngilizce'yi kullanacağınız hedef alanını (iş ortamını) düşünerek, aşağıda verilen becerileri ve bilgi alanlarını önemlerine göre, en çok kullanacağınız beceriye 1, en az kullanacağınız beceriye 6 rakamını vererek, **1'den 6'ya doğru sıralayınız**.

Okuma   (   )

Yazma   (   )

Dinleme   (   )

Konuşma   (   )

Çeviri   (   )

Alan terminolojisi   (   )

2. Şu ana kadar okulunuzda katıldığınız mesleki İngilizce derslerinin öğretiminde yukarıda verilen seçeneklerden ihmal edilen var mıdır?

Evet (   )   Hayır (   )

Yanıtınız evetse, hangi beceriyi veya becerileri geliştirme ihmal edilmiştir? Lütfen belitiniz ve size göre nedenini açıklayınız.

_____

BÖLÜM 4.

Lütfen her madde için sütun 1 ve sütun 2'nin altındaki ölçeği kullanarak işaretleyiniz.

	Sütun 1	Sütun 2

HEDEF (İŞ HAYATINA YÖNELİK) GEREKSİNİMLER

Sütun 1: Hedef (iş hayatına yönelik)gereksinimlerinizi göz önüne alarak solda verilen becerileri **önemlerine göre** değerlendiriniz.

Sütun 2: **Şimdiki İngilizce seviyenizi göz önüne alarak** solda verilen becerilerin her birinde **kendinizi ne derece yeterli** gördüğünüzü belirtiniz.

I. KONUŞMA

	Önemsiz	Az Önemli	Orta derecede önemli	Önemli	Çok önemli		Yetersiz	Az yeterli	Orta	Yeterli	Tamamen yeterli
	1	2	3	4	5		1	2	3	4	5
1. ana dili İngilizce olan kişilerle konuşurken	__	__	__	__	__		__	__	__	__	__
2. ana dili İngilizce olmayan kişilerle konuşurken	__	__	__	__	__		__	__	__	__	__
3. işyerindeki insanlarla konuşurken	__	__	__	__	__		__	__	__	__	__
4. müşterilerle konuşurken	__	__	__	__	__		__	__	__	__	__
5. ofiste	__	__	__	__	__		__	__	__	__	__
6. otellerde	__	__	__	__	__		__	__	__	__	__
7. restoranlarda	__	__	__	__	__		__	__	__	__	__
8. havaalanlarında	__	__	__	__	__		__	__	__	__	__
9. parayla ilgili meselelerde bankalarda	__	__	__	__	__		__	__	__	__	__
10. seyahat acentelerinde	__	__	__	__	__		__	__	__	__	__
11. tur operatörlerinde	__	__	__	__	__		__	__	__	__	__
12. ulaşım koşulları içerisinde	__	__	__	__	__		__	__	__	__	__
13. sosyal ortamlarda	__	__	__	__	__		__	__	__	__	__
14. kendi ülkemizde	__	__	__	__	__		__	__	__	__	__
15. yurtdışında	__	__	__	__	__		__	__	__	__	__

II. DİNLEME	Öğrenmenin Önemi					Yeterlik Seviyeniz				
	Önemsiz	Az Önemli	Orta derecede önemli	Önemli	Çok önemli	Yetersiz	Az yeterli	Orta	Yeterli	Tamamen yeterli
	1	2	3	4	5	1	2	3	4	5
16. ana dili İngilizce olanları anlamak	—	—	—	—	—	—	—	—	—	—
17. ana dili İngilizce olmayanları anlamak	—	—	—	—	—	—	—	—	—	—
18. radyo programlarını anlamak	—	—	—	—	—	—	—	—	—	—
19. TV programlarını anlamak	—	—	—	—	—	—	—	—	—	—
20. çeşitli yerlerdeki duyuruları ve anonsları anlamak	—	—	—	—	—	—	—	—	—	—
21. filmleri anlamak	—	—	—	—	—	—	—	—	—	—
22. sunumları anlamak	—	—	—	—	—	—	—	—	—	—
23. toplantıları anlamak	—	—	—	—	—	—	—	—	—	—
24. konferansları anlamak	—	—	—	—	—	—	—	—	—	—
25. seminerleri anlamak	—	—	—	—	—	—	—	—	—	—
26. tartışmaları anlamak	—	—	—	—	—	—	—	—	—	—
27. telefon konuşmalarını anlamak	—	—	—	—	—	—	—	—	—	—
28. yüz yüze yapılan konuşmaları anlamak	—	—	—	—	—	—	—	—	—	—

III. OKUMA	Öğrenmenin Önemi					Yeterlik Seviyeniz				
	Önemsiz	Az Önemli	Orta derecede önemli	Önemli	Çok önemli	Yetersiz	Az yeterli	Orta	Yeterli	Tamamen yeterli
	1	2	3	4	5	1	2	3	4	5
29. akademik metinleri okumak	—	—	—	—	—	—	—	—	—	—
30. el kitaplarını okumak	—	—	—	—	—	—	—	—	—	—
31. gazeteleri okumak	—	—	—	—	—	—	—	—	—	—
32. iş mektuplarını okumak	—	—	—	—	—	—	—	—	—	—
33. faks iletilerini okumak	—	—	—	—	—	—	—	—	—	—
34. dergiler/ süreli yayınları okumak	—	—	—	—	—	—	—	—	—	—
35. raporları okumak	—	—	—	—	—	—	—	—	—	—
36. haritaları okumak	—	—	—	—	—	—	—	—	—	—
37. e-posta iletilerini okumak	—	—	—	—	—	—	—	—	—	—
38. broşürleri okumak	—	—	—	—	—	—	—	—	—	—
39. sözlük kayıtlarını okumak	—	—	—	—	—	—	—	—	—	—
40. kurum içi hatırlatma yazılarını okumak	—	—	—	—	—	—	—	—	—	—
41. kılavuz kitapçıkları okumak	—	—	—	—	—	—	—	—	—	—
42. yasal belgeleri okumak	—	—	—	—	—	—	—	—	—	—
43. bir toplantının gündemini okumak	—	—	—	—	—	—	—	—	—	—
44. bir toplantının tutanaklarını okumak	—	—	—	—	—	—	—	—	—	—
45. haber bültenlerini okumak	—	—	—	—	—	—	—	—	—	—
46. katalogları okumak	—	—	—	—	—	—	—	—	—	—
47. biletleri (seyahat, ziyaret vs. ile ilgili) okumak	—	—	—	—	—	—	—	—	—	—
48. ayrıntılı seyahat programlarını okumak	—	—	—	—	—	—	—	—	—	—
49. faturaları okumak	—	—	—	—	—	—	—	—	—	—

IV. YAZMA	Öğrenme Önemi					Yeterlik Seviyeniz				
	Önemsiz	Az Önemli	Orta derecede önemli	Önemli	Çok önemli	Yetersiz	Az yeterli	Orta	Yeterli	Tamamen yeterli
	1	2	3	4	5	1	2	3	4	5
50. iş mektupları yazmak	—	—	—	—	—	—	—	—	—	—
51. kurum içi hatırlatma yazıları yazmak	—	—	—	—	—	—	—	—	—	—
52. toplantı tutanakları yazmak	—	—	—	—	—	—	—	—	—	—
53. toplantı gündemi yazmak	—	—	—	—	—	—	—	—	—	—
54. duyuru yazmak	—	—	—	—	—	—	—	—	—	—
55. e-posta iletisi yazmak	—	—	—	—	—	—	—	—	—	—
56. faks iletisi yazmak	—	—	—	—	—	—	—	—	—	—
57. not yazmak	—	—	—	—	—	—	—	—	—	—
58. rapor yazmak	—	—	—	—	—	—	—	—	—	—
59. ayrıntılı seyahat programları yazmak	—	—	—	—	—	—	—	—	—	—
60. tur yorumları yazmak	—	—	—	—	—	—	—	—	—	—
61. yasal belgeler düzenlemek	—	—	—	—	—	—	—	—	—	—
62. kullanıcı el kitapları hazırlamak	—	—	—	—	—	—	—	—	—	—
63. broşür hazırlamak	—	—	—	—	—	—	—	—	—	—
64. el ilanları hazırlamak	—	—	—	—	—	—	—	—	—	—

APPENDIX E
STUDENT QUESTIONNAIRE

Doing MA at METU, Educational Sciences- Curriculum and Instruction Department, this questionnaire constitutes an essential part of my MA thesis on needs analysis of Tour Guidance students with respect to the ESP Program they are studying. The results are also likely to be used for curriculum development at English Language Schoool of Başkent university.

Let me assure you that any information given to me will be confidential and be used for research purposes only. I appreciate your cooperation and hope you will seriously consider taking part in this study. Thank you.

Neşe Ekici

BACKGROUND INFORMATION

PART 1.

Where applicable please put a tick (√) and please write answer where a broken line is provided.

1. Initials: _____

2. Age: _____

3. Sex: _____

4. Did you study at the Preparatory School at Başkent University?

(   ) Yes   (   ) No

If yes, which group did you finish at the Preparatory School?

( ) a. B- Group

( ) b. C- Group

What was your final grade (proficiency grade) at the Preparatory School?

(   ) a. 60-70

(   ) b. 71-85

(   ) c. 86-100

5. Do you think it is necessary to know English?

(   ) Yes   (   ) No

If yes, why do you need to learn English? Please put a tick (√) next to the statement. You can select more than one.

(   ) to work as a tour guide

(   ) to be able to work with English speaking colleagues

(   ) some/most/all of the written or printed materials connected with the job are in English

(   ) to convey information or instructions from English language sources to non-English

(   ) to conduct some/most/all correspondence in English

(   ) to follow training programs conducted in English.

(   ) Other (Please specify)

_____
_____
_____ .

6. Do you like learning English?

(   ) Yes   (   ) No

Why? Why not? Please specify
_____
_____
_____ .

PART 2.

Use the following scale for column 1

Use the following scale for column 2

LEARNING NEEDS

1. Unimportant
2. Of little importance
3. Moderately important
4. Important
5. Very important

1. Extremely poor
2. Below average
3. Average
4. Above average
5. Excellent

MODES OF LEARNING

Column 1

How would you rate the **importance of learning** each of the following modes of learning?

Column 2

How would you **rate yourself** in terms of each of the following modes of learning?

1. SPEAKING	1	2	3	4	5		1	2	3	4	5

1. asking questions
2. answering questions
3. expressing yourself
4. summarising
5. describing
6. comparing-contrasting
7. solving problems
8. reasoning
9. making presenations
10. criticising
11. reacting to speech and lecture
12. producing correct pronunciation
13. wording quickly
14. using appropriate intonation and stress

2. LISTENING

	1	2	3	4	5		1	2	3	4	5

15. obtaining gist — — — — —   — — — — —
16. obtaining specific information — — — — —   — — — — —
17. listening for summarising — — — — —   — — — — —
18. listening for taking notes — — — — —   — — — — —
19. listening for translating — — — — —   — — — — —
20. recognising language structure — — — — —   — — — — —
21. understanding complex sentences — — — — —   — — — — —
22. deducing the meaning of unfamiliar words or word groups — — — — —   — — — — —
23. evaluating the importance of information — — — — —   — — — — —
24. extracting the information not explicitly stated — — — — —   — — — — —
25. recognising the speaker's attitude — — — — —   — — — — —
26. listening for discriminating intonation and stress patterns — — — — —   — — — — —
27. recognising speech organisation patterns (lecture, announcement) — — — — —   — — — — —

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3. READING	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**	**5**
28. prediciting	—	—	—	—	—	—	—	—	—	—
29. scanning	—	—	—	—	—	—	—	—	—	—
30. skimming	—	—	—	—	—	—	—	—	—	—
31. reading intensively	—	—	—	—	—	—	—	—	—	—
32. guessing the meaning of unknown words from context	—	—	—	—	—	—	—	—	—	—
33. referencing (focusing on pronouns, numbers)	—	—	—	—	—	—	—	—	—	—
34. analysing	—	—	—	—	—	—	—	—	—	—
35. synthesizing	—	—	—	—	—	—	—	—	—	—
36. making inferences	—	—	—	—	—	—	—	—	—	—
37. reading for note-taking	—	—	—	—	—	—	—	—	—	—
38. identifying main ideas	—	—	—	—	—	—	—	—	—	—
39. finding supporting ideas	—	—	—	—	—	—	—	—	—	—
40. paraphrasing	—	—	—	—	—	—	—	—	—	—
41. summarising	—	—	—	—	—	—	—	—	—	—
42. transfering information	—	—	—	—	—	—	—	—	—	—
43. responding critically	—	—	—	—	—	—	—	—	—	—
44. speed reading	—	—	—	—	—	—	—	—	—	—

4. WRITING

	1	2	3	4	5		1	2	3	4	5

45. structuring
    sentences   — — — — —   — — — — —

46. addressing
    topic   — — — — —   — — — — —

47. developing
    ideas   — — — — —   — — — — —

48. grouping ideas   — — — — —   — — — — —

49. linking ideas   — — — — —   — — — — —

50. organising the
    product   — — — — —   — — — — —

51. using
    appropriate
    vocabulary   — — — — —   — — — — —

52. expressing
    clearly   — — — — —   — — — — —

53. using correct
    punctuation   — — — — —   — — — — —

54. spelling
    correctly   — — — — —   — — — — —

55. adapting
    appropriate
    tone and style   — — — — —   — — — — —

PART 3.

Please answer the following question.

1 Considering your target situation (work domain), rank the following skills and areas of knowledge from 1 to 6 according to their importance. 1 refers to the most important and 6 refers to the least important skill.

Reading   (   )

Writing   (   )

Listening   (   )

Speaking   (   )

Translation   (   )

Specialist Vocabulary   (   )

2. Do you think any of the skills and areas of knowledge given above have been ignored in ESP courses you have taken at Başkent University?

Yes (   )   No (   )

If yes, which of the skill(s) have been ignored? Please state the reason you think is as well.

_____.

PART 4.

	Use the following scale for column 1	Use the following scale for column 2
TARGET NEEDS	1. Unimportant 2. Of little importance 3. Moderately important 4. Important 5. Very important	1. Extremely poor 2. Below average 3. Average 4. Above average 5. Excellent

	Column 1 How would you rate **the importance of** the following for your target needs?	**Column2** Considering your present competence, how would you **rate yourself** in the following?

1. SPEAKING

	1	2	3	4	5		1	2	3	4	5

Speaking;

1. with native speakers	—	—	—	—	—		—	—	—	—	—
2. with non-native speakers	—	—	—	—	—		—	—	—	—	—
3. with colleagues	—	—	—	—	—		—	—	—	—	—
4. with customers	—	—	—	—	—		—	—	—	—	—
5. in the office	—	—	—	—	—		—	—	—	—	—
6. in hotels	—	—	—	—	—		—	—	—	—	—
7. in restaurants	—	—	—	—	—		—	—	—	—	—
8. at the airports	—	—	—	—	—		—	—	—	—	—
9. in banks for money matters	—	—	—	—	—		—	—	—	—	—
10. in travel agencies	—	—	—	—	—		—	—	—	—	—
11. in tour operations	—	—	—	—	—		—	—	—	—	—
12. in transportation contexts	—	—	—	—	—		—	—	—	—	—
13. in social settings	—	—	—	—	—		—	—	—	—	—
14. in my own country	—	—	—	—	—		—	—	—	—	—
15. abroad	—	—	—	—	—		—	—	—	—	—

2. LISTENING	1	2	3	4	5		1	2	3	4	5

Understanding;

		1	2	3	4	5		1	2	3	4	5
16.	native speakers	—	—	—	—	—		—	—	—	—	—
17.	non-native speakers	—	—	—	—	—		—	—	—	—	—
18.	the radio	—	—	—	—	—		—	—	—	—	—
19.	TV programmes	—	—	—	—	—		—	—	—	—	—
20.	announcements at different places	—	—	—	—	—		—	—	—	—	—
21.	films	—	—	—	—	—		—	—	—	—	—
22.	presentations	—	—	—	—	—		—	—	—	—	—
23.	meetings	—	—	—	—	—		—	—	—	—	—
24.	conferences	—	—	—	—	—		—	—	—	—	—
25.	seminars	—	—	—	—	—		—	—	—	—	—
26.	discussions	—	—	—	—	—		—	—	—	—	—
27.	converations on the phone	—	—	—	—	—		—	—	—	—	—
28.	face-to-face conversations	—	—	—	—	—		—	—	—	—	—

3. READING

	1	2	3	4	5		1	2	3	4	5
29. academic texts	__	__	__	__	__		__	__	__	__	__
30. manuals	__	__	__	__	__		__	__	__	__	__
31. newspapers	__	__	__	__	__		__	__	__	__	__
32. business letters	__	__	__	__	__		__	__	__	__	__
33. fax messages	__	__	__	__	__		__	__	__	__	__
34. magazines/perio dicals	__	__	__	__	__		__	__	__	__	__
35. reports	__	__	__	__	__		__	__	__	__	__
36. maps	__	__	__	__	__		__	__	__	__	__
37. e-mail messages	__	__	__	__	__		__	__	__	__	__
38. brochures	__	__	__	__	__		__	__	__	__	__
39. dictionary entries	__	__	__	__	__		__	__	__	__	__
40. memos	__	__	__	__	__		__	__	__	__	__
41. instruction booklets	__	__	__	__	__		__	__	__	__	__
42. legal documents	__	__	__	__	__		__	__	__	__	__
43. the agenda of a meeting	__	__	__	__	__		__	__	__	__	__
44. the minutes of a meeting	__	__	__	__	__		__	__	__	__	__
45. newsletters	__	__	__	__	__		__	__	__	__	__
46. catalogues	__	__	__	__	__		__	__	__	__	__
47. tickets	__	__	__	__	__		__	__	__	__	__
48. itineraries	__	__	__	__	__		__	__	__	__	__
49. vouchers	__	__	__	__	__		__	__	__	__	__
50. invoices	__	__	__	__	__		__	__	__	__	__

4. WRITING	1	2	3	4	5		1	2	3	4	5
51. business letters	—	—	—	—	—		—	—	—	—	—
52. memos	—	—	—	—	—		—	—	—	—	—
53. minutes	—	—	—	—	—		—	—	—	—	—
54. agendas	—	—	—	—	—		—	—	—	—	—
55. notices	—	—	—	—	—		—	—	—	—	—
56. e-mail messages	—	—	—	—	—		—	—	—	—	—
57. fax messages	—	—	—	—	—		—	—	—	—	—
58. notes	—	—	—	—	—		—	—	—	—	—
59. reports	—	—	—	—	—		—	—	—	—	—
60. itineraries	—	—	—	—	—		—	—	—	—	—
61. tour commentaries	—	—	—	—	—		—	—	—	—	—
62. legal documents	—	—	—	—	—		—	—	—	—	—
63. user manuals	—	—	—	—	—		—	—	—	—	—
64. brochures	—	—	—	—	—		—	—	—	—	—
65. leaflets	—	—	—	—	—		—	—	—	—	—

COMMUNICATIVE EXERCISE TYPES FOR READING, WRITING,
LISTENING AND SPEAKING SKILLS

COMMUNICATIVE EXERCISE TYPES FOR READING

- Pre-reading strategies
    - Brainstorming
    - Predict the scope of the reading from the title

- Recognition exercises
    - Recognizing same words/same phrases
    - Recognizing synonyms
    - Recognizing antonyms
    - Recognizing related words and phrases
    - Recognizing the meaning of punctuation marks
    - Recognizing the meaning of signal words

- Matching exercises
    - Matching illustrations with paragraphs
    - Matching main ideas with paragraphs
    - Matching titles with exercises
    - Matching summaries with passages
    - Matching details with main ideas
    - Matching incomplete texts
    - Matching words with meanings

- Cloze exercises
    - Requiring production of a word
    - Requiring selection of the correct choice

- Selection exercises
    - The best title or topic of a passage
    - The main idea of a paragraph
    - The best question that the paragraph answers
    - The best answer to comprehension questions
    - The best summary
    - The best meaning of a word
    - The best conclusion or outcome
    - Unimportant or irrelevant details
    - Relevant details (scanning for information)
    - The best signal word
    - What should come next
    - What is implied

- Sequencing exercises
    - Rearranging the order of a set of scrambled sentences
    - Enumerating the steps of a process
    - Arranging pictures in order to tell a story

- Completion exercises
    - Completing sentences taken from a reading passage
    - Completing an introduction or a conclusion to a paragraph
    - Completing diagrams with information from a passage

- Following instructions
    - Reading and performing activities

- Reading and drawing a diagram

- Writing exercises

  - Answering wh- questions
  - Writing a main idea for a paragraph
  - Taking notes on a reading passage
  - Making a diagram based on a reading passage
  - Summarizing a paragraph

COMMUNICATIVE EXERCISE TYPES FOR WRITING

- Combining sentences
  - Sentences are combined so that they form an acceptable sequence; linking devices are stressed.

- Reordering sentences and rewriting
  - A text is created by reordering sentences which have been given in a scrambled sequence.

- Reproducing a text
  - Students hear a text being read and reconstruct it from memory

- Constructing a text (information transfer)
  - From notes given by the instructor
  - From information represented in graphs or diagrams

COMMUNICATIVE EXERCISE TYPES FOR LISTENING

- Listen and do
- Listen and draw
- Jigsaw listening
- Listen and note

COMMUNICATIVE EXERCISE TYPES FOR SPEAKING

- Role play
- Information gap exercises
- Guessing game
- Discussion

(Peterson,1986, p.125-127)

A GENERAL MODEL OF LEARNING MOTIVATION

I.   Needs and Expectations
(Internally or externally produced)

Teacher intervention:

(1) Identify, assess and translate the learners needs into skills to be developed in order to meet his expectations (2) Help students be aware of the nature and scope of their needs and expectations.

II. Motivation
(Desire to act, a psychological state reflected in learner's attitude towards the learning process.)

Teacher intervention:

Create a motivating atmosphere by making the learner aware of the relevance of the syllabus to communicative needs and real-life situations.

III. Learning Activity
(Linguistic realization which satisfies communicative needs and expectations.)

Teacher intervention:

Help the learner focus on a specific type of learning activity which: (1)considers the most efficient means of reaching the end; (2)takes into account individual learning styles; (3)involves the learner in the process.

IV. Fulfillment of a Specific Goal

(Peterson, 1986,p.29)